The background is a composite image. The top left shows a line of yellow school buses with "SCHOOL BUS" written on the front. The bottom left shows a classroom with blue walls, desks, chairs, and various educational materials. A large white diagonal shape cuts across the image from the top left to the bottom right, serving as a background for the title text.

2022-2023 Alternate Assessment 1% Justifications

1% Justification Form

- The Every Student Succeeds Act (ESSA) requires each district or community school to submit an annual justification if the district anticipates alternate assessment participation rates will be greater than 1.0% in one or more subject areas.
- The following data includes justification responses for the 125 districts identified from the 2021-2022 assessment data as exceeding the 1.0% participation rate in one or more subject areas.
- The justification form included 13 questions for districts to answer. Each question was developed to inform the Kentucky Department of Education (KDE) of current district processes around Alternate Assessment-Alternate Academic Achievement Standards (AA-AAAS) participation and to provide an opportunity for districts to identify any factors contributing to the district exceeding 1.0% participation.
- Questions about the 1% Justification responses should be directed to the Division of Individuals with Disabilities Education Act (IDEA) Monitoring and Results (DIMR) at (502) 564-4970 or by emailing Lauren Thieneman at lauren.thieneman@education.ky.gov. Individual district justification responses are available upon request.

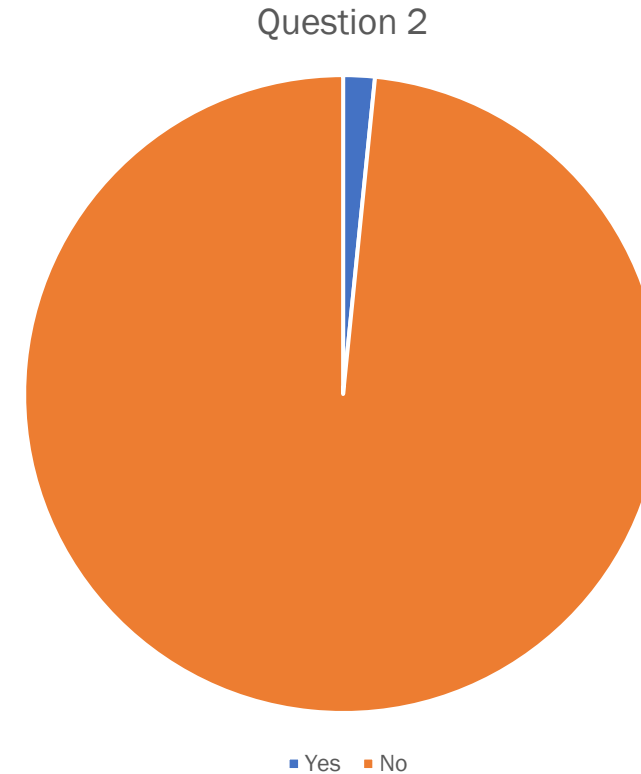
Question 1: How has the district ensured all Admissions and Release Committees (ARC) are using the participation guidelines correctly to make AA-AAAS participation decisions?

Of the 125 responses received, districts indicated the following were used to ensure ARCs used participation guidelines:

- Annual ARC chairperson training
- Yearly training modules completed by ARC members
- Trainings provided by Special Education Regional Technical Assistance Centers (SERTACs)
- District-level desk reviews
- Directors of Special Education (DoSEs) and other administrators chair ARC meetings when Alternate Assessment is discussed
- Data committees

All 125 districts indicated they use the alternate assessment participation guidelines to make assessment decisions. Students must meet all eligibility criteria on the participation guidelines in order to participate in the alternate assessment.

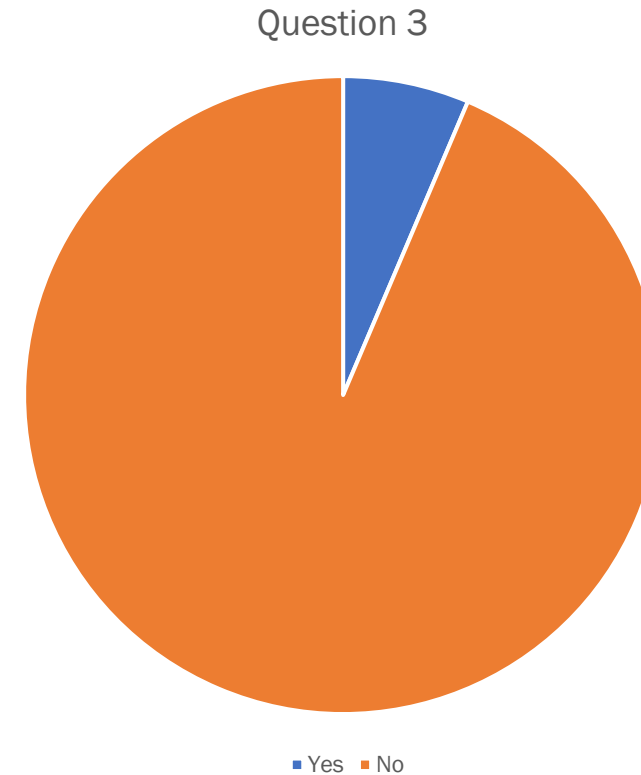
Question 2: Do district staff have questions about specific participation criteria or areas of the AA-AAAS eligibility guidelines?



Of the 125 responses received, two districts indicated that district staff has specific questions about participation criteria or areas of AA-AAAS eligibility. Questions included:

- The request for more specific detail and concrete definitions. The district feels “significantly impacts” is too vague.
- The request for additional clarification on home and community when considering intensive supports across multiple settings and how that data can be collected.

Question 3: Do district staff need additional training from the SERTAC?



Of the 125 responses received, eight districts indicated they need additional training from SERTACs. Additional training needs identified included:

- Training for newer staff including teachers and administrators, specifically focusing on documentation and data-based decision making
- Training on how to fill out the participation guidelines
- Updated training from KDE staff

Question 4: How does the district document that all district ARC members (ARC chairpersons, administrators, special education teachers, etc.), who are involved in making decisions regarding participation in the Alternate Kentucky Summative Assessment (AKSA), have completed the AA-AAAS participation guideline training?

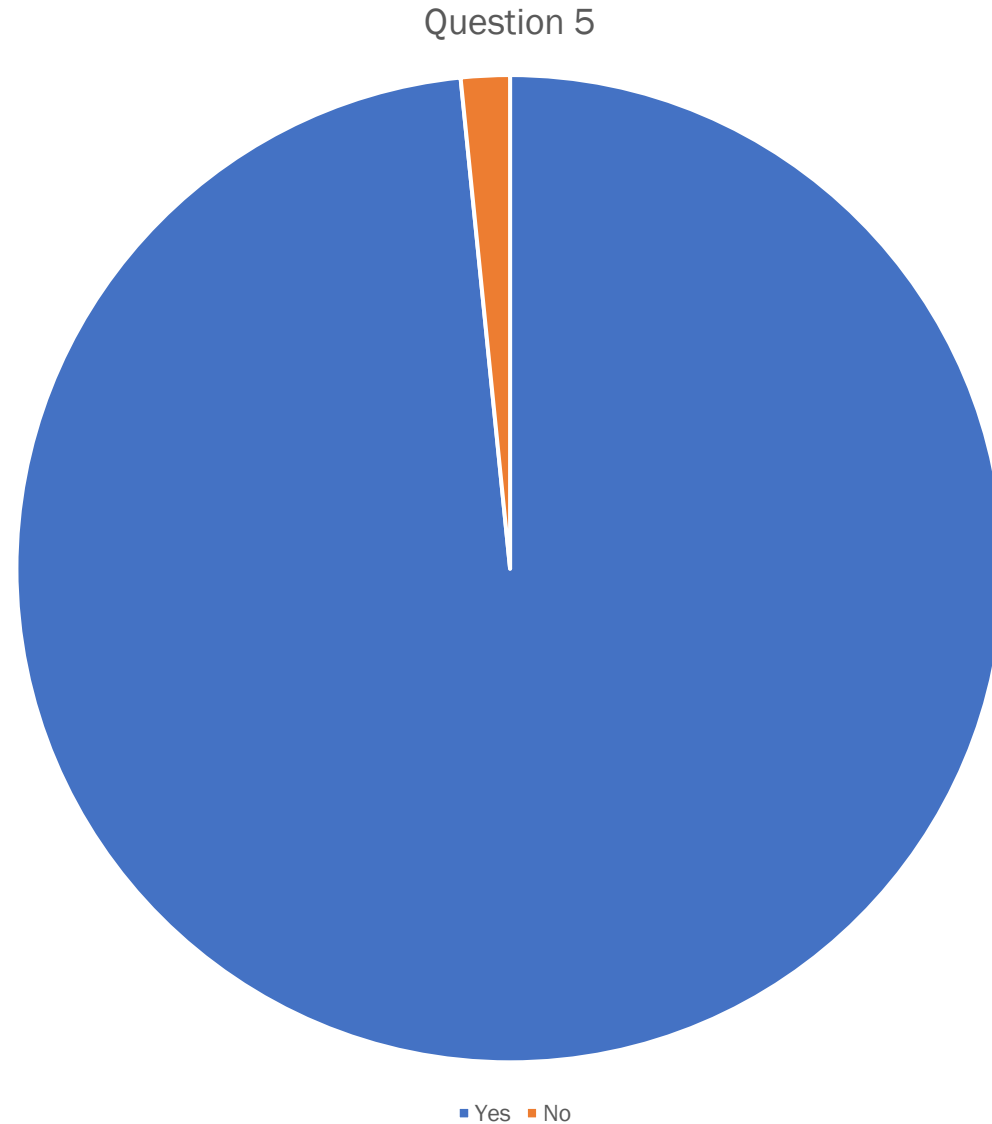
Of the 125 responses received, districts included the following were used to ensure documentation of all ARC members completing required trainings:

- Agendas
- Training sign in sheets
- Certificate of completion kept on file by district administrator
- District level checklists submitted to the DoSE
- Spreadsheets for tracking purposes

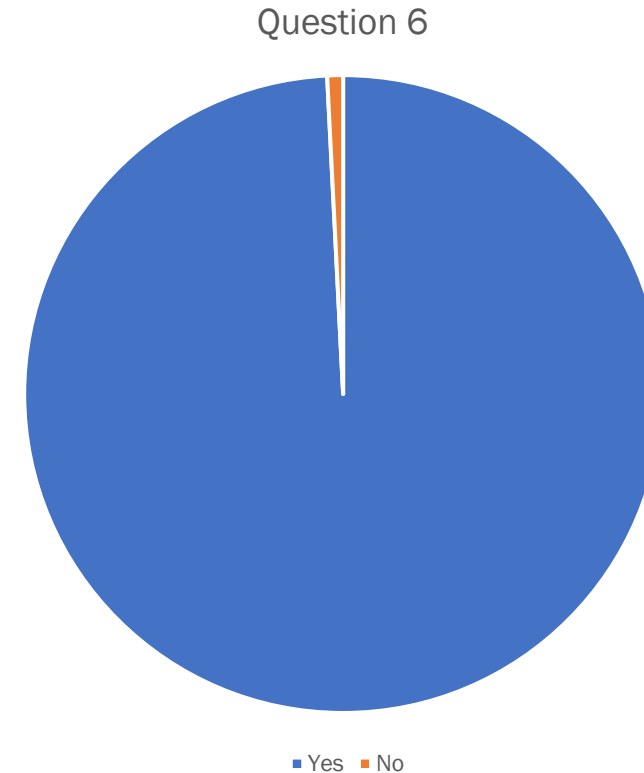
Question 5: Do ARC members use the participation guidelines effectively to determine whether a student has a significant cognitive disability?

Of the 125 responses received, two districts indicated that ARC members did not use the participation guidelines effectively to determine if a student has a significant disability. Feedback and questions included:

- The need for additional clarification and specific examples
- If AA-AAAS is an annual decision, what would make the decision change from year to year?

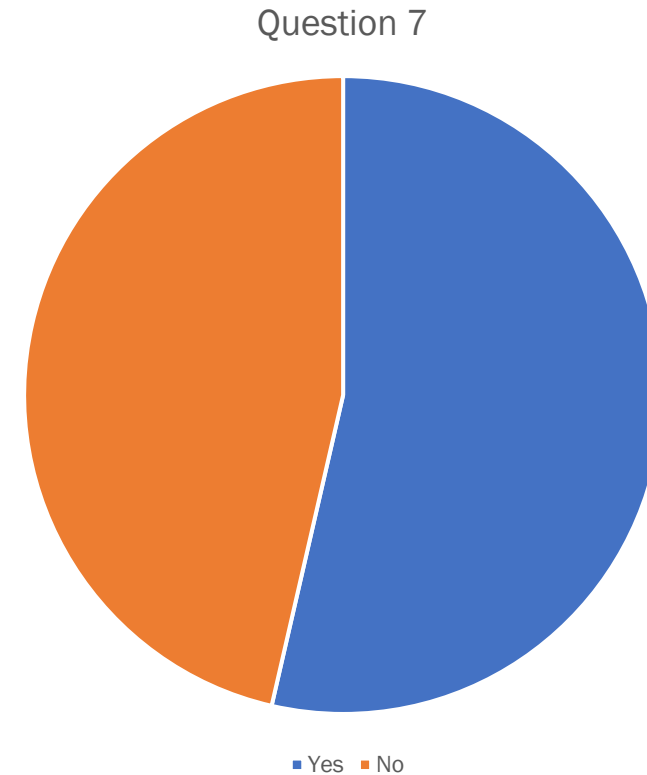


Question 6: Do ARC members in the district understand how to gather and analyze data when making the decision for determining whether a student is eligible to participate in the AA-AAAS?



Of the 125 responses received, one district reported their district ARC members do not understand how to gather and analyze data when determining a student eligible for AA-AAAS. The district reported they would like additional information on how much data should be collected and would like to see specific examples.

Questions 7: Small district sizes may result in a greater impact on participation rates. Is your district participation rate impacted by an overall small student population size? (Example: district size is 180 students with 2 students with significant cognitive disabilities will result in a higher than 1.0% participation rate).

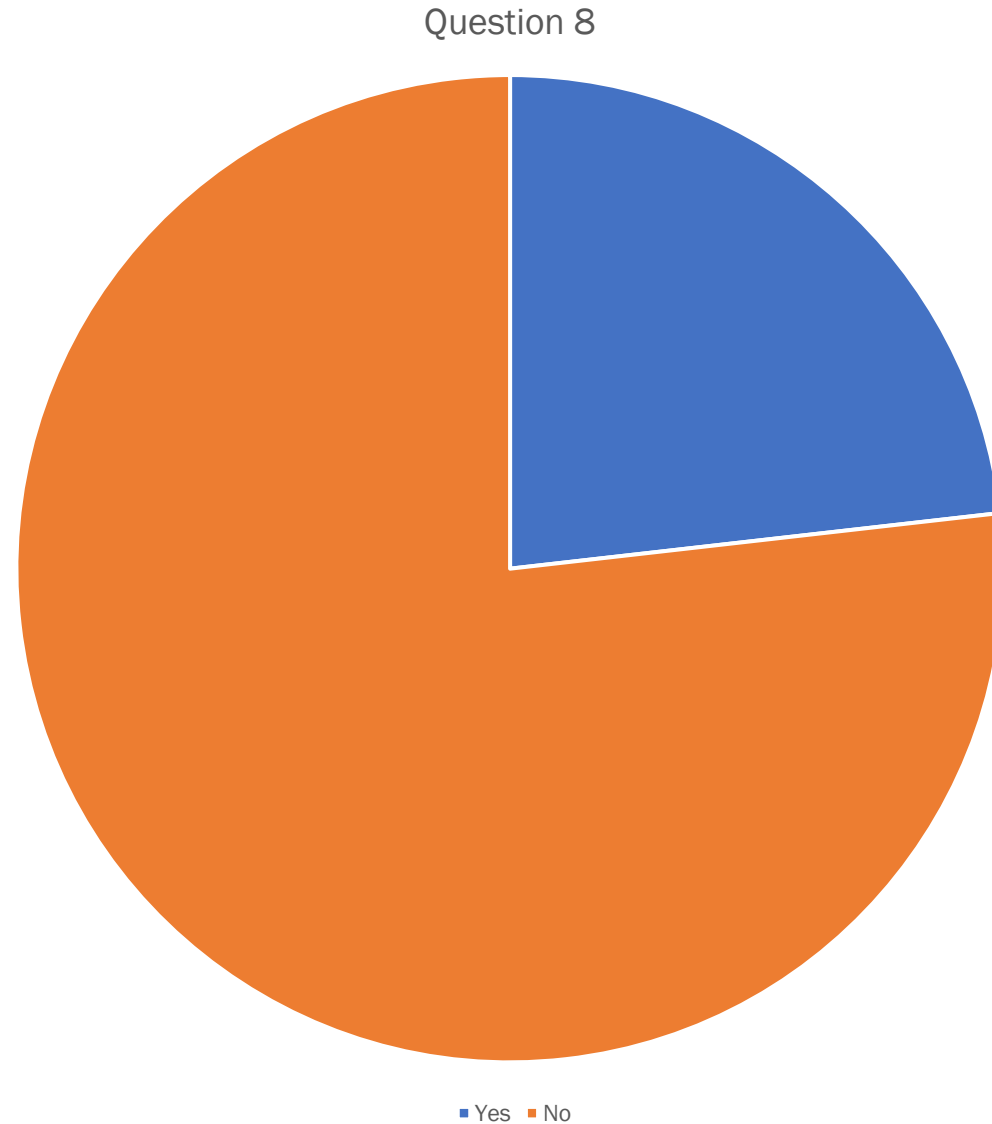


Of the 125 responses received, 67 districts reported their district participation rate is impacted by an overall small student population size.

Question 8: Does the district include school, community or health programs that draw large numbers of students with the most significant cognitive disabilities?

Of the 125 responses received, 29 districts indicated that they have school, community or health programs that draw large numbers of students with significant cognitive disabilities. School, community and health programs included by districts:

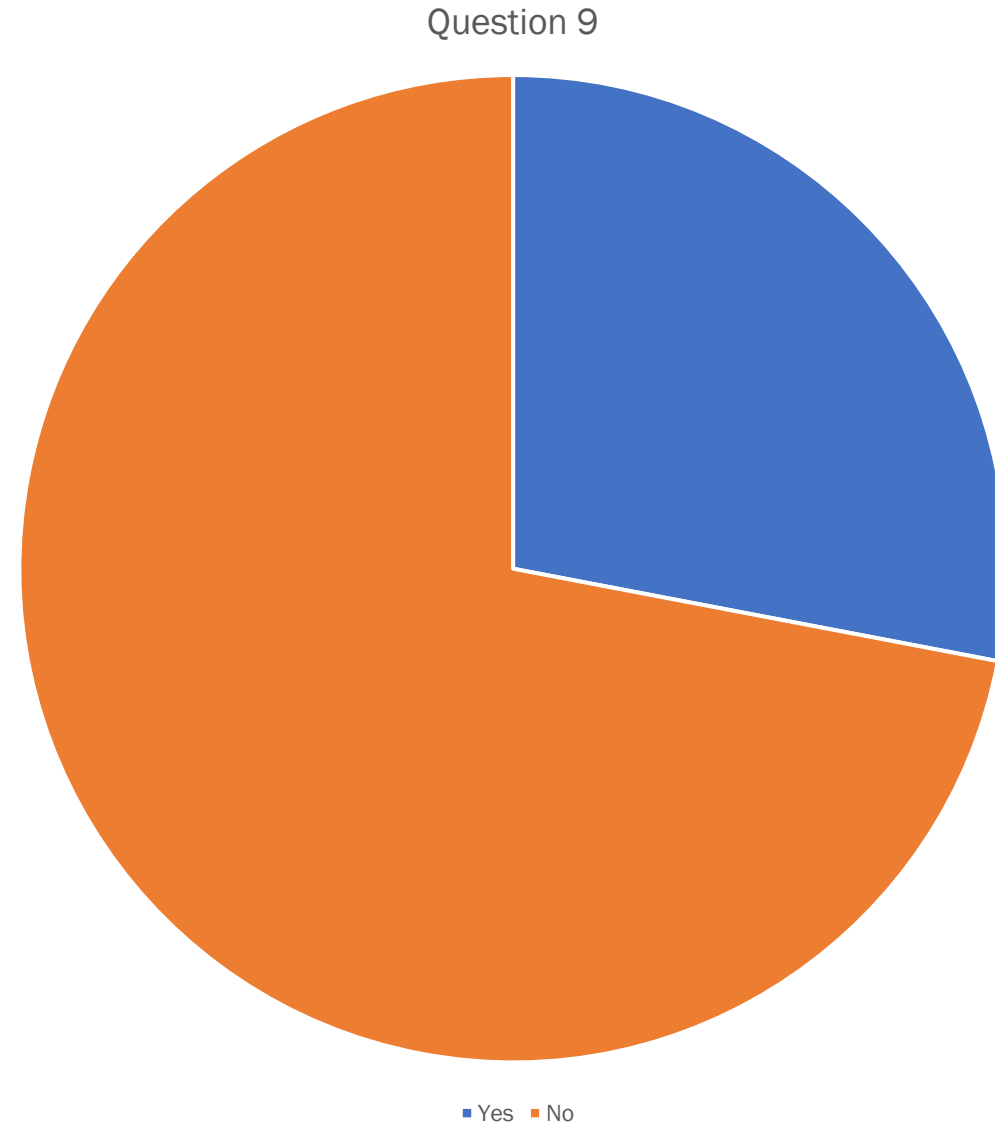
- Special classrooms
- Special schools
- Children’s Hospitals
- Military bases
- Foster care facilities
- Rehabilitation centers
- Psychiatric facilities and residential centers
- Subsidized housing



Question 9: Are there other reasons why your district has more than 1.0% of students eligible for the AA-AAAS?

Of the 125 responses, 35 districts reported that they had additional reasons for more than 1.0% of their students eligible for the AA-AAAS. Additional reasons reported by districts included:

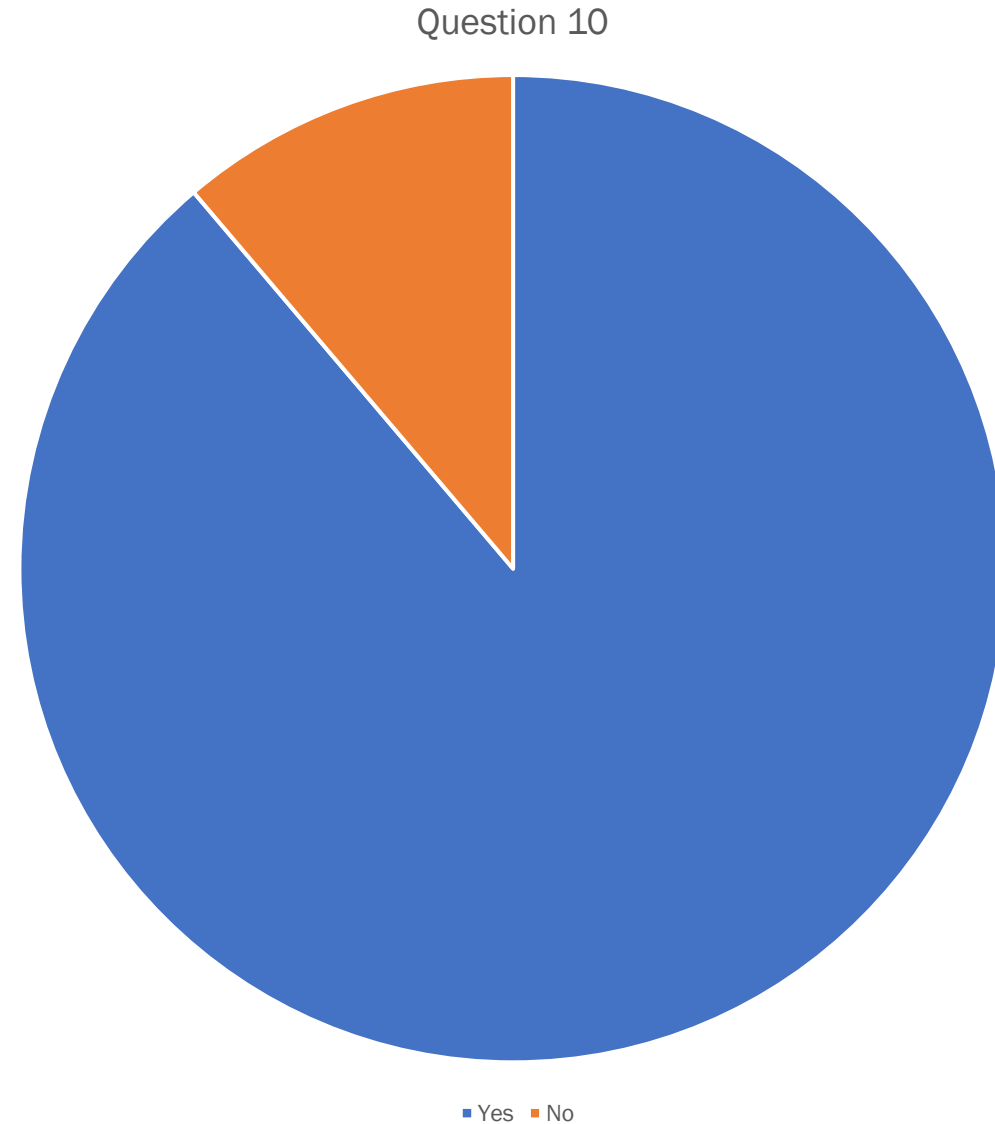
- Small overall population size
- Community drug epidemic
- Low cost of living
- Increased student population due to displacement (flooding, tornadoes)
- Lack of preschools, after-school care and daycare centers in the district



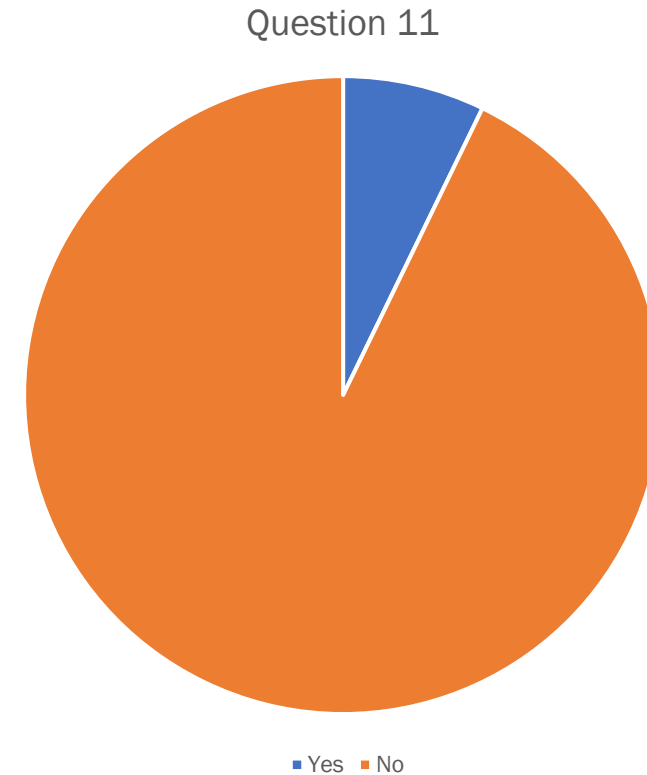
Question 10: Has the district reviewed and analyzed data (data examples: disability category, Learner Characteristics Inventory, English Language Learner, communication status) on students eligible for the AA-AAAS?

Of the 125 responses, 111 districts indicated they have analyzed data on students in their district eligible for the AA-AAAS. Data analyzed included:

- Child Count data
- Data obtained through Record Reviews
- Data on English Language Learners
- Eligibility data
- Communication data
- Progress monitoring data
- Assessment data



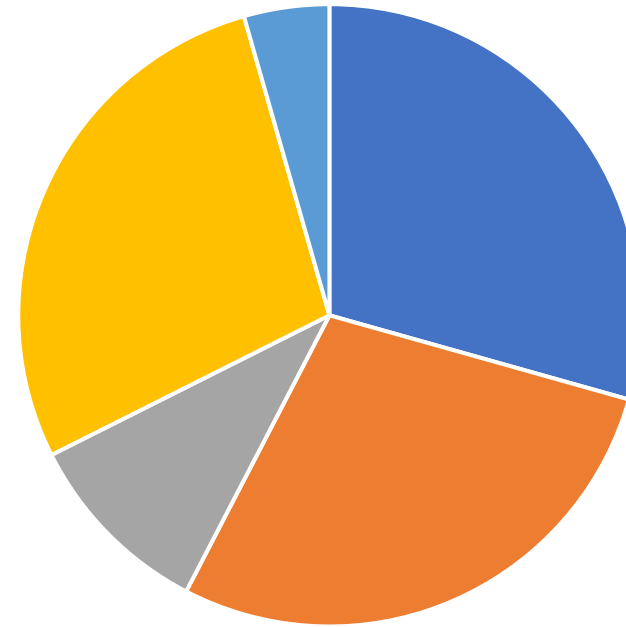
Question 11: Does the district data show disproportionality in specific groups of students taking the AA-AAAS?



Of the 125 responses, nine districts reported their data showed disproportionality in specific groups of students. Districts indicated they needed additional training in addressing disproportionality.

Question 12: How does the district monitor eligibility for students to participate in AA-AAAS?

Question 12



- Review of student due process folders for all students eligible to participate in the AA-AAAS
- DoSE meets/consults and/or participates in ARCs on AA-AAAS participation determinations
- Monthly meetings/Professional Learning Communities (PLCs) to review student progress data to determine continued AA-AAAS participation eligibility
- District and school-level administrators monitor AA-AAAS eligibility determinations through Infinite Campus (IC) reports
- Other

Question 13: What additional training or guidance is needed for your district to improve the AA-AAAS participation decision-making process? (Example: specific guidance for parents, training on excessive modifications).

- Training on “excessive modifications”
- Ongoing training throughout the year for new teachers
- Training on how Communication needs should be documented in the Present Levels of Educational Performance (PLEP)
- Refresher training on the AA participation guidelines for teachers and ARC chairs
- Training for general education teachers on how to participate in ARC meetings
- Additional training for ARC chairpersons
- A beginning-of-the-year training
- Examples of how to document AA decisions in the IEP and Conference Summary
- Guidance for parents on post-secondary options
- Guidance for how to talk to parents about AA assessment and alternate diploma
- Guidance related to age-appropriate decisions when determining AA participation
- Training on Alternate Standards

The following districts were identified for exceeding 1% participation in the AA-AAAS in at least one or more subject areas for the 2021-2022 assessment year.

- Adair County
- Allen County
- Anchorage Independent
- Ashland Independent
- Augusta Independent
- Ballard County
- Bardstown Independent
- Barren County
- Bell County
- Bellevue Independent
- Berea Independent
- Bourbon County
- Boyd County
- Boyle County
- Bracken County
- Breathitt County
- Breckinridge County
- Butler County
- Calloway County
- Campbell County
- Carlisle County
- Carroll County

The following districts were identified for exceeding 1% participation in the AA-AAAS in at least one or more subject areas for the 2021-2022 assessment year.

- Carter County
- Casey County
- Christian County
- Clark County
- Clinton County
- Cloverport Independent
- Corbin Independent
- Covington Independent
- Crittenden County
- Cumberland County
- Danville Independent
- Daviess County
- Dawson Springs Independent
- Dayton Independent
- Elizabethtown Independent
- Eminence Independent
- Erlanger Elsmere Independent
- Estill County
- Fairview Independent
- Fleming County
- Floyd County
- Frankfort Independent

The following districts were identified for exceeding 1% participation in the AA-AAAS in at least one or more subject areas for the 2021-2022 assessment year.

- Franklin County
- Fulton County
- Gallatin County
- Glasgow Independent
- Grayson County
- Green County
- Hancock County
- Hardin County
- Harlan County
- Harlan Independent
- Harrison County
- Hart County
- Henry County
- Hickman County
- Hopkins County
- Jackson County
- Jackson Independent
- Jefferson County
- Jenkins Independent
- Johnson County
- Kenton County
- Knott County

The following districts were identified for exceeding 1% participation in the AA-AAAS in at least one or more subject areas for the 2021-2022 assessment year.

- Knox County
- LaRue County
- Laurel County
- Lawrence County
- Lee County
- Leslie County
- Letcher County
- Lewis County
- Lincoln County
- Livingston County
- Logan County
- Ludlow Independent
- Lyon County
- Magoffin County
- Marion County
- Martin County
- Mason County
- Mayfield Independent
- McCracken County
- McCreary County
- Menifee County
- Mercer County

The following districts were identified for exceeding 1% participation in the AA-AAAS in at least one or more subject areas for the 2021-2022 assessment year.

- Metcalfe County
- Middlesboro Independent
- Monroe County
- Montgomery County
- Morgan County
- Murray Independent
- Newport Independent
- Ohio County
- Owen County
- Owensboro Independent
- Owsley County
- Paducah Independent
- Perry County
- Pike County
- Pikeville Independent
- Powell County
- Pulaski County
- Robertson County
- Rockcastle County
- Rowan County
- Russell County
- Russell Independent

The following districts were identified for exceeding 1% participation in the AA-AAAS in at least one or more subject areas for the 2021-2022 assessment year.

- Russellville Independent
- Science Hill Independent
- Somerset Independent
- Spencer County
- Taylor County
- Todd County
- Union County
- Walton Verona Independent
- Washington County
- Wayne County
- Webster County
- Whitley County
- Williamsburg Independent
- Williamstown Independent
- Wolfe County