

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 Wednesday, Feb. 26, 2019, by 5 p.m. CT.

District Name: Putnam County Schools

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	1.75%	1.65%	1.59%
MSAA Math	1.79%	1.65%	1.59%

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

While our overall district goal is to be in compliance with the states 1% cap, we strive to make data based decisions based on the whole child's performance with consideration given to each students cognitive, academic, and adaptive performance as well as historical data when determining appropriate state assessments.

Our district goal includes continuing to provide guidance and training to educational teams in regards to what factors should impact team decisions as well as the impact the decision will have on the students future learning trajectory and graduation plans. This will include frank discussions with parents/guardians to ensure a thorough understanding of future impact.

Our district will ensure general conversations are routinely held with building administrators to ensure a thorough understanding of the factors to be considered and the impact of this decision on the student's future.

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

Our district will ensure ongoing discussions and trainings are provided targeting assessment personnel in regards to what factors should impact team decisions as well as the impact the decision will have on the students future learning trajectory and graduation plans at regularly scheduled round table meetings. This will help ensure that assessment personnel can assist educational teams in making data based decisions in the best interest of each individual child.

Ongoing discussions will be held at professional learning community meetings to ensure all special education staff are aware of the above noted factors and can assist the team.

Building level administrators will be provided with resources so they have a thorough understanding of state guidelines, factors to be considered, and the impact of assessment decisions on each student's future educational path.

All staff will continue to be informed of the state 1% guideline and our districts current percentage of students identified to participate in alternate assessment to ensure a global view. All staff will be made aware of ongoing efforts to ensure educational teams have adequate knowledge and are making data based decisions in the best interests of each student.

The district will encourage ongoing conversations and training that ensures educational teams are not making decisions primarily based on eligibility identification. The district will continue to encourage that educational teams look beyond the child's educational label to ensure that only the most globally affected of the intellectually disabled population are identified to participate in alternate assessment.

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).

As a district we will continue to look at the whole child's performance, academically, cognitively and adaptively. We do not use one score in isolation to determine state assessment. We give students every opportunity to participate in the traditional state assessment prior to consideration of the alternate assessment.

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 an integral part of the annual IEP team decision for their child's state assessment determination. Procedural safe guards are reviewed with parents annually to ensure understanding that they are an integral part of the decision making team for their student and procedures are in place if they were to disagree with team decisions. The district strives to arrive at data based decisions with consideration given to multiple sources of information to make informed decisions in the best interests of students. Team discussions are documented on the prior written notice. The team has a thorough and direct conversation with parents to

explain how the decision for a student to participate in alternate assessment impacts the trajectory of their learning progression and graduation plan. District educational teams also recognize that decisions for students to participate in traditional or alternate assessments can be revisited as needed annually.

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

Develop a training for administrators and other appropriate leadership staff so that they understand the new expectations for the alternate assessments versus the regular assessment participation for our students with disabilities. Would like for them to understand the process and that it is not just about the test. A webinar would be great so that it can be accessed at anytime as new personnel is hired. A refresher course for teachers is always welcomed—this would great as a webinar too since scheduling is so hard.