

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: Unicoi County

	% 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	2.31%	1.58%	.74%	.77%	.65%
MSAA Math	2.41%	1.64%	.78%	.75%	.65%
TCAP- Alt Science	1.91%	<i>*Field test year, no data available</i>	.58%	1.06%	0.2%

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.

Inclusion of Students with Disabilities in State/District-wide Assessment with Appropriate Accommodations/Modifications and Reporting of Assessment Data

Alt Assessment Participation Criteria

1. The student has a significant cognitive disability.
2. The student is learning content linked to (derived from) the state content standards
3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and-age-appropriate curriculum.

Alt Assessment Participation Criteria Descriptors

1. Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.
 - a. Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life
2. Goals and instructions listed in the IEP for this student are linked to the enrolled grade- level standards and address knowledge and skills that are appropriate and challenging for this student.
3. The student
 - (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and
 - (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across academic content.

Alt Assessment Sources of Evidence Used

Results of Individual Cognitive Ability Test

Results of Adaptive Behavior Skills Assessment

Results of individual and group administered achievement tests

Results of informal assessment

Results of individual reading assessments

Results of district-wide alternate assessments

Results of language assessments including English language learner (ELL)

language assessment if applicable

2. Examples of curriculum, instructional objectives and materials including work samples

Present levels of academic and functional performance, goals and objectives from the IEP

Data from scientific research-based interventions

Progress monitoring data

3. Examples of curriculum, instructional objectives, and materials including work samples from both school and community based instruction

Teacher collected data and checklists

Present levels of academic and functional performance, goals, and objectives, and post school outcomes from the IEP and the Transition Plan for students age 14 and older

Alt Assessment Exclusionary Factors:

The following cannot be used for Reviewing Evidence

1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social/cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic and other services received
6. Educational environment or instructional setting
7. Percent of time receiving special education
8. English Language Learner (ELL) status
9. Low reading level/achievement level
10. Anticipated disruptive behavior
11. Impact of test scores on accountability system

12. Administrator decision

13. Anticipated emotional duress

14. Need for accommodations, e.g., assistive technology/AAC to participate in assessment process.

This is the procedure used to determine if the Alternate Academic Assessment (Alt. Assessment) is the most appropriate platform for the student. If the student does not meet the criteria for the Alt. Assessment, the student will take the regular TCAP or EOC for the state assessment. The Alternate Academic Assessment, TCAP, and EOC assessment data is compiled by the Tennessee Department of Education. Teachers share the results of the test with parents/stakeholders of each individual student.

Students with disabilities taking the regular TCAP will be provided the accommodations written in the IEP on TCAP exams. A list of the accommodations for all students with disabilities taking the regular TCAP will be provided to the Testing Coordinator who will meet with teachers to ensure all accommodations are correctly marked and given on the TCAP exam.

- b. Criterion Two: The student is learning content linked to (derived from) state content standards.

Students are working on state content standards in regular classrooms and in the special education settings. Students who receive services in a special education classroom are using much of the same content as is taught in the regular education classroom with modifications and strategies to meet the learning style of the student. Scaffolds and differentiation of content are tailored to the needs and abilities of the individual student. Paraprofessionals are placed in classrooms to assist students with needs that are written in the student IEP which is agreed upon by the IEP team.

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

Students requiring extensive direct individualized instruction and substantial supports are placed in a comprehensive classroom setting. Teachers and paraprofessionals work with each student in small group settings on grade appropriate content standards that are modified to meet the learning ability of the student. Students are also placed in least restrictive environment classroom settings with regular education students for instruction as appropriate based on the decisions of the IEP team.

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.

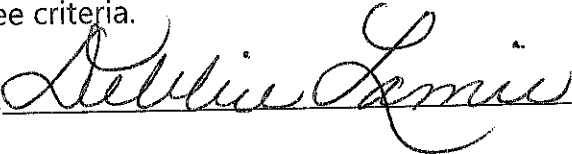
The district will continue to train and improve staff capacity to appropriately identify students with disabilities. School RTI teams will continue to implement intensive interventions and participate in state trainings to build teacher capacity on improving access to tiered interventions. Staff will continue to train on instructionally appropriate IEPs to build capacity of teachers to develop meaningful plans that provide the correct structure of support, modifications, accommodations, and appropriate goals. Ensuring that students have the correct supports will increase the number of students who experience successful access to core instruction. Improving access and instruction will increase student participation on the regular assessment.

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.

The IEP team determines which assessments are most appropriate based on data. Parents are members of these teams and are informed of the different types of assessments. The special education teachers are responsible for explaining the various types of assessments to the IEP teams during the meetings.

4. **Support Requested:** Please detail any support needed from the department. (All reasonable requests for supports will be considered.)
We currently work closely with the CORE office and attend state trainings, webinars, and conference calls offered to our district. We feel we have the necessary contact information to ask for assistance, guidance, or clarification when needed at this time.

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: 

Date: 02/15/2023