

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: Trousdale County Schools

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	0.86%	1.01%	0.45%
MSAA Math	0.85%	1.01%	0.45%

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

Trousdale County's goal is to ensure that only students who meet all three criteria required for participation in the alternate assessment are considered for the assessment, thus helping our district to stay within the 1% cap.

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

The district will provide additional training to IEP team members and other educators on the nature of the alternate assessment and who should participate in it, using the handbook developed by TDOE. Training will include, but not be limited to, characteristics of students who typically take this assessment, information about all Tennessee state assessment options and how the alternate assessment fits into local practices, the implications of selecting the alternate assessment for students, what data should be reviewed when the alternate assessment is being considered, and an in-depth examination of the three eligibility criteria.

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).

No disproportionality has been identified to date.

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 vital team members in this decision-making process. During the IEP meeting, they provide input and observations of their child and participate in the review of data used to determine eligibility for the alternate assessment. If the parent is unable to attend an IEP meeting where the alternate assessment is being considered for the first time, we make every attempt to reschedule so that a face-to-face meeting can take place. If unsuccessful, we follow up with the parent via phone or email with a detailed description of the process the team engaged in to make the decision for their child to take the alternate assessment. The Prior Written Notice sent home with the IEP also contains a description of the actions taken. Parents are given the opportunity to contact any member of the team to discuss any further questions or concerns.

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

Our district needs a clear explanation from TDOE of how and when the counts are derived.