

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: Haywood County Schools

| | % of Alternative Assessments: 2016-2017 Administration | Current % of Alternate Assessments: 2017-2018 Administration | Projected % of Alternate Assessments: 2018-2019 Administration |
|-----------|--|--|--|
| MSAA ELA | 2.94% | 2.50% | 2.36% |
| MSAA Math | 2.94% | 2.50% | 2.36% |

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

Our goal is to inform our Special Education staff, Administrators, District Office personnel, and parents on the correct criteria for decision making regarding alternate assessment. We are working to correct a misconception that if a student is in a self-contained classroom, the student is to take the alternate assessment. We are correcting that with our staff at this moment. We will also be working to correct some students being assigned the alternate assessment but according to criteria should not be.

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

We will review all students that are scheduled to take the alternate assessment and use the criteria laid out by the state to help make decisions regarding testing. We will make sure that all staff and parents/guardians are familiar with the criteria. We will have in house trainings with staff to review the criteria and discuss the process when deciding about testing. The district will use the criteria laid out for us to make the appropriate decision regarding testing for each student in our district.

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).

Based on data from the prior three school years (2015-16, 2016-17, and 2017-18), the department has determined that **your LEA does not meet criteria for one or more areas for significant 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 included in IEP meetings to help make all decisions regarding a student on an IEP. We value parent voice throughout the entire process and during IEP team meetings. Parents are aware of decisions regarding alternate assessment by participating in the meeting, being reviewed on decisions the team has made, and through receiving a copy of the IEP for review.

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

Training for teachers that outlines the criteria to be considered when making a decision regarding alternate assessment for a student.