

## 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 Wednesday, Feb. 26, 2019, by 5 pm CT.

### District Name: Anderson County Schools

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	2.11%	1.88%	1.68 %
MSAA Math	1.96%	1.89%	1.79%

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

**The district will work with staff and stakeholders in order to understand and train in the appropriate decision making process for determining students with the most significant cognitive and adaptive delays that result in performance that is substantially below grade level achievement that qualify for the alternate assessment. Our goal for the district for 2018-2019 is to decrease ELA by .20 and Math by .10 with the long term goal of reaching 1%.**

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

**The process for identifying a student's type of assessment will be determined by considerations set forth by the decision making guide provided by the state department. Ongoing training will be provided to staff and stakeholders in the decision making process outlined by the decision making guide, which will include professional discussions centered around criteria 1, 2 and 3 considerations, for IEP teams to consider in making appropriate professional decisions. These resources will be presented to district administrators, special education teachers, related service providers, teachers, and parents to educate them on how decisions should be appropriately considered when participating in a student's IEP meeting and when determining assessment decisions.**

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). According to the **January 2019 Annual Performance Report (APR) local determination letter Anderson County Schools met requirements and had no disproportionality in elementary, middle or high school. Based on this information, we continue to monitor disproportionality with the current RTI practices, language literacy programs, intervention tools, progress monitoring, and assessment procedures to ensure that we do not have a finding in any area of 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)?

**Annually, parents, as well as, other IEP participants, review the criteria set by the decision making guide for alternative assessment, including sources of evidence for each area (psychological evaluation reports, results of individual cognitive ability tests, adaptive behavior skills data, results of individual or group-administered achievement assessment, district-wide alternative assessments, individual reading assessments, findings of communication or language proficiency assessments, teacher-collected data from classroom observations, progress monitoring data, and IEPs), in order to make the decision of alternative assessment participation. If the decision is made for an alternative assessment participation, it is explained to parents/guardian that their child is on an alternative high school diploma path not resulting in a high school diploma. The parent is an equal participant of the IEP team and is an equal participant of the decision process in determining if the child qualifies for the alternate assessment(s). When it is determined that a student is appropriate for an alternative assessment, all IEP team participants including parents sign the Participation Decision Documentation portion of the IEP acknowledging that the student meets the criteria, what evidence was used to support the decision, and the assurance of specific considerations that were not used to make the decision.**

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

**Training for general education teachers and administrators in understanding that placement and eligibility doesn't drive the decision making process for assessment. This is an area that regular education teachers struggle in understanding on many fronts.**