

## 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: Warren County Schools

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	1.69%	2.18%	1.03%
MSAA Math	1.65%	2.16%	1.03%

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

Our goal is to correctly identify the appropriate students for the alternative assessment. To address this goal, we will review assessment data, goals, and progress of students who are already identified as taking the alternative assessment to determine if any students have been identified inappropriately. Our projected numbers appear to fall within the 1% range. However, when reviewing this data, we will investigate if any students currently taking the alternative assessment could be eligible for taking the TnReady assessment in the future.

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

The process includes our certified school psychologists, along with appropriate stakeholders in a student's IEP, making decisions about the student's eligibility for alternative assessment. Our school psychologists are certified and trained in determining eligibility requirements for all disabilities, especially disabilities involving eligibility for the alternative assessments. Our team uses the state flowchart and accompanying suggestions for consideration in guiding our decisions. Steps to help reduce the percentage of students eligible for the alternative assessment include

reviewing each student's evaluations and progress monitoring who are eligible for the alternative assessment to determine if any of these students could possibly take the TnReady assessment next year.

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).

We do not have any disproportionality concerns at this time in relation to student's IEP disability, number of students with disability, or grade bands with disproportionality. We continuously check our numbers of students with each disability to compare year to year to ensure one disability has not significantly increased at an alarming rate. In addition, we continuously check grade bands for disproportionality concerns.

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 always included in the decision for students to participate in the alternative assessment(s). Parents are first included by giving written consent for evaluation of a disability. During these evaluations for disabilities, parents have input in the evaluation process (social history, adaptive measures completed by the parents, other measures as needed to be completed by the parents). After the evaluation is completed, the parents are involved in the eligibility meeting where the evaluation results are given and explained to the parents. After eligibility for special education is determined, and IEP is created to support the student with goals, services, and accommodations determined by the IEP team. At this time, the parents, along with all stakeholders at the IEP meeting determine if the child is eligible and meets criteria for the alternative assessment. This discussion is led by the school psychologist when completing the alternative assessment eligibility portion of the IEP. After the decision is made, all IEP team members sign that they agree to this decision. Final copies of the evaluation report, eligibility report, IEP (with alternative assessment decision report), and prior written notice are given to the parents to keep.

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

One request for support for our district would include ideas to help reduce the number of students eligible for the alternative assessment. We make these decisions with lots of caution and only make students eligible for the alternative assessment if they meet criteria. Each of our students taking the alternative assessment have significant deficits in cognitive and adaptive levels of functioning, and these deficits prevent full involvement and completion of state content standards (even with program modifications). We would welcome any new information to help us reduce these numbers.