

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

### District Name: Arlington Community Schools

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	0.76%	1.07%	1%
MSAA Math	0.80%	1.07%	1%

- Percentage Goal:** What is your goal in addressing decision making for identifying the right students for the alternate assessment?
  - Despite receiving the directive from the State to complete this "Alternate Assessment Justification" because ACS has, "contributed to the state exceeding the 1% cap for students participating in the alternate assessment", ACS does not agree that ACS has, in fact, contributed to the state exceeding the 1% cap. The percentage of alternate assessments during the 2017-18 school year taken within ACS is not statistically significant.
  - However, notwithstanding, ACS's position articulated in subparagraph (a) above, ACS will continue to work toward meeting the needs of each individual student. Only students with the most significant cognitive disabilities and that require extensive, direct individualized instruction and substantial support to achieve measurable gains in the curriculum will take the alternate assessment.
- Process:** Describe the process, training, and steps the district will use to meet the percentage goal reduction proposed above.
  - ACS reiterates its position set forth in numbered paragraph 1 (a) above.
  - However, notwithstanding ACS's position articulated in subparagraph (a) above, ACS will continue to provide training to each special education teacher, related service provider, school psychologist, and school level administration so all are able to assist the team to

make the most appropriate assessment participation decisions for individual students. Likewise, the district will provide ongoing training and consultation for special education teachers, related service providers, school psychologists, and school level administration throughout the school year.

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).

**ACS did not have any areas identified for disproportionality.**

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)?

As with all IEP decisions for each individual student, the parents participate as members of the IEP team in the decision-making process. At the appropriate age, the student participates in this process as well. Just as the school special education faculty and staff share data from various sources, the parents share goals, desires, and data for their child to the other members of the team. Parents are also informed of the four options for a high school diploma and state assessments at each annual IEP meeting. Parents also share any other input to the other members of the team. The IEP process used in ACS ensures that parents and school representatives have fully aired their respective opinions. If the team discussion and data lead to the student participating in the alternate assessment for that IEP year, the parent gives consent for the student to participate.

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

None at this time.