

## 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: Hamblen County Schools

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	1.48%	1.54%	1.47%
MSAA Math	1.53%	1.54%	1.37%

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

Hamblen County's goal is always to make decisions based on most appropriate assessment for the individual student. We strive to be at or below the 1% based on the parameters set forth by the TDOE for the Alternate Assessment.

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

Hamblen County will provide professional development to school psychologist, special education teachers and speech/language therapist on the guidelines for the Alternate Assessment Eligibility. Special Services staff will provide copies of the "Alternate Assessment Participation Guidelines Decision Making Tools for IEP Teams" as well as the "Determination of Eligibility for Alternate Assessment Participation" tool, which will be kept in the student's special education file. Special Services will review all Alternate Assessment Eligible files to ensure the IEP Team adheres to proper guidelines. The Supervisor of Special Services will review with Administrators the guidelines and implications of the Alternate Assessment participation. Grades K-5 will be the focus of professional development on inclusion practices, differentiation, and scaffolding by Instructional Coaches.

Each student's eligibility for the Alternate Assessment is reviewed annually at the IEP Team meeting with parent participation. The team discusses/reviews important information about the

student over multiple school years and multiple instructional settings. The student must demonstrate a significant cognitive disability which results in performance that is substantially below grade-level achievement expectations even with the use of accommodations and modifications. The student must also possess current adaptive skills requiring extensive direct instruction and practice in multiple settings to accomplish the application and transfer of skills necessary for application in school, work, home, and community environments. The IEP Team must agree that the student with a significant cognitive disability requires substantial modifications, adaptations, or supports to meaningfully access the subject area content and requires intensive individualized instruction in order to acquire and generalize knowledge. The student's instruction is based on the Alternate Assessment Standards. The IEP Team uses a holistic analysis with possible sources of data considered: psychological evaluation reports, results of individual cognitive ability tests, adaptive behavior skills data, results of individual or group-administered achievement assessments, district-wide alternate assessments, individual reading assessments, findings of communication or language proficiency assessments, teacher-collected data from classroom observations, progress monitoring, and IEPs. The IEP Team must consider the appropriateness of the student participating in the general education assessments with accommodations.

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).

Hamblen County's annual determination by TDOE found no identifiable 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)?

Parents are integral part of the IEP Team and are included in the decision making process for students being considered for the Alternate Assessment. The parent is part of the review of information and decision making process. Parents are informed of the implications of participation in the Alternate Assessment from the first time it is considered.

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

TDOE provide regional professional development during the summer for special education teachers, school psychologist and speech/language therapist regarding Alternate Assessment, Alternate Academic Diploma, Accessing Alternate Standards, and inclusionary practices.