

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: Tennessee School for the Deaf

	% 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	ELA 11.32%	ELA 10.53%	ELA 7.27%	ELA 2.00%	ELA 5.6%
MSAA Math	Math 8.57%	Math 9.52%	Math 7.27%	Math 1.82%	ELA 5.6%
TCAP- Alt Science	Science 9.52%	<i>*Field test year, no data available</i>	Science 1.89%	Science 8.47%	Science 4.2%

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.

Criteria 1: Identification of qualifying students starts with whether their assessments as part of reevaluation/eligibility indicate that they are intellectually disabled as evident by an IQ of 68 or below on the Wechsler Non-Verbal Test of Ability combined with the student's adaptive behavior scores are 70 or below. The school psychologist has had intensive training in scoring these assessments. The TSD team is working closely with CORE to ensure that the IEP is following state and federal guidelines. At IEP meetings, the student's home district's LEA representative collaborates with TSD in both the eligibility and IEP process. The student's progress

on district assessments and teacher feedback/observations on the supports needed to help the student learn are considered by the IEP team.

Criteria 2: Prior to student's identification for Alternative Academic Assessment, they participate in a general education classroom at Tennessee School for the Deaf where they are taught using state standards. These students struggle to meet the standards in the general education setting. When students struggle with academic success with accommodations in place, the team will determine if testing is needed. Once the student is identified as needing the Alternative Academic Assessment, they are scheduled to be in a comprehensive special education classroom where they are taught using the ADD course requirements.

Criteria 3: The school uses progress monitoring to make instructional decisions and ensure that students are receiving the supports they need to make progress. The school uses the progress monitoring tool in EasyIEP which helps all members of the IEP see if the student is making progress.

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.

All students at Tennessee School for the Deaf are considered disabled and have an IEP. Our students are referred to us by the LEA, often based on the LEA's inability to provide a student with an appropriate academic program in their district. Due to this we have disproportionate number of students with additional disabilities and are unable to actively change this disproportionality. Therefore, it is not surprising that there is a disproportionate number of Asian population participation. This is appropriate to the population of students served.

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 parents are informed during the IEP meeting of the decision to participate in alternative assessments and how that affects the diploma, educational, and career options for the student after high school. This is readdressed each year during the IEP meeting. The IEP team is transition focused and keep the end in mind when

discussing postsecondary options with parents. Parents must sign the document in the IEP that states the team agrees that the student qualifies for the Alternative Assessment.

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

Specific training for staff (administration and teachers): Walking staff through the Determination of Eligibility for Alternate Assessment Participation, walking staff through the Alternate assessment pages at the end of the IEP.

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: Heidi - [Signature] Date: 02.14.2023