

2021-22 Alternate Assessment Justification

The following must be completed by districts that contribute to the state exceeding the 1% cap for students participating in the alternate assessment and will be posted on the department website upon receipt.

District Name: **Greene County**

	% of Alternative Assessments 2017-18	% of Alternate Assessments 2018-19	% of Alternate Assessments 2020-21	% of Alternate Assessments 2021-22	Projected % of Alternate Assessments 2022-23
MSAA ELA	2.30%	2.09%	2.06%	2.01%	1.87%
MSAA Math	2.30%	2.14%	2.09%	2.07%	1.61%
TCAP- Alt Science	2.13%	<i>*Field test year, no data available</i>	2.04%	2.31%	2.22%

1. **Eligibility Determination Process:** Describe the policies, training and supports in place to ensure IEP teams appropriately identify students for participation on the alternate assessments related to each of the three criteria. *Completing the form in EasyIEP is not sufficient justification. The description should include training or processes to ensure the IEP team is carefully considering both the student's data and the implication of participation in the alternate assessment.*
 - a. Criterion One: The student has a significant cognitive disability. Only students with the most significant cognitive disabilities should be considered for the alternate assessment.
 - Greene County Schools employs one school psychologist and contracts with an outside agency to provide one part-time psychologist. The District also contracts directly with another school psychologist to review transfers and write SLD reports. The psychologists work with the special education teacher(s) to help identify students with significant cognitive

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 parent(s)/guardian(s). The psychologists follow the Alternate Assessment Participation Guidelines to determine if students meet qualifications and ensure only students with significant cognitive disabilities be considered to participate in the alternate assessment. Special Education Teacher(s) has/have attended trainings offered by the Special Education Supervisor covering guidelines for alternate assessment participation and also have attended a training presented by April Ebbinger.

- b. Criterion Two: The student is learning content linked to (derived from) state content standards.
 - The psychologists make sure the students demonstrate a significant cognitive disability and current adaptive skills requiring extensive direct instruction linked to state content standards. The special education department and the Tennessee Department of Education Special Populations Division has provided training on Alternate Academic standards. The District has alternate academic diploma-aligned courses in the high school to address all subjects. All special education teacher(s) use the state-developed Course Requirement guides and the NCSC Partners website to assist in planning and teaching of alternate standards.
- c. Criterion Three: The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.
 - The psychologists meet with the classroom teacher(s) and special education teacher(s) to discuss the student's requirement for extensive direct individualized instruction to achieve grade level achievement expectations. The IEP team discusses substantial supports needed for each student, in order for the student to achieve measurable gains in the grade- and age-appropriate curriculum.

2. **Disproportionality:** Using your data by primary eligibility, describe your district data, including disproportionate participation on the alternate assessment and a plan for reducing/eliminating disproportionality.
- The analysis of 2021-2022 SY Data showed the district disproportionate overrepresentation findings in (1) disproportionate disability of intellectual disability and (2) disproportionate race/ethnicity subgroup for white. The Disproportionate Race/Ethnicity Subgroup Enrollment for Greene County Schools was 5,323. The IDEA Child Count for Disproportionate Disability for Greene County was 78. The criteria for disproportionate overrepresentation was racial/ethnic subgroup enrollment ≥ 50 . The Relative Risk Ratio for Greene County was 4.02. The criteria for disproportionate overrepresentation for Relative Risk Ratio was ≥ 3.0 . The Weighted Risk Ratio for Greene County was 3.68. The criteria for disproportionate overrepresentation Weighted Risk Ratio ≥ 3.0 . The Action Plan filed with the State will help in making sure that the district reduces and/or eliminates disproportionality.
 - April Ebbinger completed a file review on several intellectual disability students' special education files and found several evaluations to not be appropriate. She requested the district reevaluate the students for a comprehensive reevaluation to consider all areas of suspected disability and went over data in the files that showed several students would have qualified for multiple disabilities and not intellectual disability alone. The system has completed several of these reevaluations, but still has not completed all due to having no school psychologist for half of the school year.
 - The Action Plan for this indicator also asked the district to expand assessment instrument library to include nonverbal measures. The assessment library has been updated and the district purchased the following instruments: Comprehensive Test of nonverbal Intelligence-2, ABAS 3-all versions, BES 4-Home Version, KTEA 3 Brief, KABC-II Q-Global Scoring, WIAT 4 Q-Global Scoring, and ASRS Forms and On-line scoring.
 - Training was provided to special education teachers on July 22, 2022 by April Ebbinger on topics of LRE, IEPs, new isolation and restraint rules, IEA guidelines, and reevaluations and transfers. On August 3, 2022, training was provided to all special education teachers on topics of reevaluations, in state and out of state transfers, and writing PWNs by Dr. Melinda Pruitt

and Tanya Herman. Additional trainings have been scheduled with the TDOE for May 25, 2023.

3. **Informed Parent Participation:** Describe the process and practices used to adequately inform parents of the eligibility requirements and implications of participation to ensure active parent participate in the IEP team discussion.
 - Parent(s)/Guardian(s) are invited to IEP Team meetings by providing 10-days-notice through the use of an Invitation to a Meeting. The parent(s)/guardian(s) is/are an active participant(s) in the IEP Team decision making process, which includes assessment participation. At the IEP meeting, parent(s)/guardian(s) is/are informed of grade level standards, alternate assessment standards, diploma options, and decisions are made as to which assessment option is the most appropriate for the individual student, if the student meets the criteria of participation on the alternate assessment. If the parent(s)/guardian(s) does/do not attend the IEP Team meeting, the special education teacher(s) tries/try to contact the parent(s), using multiple means of communication, such as making a phone call, text, email, letter, etc. to relay the meeting results and help explain the IEP. Special education teacher(s) makes/make every effort to involve the parent(s)/guardian(s), including in-person meetings, meetings over the phone, virtual participation, etc. If parent(s)/guardian(s) has/have questions, the special education teacher(s) answers/answer the questions and then sends home a copy of the IEP, Participation Decision Documentation, and a Prior Written Notice.
4. **Support Requested:** Please detail any support needed from the department. (All reasonable requests for supports will be considered.)
 - Continue to offer monthly Community of Practice Sessions with school psychologists and April Ebbinger.
 - Continue to offer monthly Special Education Directors Calls.
 - Provide training to special education teachers and principals concerning alternate assessment scheduled for May 25, 2023 in our district.

- We would be open to additional trainings for our psychologists, special education teachers, administrators, and other identified staff to review the Alternate Assessment Participation Guidelines and our county procedures.

Assurance: The district is committed to ensuring all students are participating in the most appropriate assessments. Greene County Schools will ensure that the IEP teams appropriately identify students for participation on the alternate assessments related to each of the three criteria.

Signed: Dr. Melinda Pruitt Date: 2/6/2023