

**2018-2019 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.

District Name: Cocke County

	% of Alternative Assessments 2017 Administration	Current % of Alternate Assessments 2018 Administration	Projected % of Alternate Assessments 2019 Administration
MSAA ELA	2.29%	2.54%	1.5
MSAA Math	2.32%	2.51%	1.5

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

The goal of the Cocke County School System is to apply the guidance outlined in the TDOE Alternate Assessment Participation Guidelines document along with information from TDOE training sessions to the decision making process when determining which students will take the alternative assessment. The district will strive to assess at or less than 1.5% of students using the alternative assessment.

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

Each special education teacher and principal in the Cocke County School System received the Alternative Assessment Participation Guidelines Decision Making Tool for IEP Teams document as well as training. Each principal in the district received information and guidance for assessment expectations and decision making at the regular county wide administrators meeting. All special education teachers participated in professional development pertaining to the assessment decision making process. The district will continue to provide professional development and support to teachers and administrators to insure that appropriate decisions are made for individual students to best meet the student's needs and follow the guidance from TDOE to decrease the number of students participating the 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).

The number of students previously identified to take the alternate assessment was not focused in any particular grade span. Only students with significant disabilities are considered for participation. During summer 2018 the files for all students who participate in the Alternate Assessment were reviewed as part of the Cocke County School System summer file review process. Any student who is participating in the alternate assessment was reviewed to determine if the student has received a full comprehensive evaluation twice while in elementary school. Student's evaluation and eligibility were discussed at IEP team meetings and evaluations planned as determined necessary. The evaluation data will be used to determine if the student has the appropriate eligibility and levels of functioning documented. The derived information is used to support appropriate decision making for individual students participation in the alternate assessment.

4. **Parent Participation:** How do parents participate in, or how are they notified of, the IEP decision f  
Parents were invited to and participated in IEP team meetings with discussion centered on the Alternate Assessment guidance document and TDOE guidance from training pertaining to alternative assessment participation. Like all other IEP team decisions the parents of students with disabilities share a major role in decision making and planning. The case manager has taken the opportunity to explain and review participation guidelines and expectations with parents. or their student to participate in the alternate assessment(s)?
5. **Support Requested:** Please detail and support needed form the department. (All feasible requests for supports will be considered.)

The Cocke County School System special education supervisor and both school psychologists have attended training sessions delivered by Alison Gauld and Joanna Bivins. The material from those trainings have been redelivered to special education teachers within the district. The number of students participating in the alternate assessment has been reduced accordingly. The district will request additional support if the desired outcome is not achieved.