

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: Unicoi County Schools

| | % of Alternative Assessments: 2016-2017 Administration | Current % of Alternate Assessments: 2017-2018 Administration | Projected % of Alternate Assessments: 2018-2019 Administration |
|-----------|--|--|--|
| MSAA ELA | 2.33% | 2.72% | 2.5 |
| MSAA Math | 2.33% | 2.73% | 2.5 |

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

Unicoi County schools will decrease the percentage of students participating in alternative assessments by at least 1% per school year until the percentage reaches the recommended 1% participation rate.

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

Unicoi County School special education staff will complete a file review of each student who is currently participating in the alternative assessment. The school psychologist will review all adaptive and IQ assessments to determine if students are misidentified for the alternative assessment participation. As student records are flagged IEP teams will meet and the district will propose to receive consent for new testing to help the team make a more current and appropriate annual assessment. Comprehensive development teachers and district principals will work with district special education staff to review the requirements and IEP guidance documents for alternative assessment participation.

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 will continue to train and improve staff capacity to appropriately identify students with disabilities. School RTI teams will continue to implement intensive interventions and interpret data to make special education eligibility determinations. Staff will continue to participate in state lead ACCESS trainings to build teacher capacity on how improving access to core instruction for all students. The district will continue to work to strengthen our systems of tiered interventions. Staff will continue to train on instructionally appropriate IEPs to build capacity of teachers to develop meaningful plans that provide the correct structure of support, modifications, accommodations and appropriate goals. Ensuring that students have the correct supports will increase the number of students who experience successful access to core instruction. Improving access and instruction will increase student participation in the regular assessment.

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 determines which assessments are most appropriate based on data. Parents are members of these teams and are informed of the different types of assessments. The special education teachers are responsible for explaining the different types of assessments to the IEP teams during meetings.

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

I feel it would be beneficial to have the department detail acceptable resources or practices that would help decrease the number of students participating in the alternate assessments with IQ's in the extremely low range.