

## 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: Fayetteville City Schools

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	0.71%	1.60%	1.35%
MSAA Math	0.71%	1.74%	1.35%

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

*Our goal in addressing decision making for identifying the right students for the alternate assessment is to educate all stakeholders regarding the guidance and criteria set out by the TN Department of Education. We aim to decrease our participation in the alternate assessment by at least 25% for the 2018 -2019 school year.*

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

*At the TAASE Legal Conference in December 2018, our Supervisor of Special Education and one of our Comprehensive Development Classroom teachers attended a session on the alternate assessment. On January 24<sup>th</sup>, 2019, our special education team met to review the TN Department of Education's "1% Alternate Assessment: Decision Making Considerations" PowerPoint as well as the "Alternate Assessment Participation Guidelines." Individual students were discussed and previous alternate assessment decisions were evaluated based on the Guidance and the PowerPoint. After meeting with parents through IEP meetings, we were able to make team decisions to change 3 students to the regular assessment for 2018-2019, based mostly on more careful consideration of Criteria #3. The PowerPoint and Guidance were shared digitally and in paper form, and all stakeholders were instructed to use the criteria in the future to make thoughtful team decisions regarding the alternate 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).

*Consistent use of all three criteria, along with all of the information in the Guidance and PowerPoints, will help our district address any 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)?

*Parents participate in and are notified of the decision for their student to participate in the alternate assessment through the IEP meeting.*

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