

District Name: Obion County Schools

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	1.99%	1.72%	1.12%
MSAA Math	1.85%	1.72%	1.12%

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

Professional development training from the district immediately and the state department for the district staff including the school psychologist, and special education staff to ensure the proper identification of which state assessment is decided upon affecting the type of diploma a student will attain at graduation.

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

District staff will provide mandatory professional development training on paperwork compliance issues, involving parents more thoroughly, especially when parents are not present for the IEP meetings in March 2019 for spring IEP meetings.

The district would like to use the global-level and/or the intermediate-level of technical assistance for the district staff including the school psychologist. The intensive-level of support for staff training all in the spring of 2019.

District is requesting follow-up training as soon as possible from the state department.

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 data pulled from our regional special education consultant was a total of forty students identified as participating in alternate assessments. The list of reported from teachers on students participating is twenty-seven. Investigation led to the findings of special education staff assigning alternate assessments to student in grades not tested or have completed testing in 8th through 12th grades.

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)?

Parents participate in the IEP processing of determining which state assessment is appropriate but district monitoring is necessary to determine the appropriate level. Parents not attending are notified through the IEP case manager of the

assigned student through sending a copy of the IEP home and this should be followed up with parent contact as well.

Parents also need to be advised of the diploma type this decision is placing upon the student at the completion of high school.

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

Requesting global-level and intensive-level assistance from the department.