

2018-2019 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.

District Name: West Carroll Special School District

	% of Alternative Assessments 2017 Administration	Current % of Alternate Assessments 2018 Administration	Projected % of Alternate Assessments 2019 Administration
MSAA ELA	.83%	1.45%	1.01%
MSAA Math	.81%	1.48%	1.17%

1. **Percentage Goal:** What is your goal in addressing decision making for identifying the right students for the alternate assessment? **It is West Carroll Special School District's goal to utilize student data for IEP teams to make informed decisions regarding a student's Special Education services and supports. It is also our goal to correctly identify students who meet the requirement of the alternate assessment and increase the number of students with disabilities in inclusive settings.**
2. **Process:** Describe the process, training, steps the district will use to meet the percentage goal reduction proposed above. **Each IEP case manager will work with the Supervisor of Special Education and contract school psychologist to thoroughly review each student who are currently assigned to participate in the alternate assessment to ensure that the student continues to meet the qualifications for the alternate assessment or would the student benefit from participating in the TNReady assessment. The school district will provide professional development to Special Education teachers over the criteria for participation in the alternate assessment using the TDOE Alternate Assessment Participation Guidelines – Decision Making Tools for IEP Teams as a guide. This information will also be shared with building-level administrators, district administrators, and teachers so everyone is made aware of this decision-making process for the alternate assessment. Final decisions regarding alternate assessments are made by the student's IEP Team. The Supervisor of Special Education will also work with the Student Data/EIS Coordinator and the person responsible for scheduling students to make sure that the students who are taking the alternate assessment are assigned to the correct courses needed to participate in the correct assessment each year.**

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).

West Carroll Special School District has no disproportionality in these areas.

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)? **West Carroll Special School District makes every attempt to have parents present in order to participate in their child's education and the development of their IEP. When parents are unable to attend, the student's IEP case manager will try to re-schedule. IEP case manager will offer a telephone conference as a last resort in order to have the parent participate in the IEP meeting. If transportation is an issue, the IEP case manager will offer to do a home visit (bring the IEP Team to the parent) or visit the parent at their place of work (during their break or lunch time). The data used to make the decision to participate in the alternate assessment is discussed with the IEP Team members, which includes the student's parent(s)/guardian, as a basis for the proposal, as they are an integral part of the decision making process, not only in this decision, but in all decisions regarding their child. It is also discussed with parents/guardians the fact that if a student participates in the alternate assessment, he/she will not qualify for a regular education diploma. If a parent chooses not to participate in an IEP meeting, all documents are provided to the parent after the meeting. Alternate diploma options will be discussed in detail with parents, starting at the elementary school level.**
5. **Support Requested:** Please detail and support needed from the department. (All feasible requests for supports will be considered.) **Professional development from TDOE consultants regarding this decision-making process and the long term effects for students with disabilities would be appreciated.**