

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

### District Name: Cleveland City Schools

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	1.59%	2.04%	2.04%
MSAA Math	1.59%	2.04%	2.04%

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

*Our long-term goal is to reduce the percentage of students taking the alternative assessment to below 1%. We are assessing our IEP team process to ensure teams are making appropriate decisions for each individual child.*

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

*We recognize there are complex factors contributing to the elevated number of students taking the alternative assessment. Among these factors are organizational structures that segregate students with moderate to severe disabilities from their typical peers and fixed mindsets that are pervasive throughout the school community. Confronting these factors will contribute to the reduction.*

- *Step one: Dismantle centralized programing that require students to be transported from their home school to a location that concentrates special education programs. This outdated practice limits the student's opportunity to participate in general education setting and perpetuates fixed mindsets.*
- *Step two: Support and develop comprehensive programs in each school so disabled students can remain in their zoned school alongside neighborhood peers and siblings.*

- *Step three: Provide staff development that promotes a growth mindset and belief that all students can learn and should be provided opportunities in the general education setting.*

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).

*Segregated programing for disabled students results in concentrated numbers of special education students and puts the district at risk for disproportionality. We are addressing disproportionality by discontinuing this practice.*

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 invited and included in the IEP team process. As members of the IEP team, parents help make the decision of whether or not their child participates in alternative assessment(s).*

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

- *The fixed mindsets that contribute to segregation, low expectations, and fear are not unique to our school district. Research shows this is a global problem that is pervasive across Tennessee and throughout the United States. We need training that helps all educators foster a more growth mindset encouraging a more welcoming attitude for disabled students in the general ed setting.*
- *Disruptive behavior is the most commonly expressed fear associated with disabled students in the regular ed classroom. We need more training, support, and resources to address behavior in the classroom.*