

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. CT.

District Name: Paris Special School District

	% of Alternative Assessments: 2016-2017 Administration	Current % of Alternate Assessments: 2017-2018 Administration	Projected % of Alternate Assessments: 2018-2019 Administration
MSAA ELA	1.66%	1.52%	1.05%
MSAA Math	1.59%	1.48%	1.05%

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

The IEP team will review all relevant data to discuss with the team: psychological report, STAR scores, teacher observation, attendance, and other information as needed.

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

Training was provided to teachers on decision making and alternate assessment modules on March 6, 2019.

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).

The Paris Special School District is disproportionate in black intellectually disabled students. A plan of action was submitted to the State Department of Education.

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 participate in the IEP process and decision making concerning which assessment the student will take in the spring. If parents do not attend, a copy of the IEP is sent home or phone conversations held to discuss these decisions.

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

Explanation of the two type of Disproportionality. One report said that we were not disproportionate and another said that we were. I do not totally understand the difference in the two ways.