

## 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: Roane County Schools

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	1.46%	1.52%	1.2%
MSAA Math	1.40%	1.48%	1.2%

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

The goal of Roane County Schools Special Education Department is that ALL students with IEPs are participating in the state assessment that is most appropriate for him/her. We strive to make decisions using the "least dangerous assumption" and plan for participation in grade level assessment to the maximum extent possible. We understand that for some students, the alternate assessment is the most appropriate choice. We are working to provide training and supports to ensure that all students participate in the general assessment as they are able, thereby reducing the number of students targeted 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 district has covered the participation guidelines and reviewed the characteristics of students who should participate in this assessment. Roane County Schools has begun a review process for students taking the alternate assessment. This examination consists of file review and interview with teacher of the child to assess the needs of the student and ensures that the IEP Team has considered participation in the regular 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 disability, grade bands (elementary, middle, high school).

According to data in EasyIEP, there are currently 42 students (excluding 9<sup>th</sup> and 12<sup>th</sup> graders) participating in the alternate assessment for the 2018-2019 school year. These students represent all grade bands: elementary (10); middle (18) and high school (19). The majority of students taking the alternate assessment are identified as Intellectually Disabled; however, there are also students identified in the categories of Multiple Disabilities, Autism, Other Health Impaired and Developmentally Delayed. We are focusing on elementary schools continuing to provide students the opportunity for participation in the regular assessment to the maximum extent possible to avoid having students categorized at a young age and possibly deterring them from reaching their full potential.

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)?

Participation in state assessments is addressed through the IEP Team process. We encourage parent participation in all IEP meetings. During meetings, school psychologists and case managers explain the assessment options, criteria for alternate assessment and what is the best option for each child. Parents provide input into these decisions and are encouraged to ask questions to ensure they understand decisions made by the IEP Team. If parents are not able to attend the IEP meeting, we encourage them to participate via telephone. If that is not an option, IEP documents are sent to parents for review. Contact information is provided along with those documents so parents can reach out to the school to discuss any concerns they may have.

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

The special education teachers, school administrators and assessment personnel in our district could benefit from on-site training covering the alternate assessment participation guidelines, least restrictive environment and relationship to testing and implications of assessment decisions. It is difficult for all staff to attend regional trainings. If offered in the district, all relevant personnel can participate in the training and ask questions of TDOE personnel.