

### **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: Franklin County (260)

|                     | % of<br>Alternative<br>Assessments<br>2017-18 | % of<br>Alternate<br>Assessments<br>2018-19        | % of<br>Alternate<br>Assessments<br>2020-21 | % of<br>Alternate<br>Assessments<br>2021-22 | Projected %<br>of Alternate<br>Assessments<br>2022-23 |
|---------------------|-----------------------------------------------|----------------------------------------------------|---------------------------------------------|---------------------------------------------|-------------------------------------------------------|
| MSAA<br>ELA         | 1.54%                                         | 1.52%                                              | 1.72%                                       | 1.25%                                       | 1.25%                                                 |
| MSAA<br>Math        | 1.53%                                         | 1.48%                                              | 1.71%                                       | 1.26%                                       | 1.26%                                                 |
| TCAP-Alt<br>Science | 1.38%                                         | <i>*Field test<br/>year, no data<br/>available</i> | 1.31%                                       | 0.97% *<br>under 1% cap                     | 0.97%                                                 |

- 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.

Students are assessed on appropriate cognitive assessments that take into consideration language and cultural needs. Any student who has a significant language impairment is either given or also given a nonverbal cognitive assessment in order to reduce any skewed assessment results due to a language load on the cognitive assessment given.

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

Every special education intervention classroom has scientifically researched based intervention materials. Additional classroom texts and resources have been purchased through Attainment and other vendors that have grade/state standards in text and assignments that will allow almost all students to access content materials. The district is 1:1 Chromebook and has purchased the read/write app to give all students access to the electronic texts and materials.

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

All files have been reviewed and all students that are currently slated to participate in the TCAP Alt/MSAA assessments meet all criteria and require extensive modification, accommodations and supports to achieve measurable gains in grade and age appropriate curriculum.

- 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.

Franklin County has not identified or served any students inappropriately. We have not met any disproportionality list.

We had a system-wide training prior to the beginning of this academic year where we trained all assessment and SPED staff. We reviewed TN DOE eligibility assessment guidelines and TCAP ALT guidelines. We gave staff additional copies of the TN DOE “Guidance for IEP Teams on Participation Decisions for the Alt Assessment” and all three of the “Criterion Considerations”.

In addition, we trained all assessment and SPED staff on LRE. We are having case managers review the placement of all students with disabilities as their annual IEPs come do to ensure that students are receiving appropriate and adequate educational supports and services to allow students to participate in the general education setting. IEP case managers will ensure that students who qualify for alternative based assessments are provided accommodations and modifications on a consistent basis, which will allow them opportunities to maximize their ability.

Formative assessment data collection from observations, benchmark assessments, portfolios and curriculum-based measurements will be gathered continuously throughout the year to better identify student’s needs in regard to accommodations and educational supports needed.

**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 initial and annual IEP meetings. They are given their 10-day notice and IEP meeting times are changed per parental requests.

The entire IEP team—Parent, General Education Teacher, Special Education Teacher, Interpreter of Results, LEA and other team members as needed are involved in the initial, annual and addendum IEP meetings and the Determination of Eligibility for Alternative Assessment Participation is always an IEP team decision.

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

We have sent teams to train and model schools where inclusion is supposed to be occurring or occurring well. Both general and special educators have come back from the training disappointed and confused about how to put this into practice.

We need the state to consider compiling a list of such trainings/trainers that could go out into the systems, observe meetings and classroom environments and offer practical solutions to help meet expectations.

We need the state to have inclusion and co-teaching PD across the state—it is very hard to find high quality PD. Everything staff would need to know could not be covered or modeled in one day. This needs to be multiple days across the academic year and needs to include both general education AND special education staff.

We need to request that collegiate training and EPP class requirements add a course for both general and special education staff on co-teaching and inclusion so that teachers come to systems prepared to implement an inclusive academic environment.

We originally wanted the state to consider revising BEP funding for Option 6 students. According to the Option of services form, 1 BEP funding for a teacher position is generated from every two Option 6 students but when you compare BEP generated positions, the ratio listed is 16:5. With the new proposed TISA funding, a previously Option 6 student would now be considered a Unique Learning Need 6 student and would generate an additional projection \$5145 for that student's needs. However, the primary request of IEP teams to support the needs of students is an assistant and even combining the base rate (\$6,860 projection) and the ULN 6 weight (\$5145), it still would not cover the cost of these supported services (\$12,005) to students without significant local contributions as well. I would request that enough state special education funds for ULN need to be generated that would allow systems to have one per grade level, per school. As it stands, systems are lucky to get one per grade level and this has not been adequate to meet our students needs and inclusive services.

We are in the process of completing year of SPDG (AALN) at 2 of our 4 elementary schools that previously had self-contained comprehensive programs but now are fully inclusive programs but our general education teachers still feel under prepared to meet the needs of more comprehensive students (especially in regard to content modification and behavior) and our team feels that training from the state level would be more impactful than local trainings.

**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: Dr. Toby Quinn, PhD, NCSP Date: 2.1.23