

## 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 Monday, Feb. 11, 2019, by 5 p.m. CT.

### District Name: Tipton County Schools

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	2.27%	2.15%	1.88%
MSAA Math	2.27%	2.15%	1.88%

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

The goal of addressing decision making for identifying students who are assessed using the alternate assessment is to decrease the participation each year. The trend in Tipton County already demonstrates a move toward decreasing the participation. The decision is made annually by the IEP team comprised of the parents, teachers, both general education and special education, consulting teacher, speech/language pathologist, psychologist, and school administrator. The team makes the determination based on what is best for the student in reaching his/her life/post-secondary goals. The goal is to continue lowering the percentage each year by approximately 12% which would lower it to 1.8%. This would continue to decrease the administration percentage.

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

In making the decision of alternate assessment participation, we train special education teachers and administrators annually. The training consists of creating an awareness and the purpose of the alternate assessment. The second priority in the training is the impact that the alternate assessment places on the child's future. The

IEP team considers all of the following in the decision making: parent input, current psychological evaluation reports, adaptive behavior skills data, achievement assessments where applicable, present levels of performance, communication or language assessments, teacher observations and data, progress monitoring data, IEPs from previous years, medical information, and whatever pertinent information that will assist in the decision making process.

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 same process is used in determining if a child meets the criteria to participate in the alternate assessment across all grade bands. The child's handicapping condition plays a limited role in the decision making. The IEP team considers all domains in looking at whole child primarily due to the implications it places on the child's future.

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)?

Parent participation is a priority in all decision making for a student with a disability. The team makes every attempt to ensure the parents are involved in the decision making process. Home visits are often part of the process in order to allow parents to participate. The parents are made aware of all of the implications the alternate assessment participation brings to the child. If the parents do not attend the meeting, they are made aware of the decision via phone calls as well as sending the paperwork home. In most instances, a conversation is held between the consulting teacher and parent prior to the meeting if the school is aware the parent is unable to attend in order to ensure the parents understand the information.

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

Unknown at this time what supports are needed. We make every attempt to make the best decision for each student. It would be beneficial, however, if the department could give more concise, specific details as to the decision making process.