

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: __Overton__

	% 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	0.75%	0.73%	1.00%	1.25%	1.10%
MSAA Math	0.72%	0.74%	1.01%	1.29%	1.10%
TCAP- Alt Science	0.65%	<i>*Field test year, no data available</i>	1.00%	1.39%	1.10%

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.

The IEP team is responsible for determining if s a student with a disability should participate in the general TCAP assessment or in the alternate TCAP assessment. The team reviews student records over multiple school years and instructional settings. The IEP team confirms cognitive and adaptive scores are low enough to qualify for the alternate assessment. Data that the IEP team reviews includes general education teacher observations, special education teacher observations, parent observations, related service provider observations, classroom data, and progress monitoring. After reviewing all data, the IEP team decides if the alternate TCAP is best for the student. The IEP team uses the Tennessee Alternate Assessments Participation Decision Flowchart and other state resources during the IEP meeting to streamline decision making. The IEP team and district supervisors ensure students have access to and participate in high quality academics linked to state content standards and age-appropriate curriculum.

- 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.

District data reveals that most students participating in the alternate assessment last school year were in the categories of Intellectual Disability and Autism. Our plan is to provide specific guidance and training on data input and decision making for special education staff and administrators. We will use student data, both current and historical, to make decisions regarding assessment participation for each individual student. IEP teams will engage in frank discussions to ensure a shared understanding of the future impact of participating in alternate assessments. Teams will revisit the decision of assessment participation each year during the annual IEP meeting. Participation in the general assessment is strongly encouraged until historical data is available to show a need for participating in alternate assessments.

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.

Parents are a very important part of the IEP team for all decisions. IEP drafts are provided to parents 48 hours before each meeting. The Special Educator and LEA provide a copy of the procedural safeguards at the beginning of each meeting. The Special Educator presents an overview of the parents' rights and takes time to check for understanding. All data collected and program participation is explained to the parent. Performance scores and assessments are discussed with parents. State testing options are explained and discussed. The Special Educator solicits input from the parent. The parent is given an opportunity to review all materials and ask questions before agreeing on IEP team decisions and giving consent.

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: Mechelle Rivers Date: 2/7/23