

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: Cumberland County Schools

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	1.45%	1.46%	1.2%
MSAA Math	1.44%	1.46%	1.2%

- 1. Percentage Goal:** What is your goal in addressing decision making for identifying the right students for the alternate assessment? **Cumberland County follows the guidelines set by the TNDOE in the August 2017 *Guidance for IEP Teams on Participation Decision for the Alternate Assessment*. All teachers of students with disabilities have yearly training in the identification and selection of students to be included in the 1% Alternative Assessment in ELA and/or Math. This is the document utilized for the training. Only students with the most significant cognitive disability will participate in the assessment, the learning content must be linked to state content standards and the student requires direct individualized instruction and substantial supports to achieve measureable gains in the grade- and age- appropriate curriculum. Participation Tools including Participation Guidelines, Checklist and the Decision Flowchart are provided and utilized with the guidelines and Decision Document uploaded to Easy IEP.**
- 2. Process:** Describe the process, training, and steps the district will use to meet the percentage goal reduction proposed above. **Each student's individual characteristics are considered when determining whether the student should participate in the general assessment with or without accommodations OR in an alternative assessment. Training includes utilizing the *Guidance for IEP Teams on***

Participation Decision for the Alternate Assessment document for selecting, implementing and evaluation of accessibility features and accommodations for individualized instruction and assessments; training to differentiate instruction and provide full access to all academic content, having high expectations with productive struggle for all students and training for all to understand the implications of the students participation in the assessment as it applies to the type of diploma the student earns and the student's postsecondary and career pathway. Each student must have pages 16 and 18 of the ***Guidance Document*** completed and uploaded to Easy IEP by the end of the 2019 school year and will be reviewed by the Director of Special Educator or their designee.

- 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). **According to the State Report Card, Cumberland Co. serves 1067 students with disabilities. No documentation of disproportionality has been identified for students on the Alternative Assessment. Students at each grade level between 2nd and 12th are currently assessed utilizing the MSAA if determined by the IEP Team. Disabilities listed on the IEP for students taking the Alternative Assessment are as follows; Autism, Intellectually Disabled, Traumatic Brain Injury, Other Health Impaired, Language Impairment, Hearing Impairment, Orthopedic Impairment, Specific Learning Disability and Visual Impairment.**
- 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 IEP decision process. The IEP Team will determine participation in the Alternative assessment. A review of the student's records to include multiple sources of data should indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behaviors essential for someone to live independently and function safely in daily life. The IEP team will consider goals and objectives listed in the IEP for the student that are linked to grade-level standards and address knowledge and skills that are appropriate and challenging for the student. The IEP Team must discuss the answer the question: Does the student require extensive direct individualized instruction and substantial supports to achieve measureable**

gains in the grade and age appropriate curriculum? If the parents have chosen not to attend the IEP team meeting, a copy of the finalized IEP is provided to the parent as well as a Prior Written Notice and the name of the school personnel that can provide additional information as requested. Parents are informed of their rights and the possible implications of student participation as it applies to the type of diploma the student earns as well as the options for the student's postsecondary and career pathway.

5. **Support Requested:** Please detail any support needed from the department. (All feasible requests for supports will be considered.) **Information as to how the percentage is calculated so that a projected calculation can be completed on the same measure.**