

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: McNairy 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	1.13 %		.89%	1.11%	1.11%
MSAA Math	1.15%		.90%	1.10%	1.10%
TCAP- Alt Science	.60%	*Field test year, no data available	.69%	1.31%	1.31%

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.

The special education team spends an entire day training the special education staff on diving into IEPS and writing instructionally appropriate IEPS. As we trained on the

cognitive deficits, we discussed what truly is a cognitive deficit and what is a cognitive weakness and how to address both.

The school psychologist also breaks down a cognitive assessment and looks at scatter in scores, not just FSIQ. If nonverbal areas are significantly higher, that is considered in these decisions.

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

We are currently enrolled in ALL IN (which was SPDIG) to improve our collaboration between general education and special education. We have personnel this year focusing on bridging the gap. We have AAD classes at the high school level which are designed for students with lower cognitive abilities to allow access to 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.

All of our students currently enrolled in the alternative assessment do require extensive direct instruction and are in a self-contained setting.

- 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.

In review of our data, we have looked at our students that were identified as taking the alternative assessment with the identification of Language Impairments, Orthopedic Impairments, Other Health Impaired, and Traumatic Brain Injury.

*Our Language Impaired student was ID secondary but is no longer in our system.

*Our OHI students do meet all the requirements; however we are re-evaluating these students to determine if OHI is the most appropriate label to identify their needs.

*One of these students transferred into us already placed with an alternate assessment and in a self-contained setting. We gave comparable services and once we are more familiar with the needs of the child, we had determined we would re-evaluate.

*Our TBI student is severe, but with cognitive deficits as part of the criteria, we believed it would be justified, so we are going to look into that one.

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.

At every meeting we review the procedural safeguards and focus on their role as an IEP member. As we make a child eligible for special education, we go over all the testing and discuss the LRE and implications.

In the past three years we have improved on this process, because we make decisions at a young age (such as a self-contained setting) we are discussing with the parents the impact it could have as they get older.

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

I don't know that we have any specific request for support, but we always appreciate the training and guidance.

I do feel having only two options of HS diplomas that count towards our graduation rate is not rational. We have a SPED diploma and an occupational diploma that could be better utilized but the school system is penalized. The two options of alternative assessment and being expected to take an EOC exam is very difficult.

McNairy's Action Plan

McNairy County has made great strides in the last three years that will plant the seeds for better outcomes.

We are participating in ALL-In working on SWD growth in the general education setting.

Our preschool program is now all inclusive and has collaborated with the VPK program.

All of our K-5 students (with very few exceptions) are now in a general education setting with more support in the classroom. We transitioned an entire self-contained classroom to the general education setting and added more support to general education teachers.

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: Stephanie Brown

Date: 2-14-2023