

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: White County Schools

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	1.53%	1.28%	1.23%
MSAA Math	1.52%	1.28%	1.23%

- Percentage Goal:** What is your goal in addressing decision making for identifying the right students for the alternate assessment? **Students within the White County school system who have been identified with a significant cognitive disability (i.e. two or more standard deviations below the mean), have been administered an appropriate assessment of intelligence/cognitive abilities with consideration given to the standard error of measurement (SEM) for the test on an individually administered, standardized measure of intelligence according to “Appendix B: Assessments” within the state published “Intellectual Disability Evaluation Guidance” manual. White County Schools has adhered to revised state criteria adopted in July 2017 where as, “In such cases where the SEM is used, there are significantly discrepant scores with a lower verbal index/measure compared to other index scores, or there are language concerns, a nonverbal measure of ability must also be administered” to determine a significant cognitive disability.**
- Process:** Describe the process, training, and steps the district will use to meet the percentage goal reduction proposed above. **White County Schools continuously monitors student progress. The school psychologists meet monthly with the Director of Special Education to discuss multiple topics, which includes possible changes or strategies that may need to be implemented. School psychologists often meet with the school LEA. White County Schools believes that any and all changes should be completed in a timely manner to meet the needs of the students.**

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). **White County Schools believes that all relevant members of an IEP should be in attendance to help discuss the child's needs. The special education preschool teachers progress monitors to review at the end of the year and to discuss during meetings. During an IEP meeting all possible services are discussed to help determine the child in which direct and/or related services are to be provided.**

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)? **The IEP team members review and discuss an individual student's strengths and weaknesses to help determine what type of state testing is most appropriate for each individual student. If the determination is made for the student to take the alternative assessment, the data from standardized measures of intelligence, adaptive behavior, and academic achievement are reconsidered before making the final determination.**

5. **Support Requested:** Please detail any support needed from the department. (All feasible requests for supports will be considered.) ***None at this time.***