

## 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 Monday, Feb. 11, 2019, by 5 p.m. CT.

### District Name: Tennessee School for the Deaf

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	11.48%	10.42%	5-12% (7-15 students)
MSAA Math	11.48%	10.42%	5-12% (7-15 students)

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

Our goal for the 2019-2020 school year is to have approximately 8% of our students identified for alternative assessments. Using the assumption that half of all intellectually disabled students (2%) can qualify for alternate assessments (1%) and the fact that we have approximately 10% of students identified as intellectually disabled in our population, we are anticipating closer to 5% qualifying for alternative assessments.

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

Identification of qualifying students starts with whether they are labelled intellectually disabled as evident by an IQ of 68 or below on the Wechsler Non-Verbal Test of Ability. The IEP team the reviews adaptive behavior and criteria 2 and 3 characteristics.

The IEP team will review borderline and qualifying students using the alternative testing criteria in preparation for the annual IEP meeting.

We would like to have training for our comprehensive program teachers to better prepare them for identifying criteria 2 and 3 characteristics in their students.

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).

All of our students are considered disabled and have an IEP. Our students are referred to us by the LEA, often based on the LEA's inability to provide a student with an appropriate academic program in their district. Due to this we have disproportionate number of students with additional disabilities and are unable to actively change this 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 parents are informed during the IEP meeting of the decision to participate in alternative assessments and how that affects the diploma, educational, and career options for the student after high school. This is readdressed each year during the IEP meeting.

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

Specific training for several staff (administration and teachers) in identifying and evaluating the recommended criteria.