

## 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: Wayne County Schools

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	0.61%	1.13%	1.29%
MSAA Math	0.62%	1.13%	1.29%

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

We will continue to be diligent to make sure that the only student who participate are the ones who meet the guidelines for alternate assessment. No student participates without going through a process of approval. If a parent or teacher requests that a student participate in alternate assessment, the case managers requests that the school psychologist review all diagnostic information to see if the student has significant limitations in intellectual functioning as evidenced by cognitive ability test scores, has significant deficits in adaptive behavior as evidenced by adaptive behavior scale scores, and has academic skills that are on the emerging, readiness (prerequisite), foundational level and/or functional (real life) application of the general curriculum. The IEP team then determines if the student's curriculum is based on extended academic standards in ELA, mathematics, science, and social studies, the student's IEP has short-term objectives that focus on the extended content standards and/or pre-requisite skills. Short term objectives are required for IEPs of students who participate in the TCAP-Alt, curriculum activities differ significantly from those of students who participate in the general education curriculum with accommodations. (e.g., different objectives, materials, and learning activities), and the content, learning objectives, and expected outcomes for the student are extended to focus on the emerging, readiness (prerequisite), foundational and/or functional (real life) application of the general curriculum. Also, the team must determine the student requires explicit and ongoing instruction in functional and daily living skills, the student has substantial deficits in adaptive behavior, such that the student has difficulty demonstrating independence in everyday living skills, including

interpersonal and social interactions across multiple settings. In addition, the team must agree that the decision for this student to participate in the alternate assessment is not based on a specific categorical label or educational placement, the student's inability to achieve state grade-level achievement expectations is not the result of excessive or extended absences or social, cultural, or economic differences, the decision for this student to participate in the Alternate assessment is not due to the fact that the student has English as a second language, the decision for this student to participate in the Alternate assessment is an IEP team decision and is not being made for administrative purposes and/or in anticipation of impact on school or district accountability results, the decision for this student to participate in the alternate assessment is not based solely on the fact that the student's instructional reading level is below the grade level of the general assessment, and the decision for this student to participate in the alternate assessment is not based on the fact that the student is expected to perform poorly on the general assessment.

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

We will continue to provide ongoing group and individual training to ensure that only the students who require alternate assessment participate in the TCAP-ALT. Although we are always mindful of the percentage goal, we will not allow the goal to prevent students from participating in the alternate assessment who qualify. Our system is small, and one student can be the difference between meeting the goal and not. We will only have 12 students participating in the 2018-19 TCAP-ALT which puts us over the goal by 3 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).

We have not seen disproportionality in these areas. We occasionally will have one grade with a number of students who qualify that is higher than normal. However, this occurs randomly in a small system without reason.

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 decision to participate in alternate assessment is never made without much discussion with the parents. Parents are always encouraged to participate in IEP meetings in person or by phone. However, if parents are unable to do so, the possibility and ramifications of participation in the alternate assessment is discussed with them first.

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

We do not feel that intervention is required. However, as always, we welcome all support that would be provided to us. We are willing to work with the department in any way to improve services to our students.