

## 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 February 26, 2019 by 5:00pm CST.

**District Name: Rhea County Schools**

	% of Alternative Assessments: 2016-2017 Administration	Current% of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	1.53%	1.77%	.0105%
MSAA Math	1.52%	1.77%	.0105%

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

Students on the alternate assessment have the appropriate eligibility plus an IQ and adaptive skills below 70. Students exhibiting a diverse cognitive profile or diverse adaptive skills will be given careful consideration during decision-making.

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

Re-evaluation every 3 years to ensure students are in appropriate setting. Re-evaluation of participation in alternate assessment will be an ongoing process. At each school level, student participation in alternate assessment will be re-evaluated and decisions will not be based on whether or not students have previously participated in alternate assessment in younger grades. The determination document provided in the state's guidance for alternate assessment will be used at IEP meetings during which participation in alternate assessment is discussed.

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).

At each school level, disproportionality is being addressed mainly through the re-evaluation process. For the 2018-19 school year, one school psychologist was appointed to work solely at the high school, which affords an increased opportunity for more thorough re-evaluations of all special education students, including those with cognitive impairments.

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)?