

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: Oneida Special School District

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	2.17%	2.29%	1.6%
MSAA Math	2.15%	2.30%	1.6%

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

Our goal is to increase understanding of the decision-making process for IEP team members (special and regular education teachers, administrators, and parents) through formal and informal training in order to make the best decision for individual students. Teachers and administrators will attend required training, and parents will be provided information through parent support activities.

2. **Process:** Describe the process, training, and steps the district will use to meet the percentage goal reduction proposed above.
 1. Training will be conducted for all teachers and administrators on alternate assessment decision-making using guidance from the Tennessee Department of Education. Special education teachers were trained on January 10, 2019. School administrators will be trained on February 28, 2019, and will present the information to teachers at their perspective schools during regular staff development activities.
 2. Special education case managers were asked to review all students on their caseloads who take the alternate assessment, communicate with regular education teachers and parents, and determine if an IEP meeting is needed to review the decision to place the student on the alternate assessment.

3. IEP meetings scheduled with all stakeholders to review assessment data, goals and objectives, curriculum correlations, classroom accommodations, modifications to grade level standards, and post-secondary opportunities for each individual student in order to make the best decision regarding state assessments.

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).

There is no significant disproportionality in any of the above areas. However, IEP teams in the district have historically been inclined to place students with an Intellectual Disability on the alternate assessment without considering other factors. This was due to regular education teachers' concerns about teacher accountability for state assessment results. The district has implemented a district-wide policy regarding teacher claiming of students with disabilities in order to address this.

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 is made in an IEP meeting with the parents/guardians present and with parent input regarding their child's strengths and weaknesses. The alternate assessment decision checklist is completed at the IEP meeting with the parent.

5. **Support Requested:** Please detail any support needed from the department. (All feasible requests for supports will be considered.) None needed at this time