

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: Hardin County School District

	% 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	2.13	2.11	1.71	0.84	1.06
MSAA Math	2.11	2.28	1.66	0.82	1.06
TCAP- Alt Science	2.16	<i>*Field test year, no data available</i>	1.51	1.23	0.81

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. When an IEP team requests that a student participate in the alternate assessment, an assessment specialist (typically the school psychologist) then will review the most recent cognitive and adaptive scores in order to make a recommendation. Additional or updated testing in those areas may also be required for the team to make an informed decision, for instance if

the scores are several years old, the school psychologist may request updated data.

- b. Criterion Two: The student is learning content linked to (derived from) state content standards. The team will review the IEP as well as progress reports to ensure the student is learning content linked to state standards. When IEPs are reviewed annually, goals are reviewed to ensure content is linked to state 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 team will review progress reports as well as directly observing the student to determine whether or not the student required extensive direct individualized instruction and substantial support in order to be successful. When the IEP is reviewed annually, and the level of need is addressed and reviewed in order to determine the level of support the student requires in order to be successful.

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 district will address any disproportionality by reviewing all referrals in order to determine the number of evaluations that are completed for individual disability areas.

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.

Parents are invited to each IEP meeting that is held. Parents are provided with a 10 days notice at a minimum (and often more) of the meeting, and meetings are often rescheduled from the time originally proposed on the initial invitation to accommodate the parent's work and family schedule. Some strategies that are used as well as scheduling meetings at the parent's convenience include meetings after or before schools hours and teleconferences. In these instances, the parent calls in and attends over the phone or via Teams Webex or Zoom and the paperwork is sent home for review or emailed directly to the parent, dependent upon their preference. Another strategy that is utilized infrequently, but as needed during extenuating circumstances

is that the parent is sent forms to sign and fill out via Abode Sign in order to complete items digitally when they are not available to participate in person. Every effort is made to involve the parent in the process, start to finish.

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

In order to address the district's history of exceeding the 1% cap and contributing to the state exceeding the cap, the district will seek the most up to date guidance from the state (could be provided electronically if preferred and if more convenient) in regard to the state's most up to date guidelines, guidance and best practices on eligibility criteria for participation in the alternate assessment in order to ensure that Hardin County Schools is following the criteria that the state has mandated.

Assurance: The district is committed to ensuring all students are participating in the most appropriate assessments. Students determined eligible for the alternate assessment will meet the three criteria.

Signed: Jennifer Cipeland Date: 2-14-23