

2017-2018 Alternative Assessment Justification

District Name: Dayton City Schools

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	0.92%	1.28%	1.28%
MSAA Math	0.92%	1.29%	1.28%

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

Dayton City School would like to reduce the overall percentage of students proposed to participate in the alternate assessment by .3 percent; however, DCS does make every effort to ensure those students participating in alternative assessment have the most significant cognitive disabilities and meet criteria for participation.

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

The district will continue to provide ongoing professional development and promote best practices to ensure only the students with the most significant cognitive and adaptive behavior disabilities take an alternate assessment aligned with alternate academic achievement standards and the use of multiple sources of data. The district continuously gathers data on current participation rates in the alternate assessment and examines the state definition of “students with the most significant cognitive disabilities” to determine whether a student should participate in the alternate assessment. This data is taken from psychological reports, student records, and important information across multiple school years and settings. IEP teams determine the need for extensive, repeated, individualized instruction and support, the use of substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings in order to achieve measurable gains. The district provides guidance for IEP team members and other educators on the nature of the alternate assessment and who should participate in it. This information includes the following: understanding participation guidelines to make assessment participation decisions; differentiating instruction and providing better access to academic content, and selecting, implementing, and evaluating accessibility features and accommodations for instruction and assessments; and understanding the implications regarding the type of diploma the student receives, as well as the student’s postsecondary and career readiness.

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).

Students in this district with significant cognitive disabilities who are participating in alternative assessments fall within the categories of intellectual disabilities, autism, and multiple disabilities. Characteristics of these students include significant deficits in receptive/expressive communication, cognitive functioning, processing deficits, and adaptive behavior skills across a wide range of settings. District IEP teams collect and organize evidence before making a decision about whether a student meets all of the criteria for participation. IEP teams utilize the Department of Education's Participation Guidelines, Checklist, and Decision Flowchart to assist in collecting and reviewing evidence to determine whether it is appropriate for an individual student to participate in alternate assessments. Students are determined to have a significant disability when it significantly impacts cognitive function and adaptive behavior which prevent the student from meaningful participation in the general academic core curriculum or achievement of the standards at their enrolled grade level. Additionally, the student's disability causes dependence on others for many, and sometimes all, daily living needs, and the student is expected to require extensive ongoing support in adulthood. The student is unable to apply academic, life, and job skills in home, school, and community without intensive, frequent, and individualized instruction and supports in multiple settings. The student's demonstrated cognitive functioning and adaptive behavior across these settings is significantly below age expectations, even with program modifications, adaptations, and accommodations. Our district also serves students with significant cognitive disabilities who do not participate in alternative assessments because they do not meet those guidelines.

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 receive a ten-day notice for any and all meetings regarding evaluations/assessments/IEPs. Procedural safeguards are given, explained, and adhered to throughout the process. Parents are active participants in the IEP decision making process. Parent input is noted and included in the IEP decision making process. Information related to alternative assessment is provided to parents so that they can participate in the IEP decision-making process about the assessment in which their child participates.

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

DCS would like the department to provide professional development at the district level to explain the process for alternate assessment participation guidelines for general education, special education, and administrators.