

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: Grainger County Schools

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	2.33%	2.20%	2%
MSAA Math	2.50%	2.21%	2%

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

We will review our process for evaluations and reevaluations and consider appropriateness of alternative assessment and consider the opportunity for SWD to participate in regular assessments when appropriate. Our goal is to reduce the number of students participating in the alternate assessment, with the goal being to reduce the percentage of students participating in the alternative assessment each year until we are at 1% or below.

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

Utilize guidelines provided by TDOE to determine eligibility for alternative assessments. This action step will include school psychologists, special education teachers and school administrators.

PD will be provided to all involved regarding the guidelines and importance of considering opportunity for each student to participate in TNReady.

Review APR and target goal for assessment participation rates with school administrators and special education staff, including school psychologists.

Monitor SIS with school counselors, administrators, and/or testing coordinator to ensure SWD are coded correctly and enrolled in appropriate courses.

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).

School Psychologists are currently reviewing data on all students taking alternative assessments and meeting with special education teachers to determine if additional assessments may be needed. IEP meetings will be scheduled to obtain permissions for additional assessments if needed. Results will be evaluated and meetings held to discuss the outcomes and determine what is the best assessment for the students.

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)?

Parents are involved in the evaluation process by providing information to the school psychologists. They also are invited and participate in the IEP meeting and in making decisions about alternative assessments.

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

We need professional development from TDOE with the guidelines for the alternative assessment for not only our school psychologists and special education teachers but administrators as well.