

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. CST.**

District Name: Perry County Schools

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	3.97%	4.53%	3.0%
MSAA Math	3.79%	4.47%	3.0%

1. **Percentage Goal:** What is your goal in addressing decision making for identifying the right students for the alternate assessment? Our Goal for 2019-20 is to have 3.0% or less participation in Alternate Assessment. Our district school psychologist is currently reviewing every educational file for students with Alternate Assessment indicated in their IEP. After the psychologist review, IEP meetings will be held to review status of student's file that are indicated by the psychologist. We plan to target students that had cognitive assessment scores in the mild (60-70) range that are currently taking Alternate Assessment.
2. **Process:** Describe the process, training, and steps the district will use to meet the percentage goal reduction proposed above. The district has engaged in professional development surrounding the IEP decision making process for Alternate Assessment. Staff attended sessions at PIE Conference, our Regional CORE consultant met with the district administrator, and district staff meetings have been held to discuss the criteria for participation in Alternate Assessment. We intend for the district administrator, school psychologist, and comprehensive sped teachers to attend training this summer offered at mini conferences. Our district school psychologist has been asked by the district administrator to review all students currently participating in Alternate Assessment to ensure criteria are met. IEP meetings will be held to review the decision for students identified by the school psych file review.

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). While our district has not been formally identified as needing to address disproportionality, we do have a larger than average number of students qualifying for special education services. Our district is engaging in professional development in the area of identification and looking at RTI processes within the district.
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)? Assessment participation is discussed by the IEP team at a formally held IEP meeting. Our hope is for parents to attend this meeting and be a part of this conversation and decision. If parents are unable to attend a copy of the IEP, PWN and a district generated letter are sent home in an envelope to parents. Sped case managers will also reach out to parents unable to attend meetings with a follow up phone to ensure parents are aware of the change.
5. **Support Requested:** Please detail any support needed from the department. (All feasible requests for supports will be considered.) Support in the form of professional development for staff or TDOE staff reviewing student files alongside district staff would be helpful. We are also unsure of high school students that have already taken an alternate assessment at the high school but after file review may need to be removed from the alternate assessment. Can we change in the middle of their assessment cycle?