

## 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: Jackson- Madison County Schools

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	2.51%	2.46%	2.43
MSAA Math	2.51%	2.50%	2.40

1. **Percentage Goal:** What is your goal in addressing decision making for identifying the right students for the alternate assessment?
  1. District will provide Participation Guidelines Training
    - a. District will re-train all sped staff including school psychologist on the alternate assessment participation guidelines requirements.
    - b. IEP team will revisit students who have previously been assessed on the Alternate assessment to determine if it continues to be an appropriate measure of the student academic growth.
    - c. IEP team will be trained on how to select the appropriate accommodations based on individual student needs.
  2. The district will ensure that all students with disabilities have access to core instruction to the greatest extent possible.
2. **Process:** Describe the process, training, and steps the district will use to meet the percentage goal reduction proposed above.

Professional development will be provided to all certified sped staff to explain the Participation Guidelines as well as, ways to cite evidence for making data-driven decisions regarding a student's need to be assessed using alternative assessment.

During our monthly principal's meeting principals will be trained on how decisions are made regarding a student's need to participate in an alternate assessment.

Over the summer, consulting teacher will review student's IEPs and make recommendations for the IEP team to convene if sufficient data is not available to support the student's need to participate in an 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).

The district is currently reviewing policies and procedures to determine what changes need to be made in order to ensure that students are not disproportionately represented in any category.

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)?

During the IEP meeting the school psychologist review the criteria for Alternate Assessment Participation. During that conversation it is explained to parents what it means for the student to participate in the Alternate Assessment.

The team then have a conversation about the student's transitional goals as it relates the need for a regular education diploma. At this point it is explained to the parent and student if applicable that a student participating in the alt assessment will not be eligible for a regular high school diploma. If the parent is not in attendance at the IEP meeting the student's case manager reviews the participation guidelines, IEP team decision and provides the parent with a copy for her/his signature.

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

- Writing instructionally appropriate IEPs
- Appropriate transition training
- The use of accommodations