

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 Monday, Feb. 11, 2019, by 5 p.m. CST.

District Name: Greeneville City Schools

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	1.25%	1.74%	1.73% (27 of 1557)
MSAA Math	1.25%	1.74%	1.73% (27 of 1557)

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

Our goal is to consider all relevant factors pertaining to each individual student in order to make the best assessment decision for that student.

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

We will continue to train our staff to only consider students with the most severe cognitive impairments for the alternate assessment. Each evaluation conducted will take into account all criteria for eligibility for the assessment. Given the evaluation data and all other factors to consider, individual decisions will be made that are best for the student.

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).

Our district monitors numbers of students that are eligible under each disability category on an annual basis. Although certain categories may increase or decrease for various

reasons, we will continue to certify and serve students according to the individual needs of our current students.

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 and all members of the IEP team are presented with data concerning the student's current performance levels. This data includes formal evaluation results including cognitive assessment, adaptive behavior rating scales, eligibility and disability criteria, and classroom performance as noted by teachers. Along with this data, the students' ability to access the general education curriculum standards is considered, including the most appropriate assessment for the student. Before the alternate assessment can be considered for a student, they must meet the criteria for the alternate assessment. If a student does meet this criteria, a description of each state assessment that a student may take is given to the parents so that they can help make an informed decision. If the decision is made the student will participate in the alternate assessment, the parents must indicate their agreement on the IEP.

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

No support is requested at this time. We will continue to monitor our numbers and process for the alternate assessment eligibility to ensure that our most cognitively impaired students will be eligible for the alternative assessment in our district.