

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: Trenton Special School District

	% 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	2.25	2.04	1.46	1.22	1.54
MSAA Math	2.24	2.08	1.49	1.16	1.60
TCAP- Alt Science	2.27	*Field test year, no data available	1.31	1.07	1.32

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.

All guidance that is shared by the Tennessee Department of Education is redelivered to all of our special education teachers and our building administration in each school in our district. We continue to have discussions focused on identifying the correct students to participate in the alternate assessment. We have also begun to provide professional development to our general education teachers as we believe it is very important for them to understand what participation in the alternate assessment means for a child's future.

IEP teams study all data for each child to ensure they are identifying the correct students for participation in the alternate assessment. Special education teachers collaborate with general education teachers to make certain students' specialized instruction is linked to grade level standards.

Participation in the alternate assessment and its impact on diploma options is discussed at length with parents and/or guardians every time the student's IEP is addressed.

- 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.

While our percentage of students participating in the alternate assessment was declining, we anticipate a small increase this school year. We attribute this to four students who moved into our school district whose IEP's indicate participation in the alternate assessment. We are a small district, and transfer students can greatly impact our percentages. However, we have reviewed the data for all four students, and we support and agree with their participation in the alternate assessment.

While we have a much higher percentage of males than females participating in the alternate assessment, we stand by our decisions for each of these students and do not view it as disproportionate.

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.

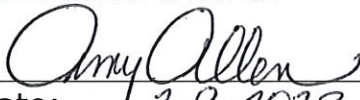
We work very hard to get parents to attend all IEP meetings, and we try to never make a decision such as participation in the alternate assessment without a parent present in the IEP team meeting. We want our parents to be active, engaged members of their child's IEP team, and we want to ensure they fully understand what participating in the alternate assessment means for their child's future.

We continue to provide professional development on all aspects of the alternate assessment. We are still monitoring discussions in IEP meetings for younger students to make certain those teams are providing parents with all the facts about the alternate assessment and how it will impact their child in the future.

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

We do not require support at this time. We will continue to redeliver all information and training from the TDOE to our teachers and building administrative teams.

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: 2-9-2023