

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: Franklin Special School District

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	1.63%	1.30%	1.31%*
MSAA Math	1.61%	1.31%	1.31%*

1. **Percentage Goal:** What is your goal in addressing decision making for identifying the right students for the alternate assessment? 100% - All school psychologists review the data and determine whether a student demonstrates a significant cognitive deficit. They "sign off" on each student recommended for TCAP-ALT based on eligibility criteria. Finally, team members review all available data to determine qualifications for the Alternate Assessment.
2. **Process:** Describe the process, training, and steps the district will use to meet the percentage goal reduction proposed above. The district has hired qualified teachers and school psychologists who review each student's data at every annual IEP meeting – if not more often. The district is confident that each identified student meets the appropriate criteria for the alternate assessment. The district meets in a monthly PLC for special education teacher leaders to discuss all areas of special education. This PLC discusses the students identified as needing an alternate assessment at various times during the school year and summer PLC meetings to review determination criteria with these special education school leaders. The school special education leaders convey the information discussed with all special education teachers at their appropriate campuses and report back with any concerns. EasyIEP is reviewed on a regular basis to track the specific students who are determined as needing the alternate 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). FSSD is a small, PK-8 district with an excellent reputation for working with students with severe cognitive and behavioral concerns. Parents often misunderstand that the "Special" in Franklin Special means that we are a "special education" school district. We often have families with multiple children with autism move into the district at the advice of friends and other family members. Parents access information through social media to find the most appropriate school for their children with severe disabilities, and FSSD is a district cited often for our solid financial base and reputation for providing the needed support for all students. FSSD also takes out-of-zone students living in Williamson County and does not discriminate on the basis of disability when accepting out of zone students. For the 2019-2020 school year, two students who qualify for the alternate assessment are "out of zone." Of the 31 students identified for the TCAP-Alt assessment for the 17-18 school year, 18 were identified as students with Autism (58% of all these students). Another 9 of the 31 students (29%) were students with Intellectual Disabilities or Multiple Disabilities. For the 2017-18 school year, eight of these students (26%) were 8th graders and aged out of our PK-8 district while three students moved out of the district. For the 2018-19 school year, we are projecting another 31 students qualifying for the Alternate Assessment due to an addition of four 3rd graders and eight students who moved into the district this school year. Some students who had not previously participated in the Alternate Assessment, were identified based on re-evaluations and IEP team determinations.

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)? All parents of these students participated in the IEP meeting (either in person or on the phone) to determine the appropriate assessment for their individual child. In the case of parents who speak another language, the district provides interpreters who have been with the district many years who can interpret the information in a concise and effective manner. Case managers, school psychologists, administrators and interpreters, as needed, describe the criteria for the alternate assessment and explain to parents the implications of this decision for their child. We do deny requests for the alternate assessment from case managers (or parents) who do not feel that students on their caseload will be successful with the general education TCAP. Quite often, the school psychologist shows the evidence to parents that students do not meet the cognitive deficit criteria required for the alternate assessment.
5. **Support Requested:** Please detail any support needed from the department. (All feasible requests for supports will be considered.) At this point, FSSD does not feel the need for support from the TDOE as we believe that our alternate assessment determination process is accurate and appropriate.

*Based on grades 3-8 enrollment of the district on 2/1/19