

42/2017-18 Alternate Assessment Justification

The following must be completed by districts contributing to the state exceeding the 1% cap for students participating in the alternate assessment. Please return the completed form to Leslie.M.Hoffman@tn.gov by Wednesday, Feb. 26, 2019, by 5 p.m. CT.

District Name: Maryville City Schools

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	1.95%	1.95%	1.46%
MSAA Math	1.94%	1.96%	1.46%

1. **Percentage Goal:** What is your goal in addressing decision making for identifying the right students for the alternate assessment?

Short term goal of <1.4%

Long-term goal of <1.3%

2. **Process:** Describe the process, training, and steps the district will use to meet the percentage goal reduction proposed above.

Step 1. Yearly review of alternate assessment participation data to determine if there are high percentages of students in certain disability categories and/or grade bands

Step 2. Yearly review of decision-making procedures to ensure teams, not individuals, are driving test participation decisions based on state criterion guidance documents. Areas of weakness to be addressed through professional development. For 2019-2020, the following training and steps will be taken.

1. Review of Alternate Assessment participation guidelines as part of special education teachers' Professional Learning Community meetings
2. Review of Alternate Assessment participation guidelines as part of the school psychologists' Professional Learning Community meetings

3. Development of a "parent friendly" rubric to explain the criteria for determining eligibility for the alternate assessment as well as guidance on decision making

4. Initiate use of the TN DOE's "Determination of Eligibility for Alternate Assessment Participation" at a minimum of once every 3 years (ex. upon tri-annual re-evaluations); however, at each annual meeting the IEP team will review the same criteria and make collective decision upon participation based upon a holistic analysis of student performance

Step 3. Continued district training on differentiation (ex. ACCESS) and use of classroom accommodations/modifications to meet student needs

3. **Disproportionality:** Explain how the school district is addressing any disproportionality identified in areas that include, but are not limited to: student's IEP disability, number of students with disability, grade bands (elementary, middle, high school).

- As of 12/1/2018, MCS had total special education disability total of 569 students ages 6-22 from a total student body count of 5132 (as of 2/13/19) which equates to 11.08% compared to the state's average of 13%.

Ages 6-22 % of Children with Disabilities by Category

Category	Maryville City Schools Dec. 1 st , 2018 pull compared to 2/2019 enrollment	State- Year 2017
Autism	88/5132= 1.71%	.93%
Intellectual Disability	38/5132= 0.74%	.88%
Multiple Disabilities	8/5132= 0.155%	.22%

Percentage of Students with IEPs Per Grade Band

- 3 elementary schools with grade bands of K-3; only 3rd grade counts in figure: 3/389 (<1%)
- 2 intermediate schools with grade bands of 4-7th: CGIS 14/825= 1.69% and MRIS 9/818= 1.10%
- **MJHS 11/421 8th graders= 2.6%**
- MHS 5/418 11th graders= 1.19%

Percentage of Students with IEPs by Primary Disability Category as of 2/14/19

Disability breakdown: of 3-8th and 11th graders

24 total Intellectual Disability

- Elementary= 1/389= 0.25%
- CGIS and MRIS= 11/1,643= 0.66%

c. **MJHS= 9/421=2.13%**

d. MHS= 3/418=0.71%

3 total Multiple Disabilities

e. Elementary=0

f. CGIS and MRIS= 1/1,643= 0.06%

g. MJHS= 0

h. MHS= 2/418=0.47%

13 total Autism

i. Elementary= 1/389= 0.25%

j. CGIS and MRIS= 10/1,643= 0.60%

k. MJHS= 2/421=0.47%

l. MHS= 0

2 total Other Health Impairment

m. Elementary= 1/389= 0.25%

n. CGIS and MRIS= 1/1,643= 0.06%

o. MJHS= 0

p. MHS= 0

- Areas of identified disproportionality include:
 1. Percentage of students in MCS identified with autism as a primary disability exceeds the state's average by nearly double
Action Step: School psychologist team will examine the qualifying criteria for the disability of autism along with the eligibility criteria for Alternate Assessment
 2. Percentage of students in grade 8 identified with Intellectual Disability
Action Step: School district will review the reliability of the qualifying criteria for Intellectual Disability as well as for the Alternate Assessment for each student in this population and make testing recommendations as needed
 3. Percentage of students at Maryville Junior High School participating on the Alternate Assessment
This identified area will be addressed with the above two action steps
- School, community, and health programs potentially draw a large number of families of students with the most significant disabilities to live in the Maryville City Schools district. Local circumstances increasing number of students with significant cognitive disabilities and/or autism potentially include proximity to Knoxville and multiple resources available

including established support groups, developmental psychologists and pediatric rehabilitation, ABA programs, special needs support from religious groups, private therapy options, multiple hospitals, strong community & district support for families of low-income, higher parent satisfaction rate with Maryville City Schools, and consistently high district achievement scores.

4. **Parent Participation:** How do parents participate in, or how are they notified of, the IEP decision for their student to participate in the alternate assessment(s)?

Maryville City Schools has high parent attendance rates at IEP meetings. Parents are participants in the decision making process. During IEP meetings, the IEP team must look at the alternative assessment checklist for anyone who may be considered for the alternative assessment. This is a working document at the end of the IEP draft. The committee must go through the checklist and ensure that a student shows a need for being assessed with an alternative assessment due to: demonstration of a significant cognitive disability and adaptive skills delay, student accessing state standards at less complex levels and with extensive modifications, and student requiring extensive direct instruction. These criteria are reviewed each year to ensure that the student still meets all areas and has the need for alternative assessment. Parents are notified of continued participation with a copy of the finalized IEP. Changes made in eligibility or participation are documented in a Prior Written Notice.

Areas to strengthen for Maryville City Schools for 2019-2020 include:

- Ensuring that all parents understand that participation in the alternate assessment means that their children are participating in a curriculum and assessment tool that will not lead to a high school diploma
- Improve parent understanding of how the Alternate Assessment is administered and content assessed
- Improve parent understanding of the Special Education, Alternative Academic, and Occupational Diplomas and how the Alternate Assessment aligns with each diploma track
- Continue to strengthen parent involvement in district special education transition development plans

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

None at this time.