

## 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 p.m. CT.

### District Name: Carter County Schools

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	1.81%	1.68%	1.80%
MSAA Math	1.564%	1.69%	1.80%

- Percentage Goal:** What is your goal in addressing decision making for identifying the right students for the alternate assessment? Our goal is to make sure every child receiving the alternative assessment qualifies to receive the alternative assessment by following guidelines.
- Process:** Describe the process, training, and steps the district will use to meet the percentage goal reduction proposed above. At this time the students receiving alternative assessment qualify according to the guidelines. Unless the student moves out of district percentages are stable. (we tested 51 students last year and this year we have 75 on the list to test) so projections should go up. We have received 18 students from other systems & states this year and had to open up another CDC classroom.
- 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). We are aware of disproportionality and try to prevent it by making sure that guideline procedures are followed to make sure a child that is deemed a child with a disability truly qualifies. We review disproportionality information regularly and if a problem arises we address it.
- 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 an integral part of the IEP team decision making process and are involved every step of the process. We

review the new students coming into district records and meet with IEP team to determine best placement.

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