

## 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: Davidson County Schools

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	1.50%	1.56%	1.35%
MSAA Math	1.51%	1.58%	1.35%

1. **Percentage Goal:** What is your goal in addressing decision making for identifying the right students for the alternate assessment?
  - a. MNPS has 45,208 students in grades 3-8 and 11. We currently have 610 students participating in Alternate Assessment in grades 3-8 and 11. That would put our percentage of students taking Alternate Assessment at 1.35%.
  - b. If we meet this projection, it would be a decrease from the previous 2 years.
2. **Process:** Describe the process, training, and steps the district will use to meet the percentage goal reduction proposed above.
  - a. All EE teachers, school psychologists, and test coordinators have access to a standardized, narrated presentation explaining the Alternate Assessment and the participation guidelines. This information is communicated through many channels, including district communication sent to principals, Exceptional Education Dept newsletter, and emails sent directly to special education teachers who administer Alternate Assessment.
  - b. School Psychologists received face to face training on 2/22/2019 in addition to the above presentation.
  - c. Charter School special education staff were trained on 10/25/2018. School Psychologists working in Charter Schools will have face to face training in March of 2019

- d. District Alternate Assessment coordinator does weekly conference calls with special education teachers and test coordinators to answer questions about Alternate Assessments, including participation guidelines.
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).
  - a. The district data does not indicate that there is disproportionality in identifying students with intellectual disabilities.
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)?
  - a. Parents are key members of the IEP team and are invited to every IEP meeting. The participation guidelines are discussed as part of the IEP meeting. Parents are given required notice of IEP meetings.
  - b. Reports are pulled from EdPlan and sent to district test coordinators in order to verify a student has an IEP in place before test materials are ordered. Schools requesting to add a student to alternate assessment are instructed to hold an IEP meeting
5. **Support Requested:** Please detail any support needed from the department. (All feasible requests for supports will be considered.)
  - a. Training provided by TDOE specifically for school psychologists on eligibility for alternate assessments would be helpful to ensure consistencies across districts.
  - b. Including a dashboard in EdPlan to monitor the number of students taking Alt Assessments would be helpful in monitoring the 1% guideline.
  - c. More training and information about how Alt Assessment figures in to diploma options should be created at the state level to share with IEP teams, including parents, to ensure consistent communication about graduation options.