

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: Dyersburg City 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	2.15%	2.17%	1.60%	1.28%	< 1.00%
MSAA Math	2.14%	2.16%	1.58%	1.31%	< 1.00%
TCAP-Alt Science	1.76%	*Field test year, no data available	1.39%	1.90%	< 1.00%

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. **The student would be administered an IQ aptitude test to determine a full-scale intelligence rating. If needed, a non-verbal assessment will be administered for students with limited communication skills. The IEP team**

will consider all data from the assessment, including the student's adaptive skills ratings. The IEP team will also consider communication skills of the child and determine if this barrier skewed assessment results. The school psychologist will use all measures to confirm the IQ assessment results show a true score of the child's cognitive ability. The school psychologist will also explain what the test was assessing and what the scores mean.

- b. Criterion Two: The student is learning content linked to (derived from) state content standards. **All students in Dyersburg City Schools are taught grade-level Tennessee academic standards. The mode these standards are taught will be guided by the students IEP and classroom placement. If the student's LRE is an inclusion classroom, then the student will be taught standards by a general education teacher with support from a special education teacher. If the student has significant cognitive deficiencies, then classroom content may be delivered in a self-contained setting on a modified level. Addressing state standards will still guide the student's education.**
 - c. Criterion Three: The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum. **Extensive direct instruction will be delivered in a self-contained classroom, following all state standards. The goal is for the student to progress towards mastering all grade level content. A self-contained classroom setting will allow for the teacher to instruct students at a pace that meets their learning style. Classroom content can be modified easier in this setting if needed.**
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. **Thirty-one students in Dyersburg City Schools will be participating in the 2022-2023 TCAP-Alt assessment. There are twenty-two students identified as Intellectually Disabled, six students identified with Autism, one student identified with Deafness, one student identified with Other Health Impairment, and one student identified with Multiple Disabilities. Dyersburg Intermediate School has five students participating, Dyersburg Middle School has twelve students participating, while Dyersburg High School has fourteen students participating. The ethnic and gender makeup of these**

students are six black females, six black males, seven white females, 11 white males, and one asian female.

Student IEPs are reviewed annually to determine if any students have progressed enough academically to where the TCAP-Alt assessment is no longer the appropriate state assessment. The alternate assessment Criterion Rubric is used to lead the student file review and decision-making process. When looking at the significant cognitive disability criterion, the school psychologist may use either a verbal or non-verbal assessment to determine the most appropriate full-scale IQ score. The IEP team will review the criterion data before making a decision on which assessment the student will participate . The Director of Special Education and school psychologist will provide professional development training to IEP team members and special education staff on how to use the rubric and disseminate the data.

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 always encouraged to participate fully in IEP meetings. Parents are informed of their child's testing data and its implications during the IEP results meeting. If a student is determined to qualify for alternate assessment, then our school psychologist will walk the parent through the criterion rubric and how it relates to their child's scores. The school psychologist will explain the ramifications of taking TCAP-Alt and that taking the alt assessment could disqualify their child from receiving a regular high school diploma. Parents must sign off stating they give permission for their child to take the alt assessment and they understand this decision could affect whether their child is eligible for graduation under Tennessee guidelines.**
4. **Support Requested:** Please detail any support needed from the department. (All reasonable requests for supports will be considered.) **Dyersburg City Schools has made significant changes for determining which students qualify to take the state's alternate**

assessment. We feel there is no need for additional support from TDOE at this time. We anticipate seeing a positive participation rate when next year's data is pulled.

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: Daniel Mobley Date: 2/14/23