

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: Sumner County Schools

	% 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	1.13	1.13	1.18	1.22	1.3
MSAA Math	1.11	1.12	1.17	1.27	1.3
TCAP- Alt Science	1.06	<i>*Field test year, no data available</i>	1.24	1.22	1.3

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.

- 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.

Analysis of the data from 21-22 school year reveals an increase of students in the category of ID (+9) and LI (+3) from the previous year. Our ID remains under the state average and the LI is higher than the state average. We decreased by one student in the categories of Autism, SLD, MD and TBI. We decreased by 3 the number of students in OHI.

Assessment specialists (both School Psychologists and Speech Language Pathologists) and teams will utilize the IEP File Review rubric when making decisions regarding assessment participation. Teams must consider if a student meets the three criteria required for participation in the alternate assessment. The certifying specialist will review past evaluations and consider factors that may have negatively impacted prior and current test performance when determining the presence of a significant cognitive disability. Review and training on participation guidelines for the alternate assessment are completed annually with certifying specialists.

Special Education Teachers will participate in a training during the Summer of 23 on the 1% threshold as well as the three criteria. Special Education Supervisors will utilize the IEP File Review when meeting with Special Education Teachers.

- 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.

In March 2023 parents are invited to a training on IEP basics and information will be disseminated regarding decision to participate in Alternative Assessment.

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

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: Norm J. Dam , Special Education Director Date: February 15, 2023