

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. CT.

District Name: Greene County Schools

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	2.19%	2.68%	2.05%
MSAA Math	2.19%	2.66%	2.05%

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

Greene County Schools employs three psychologists. Each psychologist is assigned to specific schools. The psychologists work with the special education teachers to help identify students with disabilities that may qualify for participation in the alternate assessment. The psychologists participate in the evaluation and reevaluation process, observe students, and attend meetings to help explain testing results to parents. The psychologists follow the Alternate Assessment Participation Guidelines to determine if students meet qualifications. The psychologists make sure the students demonstrate a significant cognitive disability and current adaptive skills requiring extensive direct instruction. The psychologists meet with the classroom teacher and special education teacher to discuss the student's inability to achieve grade level achievement expectations. At this time, we feel like our staff are identifying the right students for the alternate assessment.

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

We provide training to our psychologists and special education teachers each year to review the alternate assessment participation guidelines and we discuss the decision making procedures for identifying students for the alternate assessment. Our numbers have exponentially increased over the past years for students that are qualifying for alternative assessment and CDC placement. Part of the reason is due to the drug problem in Greene County and the high number of students that are placed in foster care in Greene County, from all over East Tennessee. Even though our percentage needs to decrease and our projected percentage is a decrease, we do not see any way that the final number will actually decrease because we are getting more and more students with significant cognitive disabilities and need for intensive education services. We arrived at our projected percentage by using 105 projected students to take the alternate assessment divided by 5100 of all tested students.

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).

At this point, we are not aware of any disproportionality.

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 to IEP meetings by providing 10-days-notice through the use of an Invitation to a Meeting. The parent is an active participant in the IEP decision making process, which includes assessment participation. At the IEP meeting parents are informed of grade level standards, alternate assessment standards, and decisions are made as to which assessment option is the most appropriate for the individual student. If the parent does not attend the IEP meeting, the special education teacher tries to contact the parent using multiple means of communication, such as making a phone call, email, letter, etc. to relay the meeting results and help explain the IEP. If parents have questions, the special education teacher answers the questions and then sends home a copy of the IEP, Participation Decision Documentation, and a Prior Written Notice.

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

We would be open to training for our psychologists and special education administration to review the Alternate Assessment Participation Guidelines and our county procedures.