

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: Robertson 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	1.16%	1.06%	1.09%	.98%	.47%
MSAA Math	1.16%	1.06%	1.08%	1.03%	.77%
TCAP- Alt Science	1.04%	<i>*Field test year, no data available</i>	.98%	.98%	.97%

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.*

- Criterion One: The student has a significant cognitive disability. Only students with the most significant cognitive disabilities should be considered for the alternate assessment. The IEP team does a review of pertinent data related to the student's current level of cognitive functioning. Student's academic and intellectual functioning capabilities are considered by the team.
- Criterion Two: The student is learning content linked to (derived from) state content standards. The team discusses the current academic content that the student utilizes to participate in their academic program to ensure that it is linked to 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 team reviews current academic data including curriculum based measures, teacher made assessments, progress monitoring data, screeners, and teacher input to determine the student's level of need related to direct individualized instruction.

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 RC school ALT participation included 27.7% Autism, 1.2% development delay, 1.2% functional delay, 45.78% intellectual disability, 1.2% language impaired, 14.46% multiple disabilities, 2.4% other health impaired, 1.2% specific learning disability, and 4.82% traumatic brain injury. Robertson County's percentages aligned with the state in most areas with the exception of TBI, SLD, OHI, DD, and FD. However, these areas were only slightly out of range with the state averages. Many of the students who participated last year in the ALT assessment attended a statewide virtual program located in the district. This put our averages slightly over the 1% ALT participation. The three assessments are all under the 1% range for the FY 24 school year. The team will review the process and procedures with special education teachers regarding a student's eligibility to participate in the ALT 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.

District staff reviews the ALT participation paperwork during the IEP meeting in detail. The special education staff explains the implications of participation in the ALT assessment. Parents and teachers are asked to provide input regarding the decision to place a student on the ALT assessment. Academic data is reviewed to ensure that the student continues to need to participate in the ALT assessment. This procedure is reviewed at least annually during the IEP meeting.

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

There is no support needed at this time.

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: Misti Swindle

Date: 02/13/2023