

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: **Lenoir 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	1.27	1.24	.64	1.25	1.19
MSAA Math	1.31	1.24	.65	1.28	1.15
TCAP-Alt Science	1.18	<i>*Field test year, no data available</i>	.63	1.34	1.50

- 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.

The district conducts annual training at the beginning of each school year to relevant stakeholders (i.e., case managers, administrators, and school psychologists) regarding data analysis on each child and making sure that each child's unique needs are addressed when making decisions regarding educational programming and assessment options. Training emphasizes that only students with the most significant disabilities are eligible to participate in the alternate assessment and specific descriptions of the appropriate qualification criteria.

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.

60% of LCS students (12) taking the alternate assessment are identified under the Intellectual Disability eligibility category. 20% (4) are identified under the Autism category. 10% (2) are identified under the Multiple Disabilities category. 10% (2) are identified under the Specific Learning Disabilities category.

LCS has analyzed the district data and is actively working to provide training on procedures for appropriate identification of students who may or may not qualify for the alternative assessment in the areas of Math, ELA, and/or Science.

Specifically, there has been a decrease of 4 students this year who are taking the MSAA after reviewing our policies and procedures and making adjustments as necessary. Specifically, after reviewing our data from last year, we no longer have two students under the SLD eligibility who are taking the alternative assessment this year. We plan to continue to reduce disproportionality by providing annual training on our district processes for identification to all relevant stakeholders.

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.

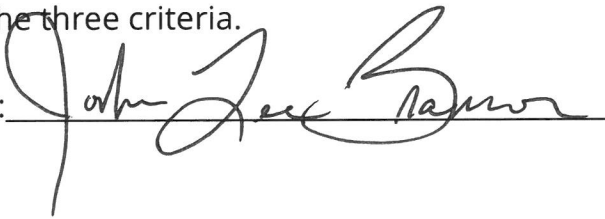
Parents are informed of district proposals during IEP team meetings. The options for assessment are discussed specifically in IEP team meetings beginning when the

student is in 2nd grade- these decisions are discussed annually and it is emphasized that assessment options can be changed annually based on student needs through data collection. Additionally, parents are given the option of 48-hour IEP drafts so that they are informed of team proposals prior to the IEP team meeting to understand data-driven decisions.

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

At this time, LCS does not have any further requests for additional support.

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: 2-15-23