

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: Cheatham County Schools

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	1.77%	1.53%	1.25%
MSAA Math	1.86%	1.53%	1.25%

- Percentage Goal:** What is your goal in addressing decision making for identifying the right students for the alternate assessment?
 - The district goal would be to ensure that all students are assigned to the appropriate assessments.
 - We recognize that IEP decisions are developed by the parents, students, teachers, administrators, and assessment specialists that make up the IEP team. But we are committed to adhering to the alternate assessment participation guidelines when making assessment determinations.
- Process:** Describe the process, training, and steps the district will use to meet the percentage goal reduction proposed above.
 - Review the most current eligibility standards and definitions for students with the most significant disabilities with assessment specialists and case managers.
 - Conduct professional development with the appropriate staff over the criteria for participation in the MSAA to include guidance from the state on the decision-making process.
 - Provide information to families and educators that helps them understand the implications that assessment participation options may have on type of diploma, transition, career and post-secondary outcomes.

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 will gather data and look for trends regarding student participation in the alternate assessment by:
 - Grade band
 - Racial and Ethnic Groups
 - Socio-economic status
 - Gender
 - ELL students and those students with diverse receptive and expressive communication skills
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 a critical part of the IEP team process. Their input is an important part of the decision-making process when it comes to assessment decisions.
 - Assessment specialists work to ensure that parents and students understand the implications that assessment participation options may have on type of diploma, transition, career and post-secondary outcomes.
5. **Support Requested:** Please detail any support needed from the department. (All feasible requests for supports will be considered.)
 - Professional Development from the state for our assessment specialists/case managers would be welcome if the state deems it appropriate to support our goal to meet target percentages.