

## 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: Lenoir City Schools

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	1.63%	1.35%	1.23%
MSAA Math	1.62%	1.36%	1.23%

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

At this time, we plan to ensure a cohesive decision-making process exists between SPED faculty, caseworkers, and school administrators. The purpose of the protocols will ensure Lenoir City norms to the expected state average. A focus on the percentage of students enrolled resulted in a decrease for the 2017-2018 school year. A refocused process will further ensure the correct decision are being made for students moving forward.

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

Case managers, special education faculty, and administrators will engage in professional learning concerning the implications of enrolling students into the alternate assessment pathway. Training sessions will use available resources to ensure students are being placed in the correct assessment path according to individual needs. At this time, there is an indication of a reduction in students participating in the alternative assessment. This can be accredited to previous work done to address the matter.

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 team continues to review protocols for alternate assessment placements. There will be a continued focus on ensuring grade bands are cohesive in the decision-making process. A tracking system will be instituted to review at regular intervals, with team leads, to ensure all team members are aware of participating students and their demographics.

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 part of the decision-making process through IEP meetings. Parents are presented with the benefits and concerns revolving around the alternate assessment. School team members provide parents with implication toward diploma types and student transition plans. Additional focus will be placed on ensuring parents understand the foundational components of the alternate assessment pathway.

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

At this time, the district team will rely on available resources, from the department, to construct training sessions and parent information packets.