

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: Rutherford County Schools

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	1.19%	1.33%	1.04%
MSAA Math	1.22%	1.33%	1.04%

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

The IEP team follows state guidance in determining if the student is an appropriate candidate for the ALT assessment. Decisions are made for individuals, not for school or district goals.

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

The district will look at data from individuals who have been successful on the Alt-Assessment and other similar assessments to see if that student may be more appropriate for the regular TN-Ready Assessment. Teachers will be trained using scenarios during PLC meetings.

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 will be addressing high school grade bands through training to ensure that students are taking the assessments during the appropriate year. The district will examine data to identify any patterns of disability, high numbers at a certain school, etc.

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 participate in guiding questions that are a part of the IEP team discussion. Parents are informed of the assessment options so they can help the team decide what is appropriate for their child.

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

Please inform district of practices to address the students moving in from other districts or from other states who may not have the proper previous testing during the high school years. Please also address students who may have previously been not tested due to extended illness by letting districts know if they should make up previously missed subject areas for high school.