

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: Union County Schools

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	2.15%	1.78%	1.93%
MSAA Math	2.06%	1.78%	1.93%

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

We will begin implementing the following strategies working toward our target goal of 20% reduction in the number of students on an alternate assessment by the end of SY 2019-2020:

- Special Education Administrator, Special Education Coordinators, and Special Education staff training with a focus on the Alternate Assessment Participation Guidelines from the TN Department of Education.
- Special Education Administrator and/or Coordinators will attend all IEP meetings where an Alternate Assessment discussion and/or decision may be made.
- School administrators will be trained on Alternate Assessment participation guidelines and Assessment Accountability.

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

Process

- An internal review of district's policies, practices, and procedures related to student participation on the alternate assessment will be conducted by the Special Education Supervisor and/or Special Education Coordinators in spring of 2019.

- School Psychologist will review all “new student transfers” that enter the district with the Alternate Assessment already in place, to determine the validity of the students need for this assessment. Review will include, but not limited to the following: psychological evaluation reports, individual cognitive ability tests, adaptive behavior skills data, results of achievement assessments, district-wide assessments, reading assessments, communication assessments, teachers collected data, progress monitoring, and IEP’s to determine if the student can participate in the general education TNReady assessment.
- School Psychologist will review all “currently enrolled students” that are participating in the Alternate Assessment to determine the validity of the students need for this assessment. Review will include but not limited to the following: psychological evaluation reports, individual cognitive ability tests, adaptive behavior skills data, results of achievement assessments, district-wide assessments, reading assessments, communication assessments, teachers collected data, progress monitoring and IEP’s to determine if the student can participate in the general education TNReady assessment.
- Data gathered will be analyzed to identify and address trends or patterns gathered from the School Psychologist’s review, including any areas of disproportionality, and the internal review of policies, practices, and procedures will guide upcoming training provided to the IEP Team participants. Included in the training process will be the School Psychologists, Special Education Teachers, Special Education Coordinators, Special Education Secretaries, Related Service Providers, parents, and others involved in the Alternate Assessment Decision making process.
- Special Education Secretaries will invite Special Education Administrator or Coordinators to all IEP meetings where an Alternate Assessment decision may be made.

Training

- Training for staff will be designed to address the findings from the internal review of district policies, practices, and procedures that may be negatively impacting the district’s participation rate in the alternate assessment, as well as, findings from the school psychologist’s review.

Training will be provided to staff during one of the following:

- Professional Development Days
- School PLC sessions
- Special Education staff meetings

Steps to Meet Percentage

- Alternate Assessment Student Participation will be discussed during Special Education Staff training
- A live, district tracker will be maintained that will contain the following info:

Students that participate in the Alternate Assessment by school, disability, grade, grade band, and case manager.

A monthly review of tracker by Special Education Supervisor/Special Education Coordinator

- Special Education Secretaries will invite Special Administrator/Coordinators to all IEP meetings where an Alternate Assessment decision may be made.

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).

Union County currently is assessing more than 1% of assessed students on an alternate assessment, however review of the data shows no current disproportionality through grade bands, race, or ethnicity.

Union County Virtual (TNVA), at 1.92% of students assessed on alternate assessment and Union County Brick and Mortar schools at 1.94% have a combined average of 1.93% student assessed on the alternate assessment districtwide. This is 0.93% over the 1% target. Professional development will be given to all special education staff to address awareness and familiarity with federal and state guidelines.

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 invited and encouraged to attend all IEP meetings for their child
- Focused parent training will be provided to address Alternate Assessment Decisions for their child held in spring of 2019
- Parent in attendance of IEP meeting will receive a copy of IEP at conclusion of meeting
- Parent not in attendance of IEP meeting will receive a copy of IEP sent home by mail.

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

- We request the Intermediate Level Technical Assistance for Special Education Administrative Staff.