

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: Millington Municipal Schools

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	1.30%	1.43%	1.3%
MSAA Math	1.31%	1.45%	1.2%

- Percentage Goal:** What is your goal in addressing decision making for identifying the right students for the alternate assessment?
 - The goal for Millington Municipal Schools is to make data driven decisions with data gathered from multiple sources with the goal of all students working toward a regular education diploma.
 - If after time and documentation of the most extensive interventions, accommodations and modifications in the general education curriculum special education students are not making progress, and
 - The student has the most significant cognitive disabilities as well as adaptive, the team can discuss accessing the student with the alternate assessment.
 - The most significant cognitive disability is defined for Millington Municipal Schools as two standard deviations below the mean.
- Process:** Describe the process, training, and steps the district will use to meet the percentage goal reduction proposed above.
 - The district will provide training yearly to special education case managers as well as school psychologist and school administrators
 - State produced training materials will be used

- The district will continue to yearly review each student alternately assessed as well as new students recommended for the alternate assessment to determine if they meet the district criteria.
 - Even with intensive interventions, accommodations, modifications the student is unable to access the regular education curriculum, and
 - Student has the most significant cognitive and adaptive skills as evidenced by two standard deviations below the mean, and
 - The parent understands the students alternately assessed are not preparing for a regular education diploma

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).

The district has no areas of disproportionality

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 decision for the alternate assessment is an IEP team decision with parent consent as is all IEP team decisions. Parents are not notified, they are a part of the discussion and decision for alternate assessment. Discussion includes the impact of the alternate assessment and the student's future ability to earn a regular high school diploma. If parents and students intend to earn a high school diploma alternate assessment is not an option in our district because these students need to be exposed to and assessed on the material they will need to master in order to earn high school credits for a high school diploma. These discussions begin in elementary school.

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

No support needed, the district is aware of the problem with the overage of 1%. The district is closely monitoring all students alternately assessed and feel that the IEP team continues to be in charge of making educational decisions while following district and state guidelines.