

## 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 Monday, Feb. 11, 2019. by 5 p.m. CT.

### District Name: Johnson City Schools

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	1.36%	1.86%	1.74%
MSAA Math	1.36%	1.85%	1.74%

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

Johnson City Schools' goal is it to assess only students with the most significant cognitive disabilities with the Alternate Assessment. Our goal is to reduce the number of students with disabilities participating in the alternate assessment to 1% or less for the 2019-2020 school year.

2. **Process:** Describe the process, training, and steps the district will use to meet the percentage goal reduction proposed above.
  - Analyze alternate assessment data by district personnel at monthly content meetings.
  - Develop criteria to define a student with a significant cognitive disability.
  - Training for district personnel on decision-making considerations for student participation in alternate assessment.
  - Scheduled IEP meetings for students who do not meet the system's criteria of a significant disability to determine participation in the appropriate 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 district did not identify any areas of disproportionality in reviewing the alternative assessment data.

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 part of the IEP process that determines the appropriate assessment for the student. Parents are provided with a 10-day notice prior to the IEP meeting. Special education teachers collaborate with parents for a mutually agreed upon date and time for the IEP meeting. The IEP team, including the parents, work through the IEP process and make the final decision regarding the student participating in the alternate assessment. IEP teams discuss state/mandated tests including all options available for the student. Parents sign a statement that they understand participation in the alternate assessment means their child is participating in a curriculum that will not lead to a high school diploma. Parents are encouraged at IEP meetings to ask questions regarding all aspects of their child's education.

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

Johnson City Schools would like to request "1% Alternate Assessment Decision Making Considerations" training be provided to district personnel by Joanna Bivins and Alison Gauld.