

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: Robertson County Schools

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	1.31%	1.23%	
MSAA Math	1.30%	1.22%	

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

The district goal for Alternative Assessment Participation for the 2019-2020 school year, will be >1% of the total district population who are eligible to participate in state mandated assessments. The Robertson County School district seeks to ensure that all students are being served in their Least Restrictive Environment with access to a Free and Appropriate Public Education. It is essential that students are placed on the appropriate assessment in order to ensure their academic needs are being met and that they have a positive post-secondary transition and success.

2. **Process:** Describe the process, training, and steps the district will use to meet the percentage goal reduction proposed above.
 - a. To attain the percentage decrease from 1.23% to a percentage less than or equal to 1%, the district will provide district training to teachers, staff, and administrators detailing the process of how to determine if a student is eligible to participate in the Alternative Assessment. Initial training was provided on February 15, 2019 to discuss the percentage goal and how to ensure that we attain the goal, while keeping in mind the academic need of the students. Further training will be offered over the summer to assure that all staff have been appropriately informed and properly trained on how to determine eligibility for the alternate assessment.
 - b. Process:
 - i. Teachers will be asked to gather data, work samples, and other pertinent information to help inform the team in regard to the appropriate testing for the student.
 - ii. An IEP meeting will be scheduled during which, testing will be discussed. The members of the team will include a special education teacher, a general education teacher, a Local

Education Agency representative, parent, student (when applicable), and certifying specialist. The team will review relevant data in order to appropriately assess the needs of the student in state assessment.

- iii. Teachers have been provided a checklist, which details the major questions that should be asked prior to concluding that a child be placed on the alternative assessment. (Please see attached)
- iv. The district will review the Participations report in Ed. Plan to ensure that no more than 1% (110) students are participating in the Alternative Assessment.

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).

There has been no identified disproportionality in Robertson County School district at this time. There has been an over identification of students who are taking the assessment, however there is no over representation of any one group.

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 attend their child's IEP meeting, during which, the team discusses testing options and the requirements that must be met in order to qualify for the alternate assessment. Parents are told that a student testing on an alternate assessment, do not typically graduate with a general education diploma. During the meeting the Alternate Assessment paperwork is considered, discussed, and finalized. Parents are provided copies of this documentation along with the copy of the IEP.
- b. If a parent is not available to attend the IEP meeting via their physical presence, phone conference, or through a proxy, the team will discuss testing options, propose their determination of testing, and complete a draft copy of the IEP and send this home for review. The parent is asked to review the IEP and contact the case manager with any questions that they may have regarding the IEP. Once the IEP has been finalized the parent gets another copy of the document.

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

- a. Future training opportunities as they arise related to Alternative Assessment.
- b. Supplemental materials that can serve as guidance for teacher and staff to assist with future trainings for staff.