

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 Tuesday, Feb. 26, 2019, by 5 p.m. CT.

District Name: Williamson County Schools

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	0.97%	1.06%	1.1 %
MSAA Math	0.95%	1.08%	1.1%

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

Williamson County Schools has a goal to decrease our current percentage to below 1% per the ESSA requirement.

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

The school psychologists will receive professional development prior to the 2019-20 school year about the 1% threshold. They will also receive a copy of the TDOE Alternate Assessment Participation Guidelines document.

The Student Support Services (SSS) department obtains each academic year a spreadsheet by school of students recommended for alternate assessment no later than mid-October. At that time, each school specialist in the department will review the students that are eligible based on their cognitive and adaptive scores. The SSS Specialist will review the information obtained with each respective school administrator.

The administrators in each building will be responsible for signing the Alternate spreadsheet obtained by the SSS department, so they are aware of the students eligible in their building.

IEP teams will be encouraged to utilize the Determination of Eligibility for Alternate Assessment Participation form and the Consideration for Participation Guidelines documents.

Williamson County SSS department sponsors in county modules regarding alternate assessment that is open to any teacher in preparation for the assessments in the Spring.

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).

Upon review of the students eligible from 2017-18, we had approximately 10 students that needed further review. The SSS department staff reviewed past eligibility reports that included cognitive and adaptive scores. In a few cases the scores were obtained from the student at a young age and appear to be higher or the scores are from a test on nonverbal intelligence because scores could not be obtained on a standardized assessment like the WISC.

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)?

In Williamson County, all alternate assessment decisions are made in an IEP meeting. The parent is an active participant throughout the decision-making process. The IEP team members complete and sign the participation guidelines in the IEP meeting that is generated from EdPlan.

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

Williamson County would like support in the area of technical assistance based on our percentage of increase since 2016-2017. We are a fast-growing county with 3 new schools that opened in 2018-19 and will continue to add new schools to accommodate the student growth. Would TDOE come and meet with the Director of Special Education and our Specialists to provide that technical assistance?