

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

District Name: Achievement School District

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	2.66%	2.47%	3.0
MSAA Math	2.66%	2.56%	3.0

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

The ASD goal's concerning identifying the right students for the alternate assessment is to educate all school-based teams on required criterion students must meet to participate in the alternate assessment and provide schools with the necessary tools to effectively evaluate students and make well-informed decisions concerning which students are eligible for the alternate assessment.

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

- *By Feb 15, 2019-Identify all kids slated for Alt Assessment*
- *By Feb 21, 2019- In collaboration with school based Special Education Leads, review each child's disability category, current scope of services and meet to discuss appropriateness of alt assessment for each student.*
- *By March 15, 2019 - conduct district wide training on Alternate Assessment participation guidelines using the Guidance for IEP Teams on Participation Decisions for the Alternate Assessment as the foundation of the PD*
- *From March 15, 2019 – until: Provide at -call assistance to all schools as they complete "Determination of Eligibility for Alternate Assessment Participation" forms on each child identified for alt-assessment participation*
- *By May 15, 2019- All schools submit list of kids identified for alt-assessment with each child's "Determination of Eligibility for Alternate Assessment Participation" forms*

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 addressing disproportionality through:

1) Professional Development: The ASD's Special Education Department is focused on providing PD that:

a) Helps teacher build their instructional capacity to provide good first teaching to all students and acquire the necessary instructional skills to intervene early and close the gap students are experiencing; thus, preventing the need for additional interventions and alternate assessments;

b) Provides teachers with the skills to effectively evaluate students and correctly determine the appropriate disability category, then develop a scope of services to support students in their areas of deficit and institute a school wide instructional plan to address student needs.

2) Parent information sessions: By conducting targeted parent info sessions at school sites with a high number of students identified as needing the alternate assessment, the ASD will work to build parent understanding of the characteristics of students who take the alternate assessment, knowledge of the state wide assessment program and how the alternate assessment differs from the regular assessment and long term implications for students who are assigned to the alt-track, especially for middle and high school students..

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 notified via annual IEP meetings of the IEP team's decision to have their child participate in alternate assessments. Additionally, beginning in 2019-20, the ASD Central Office team will mail parents of students assigned the alternate assessment information regarding the implications of the Alternative Assessment and work with schools to address questions or concerns parents may have.

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

None at this time.