

## 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 February 26, 2019 by 5:00pm CST.

District Name: Humphreys County Schools

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	1.81%	1.95%	1.7
MSAA Math	1.80%	1.95%	1.7

1. Percentage Goal: What is your goal in addressing decision making for identifying the right students for the alternate assessment?
  - a. In order to determine appropriate students for participation in alternate assessment, the school psychologist and the special education director will review the files of all students currently participating in the alternate assessment. IQ scores and adaptive scores (both at home and at school) will be reviewed. For students determined to have low IQs, individual components of the IQ test will also be reviewed (for example- Verbal and Nonverbal IQ and how it compares to overall IQ). For students identified as having low adaptive composite scores, components will also be reviewed (for example, social, practical, etc.). Additionally, dates of the most recent IQ and adaptive assessments will be reviewed in order to ensure that the data utilized for decision making does, in fact, represent a \*present\* level of functioning.
2. Process: Describe the process, training, and steps the district will use to meet the percentage goal reduction proposed above.
  - a. The school system will provide training to all teachers (not just those involved with administration of the alternate assessment) as well as building administrators in regard to criteria that should be used to evaluate suitability of the alternate assessment. Teachers and administrators will be advised also that the team should have an in depth conversation about alternate assessment participation at the yearly IEP meeting and that the team should not assume that since a student has participated in the past that they will automatically participate the following 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).
  - a. The district will address any disproportionality by reviewing all referrals that are received henceforth and tracking those referrals in order to determine the number of evaluations that are completed for individual disability areas.
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 invited to each IEP meeting that is held. Parents are provided with 10 days notice of the meeting, and meetings are often rescheduled in order to work with the parent and plan a time to meet that is convenient to their work and family schedule. Some strategies that are used include meetings after or before school hours and teleconferences (the parent calls in and attends over the phone- paperwork then being sent home for review).
5. Support Requested: Please detail any support needed from the department. (All feasible requests for supports will be considered.)
  - a. Support that may prove useful to Humphreys County Schools in order to address the district's history exceeding of the 1% cap include information (that could be provide electronically if preferred and if more convenient) in regard to the state's most up to date guidelines on eligibility criteria for participation in the alternate assessment in order to ensure that Humphreys County Schools is following the criteria that the state has mandated.