

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: Henderson 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	1.28%	1.50%	1.85%	1.9%	1.9%
MSAA Math	1.32%	1.44%	1.78%	1.88%	1.9%
TCAP- Alt Science	.93%	<i>*Field test year, no data available</i>	1.79%	1.72%	1.7%

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.
 - b. Criterion Two: The student is learning content linked to (derived from) state content 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 IEP team makes a decision based on achievement testing, intellectual disabilities, and other pertinent sources of data collection. Training is provided at the beginning of the year to all special education teachers on alternate assessment decision making. The district has been working with April Ebbinger to evaluate our students who are on alternate assessment.

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.

8 students have primary of Autism, 1 deafness, 1 developmental delay, 1 hearing impaired, 28 ID, and 3 OHI. This year we continued to be above the state average in the number of students participating in alternate assessments. We have a new director in Henderson county. The district team will re-evaluate student criteria based on feedback from April Ebbinger in hopes to reduce number of students taking alternate assessment.

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.

The school psychologist and district consulting teacher explain the criteria in the IEP meeting. The parent is a stakeholder in the decision making.

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

Continued support from Beth Meeks and April Ebbinger.

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: _____

Melissa Barker

Date: _____

2-13-23