

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: Manchester 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	0.46%	0.79%	0.59%	1.44%	0.93%
MSAA Math	0.46%	0.79%	0.59%	1.58%	0.93%
TCAP-Alt Science	0.23%	*Field test year, no data available	0.69%	1.38%	0.93%

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 students participating in alternative assessments have had psychological evaluations to determine to what extent participation is necessary. The IEP*

reviews the students relevant data and determines if the student is eligible to take the alternative assessment as well as considering how the student's disability affects their everyday tasks. The student is reevaluated through the IEP reevaluation every two years and the IEP team reviews the students IEP and assessment eligibility annually.

- b. Criterion Two: The student is learning content linked to (derived from) state content standards.
 - i. *All students assigned to the alternate assessment in MCS learning content are connected to the Tennessee Academic Standards. All students participating in the alternative assessment content are directed to learning targets and goals of the Tennessee Academic Standards and aligned to alternative assessment targets for science and social studies.*
- 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. *All students taking the alternative assessment require intensive individualized instruction as evidenced by their referral into a comprehensive classroom in our school system. Each class is equipped with a lower student to teacher ratio to provide adequate instruction and support for our students that require more intensive and individualized instruction.*

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. *Our district data for alternate assessments has been greatly impacted and influenced by certain cohorts or grade bands in our district. For example, last year our 3rd grade students, which is our largest group in our district (194 students) increased our number of students taking the alternate assessment. The 3rd grade (now 4th graders) group alone had 5 students that were eligible for the alternate assessment pushing our percentage over the 1% mark.*

- i. *Our projected district data shows that we will meet the requirements of being under 1% for the 22-23 school year. Our 3rd grade class for the 22-23 school year have no students that qualify for the alternate assessment.*

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. *To ensure that parents are adequately informed about the eligibility requirements and implications of participation in an IEP meeting and the alternative assessment, there are several steps that are taken:*

First, the parents are provided with written information about the IEP process, including the purpose and structure of the IEP team. This information includes details about the parents' role in the meeting and the importance of their participation. The eligibility requirements for special education and the implications of being a student with an IEP and participating in the alternative assessment are explained.

Second, we reach out to parents to set up the meeting. This is done in a timely manner in accordance with state guidelines and with enough time that parents can adequately prepare. During this time, the district provides parents with all the relevant documents and information they need.

Finally, the IEP team provides ample opportunity for parents to provide input at the IEP meeting. This includes discussion of alternative assessments for students who have been shown to meet the requirements through evaluations and other pertinent data.

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

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: John Ross Jones Date: 2-15-23