

## 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](mailto:Leslie.M.Hoffman@tn.gov) by Wednesday, Feb. 26, 2019 by 5 p.m. CT.

### District Name: Franklin County Schools

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	1.64%	1.79%	1.79%**
MSAA Math	1.63%	1.80%	1.80%**

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

We are at an 86.94% participation rate for RLA 3-8 and an 85.71% for English II and III. We are at an 87.02% participation rate for Math 3-8 and an 88.46% rate for Algebra I and II.

Our goal is to get to a 90%+ participation rate for the state assessment by making sure students are given the appropriate accommodations and modifications for them to be successful in their LRE; as well as ensuring only those students with the most severe impairments are taking the ALT assessments.

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

We plan to have a system-wide training with all assessment staff and SPED teaching staff before the school year starts to review TN DOE eligibility assessment guidelines and TCAP ALT guidelines. We will give all staff additional copies of the TN DOE "Guidance for IEP Teams on Participation Decisions for the Alt Assessment" and all three of the "Criterion Considerations". We will keep documentation of staff attendance for this TCAP ALT PD.

We also plan to have a training on LRE. We will have IEP case managers review the placement of all students with disabilities to ensure they are placed in their LRE. The will

review the accommodations and modifications in the IEPs of students with disabilities to ensure they are receiving appropriate and adequate educational supports and services to allow them to participate in the general education setting. IEP case managers will ensure that students with disabilities who qualify for alternative based assessments are provided accommodations and modifications on a consistent basis, which will allow them opportunities to maximize their ability. Formative assessment data collection from observations, benchmark assessments, portfolios and curriculum-based measurements will be gathered continuously throughout the year to better identify student's needs in regard to accommodations and educational supports needed.

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).

Franklin County have not identified or served any students inappropriately; we have not met any disproportionality lists.

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 are invited to attend all initial and annual IEP team meetings. They are given their 10-day notice and IEP meeting times are changed per parental requests.

The entire IEP team—Parent, General Ed Teacher, Special Ed Teacher, Interpreter of Results, LEA and any other team member is involved not only in the annual IEP creation but also in the Determination of Eligibility for Alternative Assessment Participation. It is *always* the IEP team decision.

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

We have sent teams to training and to "model" schools where inclusion is supposed to be occurring or occurring well. Both general and special educators have come back from the training disappointed and confused about how to put this into practice.

- Consider compiling a list of such training/trainers that could go out to systems to train all staff.
- Consider having inclusion and co-teaching PD across the state—it is VERY hard to find high quality PD....I do not feel that everything they would need to know could be covered/modeled in one session.
- Consider requested that collegiate class requirements add a course or to an existing course for both general and special education endorsements coursework on co-teaching and inclusion so new teachers are better prepared for inclusion models.

Consider revising BEP funding for Option 6 students. According to the Option of services form, 1 BEP funding for a teacher position is generated from every two Option 6 students but when you compare BEP generated positions, the ratio listed is 16.5. This tends to be the primary request of IEP teams to support the needs of students but is not funded at a ratio that can support the needs of all students as 16 students would require 8 staffing positions.

\*\*All IEP team decisions have already been made regarding portfolios for the upcoming spring assessments.