

## 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](mailto:Leslie.M.Hoffman@tn.gov) by Wednesday, Feb. 26, 2019, by 5 p.m. CT.

### District Name: Tullahoma City Schools

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	1.04%	1.14%	1.00%
MSAA Math	1.03%	1.15%	1.00%

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

As Tullahoma City Schools has exceeded the 1% cap for the past two (2) years, our current goal is to meet the 1%. At the end of the day, our decision making will continue to look at the individual student and find the most appropriate assessment considering the unique needs and conditions of each learner. Each decision is made with parental input as part of an IEP team of educators that are familiar with the child's individual needs, advocating on behalf of the student regarding appropriate academic assessments.

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

Training has been completed at the administrative level and school psychologists' level. All 1% participation guidelines have been shared with all Special Education staff via e-mail. Professional development will be offered during the 2019 Summer PD program.

IEP teams considering the Alternate Assessment will implement use of the Alternate Assessment Participation Guidelines Decision Making Tools for IEP teams, available on the TDOE website.

School psychologists team will move forward with examining all areas more closely, to include cognitive and adaptive functioning and how it affects a student's ability to participate in testing.

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 administrative team reviewed the current slate of students scheduled to take the Alternate Assessment and did not notice any "red flags" as to disability types taking Alternate Assessment, i.e. a speech/language student on the list. Last Fall, our assessment team reviewed upcoming Alternate Assessment students and noticed a large number of Alternate Assessment students at our middle school. The building administrator was notified to review the list for possible IEP meetings to discuss. To date, two (2) students have had IEP team decisions to move from Alternate Assessment to TCAP Achievement.

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 are included, as required by law, in all IEP team meetings. Currently, parents are advised of their student's possible participation in the Alternate Assessment and that this decision will affect their student in obtaining a regular diploma. Moving forward, Tullahoma City Schools will implement the Determination of Eligibility for Alternate Assessment Participation in each IEP team meeting that is discussing possible alternate assessment. The parent will sign off on page 3 of the determination and this decision will also be noted in the Prior Written Notice (PWN).

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

Tullahoma City Schools does not request any additional support, at this time.