

## 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: Tennessee School for the Blind

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	49.02%	52.46%	43-45%
MSAA Math	49.02%	51.67%	43-45%

1. **Percentage Goal:** What is your goal in addressing decision making for identifying the right students for the alternate assessment? Currently we have 43% of population who are identified with a significant intellectual disability. Most of those students have no language and are using tactile symbols to communicate. Tennessee School for the Blind has 100% student population who are special education and are on IEPs. In addition, we have rolling admission, and as such may receive numerous students who are currently on the Alternate Assessment and may increase our percentage throughout the school year. Conversely, our students are medically fragile and may be pulled out of school by their family and the percentage may decrease. Statistically, since we are 100% special education, we should not be held to the 1% of student population that is calculated on a general population.
2. **Process:** Describe the process, training, and steps the district will use to meet the percentage goal reduction proposed above.

Currently, we have a new psychologist who is reviewing all psychological data and conducting classroom observations. This may result in a reduction, but it is hard to predict since students came to TSB with alternate assessment marked on their IEPs.

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). This is not appropriate for a special purpose school where the entire population is special education and all students are on an IEP. The TDOE has determined that we do not have any disproportionality.
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)? All of our students are sent by the LEA with an IEP process and typically the decision to participate in the alternate assessment has already been made. I am not able to speak to how the LEAs inform families. If by chance this decision has not been made, we will discuss at the IEP meeting with the psychologist reviewing the data used to make the decision for our students who are in Pre-K, 1<sup>st</sup> and 2<sup>nd</sup> grades.
5. **Support Requested:** Please detail any support needed from the department. (All feasible requests for supports will be considered.)

I'm not sure what supports are needed as it would be impossible to reach the 1% target unless the Tennessee Department of Education excluded students with complex learning needs from attending the Tennessee School for the Blind.