

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: Oak Ridge 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	1.29	1.56	1.24	1.40	1.30
MSAA Math	1.33	1.64	1.29	1.50	1.35
TCAP- Alt Science	1.21	<i>*Field test year, no data available</i>	1.18	1.31	1.21

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.

First, our school psychologists are trained with ongoing PD on eligibility requirements for participation on the alternative assessment. They continue to participate in the monthly and bi-monthly calls and communities of practices sessions that are hosted by April Ebbinger and the TDOE team.

Secondly, we continue to have monthly conversations in our collaborative teams meetings about the impact of making the decision to place a students on the alternative assessment. We are holding off on making that decision until the IEP team feel that it is necessary for the child. Each school psychologist informs each IEP team that is considering the alt assessment at any age about the ramifications of that decision and it is never agreed upon by an IEP team without much thought and discussion about what is best for that particular child. The decision is based on the data, the determined requirements under law, and is agreed upon by the team.

We continue to learn through ongoing PD on best practices related to the alt assessment. We continue to push each IEP team to build an individualized plan for each student based on their data. We look at the data, we see that there are fluctuations from year to year, and we continue the numbers to get closer to the 1% cap over the next several years.

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.

Looking at the data by primary eligibility it appears that ORS is barely above the state average in three categories (Autism, ID, OHI), while being below the state average in the other 14 categories. We have seen our overall trend vary from year to year but overall percentages have been dropping when looking at the 3-5 year historical data in relation to the alternative assessment. Our plan for how we continue to reduce our participation in alt. assessment is below.

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.

ORS prides itself on ensuring that parents are always adequately informed of their rights. First, we ensure that every parent is presented with their procedural safeguards at least annually. Second, the office of special education for ORS sends out a once per month questionnaire to the special education parental advisory council. This group of parents are the mouthpiece for what parents of SWDs in the community are requesting in terms

of training and PD activities for our parents during the school year. ORS, over the years based on this feedback, has had workshops on topics including alternative assessment, diploma pathways, and disability eligibility requirements under IDEA and the state of Tennessee.

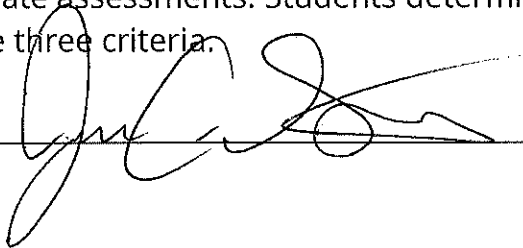
In addition, our team of school psychologist participate in a monthly PLC that discusses all necessary information for the month where multiple months we have talked about the alt. assessment. School psychologists ensure that students are determined to be eligible for the alt. assessment and that all required criteria is met.

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

5.
None at this time.

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: _____

2/6/23