

2020 – 2021 Maryland Alternate Assessments Justification for Exceeding the 1% Participation Threshold

This data summary reflects each local school system (LSS) that **anticipates** exceeding the 1% threshold for the number of students participating in one or more of the alternate academic assessments and the justification for exceeding the threshold.

Local School System	Exceeds 1% participation in English Language Arts	Justification for Exceeding 1% Participation Threshold	Exceeds 1% participation in Mathematics	Justification for Exceeding 1% Participation Threshold	Exceeds 1% participation in Science	Justification for Exceeding 1% Participation Threshold
Allegany County	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	ACPS has a small overall student tested population per grade (approximately 600 students), and it takes only a few students participating in the alternate assessment per grade (7 students) to exceed 1%. Currently 15% of students in Allegany County receive special education services.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	ACPS has a small overall student tested population per grade (approximately 600 students), and it takes only a few students participating in the alternate assessment per grade (7 students) to exceed 1%. Currently 15% of students in Allegany County receive special education services.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	ACPS has a small overall student tested population per grade (approximately 600 students), and it takes only a few students participating in the alternate assessment per grade (7 students) to exceed 1%. Currently 15% of students in Allegany County receive special education services.
Anne Arundel County	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	(a) Increasing numbers of students with disabilities and high numbers of eligible students with significant cognitive disabilities; (b) AACPS offers a continuum of special education services, including specialized programming for students with significant cognitive disabilities; (c) The location of the LSS around community and health care organizations and facilities that provide educational day programs draws a significant number of student with significant cognitive disabilities and their families to Anne Arundel County; (d) The location of military installations that are known as "compassionate care" bases offering special education services, such as Fort Meade and the Nava/Academy within Anne Arundel County, and other locations that are in close proximity to Anne Arundel County, such as Andrews Air Force Base draws a significant number of student with significant cognitive disabilities and their families to Anne Arundel County; and (e) the calculation being based on each subject area as opposed to an overall participation population affected the percentage rate.

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Baltimore City	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p><u>Access and Availability of Specialized Programs</u></p> <ul style="list-style-type: none"> Students with significant cognitive disabilities participate in SDI within restrictive settings or disability-based programs which may emphasize participation in alternate academic assessments and/or reduced opportunities to access the general education curriculum. Baltimore City is host to a high incidence of community facilitates and/or health services providing residence to student with significant cognitive disabilities. <p><u>High Incidence/Percentage of Students with Disabilities</u></p> <ul style="list-style-type: none"> Baltimore City Public Schools has a high incidence of students with disabilities with a rate of 15.8% exceeding the state average of 12.4%. Families often relocate to Baltimore City to access unique services for students with significant cognitive disabilities such as highly specialized or disability-based programs or supports not offered in neighboring local districts. <p><u>IEP Team Implementation and/or Personnel Training</u></p> <p>State and local monitoring outcomes demonstrate variability across the LSS related to the implementation of MSDE eligibility and participation guidelines for a student with a significant cognitive disability.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p><u>Access and Availability of Specialized Programs</u></p> <ul style="list-style-type: none"> Students with significant cognitive disabilities participate in SDI within restrictive settings or disability-based programs which may emphasize participation in alternate academic assessments and/or reduced opportunities to access the general education curriculum. Baltimore City is host to a high incidence of community facilitates and/or health services providing residence to student with significant cognitive disabilities. <p><u>High Incidence/Percentage of Students with Disabilities</u></p> <ul style="list-style-type: none"> Baltimore City Public Schools has a high incidence of students with disabilities with a rate of 15.8% exceeding the state average of 12.4%. Families often relocate to Baltimore City to access unique services for students with significant cognitive disabilities such as highly specialized or disability-based programs or supports not offered in neighboring local districts. <p><u>IEP Team Implementation and/or Personnel Training</u></p> <ul style="list-style-type: none"> State and local monitoring outcomes demonstrate variability across the LSS related to the implementation of MSDE eligibility and participation guidelines for a student with a significant cognitive disability. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p><u>Access and Availability of Specialized Programs</u></p> <ul style="list-style-type: none"> Students with significant cognitive disabilities participate in SDI within restrictive settings or disability-based programs which may emphasize participation in alternate academic assessments and/or reduced opportunities to access the general education curriculum. Baltimore City is host to a high incidence of community facilitates and/or health services providing residence to student with significant cognitive disabilities. <p><u>High Incidence/Percentage of Students with Disabilities</u></p> <ul style="list-style-type: none"> Baltimore City Public Schools has a high incidence of students with disabilities with a rate of 15.8% exceeding the state average of 12.4%. Families often relocate to Baltimore City to access unique services for students with significant cognitive disabilities such as highly specialized or disability-based programs or supports not offered in neighboring local districts. <p><u>IEP Team Implementation and/or Personnel Training</u></p> <p>State and local monitoring outcomes demonstrate variability across the LSS related to the implementation of MSDE eligibility and participation guidelines for a student with a significant cognitive disability.</p>
Baltimore County	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Calvert County	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Caroline County	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Carroll County	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The CCPS reviewed the Alternative Assessment participants for the grade levels that exceeded the 1.0 percent threshold. Each student was appropriately determined using the required tool

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						<p>per the state's guidelines for participation in the AA-AAAS.</p> <p>The CCPS believes that the overall enrollment in CCPS contributed to the likelihood that a relatively small number of students found eligible to participate in the Alternative Assessment influences the 1.0 percent calculation. Currently, a single student taking the Alternative Assessment in grades 6, 7, and 8 changed the percent of Alternative Assessment participants over 1.0 percent.</p> <p>Additionally, another factor that the CCPS believes impacts the 1.0 percent threshold is that families have stated that they relocate to the CCPS to access special education service that CCPS offers through highly specialized disability-based programs not offered in neighboring local districts. Many of these programs, such as CCPS' Transition Connections Academy, provide services for students with significant cognitive disabilities.</p>
Cecil County	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Charles County	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Dorchester County	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>The LSS anticipates exceeding the 1.0 percent threshold for this assessed content. If yes, provide Justification: Due to DCPS being a district with a small student population, the number of students that would place the percent of alternate assessment test takers over the 1% threshold would be a very small number. This is evidenced by the change in percentage from the Fall 2021 percentage of 1.16% and the anticipated percentage of test takers in the Spring 2022 administration at 79%.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>The LSS anticipates exceeding the 1.0 percent threshold for this assessed content. If yes, provide Justification: Due to DCPS being a district with a small student population, the number of students that would place the percent of alternate assessment test takers over the 1% threshold would be a very small number. This is evidenced by the change in percentage from the Fall 2021 percentage of 1.16% and the anticipated percentage of test takers in the Spring 2022 administration at 79%.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>The LSS anticipates exceeding the 1.0 percent threshold for this assessed content. If yes, provide Justification: Due to DCPS being a district with a small student population, the number of students that would place the percent of alternate assessment test takers over the 1% threshold would be a very small number. This is evidenced by the change in percentage from the Fall 2021 percentage of 1.16% and the anticipated percentage of test takers in the Spring 2022 administration at 79%.</p>
Frederick County	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Garrett County	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

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Harford County	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Students with significant cognitive disabilities participate in SDI within restrictive settings, public-separate day school and regional autism programs, emphasizes participation in alternate academic assessments and/or reduced opportunities to access the general education curriculum.</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Students with significant cognitive disabilities participate in SDI within restrictive settings, public-separate day school and regional autism programs, emphasizes participation in alternate academic assessments and/or reduced opportunities to access the general education curriculum.</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<i>Students with significant cognitive disabilities participate in SDI within restrictive settings, public-separate day school and regional autism programs, emphasizes participation in alternate academic assessments and/or reduced opportunities to access the general education curriculum.</i>
Howard County	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	HCPSS estimates that 1.04% of students would have participated in the alternate assessment for science. This small amount over the threshold is primarily due to the decreased enrollment of general education students in 2020-2021. During the COVID-19 pandemic, some families enrolled their students in private school or decided to home school. This disproportionately impacted general education enrollment causing the number of alternate assessment test takers to be at a higher percentage of overall enrollment.
Kent County	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Montgomery County	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Montgomery County provides a wide range of health and community services and resources which attracts a large number of families of students with disabilities. School teams may not be completing Appendix A annually and over-identifying students eligible for alternate assessments.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Montgomery County provides a wide range of health and community services and resources which attracts a large number of families of students with disabilities. School teams may not be completing Appendix A annually and over-identifying students eligible for alternate assessments.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Montgomery County provides a wide range of health and community services and resources which attracts a large number of families of students with disabilities. School teams may not be completing Appendix A annually and over-identifying students eligible for alternate assessments.
Prince George's County	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Prince George's County Public Schools (PGCPS) assigns students to a grade level based on chronological age or kindergarten entry age. Students then advance each year to the next grade until grade 11 with their typical same age peers. Once in grade 11, students are enrolled in grade 11 for four years as part of their program. Students repeat grade 11 under a unique grade enrollment code (11C1, 11C2, 11C3 and 11C4) identifier in our Student Information System until the age of 21 or their exit year of grade 12. The Maryland IEP Online system does not capture these same grade designations for 11 th grade. Students participate in the alternate assessment in English/Language Arts in grades	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Prince George's County Public Schools (PGCPS) assigns students to a grade level based on chronological age or kindergarten entry age. Students then advance each year to the next grade until grade 11 with their typical same age peers. Once in grade 11, students are enrolled in grade 11 for four years as part of their program. Students repeat grade 11 under a unique grade enrollment code (11C1, 11C2, 11C3 and 11C4) identifier in our Student Information System until the age of 21 or their exit year of grade 12. The Maryland IEP Online system does not capture these same grade designations for 11 th grade. Students participate in the alternate assessment in	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Prince George's County Public Schools (PGCPS) assigns students to a grade level based on chronological age or kindergarten entry age. Students then advance each year to the next grade until grade 11 with their typical same age peers. Once in grade 11, students are enrolled in grade 11 for four years as part of their program. Students repeat grade 11 under a unique grade enrollment code (11C1, 11C2, 11C3 and 11C4) identifier in our Student Information System until the age of 21 or their exit year of grade 12. The Maryland IEP Online system does not capture these same grade designations for 11 th grade. Students participate in the alternate assessment in English/Language Arts in grades 3-8 and once in

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		<p>3-8 and once in high school at grade 11 per the Maryland State Department of Education participation requirements. Students in PGCPS at the high school level assess in. the designated grade level of 11C1, which aligns to the age/grade equivalent of their general education peers.</p> <p>Within Prince George’s County, there are a number of group. homes that provide residence to PGCPS students with significant health, cognitive, and adaptive disabilities. The presence of these group homes increases the enrollment of students with significant cognitive disabilities beyond what would be the projected enrollment of students who otherwise would not be residents of PGCPS.</p> <p>Prince George’s County Public Schools also currently has three public separate day programs for students that emphasize participation in alternate academic instruction</p>		<p>English/Language Arts in grades 3-8 and once in high school at grade 11 per the Maryland State Department of Education participation requirements. Students in PGCPS at the high school level assess in. the designated grade level of 11C1, which aligns to the age/grade equivalent of their general education peers.</p> <p>Within Prince George’s County, there are a number of group. homes that provide residence to PGCPS students with significant health, cognitive, and adaptive disabilities. The presence of these group homes increases the enrollment of students with significant cognitive disabilities beyond what would be the projected enrollment of students who otherwise would not be residents of PGCPS.</p> <p>Prince George’s County Public Schools also currently has three public separate day programs for students that emphasize participation in alternate academic instruction</p>		<p>high school at grade 11 per the Maryland State Department of Education participation requirements. Students in PGCPS at the high school level assess in. the designated grade level of 11C1, which aligns to the age/grade equivalent of their general education peers.</p> <p>Within Prince George’s County, there are a number of group. homes that provide residence to PGCPS students with significant health, cognitive, and adaptive disabilities. The presence of these group homes increases the enrollment of students with significant cognitive disabilities beyond what would be the projected enrollment of students who otherwise would not be residents of PGCPS.</p> <p>Prince George’s County Public Schools also currently has three public separate day programs for students that emphasize participation in alternate academic instruction</p>
Queen Anne’s County	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
St. Mary’s County	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Somerset County	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Somerset County anticipates exceeding the one percent threshold for the number of students participating in the English/Language Arts alternate academic assessments. Somerset County has a small population of students who participate in the English/Language Arts assessment. There are approximately 1180 students who would participate in the ELA/Language Arts Assessment this year. Currently there would be 26 students who would take the corresponding alternate assessment in grades three through eight and high school. This equates to approximately 2.2%. Currently we have 11 students in Grade 11 who would be taking the alternate assessment in ELA/Language Arts. Over the past couple of years, the Special Education Supervisors have been working to reduce the number of students</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Somerset County anticipates exceeding the one percent threshold for the number of students participating in the English/Language Arts alternate academic assessments. Somerset County has a small population of students who participate in the English/Language Arts assessment. There are approximately 1180 students who would participate in the ELA/Language Arts Assessment this year. Currently there would be 26 students who would take the corresponding alternate assessment in grades three through eight and high school. This equates to approximately 2.2%. Currently we have 11 students in Grade 11 who would be taking the alternate assessment in ELA/Language Arts. Over the past couple of years, the Special Education Supervisors have been working to reduce the</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Somerset County anticipates exceeding the one percent threshold for the number of students participating in the English/Language Arts alternate academic assessments. Somerset County has a small population of students who participate in the English/Language Arts assessment. There are approximately 1180 students who would participate in the ELA/Language Arts Assessment this year. Currently there would be 26 students who would take the corresponding alternate assessment in grades three through eight and high school. This equates to approximately 2.2%. Currently we have 11 students in Grade 11 who would be taking the alternate assessment in ELA/Language Arts. Over the past couple of years, the Special Education Supervisors have been working to reduce the number of students who are taking the alternate assessment. They</p>

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		who are taking the alternate assessment. They have currently reduced the number of students who are taking the alternate assessment in grades three through eight to fifteen. Three in grades three, four, and seven, one in grade five and five in grade six and zero in grade eight. With a small population of test takers, even with a reduction in the number of students taking the alternate assessment in ELA/Language Arts, I do not anticipate the rate of assessing less than one percent of the total assessed population to be one percent, any time in the near future.		number of students who are taking the alternate assessment. They have currently reduced the number of students who are taking the alternate assessment in grades three through eight to fifteen. Three in grades three, four, and seven, one in grade five and five in grade six and zero in grade eight. With a small population of test takers, even with a reduction in the number of students taking the alternate assessment in ELA/Language Arts, I do not anticipate the rate of assessing less than one percent of the total assessed population to be one percent, any time in the near future.		have currently reduced the number of students who are taking the alternate assessment in grades three through eight to fifteen. Three in grades three, four, and seven, one in grade five and five in grade six and zero in grade eight. With a small population of test takers, even with a reduction in the number of students taking the alternate assessment in ELA/Language Arts, I do not anticipate the rate of assessing less than one percent of the total assessed population to be one percent, any time in the near future.
Talbot County	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Washington County	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	During the 2020-2021 school year, approximately 800 general education students did not re-enroll and are not counted as participants in the general education statewide assessments. This decrease in the census of general education students has impacted the calculation for the 1% threshold of students participating in the alternate assessments. It is anticipated that Washington County's alternate assessment participation rate for 2020-2021 is not sustainable and will decrease as the general education students will return for the 2021-2022 school year.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	During the 2020-2021 school year, approximately 800 general education students did not re-enroll and are not counted as participants in the general education statewide assessments. This decrease in the census of general education students has impacted the calculation for the 1% threshold of students participating in the alternate assessments. It is anticipated that Washington County's alternate assessment participation rate for 2020-2021 is not sustainable and will decrease as the general education students will return for the 2021-2022 school year.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	During the 2020-2021 school year, approximately 800 general education students did not re-enroll and are not counted as participants in the general education statewide assessments. This decrease in the census of general education students has impacted the calculation for the 1% threshold of students participating in the alternate assessments. It is anticipated that Washington County's alternate assessment participation rate for 2020-2021 is not sustainable and will decrease as the general education students will return for the 2021-2022 school year.
Wicomico County	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The review of WCPS data shows the term most significant cognitive disability allows itself to be broadly interpreted by individual practitioners as the range of performance by students greatly differs and there is not a set score that defines what the most significant cognitive disability should be. The interpretation of the IEP team members is based upon the identification of students whose	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The review of WCPS data shows the term most significant cognitive disability allows itself to be broadly interpreted by individual practitioners as the range of performance by students greatly differs and there is not a set score that defines what the most significant cognitive disability should be. The interpretation of the IEP team members is based upon the identification of students whose	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The review of WCPS data shows the term most significant cognitive disability allows itself to be broadly interpreted by individual practitioners as the range of performance by students greatly differs and there is not a set score that defines what the most significant cognitive disability should be. The interpretation of the IEP team members is based upon the identification of students whose
Worcester County	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
MD School for the Deaf	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The overall student enrollment in the LSS contributes to the likelihood that a relatively small number of students found eligible to	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The overall student enrollment in the LSS contributes to the likelihood that a relatively small number of students found eligible to	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The overall student enrollment in the LSS contributes to the likelihood that a relatively small number of students found eligible to

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		<p>participate in an alternate assessment would exceed 1.0 percent.</p> <p>The LSS has a high incidence of students with disabilities with a rate of 100% exceeding the state average of 12.4%.</p>		<p>participate in an alternate assessment would exceed 1.0 percent.</p> <p>The LSS has a high incidence of students with disabilities with a rate of 100% exceeding the state average of 12.4%.</p>		<p>participate in an alternate assessment would exceed 1.0 percent.</p> <p>The LSS has a high incidence of students with disabilities with a rate of 100% exceeding the state average of 12.4%.</p>
MD School for the Blind	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>The LSS anticipates exceeding the 1.0 percent threshold for this assessed content. If yes, provide Justification: The Maryland School for the Blind {MSB} serves only students with disabilities who receive specially designed instruction through an Individualized Education Plan (IEP). MSB does not serve a general education student population. Many of our students have multiple disabilities and of that population, a high percentage of our students have significant cognitive disabilities.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>The LSS anticipates exceeding the 1.0 percent threshold for this assessed content. If yes, provide Justification: The Maryland School for the Blind {MSB} serves only students with disabilities who receive specially designed instruction through an Individualized Education Plan (IEP). MSB does not serve a general education student population. Many of our students have multiple disabilities and of that population, a high percentage of our students have significant cognitive disabilities.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>The LSS anticipates exceeding the 1.0 percent threshold for this assessed content. If yes, provide Justification: The Maryland School for the Blind {MSB} serves only students with disabilities who receive specially designed instruction through an Individualized Education Plan (IEP). MSB does not serve a general education student population. Many of our students have multiple disabilities and of that population, a high percentage of our students have significant cognitive disabilities.</p>