

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 Monday, Feb. 11, 2019, by 5 p.m. CT.

District Name: Lexington City Schools

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	2.42%	2.42%	2.64%
MSAA Math	2.42%	2.42%	2.64%

- Percentage Goal:** What is your goal in addressing decision making for identifying the right students for the alternate assessment? *Our goal is for all IEP team members including parents to fully understand what the alternate assessment is, the criteria needed for the student to take the alternate assessment, and what the implications of a student taking the alternate assessment are.*
- Process:** Describe the process, training, and steps the district will use to meet the percentage goal reduction proposed above. *For each student that is a suspected candidate for Alternate Assessment the following will take place before a decision is made:*
 - All special education teachers and school level administrators will be trained at the district level by the special education supervisor. At this training, the Alternate Assessment Participation Guidelines will be reviewed and discussed along with a Powerpoint made by Joanna Bivens and Alison Gauld "1% Alternate Assessment- Decision making considerations" (Jan. 2019)*
 - The IEP team will together complete the participation checklist using current, valid data about the students abilities. This data will include current cognitive ability scores, adaptive behavior scores, results of formal and informal assessments, a review of the student's IEP present levels of performance, IEP goals, including the short-term*

objectives pertaining to adaptive skills as well as academics, and a review of exclusionary factors.

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). *Currently our system is not identified as meeting criteria for disproportionality. However, we are mindful to not be biased when making educational decisions for students. Our educators have high expectations for all students regardless of their category of disability.*
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)? *Before an IEP meeting, the case manager will insure that the parents understand implications of student participation in the alternate assessment as it applies to the type of diploma the student earns, as well as the student's postsecondary and career pathway. This is done through conversations with parents as well as involving parents in the decision making process as a part of the IEP team.*
5. **Support Requested:** Please detail any support needed from the department. (All feasible requests for supports will be considered.) *The department being available to answer questions and clear up any confusion, either by phone or email, is much appreciated.*