

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: ____Cheatham 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	1.30%	1.45%	1.47%	1.37%	1.75%
MSAA Math	1.35%	1.48%	1.51%	1.44%	1.75%
TCAP- Alt Science	1.33%	*Field test year, no data available	1.35%	1.54%	1.75%

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.

- *We have had system-wide training regarding TN DOE eligibility guidelines as well as explicitly reviewed the “Guidance for IEP Teams on Participation Decisions for the Alt Assessment” for all assessment faculty to include special education teachers, school psychologists, and related services. Additionally, we are working with TDOE to ensure that our IAIEPS and teams are extensively rooted in general education staff and input regarding both tier one content and content specialists.*
- *We will continue to conduct professional development with our special education staff.*
- *District staff and school administration is also included in professional development to allow for a continuum of understanding throughout all stakeholders.*

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

- *Student learning framework is based on the TN Department of Education Alternative assessment blueprints and content modules to most effectively align instruction with the state standards.*
- *The work we are doing with TDOE to support all our IAIEPS are all benefiting to the continuum of academic support from our teams.*

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 that qualify for alternative based assessments, will be ensured that accommodations and modifications will be implemented with fidelity. By providing an appropriate level of support students are ensured the greatest gains in closing deficit gaps. Formative assessment data collection obtained from curriculum-based measurements, observations, and portfolios will allow for appropriate alignment of the students’ needs and educational impact to effectively determine the supports needed to allow for more successful educational equity.*

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.

- *Cheatham County was not identified or served any students inappropriately; we have not met any disproportionality lists.*
- *Historically, Cheatham county has several families that foster extremely complex students. An additional factor that is coming into light is an increase in children born*

with parental factors such as in uterine drug use which we are discovering via child find when these children enter our schools. This has led to generational legacies so to speak entering our schools. In many cases we have had grandparents, parents and now children of those children.

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.

- *Parents are invited to attend all meetings; initial, annual, and addendums.*
- *Parents are given a minimum of 10-day notice; they can choose to waive their 10 days.*
- *Meetings are scheduled at a mutually agreed upon time and or day. Parents are able to request to change a date if need be.*
- *Parents are given a draft IEP at least 48 hours in advance of the meetings to have time to review, and formulate questions to be an informed active stakeholder.*
- *The IEP team includes input of all stakeholders- Parents or guardians, general education teacher/s, special education teacher, interpreter of results, LEA, related services and other members as deemed appropriate by the team. The IEP team drives dialogue and decisions; not a vote.*

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

•Additional support in navigating teams often severely understaffed. We were fortunate to be awarded a grant for a school psychologist intern however we are short 5 full time school psychologist personnel in addition to having zero social workers it is incredibly difficult for our team to stay afloat. We are having to contract to simply assess and it does not allow for a true continuum of supports more less allow for best practices to be implemented.

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: 02/13/23