

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: Humboldt City Schools

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	2.04%	2.94%	2.75%
MSAA Math	2.04%	2.83%	2.75%

- 1.e **Percentage Goal:** What is your goal in addressing decision making for identifying the right students for the alternate assessment Humboldt City Schools' goal in addressing decision making for identifying the right students for the alternate assessment is to decrease the percentage of students taking the alternate assessment each year.e
- 2.e **Process:** Describe the process, training, and steps the district will use to meet the percentage goal reduction proposed above. Humboldt City Schools' goal in addressing decision making for identifying the right students for the alternate assessment is twofold: revise local practices in using state's current Guidance for IEP Teams on Participation Decisions for the Alternate Assessment; and provide professional development for IEP team members and other educators on the nature of the alternate assessment and who should take it. Our school psychological also does an annual review of student files to ensure students meet the requirements for taking the alternate assessment. The following items will be addressed during professional development with all special educators in the system- eligibility, annual IEP meeting review of eligibility, implications for alternate assessment participation, assessment design and administration, EL students, use of the state's form one determination of eligibility for alternate assessment participation, three criterion for participation in alternate assessment, gather data on students participating in the alternate assessment, provide informational sessions to parents on the implications of their student taking the alternate assessment, informing parents of the decision and its impact and finally, create a step by step guide for special education teachers to use annually in determining a student's test participation which will be kept in their file.e

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 only disproportionality identified for Humboldt City Schools' is the number of African American students being assigned to ISS for less than 10 days. A plan is being written to address this issue which will include a revision of the discipline policy for Humboldt Jr Sr High School.
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 do participate in the IEP team decisions. If the parent does not attend, a meeting summary is sent home.
5. **Support Requested:** Please detail any support needed from the department. (All feasible requests for supports will be considered.) Is there anything else that needs to be covered that wasn't included in the answer to question two? Does the special education department have a powerpoint we can use for our professional development?