

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: Grundy County Schools

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	2.29%	1.97%	1.3%
MSAA Math	2.29%	1.97%	1.3%

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

Our goal in Grundy County is to lower the percentage of students in our district who are taking the MSAA to 1.3%. This is a significant decrease from 1.97% in 2017-18. We plan to do this by reviewing addition data for each student in order to make critical decisions on alternate assessment participation versus traditional group achievement testing.

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

Several team members attended sessions for alternate assessment decision making and participated in a one-on-one with Alison Gauld during the Partners in Education Conference. Team members have also attended additional training sessions provided by the department at other meetings, conferences, etc. over the past two years. These team members will work with other team members on the data-based decision making required to determine alternate assessment participation. Team members for individual students who are considered for alternate assessment will meet to review multiple sources of data to determine whether the student should take alternate assessment or the traditional grade level group administered yearly 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).

After reviewing eligibilities, we did find that approximately 42% of students who are being tested by alternate assessment were eligible as Intellectually Disabled. All other eligibilities are at 19% or below of those being tested on alternate assessment. To break the data down even further, 13 of 1378 third through eighth grade students will be tested with alternate assessment. Seven of 660 students at Grundy County High School will be tested with alternate assessment. Five students at GCHS will take both the ELA and Math 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 always invited to all meetings for their child. Parents are also encouraged to attend and meaningfully participate in all of their child's meetings for school. During team meetings for a student, the team will discuss the student's Individualized Education Program (IEP) which does include grade level assessment for students in grades 3rd-12th. The team will review multiple sources of data to determine whether the student will take the traditional yearly group administered grade level achievement test or the alternate assessment. In the event parents do not attend the meeting where the decision was made for their child to participate in the alternate assessment, along with sending prior written notice, the special education lead teacher will call the parent to explain the reasons why the team choose the alternate assessment and to explain future implications of participation in this assessment.

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

At this time, Grundy County does not anticipate a need for additional support from the department. Several team members have attended multiple training sessions provided by the department on the new alternate assessment guidelines and understand what the goals of the department currently are and how to work towards meeting these goals.