

## 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: Alcoa City Schools

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	1.57%	1.21%	1.29%
MSAA Math	1.61%	1.21%	.92%

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

*ACS Goal would be to ensure that all schools and staff are informed of the eligibility requirements and appropriate decision making for all IEP meetings. Each school should follow the requirements that allow the student to take regular assessment if at all possible, and look closely at students to ensure they meet requirements for Alternate assessment. This would include a review process for all students (including all students moving into the system) identified to take an Alt Assessment. The goal would be to maintain under 1%.*

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

*All SPED staff and school administrators will be given PD on the process and criteria for identification and eligibility for Alternate Assessment. ACS will look at each grade level and students specifically that have been targeted for Alt. Early grades (especially) will be asked to re-look at all requirements and determine if any students could be moved to regular assessments. This process would be with the thought of giving all students the opportunity if at all possible. PD will be scheduled for Fall 2019 to review the process and look at new possibilities for eligibility and decision making for taking regular assessments. Staff will review each student with the Testing Coordinator, School Psychologist, and SPED Director to discuss the appropriate possibilities for each student and guide the IEP team in the final decision.*

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 is looking at all district-wide disabilities to include the IEPs, number, and grades for each disability. A team will be formed to include the school psychologist that will be reviewing the eligibility process in trainings scheduled for Fall 2019.*

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 participate in all IEP meetings and particularly those IEP meetings that involve alternate assessment decisions. All attempts are made to have them attend the meeting or a conference call for that IEP decision. Staff explain the guidance and eligibility for the student during the meeting and all possibilities for assessment. Final decisions are made with the parent.*

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

*At one time, TDOE held annual regional meetings to update systems on guidance. It would be helpful for administrators, SPED teachers and new teachers to have regional meetings for updates on new guidance or the opportunity to discuss concerns with state department and other systems.*