

2021-22 Alternate Assessment Justification

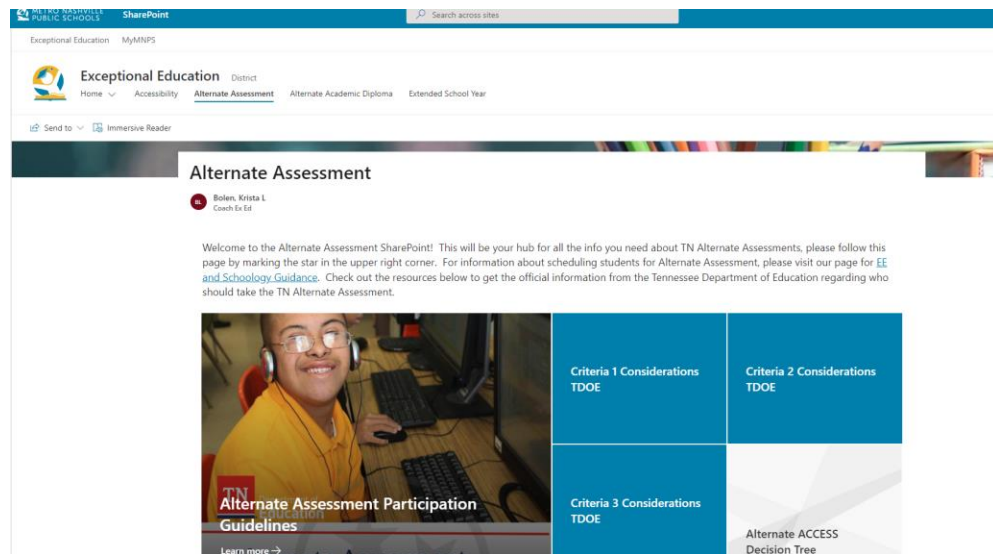
The following must be completed by districts that contribute to the state exceeding the 1% cap for students participating in the alternate assessment and will be posted on the department website upon receipt.

District Name: MNPS/Davidson 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	1.45	1.37	1.40	1.46	1.78
MSAA Math	1.44	1.38	1.39	1.47	1.60
TCAP- Alt Science	1.29	<i>*Field test year, no data available</i>	1.23	1.51	1.67

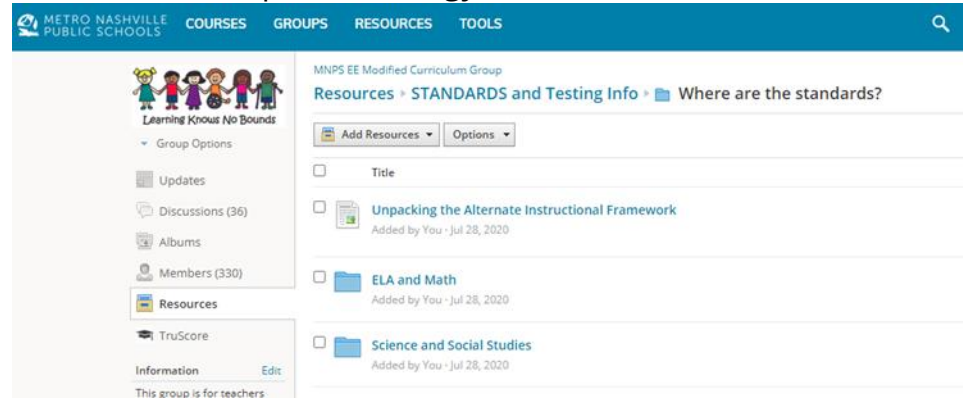
1. **Eligibility Determination Process:** Describe the policies, training and supports in place to ensure IEP teams appropriately identify students for participation on the alternate assessments related to each of the three criteria. *Completing the form in EasyIEP is not sufficient justification. The 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.

- i. All special education teachers, school psychologists, and test coordinators have access to a standardized, narrated presentation explaining the Alternate Assessment and participation guidelines.
- ii. We have an entire SharePoint site dedicated to information regarding Alternate Assessment. Information is provided to school level teams through many channels, including district communication sent to principals, newsletters and virtual synchronous and asynchronous training.



- iii. Both Department of Exceptional Education Coaches and Lead Psychologist provide follow up to school-based teams.
 - iv. During the past 2 years school psychologists have engaged in training about the eligibility process that was developed specifically for them.
- b. Criterion Two: The student is learning content linked to (derived from) state content standards.
- i. All teachers teaching students on Alternate Assessments have access to a digital resource in the district Learning Management System (LMS) with links to the Core Content Connectors, Alternate Academic Diploma requirements and Science and Social Studies modules. (Modified

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- ii. MNPS is using instructional materials aligned to state standards for students on alternate assessment.
 - c. Criterion Three: The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.
 - i. During the past 2 years school psychologists have engaged in training about the eligibility process that was developed specifically for them.
 - ii. Each school has access to Special Education Coaches who provide support to schools regarding instruction for students with significant cognitive disabilities. We also have a low incidence support team that works with our school level teachers and paraprofessionals. An area of focus for this team is functional communication.
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 majority of our students taking alternate assessments have primary eligibilities of Autism or Intellectual Disability. In both areas we have a higher percentage than the state distribution. Areas of primary disability of Functional Delay, Language Impairment, and Specific Learning Disability warrant further investigation, as they may not meet criteria for 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.

We have instructed IEP teams to use the Diploma Decision Guide from TDOE as a reference document during IEP meetings to consider participation in Alternate Assessment.

Due to changes in EasyIEP, teams must consider the eligibility for TN Alt Assessment at every IEP meeting.

Parents are active participants in the IEP team. School psychologists and teachers have been instructed to use the flowchart from Diploma Decision Guide and Alternate Academic Diploma information in all meetings where Alt Assessment is being considered. We are working to get documents translated to other languages for parents.

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

Our district would like the TDOE to clarify rules around which students count for participation rate in state testing. It has come to our attention that students who have the Early Stopping Rule applied in ELA/Math for MSAA are not counted as a valid test, when they are counted for Science. Students who have the ESR applied still get a participation level score of 1, which is in the range provided in the TDOE formula.

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: Debbie B McAdams

Date: 2/15/2023