

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: Germanatown Municipal School District

	% 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	1.14%	1.16%	1.28%	0.95%	1.29%
MSAA Math	1.18%	1.21%	1.32%	1.05%	1.37%
TCAP-Alt Science	1.26%	*Field test year, no data available	1.22%	1.21%	1.84%

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.*

- 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.
 - i. School psychologists review all students considered for Alt participation. Multiple pieces of data are considered, including cognitive and adaptive abilities. Only those which the school psychologist and IEP team determine as having the most significant disabilities are approved for alternate assessment.
 - ii. Training has been provided to special education teachers, general education teachers, and administrators regarding what constitutes a significant cognitive disability prior to the start of the school 22-23 school year.
 - iii. GMSD purchased Teachtown curriculum digital and print versions for all teachers that work with students with moderate to severe disabilities. This curriculum provides materials for each subject area, as well as the ability to address IEP goals. Training was provided and fidelity checks were conducted to ensure proper implementation.
 - iv. At the middle and high school level, all students on Alt Assessment are enrolled in Academic Alternate Diploma classes with exposure to the AAD state standards provided by TDOE.
 - v. All teachers have been provided IAIEP training and have a clear understanding of the IAIEP rubric and IEP expectations, as well as making student-centered programming decisions. An example of this occurred in July 2022.
 - vi. GMSD has held professional learning communities with preschool, therapists and special education teachers who serve students who participate in the alternate assessment. These meetings have solely focused on writing an IAIEP with fidelity.
 - vii. The district has identified two LEADs at each school who are given additional training in best practices for serving students with disabilities with the expectation of redelivering to the department at each of the

buildings. An additional expectation is that they review one IEP/per semester for each case manager using the IAIEP rubric provided by the state.

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.
 - a. GMSD's Alt participation for students with ID and Multiple Disabilities encompasses those students with the highest need in our district.
 - b. As Autism is a spectrum disorder; students identified as needing alternate assessment are those students with the most significant difficulties on the Autism spectrum with comorbid cognitive deficits. While the indicator reports 17, students with Autism participating in alternate assessment, there are an additional 88 students identified for special education eligibility under Autism, as of 2/2/23 participating in the general TCAP assessment and an additional 35 students with Autism Pk-2.

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.
 - a. Parents are included as part of the IEP team in all aspects of a student's special education eligibility and IEP planning. When considering evaluation to assist with programming for alt participation consideration, school psychologists explain suspicions during the consent process. When reviewing the evaluation results, impacts of significant disabilities are discussed with opportunity for any questions. Requirements and implications are then discussed and reviewed at each IEP team meeting where alt participation is included.

4. **Support Requested:** Please detail any support needed from the department. (All reasonable requests for supports will be considered.)
- a. Would appreciate AAD curriculum and resources

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: Senah Duffe Date: 2-8-23