

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: Shelby County Schools

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	1.97%	2.03%	2.11%
MSAA Math	1.89%	2.02%	2.11%

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

Eligibility for Special Education services is determined after a comprehensive psychoeducational evaluation by a School Psychologist and determination by an IEP team that the student meets Tennessee criteria for a student with an educational disability. In terms of consideration for alternate assessment, the school psychologist and IEP team determines if the student's current level of cognitive and adaptive functioning prevents full involvement and completion of the state approved content standards even with program modifications.

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

On an ongoing basis SCS reviews current levels of functioning, progress of goals, appropriateness of service and placement. SCS special education population has a significantly higher number of students with severe and multiple disabilities that qualify for alternate assessment. In order to minimize the percentage of students to qualify for alternate assessment, our district has guidelines based upon IQ, and adaptive scores. SCS will continue to receive training on the state criteria and qualifications as well as the guidelines established in our District for consideration of alternate assessment.

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 a district we are constantly monitoring students that are placed on the alternate assessment. SCS makes sure only students with the most significant cognitive disabilities are participating in the alternate assessment. We look at the data, classwork, progress towards IEP goals, communicate with the teacher, and observe the students in the classroom. As well as teachers use data notebooks to monitor IEP goal progress.

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)?

All of the decisions for a student to participate in the alternate assessment are made at an IEP meeting. The parent is always part of that IEP meeting. The team determines participation based on both parent and teacher input.

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

None at this time.