

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: **Maury County**

	% 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	1.25%	1.16%	1.29%	1.30%	
MSAA Math	1.27%	1.19%	1.29%	1.30%	
TCAP- Alt Science	0.94%	*Field test year, no data available	1.40%	1.40%	

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.

Annual training occurs within the LEA on the eligibility determination process for state alternate assessments. This training addresses the three criteria for eligibility. The annual training is presented to all Special Education teachers, related service providers, school psychologists, and building administrators. In addition to this training, school psychologists undergo a separate, more rigorous training on the eligibility determination process. The LEA ensures each school psychologist is equipped to lead the IEP team in making the determination of eligibility on multiple factors and no one data source is used in making the determination.

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.

The LEA involves a low-incidence disability facilitating teacher to disaggregate alternative assessment data each year to determine patterns such as disproportionality. The LEA's focus for the past few years is to carefully consider students identified as Developmentally Delayed and determinations happening for students who are going into the 3rd grade. Through taking a closer look at this data, we've been able to pinpoint areas to decrease participation by allowing students to attempt TCAP with accommodations.

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.

The LEA utilizes parent participation during the IEP process to make informed decisions concerning alternative assessment. Case managers have been trained how to walk through the alternative assessment decision-making with the wording contained in the IEP document. The LEA has also focused training on elementary grade level case managers in helping them understand the implications of determining a student is eligible for the alternative assessment and how best to communicate those implications to parents.

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

Guidance geared towards school administrators would be very helpful.

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: Lesli Crawford Date: 2/15/2023