

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 Wednesday, Feb. 26, 2019 by 5 p.m. CT.

District Name: McMinn County Schools

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	1.40%	1.60%	1.33%
MSAA Math	1.50%	1.56%	1.33%

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

The intent and goal of McMinn County Schools is to utilize the State Alternative Assessment for only those students with the most significant cognitive disabilities. Currently we project that 1.33% of our students will participate in the Alternate Assessment in 2018-2019. In light of current data we will work to reduce the number of students taking the Alternate Assessment to 1.0% or less in 2019-2020..

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

A training session has been scheduled to review the records of students that are currently identified as taking the Alternate Assessment. If it determined that any student's status should be changed, from alternate assessment to regular TCAP, IEP meetings will be held with parents to recommend that change. Additionally, information on the

nature and purpose of the Alternate Assessment will be shared with assessment specialists, teachers and parents to insure their understanding. Guidelines outlining steps to take to determine the appropriateness of the Alternative Assessment for a student, and how to determine a student's eligibility for the Alternate Assessment, will be provided to assist with this determination.

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).

N/A

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)?

Every effort is made to involve parents in the evaluation of their child and the IEP team meeting where decisions regarding their child's eligibility for special education, services to be provided and the appropriate State assessment. When present, parents are provided an explanation of individual assessment results, a summary of classroom performance and a description of options that are available for their child regarding State assessments. If the parent is not available for the IEP meeting, the School Psychologist or Consulting Teacher will attempt to contact the parent to discuss the team's decision. Following each IEP meeting a Prior Written Notice is provided to the parent detailing whether or not the school district proposes to initiate or change the identification, evaluation, or educational placement of their child, proposes to initiate or change the provision of FAPE to their child, refuses to initiate or change the identification, evaluation, or educational placement of their child or refuses to initiate or change the provision of FAPE to their child.

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

) N/A