

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. CST.

District Name: Germantown Municipal School District

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	1.25%	1.32%	1.20%
MSAA Math	1.20%	1.32%	1.20%

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

The goal for each IEP team decision is that the team considers all student data including and not limited to goals for post -secondary/transition, present levels of performance, and students are intentional assessed based on their individual needs, past performance and future goals.

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

All school and district staff will continue to be trained in making data driven decisions using the resources listed below

- Alternate Assessment Participation Guidelines
- Determination of Eligibility for Alternate Assessment Participation
- Consideration for Participation in the Alternate Assessment: Criterion 1-3
- Standards for special education evaluation and & eligibility

IEP teams consist of all stakeholders that have been involved in the students program over time including but not limited to: school psychologist, district and/or school administrator, special education teacher(s)(past and present), parent, speech language pathologist, general education teacher(s) (past and present).

IEP teams will:

- Through the reevaluation process, teams will continue to collect multiple data sources that describe the students learning profile over a duration of multiple years. Some of the data sources may be:
 - Cognitive Measures
 - Achievement Measures
 - Adaptive Measures
 - Progress Monitoring data over time
 - Behavior data over time
 - Language Measures
 - Analysis of accommodations and modifications
 - Analysis of progress towards standards
- IEP teams will continue to consult with district level staff to analyze the data and make recommendations for the team to consider.
- For any student moving into the district taking the alternate assessment, the team is and will continue to review the students learning profile and through the reevaluation process consider all data sources to analyze the data and determine if the alternate assessment is the most appropriate measure.
 - 11 new students 3-8 to our district taking the alternate assessment
 - 8 new students, grades K-2 have moved into the district with extensive special education support (option codes 7 and 8)
- The district in addition has hired a Sped Supervisor to monitor data and assess compliance. Part of their duty will be to review these data on a more frequent basis.

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).

We have not seen areas of disproportionality with alternate assessment decisions. Looking at our current and past data, referrals for alternate assessments are significantly lower at the elementary level as compared to the middle and high school. The goal for holding off on this decision is to allow for additional years of intervention and support for students with significant cognitive deficits prior to making decisions that affect their post-secondary options.

Another fact for GMSD is the growth of students with significant cognitive disabilities moving into the district.

Overall, GMSD has had significant growth since the 16/17 school year in serving students with significant special education support. The data indicates:

- 11 new students, grade 3-8 have moved into the district on the alternate assessment
- 8 new students, grades K-2 have moved into the district with extensive special education support (option codes 7 and 8)

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 involved in making any IEP decision. When considering the alternate assessment, parents provide data regarding progress towards goals and learning aptitudes, adaptive measures and growth in all areas of deficit. They are equal partners in analyzing all the data that other stakeholders have provided in determining eligibility for the alternate assessments. Parents are being trained in all diploma options and the district has currently sent out a survey to determine if more training is a need for our parent base.

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

Monthly or quarterly report for this data with student or state IDs included (ensuring our data matches TDOE data)

Allow an appeal process to ensure the data TDOE pulled is valid.