

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: Rogersville City Schools

| | % of Alternative Assessments: 2016-2017 Administration | Current % of Alternate Assessments: 2017-2018 Administration | Projected % of Alternate Assessments: 2018-2019 Administration |
|-----------|--|--|--|
| MSAA ELA | 2.55% | 3.05% | 1.63% |
| MSAA Math | 2.55% | 2.82% | 1.63% |

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

Rogersville City School is a one school PreK-8 school district with approximately 490 students who are in tested grades 2-8. Our small school/district sizes makes for intense decisions when the IEP team (as required by Federal Law) determines if it is in the best interest of the student to be placed on the alternate assessment. Our immediate goal is that all students test in the way we test. However, we as an IEP team understand and have the data that shows that students sometimes test best in the way they test. In addition, we have multiple students with global cognitive, developmental, speech and motor delays which are considered by the IEP team when determining if the alternate assessment is an appropriate form of knowledge display for the student.

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

Rogersville City School is a one school PreK-8 district. All staff are trained by the Director of Special Education and if needed state department staff on the methods of determining the need to assess a student on the alternate assessment. This training will continue with staff as well as our contracted employees where appropriate. It is our plan to reduce our percentage to the number stated above but we also make sure that we adhere to any and all decisions made by the IEP team.

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).

While Rogersville City School, a one school PreK-8 district does have more students that you would think with global cognitive, developmental, speech and motor delays, no areas of significant disproportionality currently exist or have been identified.

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/guardians are invited to the students' IEP meetings. While at the meeting, the parents join the other IEP team members in deciding if the student will participate in the alternate assessment. A review of all data, present levels of performance, and the most recent testing information is discussed and utilized in making the decision. The parent and the other IEP team members sign the IEP and the corresponding papers regarding the alternate assessment. In addition, a PWN is sent home with the parent explaining what took place at the meeting which includes the decision to test the student on the alternate assessment. Parents receive copies of all IEPs, etc at the end of the meeting.

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

Any training the state department has available on this subject is always welcome. All special education staff appreciates this training as it keeps them informed of any changes that need to occur within their area of expertise.