

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: Gibson County Special School District

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	1.25%	1.34%	1.27%
MSAA Math	1.30%	1.34%	1.27%

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

In looking at the data from last year and our current year, it is important to note the large cohort of high schoolers we currently have. Seven high school students will take the alternate assessment for ELA and Math this year. If that number by itself was reduced by 5 students, we could project a 1.05% for our current year. Next school year, only one student will take the high school Alt for Math/ELA, and we project meeting the 1% cap for the district. Currently, there are no students scheduled to take the Alt Asst that do not meet criteria to do so.

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

In late August of each year, the SpEd supervisor pulls the data to review all students projected to take the alternate assessment for the current year. Each student's psychological data is reviewed to be sure that the student can be considered for the alternate assessment. Both the supervisor and the school psychologist verify—especially for any transfer students. Alternate Assessment criteria is reviewed with teachers during professional development at the beginning of the school year. If any teacher appears to have a disproportionate projected number of Alt Assessments, the

SpEd supervisor meets with the teacher to provide individual review of the process of determining eligibility for the Alternate 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 the current APR report, GCSSD has NO disproportionate representation for Indicators 9 and 10 for areas of disability. Over the past 3 years, our percentage of special education students shows a declining trend, dropping from 15.09% to 14.4%. Current data does not indicate any special disproportionality of SWD in grade bands.

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 encouraged to be active participants in all IEP meetings but especially the IEP meetings in which assessment decisions are made. Teachers have been trained to have the serious discussion with the IEP team about how taking the alternate assessment can affect the modification of grade level standards and the trajectory path for high school graduation. If a parent declines to be present at the IEP meeting, the teacher sends home all paperwork for signature and attempts a phone meeting to provide the information.

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

It would be very helpful to understand the exact formula used to figure the 1% determination. This would be great guidance to include in this justification request.

It would also be very helpful to receive this notification from TDOE of the Alternate Assessment projections for the current school year in early fall, when there is more time to possibly make appropriate changes.