

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: Chester County Schools

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	1.07%	1.42%	1.39%
MSAA Math	1.13%	1.42%	1.39%

1. **Percentage Goal:** What is your goal in addressing decision making for identifying the right students for the alternate assessment? 1.20%
2. **Process:** Describe the process, training, and steps the district will use to meet the percentage goal reduction proposed above. The District will provide training to all special education teachers, certifying specialists, and principals/LEA Representatives who attend IEP meetings so that they can be sure they are making the correct decisions in the meetings. The training will be planned for summer in service (July) before the new school year begins in August. We will review the "Alternate Assessment Participation Guidelines" booklet and Criterion 1-3 Consideration Guides. We will then take the existing students who have participation in the alternate assessment on their IEPs and review them using the guidance from the booklet and consideration guides to ensure the process was correctly completed. This will be done in school based team groups. If any considerations are found to require additional discussion that may result in a change in participation, we will schedule an IEP meeting to discuss the findings with all members of the IEP team present so that all stakeholders will have the opportunity to review the guidelines and discuss the possibility of changes being made. It may take till mid September to get addendum meetings held if there is a need for them.
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). We currently do not have any disproportionality in these areas.

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)? The decision for a student to participate in the alternate assessment is made during the IEP meeting. All data and individual student characteristics and needs are considered and discussed. The guidelines for participation are also reviewed and the "Participation Decision Documentation" form is completed in EasyIEP. This form has the 3 participation criteria, the criteria descriptors and sources of evidence that were used in making the decision. Also, the section, "Additional Considerations Not to Use in Reviewing Evidence," is reviewed to ensure that those factors do not enter into the decision making process. The psychological examiner completes the "Eligibility for Alternate Assessment" Section in the Eligibility Process in EasyIEP. Special education teachers and LEA Representatives explain the ramifications of participation in the alternate assessment as it relates to the type of diploma that the student can receive upon graduation.
5. **Support Requested:** Please detail any support needed from the department. (All feasible requests for supports will be considered.) We would like to have any training PowerPoint presentations that you have related to the alternate assessments as well as any example scenarios that could be used in training in addition to the already existing resources mentioned in question 2. We are open to any other recommendations that the State has regarding the improvement of this process.