

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: Hancock County Schools

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	1.80%	1.72%	2.5%
MSAA Math	1.78%	1.72%	2.5%

1. **Percentage Goal:** What is your goal in addressing decision making for identifying the right students for the alternate assessment? Our District goal is to correctly identify students with cognitive disabilities that require significant accommodations and modifications to instruction and curriculum are required in multiple settings. Looking realistically at our students, our district has set a goal for 1.5%.
2. **Process:** Describe the process, training, and steps the district will use to meet the percentage goal reduction proposed above. In an effort to reduce the amount of students participating in the multi-state Alternate assessment, the district will be implementing a variety of changes. The district will continue to provide additional training to the Special Education staff in determining eligibility and requirements for the alternate testing. Student data will be reviewed for ability levels, progress monitoring, disability, disability significance, student functional levels, cognitive deficits in processing and comprehension, student adaptive abilities, etc. In addition to special education staff training, our district will also train related services personnel on the alternate assessment eligibility requirements.
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). The district is

addressing any disproportionality by taking a more narrow and focused review of student disability vs. functional ability. One example would be looking at Intellectual Disability with significant cognitive deficits in processing and comprehension with significant adaptive and self-help deficient VS. Intellectual disability with moderate levels in functional ability and cognitive deficits.

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)? The districts protocol or procedure for all parent involvement in any IEP team decision is the same. 1- A meeting is scheduled by invitations being sent to all members of the students, IEP team, including the parent. A reminder of the meeting is also sent. At the meeting, the students' cognitive, academic, adaptive, fine and gross motor, functional significance will be discussed, teacher observations are also discussed and if appropriate, recommendation for the alternate assessment will be made or noted. At this point, eligibility requirements are again reviewed. After the second review is completed, If the team, including the parent, is in agreement that the student meets the requirement for the alternate assessment, the students IEP is updated to reflect that change in assessment. District personnel will then provide the parent with PWN of proposed an accepted change in the state testing procedure to the alternate assessment.
5. **Support Requested:** Please detail any support needed from the department. (All feasible requests for supports will be considered.)

No support needed at this time.