

2017-18 Alternate Assessment Justification

District Name: Hawkins County

	% Alt Assessments: 2016-17	% Alt Assessments: 2017-18	Projected % of Alternate Assessments: 2018-19
MSAA ELA	1.05%	1.15%	1.0 %
MSAA Math	.98%	1.15%	1.0%

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

We have a system goal of staying below the 1% cap for participation in the alternate assessment.

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

The IEP team meets at least annually to determine if a student with the most significant cognitive delays should participate in the alternate assessment. Before the meeting, a school psychologist reviews the information from the student notebook and documents the review in EasyIEP. A thorough examination of the student's cognitive ability and adaptive skills takes place at this time. Rule-outs are examined during the review and the question, "Does the student demonstrate cognitive ability and adaptive skills which prevent full involvement and completion of the state approved content standards even with program modifications?" is answered.

During the IEP meeting, a holistic view of the student takes place which includes reviewing all important information about the student including a thorough review of performance on daily work, adaptive assessments, and cognitive ability testing; a look of how the student accesses the state standards for his/her grade level and the data that supports a need to modify instruction; and a thorough examination of the student's need for extensive direct instruction and repeated practice of skills across settings. Data supporting each of these areas is reviewed to ensure the student is a candidate for the alternate assessment. The IEP team also discusses that participation in the alternate assessment will not lead to a high school diploma.

Teachers are trained annually on steps to take to ensure students meet the guidelines for participation in the alternate assessment. Training was held on January 4, 2019 to review the Alternate Assessment Participation Guidelines and the PowerPoint presentation that was presented at the Special Education Supervisors' Conference. Additional training will be provided

on May 30, 2019 for all teachers who have students who are eligible for participation in the 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 a disability, grade bands (elementary, middle, high school).
Hawkins County did not have to address disproportionality. We educate our teachers each year during summer professional development in the areas of eligibility and writing instructionally appropriate IEPs. Central Office Support Staff monitors data on our subgroups.
- 4. Parent Participation:** How do parents participate in, or how are notified of, the IEP decision for their student to participate in the alternate assessment(s)?

Parents receive a 10-day written notice of any IEP meetings that are scheduled. Parents are encouraged to attend and participate in the decision-making process. Information is discussed with parent regarding diploma types that are available for students who participate in the alternate assessments. If parents are not able to attend, the IEP case manager is responsible for reviewing the documentation that is sent home to the parent.
- 5. Support Requested:** Please detail any support needed from the department. (All feasible requests for supports will be considered.)