

2021-22 Alternate Assessment Justification

The following must be completed by districts that contribute to the state exceeding the 1% cap for students participating in the alternate assessment and will be posted on the department website upon receipt.

District Name: Sullivan

	% of Alternative Assessments 2017-18	% of Alternate Assessments 2018-19	% of Alternate Assessments 2020-21	% of Alternate Assessments 2021-22	Projected % of Alternate Assessments 2022-23
MSAA ELA	1.43	1.39	1.29	1.37	1.01
MSAA Math	1.44	1.36	1.26	1.33	1.01
TCAP- Alt Science	1.45	*Field test year, no data available	1.32	1.53	1.01

1. **Eligibility Determination Process:** Describe the policies, training and supports in place to ensure IEP teams appropriately identify students for participation on the alternate assessments related to each of the three criteria. *Completing the form in EasyIEP is not sufficient justification. The description should include training or processes to ensure the IEP team is carefully considering both the student's data and the implication of participation in the alternate assessment.*
 - a. Criterion One: The student has a significant cognitive disability. Only students with the most significant cognitive disabilities should be considered for the alternate assessment.
 - b. Criterion Two: The student is learning content linked to (derived from) state content standards.

- c. Criterion Three: The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.

Sullivan County Schools have a written policy and procedure in place which is used to guide team in determining eligibility for alternate assessment. The Sullivan County School District Department of Special Education meets with special education teachers annually in the spring to review the written procedures and district policies of the participation guidelines for alternate assessment. In addition, we participate in regional opportunities for training and redeliver to all stakeholders in our district. The district requires an annual review of each student record to show a disability that significantly impacts intellectual functioning and adaptive behavior that is essential for someone to live independently and to function safely in daily life. This review is not limited to the IQ score and standardized adaptive scales but must include multiple sources of data including observation of daily interaction with peers and adults and the data collected from a modified standards-based curriculum. Before making the final decision, the implication of participation in the alternate assessment including the long-term effect of the possibility of not receiving a regular high school diploma must be considered. Training presentations and documents are housed in a Google Drive shared with all teachers to be used as a reference throughout the year as teams are meeting.

- 2. **Disproportionality:** Using your data by primary eligibility, describe your district data, including disproportionate participation on the alternate assessment and a plan for reducing/eliminating disproportionality.

The 2021-22 data shows a slight increase in participation in ELA (+0.08%) and Math (+0.07%) and greater increase in science (+0.21%). The district is committed to hold high expectations while evaluating all data and making the best decisions for our students and their future. The greater increase in science is attributed to a pocket of tenth graders taking the Biology EOC.

The identification of students with ED and OHI who are alternately assessed will be analyzed to determine if these students are significantly delayed in both cognitive and

adaptive skills and have the most intense supports in place to allow for progress and participation in the general curriculum.

3. **Informed Parent Participation:** Describe the process and practices used to adequately inform parents of the eligibility requirements and implications of participation to ensure active parent participate in the IEP team discussion.

At each annual IEP meeting, case managers explain the criteria for eligibility of an alternate assessment and the effect it has on the student at each grade band level including the implications for high school and diploma options. Parents sign a statement of their understanding and approval of the program and plan agreed upon.

4. **Support Requested:** Please detail any support needed from the department. (All reasonable requests for supports will be considered.)

Support in the form of PD delivered by someone “new to them” given to elementary level principals and general education teachers would be helpful.

Assurance: The district is committed to ensuring all students are participating in the most appropriate assessments. Students determined eligible for the alternate assessment will meet the three criteria.

Signed: **Kristie Robinette** Date: 2/15/23

