

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: Collierville Municipal School System

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	1.18%	1.66%	1.43%
MSAA Math	1.18%	1.67%	1.43%

1. **Percentage Goal:** What is your goal in addressing decision making for identifying the right students for the alternate assessment? Our goal is to make data-driven decisions for each of our students when considering eligibility, placement and Alternate Assessment.
2. **Process:** Describe the process, training, and steps the district will use to meet the percentage goal reduction proposed above. Each year we begin the year with training for all of our teachers and teams including the psychologists to look at how the decision-making process for the alternative testing. Throughout the year, when IEP teams are considering the alternate path, schools call our DEC admin who also weigh in to assist the team in making the decision. The IEP data, psychoeducational testing and rate of growth are reviewed and all data is presented to the IEP team including the parents. A team decision is made from there.

Guidance documents we use in training:

- Alternate Assessment Participation Guidelines
- Determination of Eligibility for Alternate Assessment Participation
- Consideration for Participation in the Alternate Assessment: Criterion 1-3
- Standards for special education evaluation and & eligibility

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). We have been found to be disproportionate in the area of SLD. We have addressed this with a review of Standards for Special Education Evaluation and Eligibility with all teams, including our psychologists. We work with the Curriculum Department and Interventionists to ensure that we follow RTI guidelines. In each and every case, the IEP team reviewed data after the psychologist reviewed the testing data. We shared this information with tdoe explaining that many students were made eligible before coming to Collierville on the discrepancy model. We have had to reach out to Joanna Bivens who is coming to our district in March as we work on a plan of improvement.
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 involved in every IEP team decision made about testing. If a parent is unable to come to the meeting, we attempt to reschedule the meeting to meet parent needs. The parents are invited to attend parent training as well which is scheduled by DEC in which the IEP process and testing is explained in detail.
5. **Support Requested:** Please detail any support needed from the department. (All feasible requests for supports will be considered.)
- The growth for students with disabilities into Collierville has been significant.
 - At this time, a neighboring municipal has decided to revoke any and all transfers from Collierville to their district for the 19-20 school year. This has already added students this semester as parents want to go ahead and begin with Collierville. We are having IEP meetings for these students to determine testing but it appears that there are some who have been determined to be taking the MSAA test so increasing our numbers.