

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: Achievement School District

	% 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	2.28%	2.39%	2.60%	2.32%	1.81%
MSAA Math	2.39%	2.36%	2.55%	2.27%	1.81%%
TCAP- Alt Science	2.26%	*Field test year, no data available	2.38%	2.33%	1.88%

- 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.
All ASD Schools will make decisions annually on student participation in the alternate assessments. These decisions will be based on a holistic

analysis of students being considered for participation. Possible sources of data the IEP teams will consider when reviewing participation will include psychological evaluation reports, results of individual cognitive ability tests, adaptive behavior skills data, results of individual or group-administered achievement assessments, district-wide alternate assessments, individual reading assessments, findings of communication or language proficiency assessments, teacher-collected data from classroom observations, progress monitoring data, and IEPs. Each school IEP team will complete the Alternate Assessment Eligibility Checklist at the annual meeting.

In order to ensure ASD schools, complete the selection process correctly, ASD will annually determine if current IEP team practices align with the State of TN guidance for participation. ASD will also provide professional development to schools regarding assessment selection and the use of the Tennessee alternate assessment system.

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

For students who meet the eligibility of criterion 1, ASD will ensure that the school IEP teams then determine if the student is engaging in learning linked to the Tennessee Academic Standards. In determining if the content learned is linked to Tennessee Academic Standards, the school IEP Teams will review the student participation in standards-based instruction in the areas of English language arts (ELA), math, science, and social studies daily. School IEP Teams will also determine how the instruction is designed to support the student's active participation, how the grade-level state standards are broken down into smaller skills, steps, or units in order to support student learning, and determine where, when, and how the students will actively participate in instruction aligned to state standards. ASD will also make sure the measurable annual goals and short-term objectives support increased opportunities for learning within the grade-level standards for the students in consideration for participation. School IEP Teams will also ensure that the skills can be generalized across content and within rigorous instruction. Lastly, ASD will ensure schools are tracking student progress in order to collect evidence of progress within instruction aligned to state standards as well as in regard to IEP annual goals and short-term objectives. File monitoring

conducted by ASD will add an additional layer of oversight for the progress made in attaining these goals.

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

For students who meet the eligibility of Criteria 1 and 2, ASD will ensure the school IEP teams then determine if the student requires extensive, direct, individualized instruction and substantial supports. In determining these factors, ASD insists that school IEP Teams consider if the LRE determination was based on the most current comprehensive data for each student. The next consideration will be for school IEP Teams to provide evidence that decisions for each student was based on individual strengths and needs. ASD will also ensure that school IEP Teams select accommodations, modifications, services, and other supports for those students to increase active participation in the instructional day. School IEP Teams are also required to use formative and informal evidence that the students are achieving measurable gains. Lastly, the school IEP Teams must ensure there is a process for ensuring that the accommodations, modifications, services, or supports are appropriate for the student.

- 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 Achievement School District's highest percentage of participation for the alternate assessment comes from the primary disability of Intellectually Disabled students at 62%. Autism has the second highest percentage of participation for ASD at 27%. The other 11% of the participation distribution include Traumatic Brain Injury, Developmental Delay, Functional Delay, Language Impairments, Multiple Disabilities, and Orthopedic Impairments. In order to reduce or eliminate disproportionality for ASD, training will occur to ensure all schools are following TN Alternate Assessment Participation Guidelines. The school IEP Teams will also work closely with their school psychologist in order to complete the TN Alternate Assessment Participation Eligibility Checklist. This process requires teams to complete a data analysis for each student being considered for participation. The checklist will also provide

another layer of evidence for each student in determining eligibility for participation. School teams will also complete the Alternate Assessment IEP File Review Rubric as additional evidence for students considered for alternate assessment participation.

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.

ASD requires all parents to be part of the IEP Team. The IEP team, which includes parents as equal partners, is responsible for determining if a student with a disability should participate in the general assessment with accommodations or in the alternate assessment. To document that a student is eligible, and an alternate assessment is the most appropriate assessment option, the IEP team will review all important information about the student over multiple school years and multiple instructional settings (e.g., school, home, community) and determine that the student has met all eligibility requirements. ASD is aware that participation in the alternate assessment means that the student is participating in a curriculum that does not lead to a high school diploma. The achievement expectations for the alternate assessment are not the same as the expectations for the general assessment. Therefore, ASD requires that parents be informed during the IEP team meeting that participation in the alternate assessment does not align to the state's general high school diploma criteria.

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.

Karla Hankins

Signed: _____

Date: 2/16/2023