

## 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: Sevier County Schools

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	1.68%	1.67%	1.48%
MSAA Math	1.64%	1.71%	1.48%

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

The goal would be 1% of students taking alternative assessment. Using the projected percentage, current numbers, and tested grades 3<sup>rd</sup>- 8<sup>th</sup> plus 11<sup>th</sup> grade, which may vary from data when testing is complete, there was an approximate decrease of 11.38% (ELA) and 13.45% (Math) in the current percent of students taking alternative assessment in 2018-2019 as compared to 2017-2018. The percentages could change radically with the typical influx of new students in the Spring, as people move into the district looking for Spring/Summer employment. Sevier County has a very transient student population and many students bring existing IEPs from other TN districts and other states, indicating a history of and need for alternate assessment. Late arrival in the school year makes it very difficult to adequately prepare for a change from alternate assessment to TNReady, especially if the student has a long history of alternate assessment, as student preparation and data needs to be gathered to support such a change.

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

Efforts have already been made with the beginning of this school year and will be

continued through the 2019-2020 school year. It has been determined that there are factors that have a negative impact on LRE and also alternate assessment. Those have been identified and addressed early in this school year and efforts to correct have been in place, with additional efforts. Those efforts include:

- Review and ongoing monitoring of documentation of Eligibility for Alternative Assessments
- Review and ongoing specific IEP monitoring for LRE and appropriate services
- Ongoing identification and evaluation monitoring
- Training for school psychologists, school administrators and teachers related to alternate assessment, including the Eligibility for Alternative Assessments documentation and Participation Decision Documentation available on EasyIEP, emphasizing the list of 14 factors that should not be used in the alternative assessment determination
- Training for special education and general education teachers in regard to supporting SWD with TN Standards in the general education setting
- Training for special education teachers related to appropriate use of the Participation Decision Documentation available on EasyIEP
- Training for school administrators and teachers in regard to LRE
- Prepare parent documents that address LRE
- Prepare parent documents that address alternative assessment
- Restructure local IEP conference summary form to include specific confirmation and narrative of IEP team's discussion of LRE and mode of TN State assessment

Also, review of the past 5 years of APR data and system data for Indicator 6 has indicated that despite focused efforts, there is little increase in the area of LRE for ages 3-5. Planning for significant changes in programming is already in place for the 2019-2020 school year. Better early preparation of students and careful IEP development is expected to have an impact on future assessment decisions. With this intent in mind, these activities will be added to the plan:

- Two new preschool classes for 2019-2020 that are comprised of approximately 50% students with disabilities and 50% nondisabled children (equal or more nondisabled students)
- Review and redevelopment of the preschool curriculum used for all students with disabilities
- Increase in services provided in the general education setting for preschool and kindergarten students with disabilities

- Intensive training in regard to LRE and programming for teachers serving children ages 3-5

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).  
Using the current data, which may vary from the data available after testing, there does not appear to be any disproportionality, except in the area of disability. Intellectually Disabled comprise the majority of students taking the alternate assessment. The percent of students identified as Intellectually Disabled is 53% of the students taking the alternative assessment in grades 3-8 and 11. The number of students at the high school level is lower than the others but consistent with the grades being tested. The elementary and middle grades are almost equal in number and percentage.

To address the area of disproportionality in the area of disability, the district will provide training to school psychologists, special education teachers and school administrators in regard to excluding the identified disability in the determination of state testing for the student. Training will include the Eligibility for Alternative Assessments documentation and Participation Decision Documentation available on EasyIEP, including the list of 14 factors that should not be used in the alternative assessment determination. These completed documents will be reviewed and monitored system-wide.

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 IEP team makes the decision as to which state assessment the student will utilize. The Alternate Assessment Participation Guidelines (2018) provided by the TN Department of Education is used to guide the discussion. Parents are provided information related to each assessment to help facilitate decision making.

The district will develop and provide a parent friendly document to assist with this process. The document will include information related to LRE and State assessment options. The document has recently been developed and is in the process of being distributed to schools. Parent and teacher training opportunities will be provided that addresses both state assessments and LRE. The training for teachers and parents will

also identify and explain the state assessment options and various educational options and supports available for students with disabilities.

The district will reconstruct the local IEP conference summary form to include specific confirmation and narrative of the IEP team's discussion of LRE at every meeting and mode of TN State assessment (when appropriate).

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

On-site training for school psychologists in regard to disability eligibility, Eligibility for Alternative Assessments documentation, and ways to promote LRE for students with disabilities

Recorded training for general education teachers, special education teachers and school administrators that would assist in assessment decision making, effectively providing maximum LRE, and information related to the support of students with disabilities in the general education setting that is designed to promote success with the TNReady assessment

A more efficient ongoing method, using EasyIEP, to identify and track students who are made eligible for alternate assessment by adding Alternate Assessment to the student search function