

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: Clarksville-Montgomery County School System

	% 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	1.40%	1.55%	1.42%	1.22%	1.18%
MSAA Math	1.42%	1.55%	1.42%	1.23%	1.18%
TCAP- Alt Science	1.47%	<i>*Field test year, no data available</i>	1.44%	1.32%	1.28%

- 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.

CMCSS strives to do what is ethically and professionally responsible toward each and every one of our students. We will continue to work to ensure that every student qualifying for the alternate assessment is appropriately identified; requires this level of assessment; and that the assessment is considered to be the least restrictive assessment possible.

CMCSS works diligently to ensure that every student's needs are met. In order to ensure that, we continue to address specific areas of concern regarding alternate assessment, such as student transfers; school trends; and case reviews, in order to determine if there are gaps within our district. We now provide a "Mandatory" online Least Restrictive Environment module for **all** IEP team members making IEP team decisions. As a part of our work and state plan, we have been completing internal IEP reviews, that include the review of alternate assessment decisions. Please see attached document "Special Populations Internal IEP Review Procedure."

In addition to the Mandatory LRE Module, our department has created an online interactive CMCSS Manual for Special Populations. The manual includes the Alternate Assessment Guidance from TDOE, which includes specific criterion. Teams will continue to utilize these documents to ensure they are covering all concerns in their alternate assessment decision-making. All training information and guidance documents are tabbed in the manual for individual employee and/or team use. These items are covered during our Special Education Administrator and Special Education Lead trainings.

- 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.

Our district data has been consistent over the past few years, but we are seeing a decrease with the implemented measures over the past two years. We previously put a district requirement in place for all school psychologists to lead a team review of all of the alternate assessment student cases at each of their schools. Through that process, we found a couple of cases where students qualified in other districts, but would not qualify by the criterion set forth by TDOE. For those cases, we put a transition plan in place to meet the students' needs. Our goal is for every student that qualifies for TCAP Alt, to have clear justification regarding the assessment eligibility. Due to the concerning number of student cases not meeting 60-day timeline for evaluation, we have had to remove that

requirement from the school psychologists. The internal should assist with this review; however, we have requested 18 school psychologists positions, so that each facility will have it's own school psychologist in order to meet all roles and responsibilities being requested of them.

The projected number of students qualifying for the Alternate Assessment: 363

Autism - 121 = 33.3%

Intellectual Disability - 178 = 49%

Orthopedic Impairment - 1 = .003%

Other Health Impairment - 3%

Specific Learning Disability - 1 = .0003%

Traumatic Brain Injury - 4 = .011%

Multiple Disabilities - 47 = 13%

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.

CMCSS parents are invited to participate in their child's IEP team meetings, which include eligibility for alternate assessment. The team reviews the criterion to ensure that each student is being evaluated thoroughly for alternate assessment determination. The school psychologist enters the cognitive and adaptive assessment results into the "Eligibility for Alternate Assessment" section in EasyIEP. During the IEP meeting, the team determines whether the alternate assessment is an appropriate option for the student, following the alternate assessment participation guidelines. In addition, CMCSS is developing additional Parent Engagement activities/trainings to assist parent's in their understanding of the alternate assessment decision-making process.

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

CMCSS welcomes any guidance from TDOE regarding what the district can do to work toward reducing the number of students taking the alternate assessment.

We would appreciate having a representative from TDOE to discuss this topic at a parent engagement session or district informational meeting.

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: Taylia Griffith Date: February 16, 2023

Special Populations Internal IEP Review Procedure

1. Consulting Teachers (CTs) will pull one (1) IEP per case manager and complete the online compliance rubric aligning with the correct grade level.

Please see the rubric below:

Level	Link	Round 1	Round 2	Round 3
Elementary	LINK	Before 9/23/22	Before 11/18/22	Before 3/31/23
Middle School	LINK	Before 9/23/22	Before 11/18/22	Before 3/31/23
High School	LINK	Before 9/23/22	Before 11/18/22	Before 3/31/23

- a. During the first round, CTs will request the case manager select the IEP that will be reviewed for the audit.
- b. During the following rounds, the IEPs can be pulled randomly for each teacher.
- c. If a teacher did not have any areas identified as an area of noncompliance during Round 1 of the Compliance Audit, their file does need to be pulled during the second and third rounds. This will be left to the discretion of the Special Populations' Consulting Teacher and Coordinator. All new teachers should be pulled for all rounds.
 - i. A case manager whose IEP was found to have an area out of compliance by the state during the 21-22 IEP Monitoring Wave, should be pulled for round 2.

- ii. Round 3 will be left to the discretion of the CT and Coordinator.
2. Consulting Teachers, in collaboration with Coordinators and the Data Specialist, will review the data as a team.
3. The Special Populations team will schedule a meeting with the building principal to discuss IEP compliance for their special education team, to include specific case manager concerns.
4. Consulting teachers will meet with each case manager to discuss findings of noncompliance and assist in creating a plan for improvement.
5. Case managers will follow up by submitting the corrections to the assigned CT for review.