

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 Monday, Feb. 11, 2019 by 5 p.m. CT.

District Name: Lebanon Special School District

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	2.09%	1.79%	Aggressive goal 1.00% Attainable goal 1.6%
MSAA Math	2.09%	1.79%	Aggressive goal 1.00% Attainable goal 1.6%

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

Setting the percentage goal at 1.00% for students participating in the MSAA state test is an aggressive and hopefully attainable goal over time. Data shows a decline from those tested from 2016-17 to 2017-18. While current MSAA data suggests an upward trend with closer to 2% listed for the 2019 administration of MSAA, this number represents 49 students that have been determined eligible. LSSD recognizes that this number exceeds the 1% goal yet nonetheless this number represents our current population. Forty students participating in the MSAA would represent 1.6% participation goal while 25 students would represent 1.00%. While it is unlikely at this point that the District could reduce the total number of MSAA test taking students by 24 for the 2019 test administration, the District commits to ongoing oversight of this issue.

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

LSSD provides quarterly training to all special education teachers regarding the decision making process of having a SWD participate on the MSAA versus the general education TCAP assessments. The TN criteria for participation is shared and discussed utilizing resources from the state website. This includes a careful analysis of student's comprehensive evaluations. There is no "cut score" determined by the state, nor by LSSD, for eligibility for MSAA however LSSD considers below a below 70 IQ score as one factor that MAY contribute to the decision for MSAA participation. MSAA is determined for only the most significantly intellectually impaired, cognitively challenged students who require specialized instruction with a tremendous level of support to access the curriculum.

The Director of Special Education and her staff will check this for accuracy by mining the data student by student on or before February 28, 2019 to determine eligibility for current students participating in the MSAA in grades 3-8.

The District continues to practice Inclusive education services as the LRE with 81.65% of SWD participating in the general education setting for 80% or more of the school day. This includes students with cognitive impairments that may be eligible for MSAA but the IEP team decided otherwise as they are receiving Tier 1 instruction. This is important as currently the LSSD CDC programs are serving only those that meet eligibility criteria for the Alternative 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).

LSSD received a "meets requirement" status regarding disproportionality areas as per state APR notification.

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)?

Parent involvement is crucial for student success. Many attempts are made to contact parents for IEP meetings. The IEP team, including the parent, make the data based decision to allow a student to participate in the MSAA. The questions asked within the EdPlan IEP program guide the discussion. It is also shared with parents that this is a fluid decision making process for their child. The effects of taking the MSAA is also described for middle schools parents insofar as it affecting the diploma options when the student exits LSSD and moves in the Wilson Co zone for high school.

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

LSSD is open to any/all support in this area.