

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: Collierville 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	1.45%	1.50%	1.16%	1.34%	1.71%
MSAA Math	1.48%	1.51%	1.23%	1.38%	1.46%
TCAP- Alt Science	1.39%	<i>*Field test year, no data available</i>	1.07%	1.35%	1.43%

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.

Special Education Teachers, Related Service Providers, School Administrators and School Psychologist receive training at the start of the school year regarding the Alternate Assessment and criteria to consider when making the decision for a student to participate in the alternate assessment.

Criteria for the team to consider includes:

- IQ scores that are 60 or below
- Adaptive scores that are 60 or below

- Student requires extensive direct instruction that is well below grade level standards
- History of students unable to make progress toward prerequisite skills in the areas of reading and math with extensive supports.
- Parent understands and agrees that student will not be working for a general education diploma at the time student is alternately assessed
- Prior to an IEP meeting where alternative assessment is going to be proposed, the Director of DEC is notified to review student data with school psychologist and teacher. This group will collaborate about what is required for a FAPE for specific students.
- Before the end of the first semester, teachers and school psychologist will review current data, performance of students who are currently alternately assessed, fill out a chart and send to DEC for review. If there has been a change and it appears the student no longer appears to require alternate assessment for a FAPE, an IEP team will be scheduled to discuss.
- Teachers note in PWN that parent understands students who are assessed with alternate assessment are not working toward a general education diploma.

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.

- Collierville Schools is above the state average in the alternate distribution of students with autism
 - State distribution is 29.29% versus the district 47.44%
 - In the area of autism the state percentage increased while the district percentage decreased.
- Collierville Schools is well below the state average distribution in the area of Intellectual Disability with the state at 52.59% and the district 29.49%.

Collierville Schools has a large population of students with disabilities who have an eligibility of Autism. Collierville currently has 200 students aged 5-21 who have an eligibility of autism which is 19% of the special education population. 158 students with autism are state tested this year. The district has identified 45 students with autism alternately assessed, the district would be well below the state average at 28%.

3. IEP teams will continue to gather all data necessary to determine eligibility of students with disabilities.

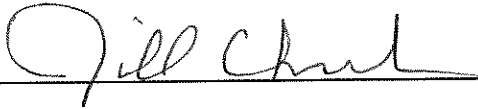
4. **Informed Parent Participation:** Describe the process and practices used to adequately inform parents of the eligibility requirements and implications of participation to ensure active parent participate in the IEP team discussion.

Parents are actively involved in all programming decisions which are detailed in minutes, prior written notices. During IEP meetings teams review all data available to make informed decisions and if additional data is required, teams meet to make that determination.

5. The decision for alternate assessment is considered and reconsidered at least at the annual IEP meeting.
IEP's cannot be finalized until the team has determined if the student will be alternately assessed.

6. **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:  Date: 2/10/2023