

LEA Justifications for Projecting to Exceed the 1% Alternate Assessment Threshold

Division of Early Intervention and Special Education Services

LEA Name - Selected Choice	Based on the projected calculations above, does your LEA anticipate participation rates on the AA-AAAS to be more than one percent (1%) of the total student population (from September 30, 2023 student enrollment) in the grades tested (grades 3, 4, 5, 6, 7, 8, and high school) for English Language Arts/Reading for the 2023-2024 administration?	Justification Statement - Based on the information above, provide written justification in narrative form for exceeding the 1% participation threshold for English Language Arts/Reading for the 2023-2024 administration below: This information will be posted and made publicly available.	Based on the projected calculations above, does your LEA anticipate participation rates on the AA-AAAS to be more than one percent (1%) of the total student population (from September 30, 2023 student enrollment) in the grades tested (grades 3, 4, 5, 6, 7, 8, and high school) for Mathematics or (grades 5, 8, and high school) for the 2023-2024 administration?	Justification Statement - Based on the information above, provide written justification in narrative form for exceeding the 1% participation threshold for Mathematics for the 2023-2024 administration below: This information will be posted and made publicly available.	Based on the projected calculations above, does your LEA anticipate participation rates on the AA-AAAS to be more than one percent (1%) of the total student population (from September 30, 2023 student enrollment) in the grades tested (grades 3, 4, 5, 6, 7, 8, and high school) for Science for the 2023-2024 administration?	Justification Statement - Based on the information above, provide written justification in narrative form for exceeding the 1% participation threshold for Science for the 2023-2024 administration below: This information will be posted and made publicly available.
Allegany County	No	N/A	No	N/A	Yes	ACPS exceeds the one percent threshold in three grades, 5th, 7th and 11th due to a larger number of students with significant cognitive disabilities in these grades taking the alternate assessment. Two of these three grades (5 and 11) are assessed for science, thus resulting in a 1.2% rate. ACPS does not exceed the 1% threshold in reading or math when all tested grades are counted. When calculating the difference between the current rate and the rate necessary to be at or below 1% in science, the difference is 4 students across the three grades.
Anne Arundel County	No		No		No	
Baltimore City	Yes	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	Yes	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	Yes	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

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Baltimore County	Yes	<p>Baltimore County Public Schools has experienced a consistent influx in the percentage of students with disabilities over the past six years. While the intensity of needs has increased, professional learning and consistent expectations for school team members around the alternative assessment determination process continues to be a priority.</p> <p>The percentage of students with complex learning continues to increase. Students with such needs require curriculum modifications, explicit intervention for maintaining skills, and intensive services. Current and historical enrollment data suggests that the number of students with disabilities has increased within BCPS between 2021-2024. The greatest increase occurred with students identified under Autism, Multiple Disabilities, and Intellectual Disabilities. The current percentage of students with significant cognitive disabilities who were determined eligible for alternative educational framework has increased from 1.30% to 1.32%.</p> <p>Further data analysis indicates disproportionate participation rates for Black- African American (391) students based on current data; Black African American students are two times more likely to participate in the alternate assessment than White (164) students.</p> <p>Data is indicative of professional learning needs for members of the IEP team decision making process. Targeted professional learning plans include implicit bias, universal design for learning strategies, evidenced-based practices, and specially designed instruction. In addition, the Department of Special Education in collaboration with Student Support and Psychological Services developed a workgroup to assist school-based teams with utilizing tiered systems of support and appropriate interventions to reduce disproportionality based on race and eligibility (i.e., intellectual disability).</p>	Yes	<p>An analysis of data indicates a need to increase students' access to grade-level standards. Based on Baltimore County Public Schools is committed to increasing academic achievement for all students. The Department of Special Education worked in collaboration with the content area offices to enhance students' accessibility to grade-level math curriculum standards and materials.</p> <p>The Department of Special Education established professional learning communities specifically tailored for special education teachers tasked with instructing students with significant cognitive deficits. In anticipation of the 2023-2024 school year, central office academic specialists engaged in a rigorous curriculum modification process. Grade-level standards were adjusted to ensure that students could access systemwide reading and math materials at the elementary school level.</p> <p>Through increased access to grade-level standards, resources, and evidenced-based instructional practices, the alternate assessment participation rate will decrease from 1.32% to 1%. Inconsistent implementation of the Alternate Framework eligibility process has contributed to the increase in participation.</p> <p>Department of Special Education has increased professional learning to ensure that IEP teams utilize varied data sources and bodies of evidence to reduce over identification and alternate assessment participation.</p>	Yes	<p>An analysis of data indicates a need to increase students' access to grade-level standards. Based on Baltimore County Public Schools is committed to increasing academic achievement for all students. The Department of Special Education worked in collaboration with the content area offices to enhance students' accessibility to grade-level math curriculum standards and materials.</p> <p>The Department of Special Education established professional learning communities specifically tailored for special education teachers tasked with instructing students with significant cognitive deficits. In anticipation of the 2023-2024 school year, central office academic specialists engaged in a rigorous curriculum modification process. Grade-level standards were adjusted to ensure that students could access systemwide reading, math and science materials at the elementary school level. Through increased access to grade-level standards, resources, and evidenced-based instructional practices, the alternate assessment participation rate will decrease from 1.32% to 1%.</p> <p>Inconsistent implementation of the Alternate Framework eligibility process has contributed to the increase in participation. Department of Special Education has increased professional learning to ensure that IEP teams utilize varied data sources and bodies of evidence to reduce over identification and alternate assessment participation.</p>

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Calvert County	No	Calvert County Public Schools does not anticipate exceeding the 1% participation threshold for English Language Arts/Reading.	No	Calvert County Public Schools does not anticipate exceeding the 1% participation threshold for Mathematics.	No	Calvert County Public Schools does not anticipate exceeding the 1% participation threshold for Science.
Caroline County	No	N/A	No	N/A	Yes	Caroline County Public Schools has a testing population in science that is less than 1,500. There are only 15 students projected to participate in the AA-AAAS for science. One of these students is from a different LEA, who is residing at a nonpublic residential placement in Caroline County. Caroline County Public Schools is responsible for his educational programming and services. The AA-AAAS participation rate for science is 1.13% which is less than 2%. Overall, the total projected AA-AAAS participation rate for ELA, math, and science is exactly 1% which does not exceed the 1% threshold for overall alternate assessment participation.
Carroll County	No	N/A	No	N/A	No	N/A
Cecil County	No	N/A	No	N/A	No	N/A
Charles County	No	N/A	No	N/A	No	N/A
Dorchester County	No	N/A	No	N/A	No	N/A
Frederick County	No	N/A	No	N/A	No	N/A
Frederick County	No	N/A	No	N/A	No	N/A
Garrett County	No	N/A	No	N/A	No	N/A

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Harford County	No	N/A	Yes	Current data indicates that HCPS will exceed the 1.0 percent threshold for participation in the alternate assessment for Mathematics. Students with significant cognitive disabilities participate in specially designed instruction within restrictive settings, a public-separate day school and regional autism programs, emphasizing participation in alternate academic assessments and/or reduced opportunities to access the general education curriculum.	No	N/A

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Howard County	Yes	<p>HCPSS estimates that 1.06% of our students will participate in the Alternative Assessments in the area of Language Arts/Reading for the 2023-2024 school year. The small amount over the 1% threshold is due to the system increase in students with disabilities receiving support since 2019.</p> <p>In 2019, HCPSS had 9.8% of the student population as students with disabilities. At the start of the 2023-2024 school year, the HCPSS students with disabilities population had increased to 11.1% of the student population. Within the student with disabilities population increase there was also a subsequent increase in the participation of students taking alternative assessments.</p> <p>HCPSS overall enrollment for students within the general education programming has decreased since 2020 but students with disabilities attending HCPSS have not reduced in enrollment. According to the MSDE report card, HCPSS enrollment in 2020 was 58,868 and in September of 2023 enrollment was 57,676 students. Therefore, when looking at the projections, our students with disabilities remain the same while the general education students without special education services are reduced. This creates a natural increase in percent for our students with disabilities population.</p> <p>Additionally, at the start of the 2023-2024 school year, HCPSS move-in data shared that 7% students who moved to HCPSS with an IEP also qualified for alternative assessments. Finally, these numbers are further supported by the increase in enrollment of our HCPSS students with disabilities within our public day school. In 2020, the enrollment was 117 students with IEPs and in 2023 was rising to 124 students.</p>	Yes	<p>HCPSS estimates that 1.06% of our students will participate in the Alternative Assessments in the area of Mathematics for the 2023-2024 school year. The small amount over the 1% threshold is due to the system increase in students with disabilities receiving support since 2019.</p> <p>In 2019, HCPSS had 9.8% of the student population as students with disabilities. At the start of the 2023-2024 school year, the HCPSS students with disabilities population had increased to 11.1% of the student population. Within the student with disabilities population increase there was also a subsequent increase in the participation of students taking alternative assessments.</p> <p>HCPSS overall enrollment for students within the general education programmings has decreased since 2020 but students with disabilities attending HCPSS have not reduced in enrollment. According to the MSDE report card, HCPSS enrollment in 2020 was 58,868 and in September of 2023 enrollment was 57,676 students. Therefore, when looking at the projections, our students with disabilities remain the same while the general education students without special education services are reduced. This creates a natural increase in percent for our students with disabilities population.</p> <p>Additionally, at the start of the 2023-2024 school year, HCPSS move-in data shared that 7% students who moved to HCPSS with an IEP also qualified for alternative assessments. Finally, these numbers are further supported by the increase in enrollment of our HCPSS students with disabilities within our public day school. In 2020, the enrollment was 117 students with IEPs and in 2023 was rising to 124 students.</p>	Yes	<p>HCPSS estimates that 1.2% of our students will participate in the Alternative Assessments in the area of Science for the 2023-2024 school year.</p> <p>HCPSS is then expected to be over the 1% threshold in the area of science. This is due to the system increase in students with disabilities receiving support since 2019.</p> <p>In 2019, HCPSS had 9.8% of the student population as students with disabilities. At the start of the 2023-2024 school year, the HCPSS students with disabilities population had increased to 11.1% of the student population. Within the student with disabilities population increase there was also a subsequent increase in the participation of students taking alternative assessments.</p> <p>HCPSS overall enrollment for students within the general education programmings has decreased since 2020 but students with disabilities attending HCPSS have not reduced in enrollment. According to the MSDE report card, HCPSS enrollment in 2020 was 58,868 and in September of 2023 enrollment was 57,676 students. Therefore, when looking at the projections, our students with disabilities remain the same while the general education students without special education services are reduced. This creates a natural increase in percent for our students with disabilities population.</p> <p>Additionally, at the start of the 2023-2024 school year, HCPSS move-in data shared that 7% students who moved to HCPSS with an IEP also qualified for alternative assessments. Finally, these numbers are further supported by the increase in enrollment of our HCPSS students with disabilities within our public day school. In 2020, the enrollment was 117 students with IEPs and in 2023 was rising to 124 students.</p> <p>In the area of science, HCPSS has a larger amount of students above the threshold due to the largest caseloads of students with IEPs that also qualify for alternative assessments using the Appendix A in grades 11, 8 and 5. These are also the correspond grades for science.</p>

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Kent County	Yes	The KCPS has 882 student in grades 3- 8 and HS being tested in ELA. 9 students in grades 3 - 8 and 11 will take the alternative assessment. The small number of students assessed impact the percentage towards the 1% cap, which KCPS assessed 1.02% of their student population in ELA with alternative assessments.	No	N/A	No	N/A
Maryland School for the Blind	Yes	The Maryland School for the Blind (MSB) serves only students with disabilities who receive specially designed instruction through an Individualized Education Plan (IEP). MSD 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 as determined by the IEP team through data collection, analysis, and the evaluation process.	Yes	The Maryland School for the Blind (MSB) serves only students with disabilities who receive specially designed instruction through an Individualized Education Plan (IEP). MSD 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 as determined by the IEP team through data collection, analysis, and the evaluation process.	Yes	The Maryland School for the Blind (MSB) serves only students with disabilities who receive specially designed instruction through an Individualized Education Plan (IEP). MSD 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 as determined by the IEP team through data collection, analysis, and the evaluation process.
Maryland School for the Deaf	Yes	Maryland School for the Deaf (MSD) anticipates exceeding the 1% threshold for this assessed content area due to the number of deaf/hard-of-hearing students identified with coexisting (https://www.mdpi.com/2227-7102/9/2/134) disabilities that include cognitive disabilities. In addition, MSD's total Fall enrollment is less than 400 students and MSD has less than 15 students identified as AA-AAAS, which significantly impacts participation percentages.	Yes	Maryland School for the Deaf (MSD) anticipates exceeding the 1% threshold for this assessed content area due to the number of deaf/hard-of-hearing students identified with coexisting (https://www.mdpi.com/2227-7102/9/2/134) disabilities that include cognitive disabilities. In addition, MSD's total Fall enrollment is less than 400 students and MSD has less than 15 students identified as AA-AAAS, which significantly impacts participation percentages.	Yes	Maryland School for the Deaf (MSD) anticipates exceeding the 1% threshold for this assessed content area due to the number of deaf/hard-of-hearing students identified with coexisting (https://www.mdpi.com/2227-7102/9/2/134) disabilities that include cognitive disabilities. In addition, MSD's total Fall enrollment is less than 400 students and MSD has less than 15 students identified as AA-AAAS, which significantly impacts participation percentages.

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Montgomery County	Yes	<p>Montgomery County provides a wide range of health and community services and resources which attracts a large number of families of students with disabilities. Additionally, Montgomery County Public Schools (MCPS) provides a continuum of special education services to support students with significant cognitive disabilities which may also entice families to move to this jurisdiction.</p> <p>As a result, MCPS receives a significant number of families who move into Montgomery County to access these services.</p> <p>Initial Individualized Education Program (IEP) data from July 1, 2023 - January 16, 2024, indicate 22 of 467 students in grades 3, 4, 5, 6, 7, 8, and 11, were found eligible to participate in alternate assessments. That is 4.7% of initial IEPs.</p> <p>An analysis of the data of alternate assessment takers shows the following: For ELA and Math, compared to a total percentage of 1.27, Black/African American students are identified at 1.94% while white students are only at 0.84%. For ELA and Math, Asian students (1.21%) and Hispanic students (1.25%) are very close to the total percentage of 1.27%.</p> <p>For ELA and Math, grade 6 represents the grade with the highest percentage of students taking alternate assessments at 1.94% while grade 8 represents the lowest at 0.63%.</p>	Yes	<p>Montgomery County provides a wide range of health and community services and resources which attracts a large number of families of students with disabilities. Additionally, Montgomery County Public Schools (MCPS) provides a continuum of special education services to support students with significant cognitive disabilities which may also entice families to move to this jurisdiction.</p> <p>As a result, MCPS receives a significant number of families who move into Montgomery County to access these services.</p> <p>Initial Individualized Education Program (IEP) data from July 1, 2023 - January 16, 2024, indicate 22 of 467 students in grades 3, 4, 5, 6, 7, 8, and 11, were found eligible to participate in alternate assessments. That is 4.7% of initial IEPs.</p> <p>An analysis of the data of alternate assessment takers shows the following: For ELA and Math, compared to a total percentage of 1.27, Black/African American students are identified at 1.94% while white students are only at 0.84%. For ELA and Math, Asian students (1.21%) and Hispanic students (1.25%) are very close to the total percentage of 1.27%.</p> <p>For ELA and Math, grade 6 represents the grade with the highest percentage of students taking alternate assessments at 1.94% while grade 8 represents the lowest at 0.63%.</p>	No	N/A
Prince George's County	No	N/A	No	N/A	No	N/A
Queen Anne's County	No	N/A	No	N/A	No	N/A

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SEED School	No	N/A	No	N/A	No	N/A
Somerset County	Yes	Somerset County anticipates exceeding the 1% threshold for the number of students participating in the ELA alternate academic assessment. Somerset County has a small population of students who participate in the ELA assessment overall. Currently, there are 20 students who will take the corresponding alternate assessment in grades 3 through 8 and high school. This equates to approximately 1.59%. Given the small population of test takers, it is difficult to reduce our rate of students assessed using the alternate assessment to less than 1%.	Yes	Somerset County anticipates exceeding the 1% threshold for the number of students participating in the Mathematics alternate academic assessments. There are approximately 1747 total test takers who will participate in the Mathematics assessment this year. Currently, there are 20 students who will take the corresponding alternate assessment in grades 3-8 and high school. This equates to 1.14%, down from 1.29% in 2023, 1.8% in 2022, and 2.2% in 2021. SPCS has worked diligently to improve the process used to determine students' eligibility for AA-AAS. Given the small population of test takers, even with a significant reduction in the number of students taking alternate assessments in Mathematics, it is difficult to reduce our rate to less than 1%.	Yes	Somerset County anticipates exceeding the 1% threshold for the number of students participating the Science alternate academic assessment. There are approximately 627 students who will participate in the Science Assessment this year. There are currently 7 students who will take the corresponding alternate assessment in grades 5, 8, and 11. SPCS has worked diligently to improve the process used to determine students' eligibility for AA-AAS. Given the small population of test takers, even with a significant reduction in the number of students taking alternate assessments in Science, it is difficult to reduce our rate to less than 1%.
St. Mary's County	Yes	The proximity of SMCPSS to the Patuxent Navy Base results in a disproportionately high number of students with disabilities in our county. Pax River is designated as a Category 5 EFMP (Exceptional Family Member Program) installation due to its proximity to Bethesda/Walter Reed. This means Pax can accommodate any level of disability or special need ranging from Cat 1 – Cat 5. Cat 5 EFMs are those whose needs are highly specialized, complex, or severe. Important to note, service members are assigned duty stations based on billet/mission needs first. The ability to bring their EFMs with them is based on the installation EFMP Category designation (for the family, EFMP Category rating is based on the severity of the special need; for the installation, it is based on their ability to provide (or proximity to) services/resources). Data at this time estimated from the Impact Aid forms for SMCPSS indicate that we have about 650 Active Military Families and 2,780 Military-Connected Students.	Yes	The proximity of SMCPSS to the Patuxent Navy Base results in a disproportionately high number of students with disabilities in our county. Pax River is designated as a Category 5 EFMP (Exceptional Family Member Program) installation due to its proximity to Bethesda/Walter Reed. This means Pax can accommodate any level of disability or special need ranging from Cat 1 – Cat 5. Cat 5 EFMs are those whose needs are highly specialized, complex, or severe. Important to note, service members are assigned duty stations based on billet/mission needs first. The ability to bring their EFMs with them is based on the installation EFMP Category designation (for the family, EFMP Category rating is based on the severity of the special need; for the installation, it is based on their ability to provide (or proximity to) services/resources). Data at this time estimated from the Impact Aid forms for SMCPSS indicate that we have about 650 Active Military Families and 2,780 Military-Connected Students.	Yes	The proximity of SMCPSS to the Patuxent Navy Base results in a disproportionately high number of students with disabilities in our county. Pax River is designated as a Category 5 EFMP (Exceptional Family Member Program) installation due to its proximity to Bethesda/Walter Reed. This means Pax can accommodate any level of disability or special need ranging from Cat 1 – Cat 5. Cat 5 EFMs are those whose needs are highly specialized, complex, or severe. Important to note, service members are assigned duty stations based on billet/mission needs first. The ability to bring their EFMs with them is based on the installation EFMP Category designation (for the family, EFMP Category rating is based on the severity of the special need; for the installation, it is based on their ability to provide (or proximity to) services/resources). Data at this time estimated from the Impact Aid forms for SMCPSS indicate that we have about 650 Active Military Families and 2,780 Military-Connected Students.

LEA Name - Selected Choice	Based on the projected calculations above, does your LEA anticipate participation rates on the AA-AAAS to be more than one percent (1%) of the total student population (from September 30, 2023 student enrollment) in the grades tested (grades 3, 4, 5, 6, 7, 8, and high school) for English Language Arts/Reading for the 2023-2024 administration?	Justification Statement - Based on the information above, provide written justification in narrative form for exceeding the 1% participation threshold for English Language Arts/Reading for the 2023-2024 administration below: This information will be posted and made publicly available.	Based on the projected calculations above, does your LEA anticipate participation rates on the AA-AAAS to be more than one percent (1%) of the total student population (from September 30, 2023 student enrollment) in the grades tested (grades 3, 4, 5, 6, 7, 8, and high school) for Mathematics or (grades 5, 8, and high school) for the 2023-2024 administration?	Justification Statement - Based on the information above, provide written justification in narrative form for exceeding the 1% participation threshold for Mathematics for the 2023-2024 administration below: This information will be posted and made publicly available.	Based on the projected calculations above, does your LEA anticipate participation rates on the AA-AAAS to be more than one percent (1%) of the total student population (from September 30, 2023 student enrollment) in the grades tested (grades 3, 4, 5, 6, 7, 8, and high school) for Science for the 2023-2024 administration?	Justification Statement - Based on the information above, provide written justification in narrative form for exceeding the 1% participation threshold for Science for the 2023-2024 administration below: This information will be posted and made publicly available.
Talbot County	Yes	For the 2023-24 school year, TCPS general enrollment amongst general education test-takers has decreased by 220 students from last school year, while AA-AAS assessed students has increased from 18 to 23.	Yes	For the 2023-24 school year, TCPS general enrollment amongst general education test-takers has decreased by 220 students from last school year, while AA-AAS assessed students has increased from 18 to 23.	Yes	Last SY, TCPS had a total of 6 students in the assessed grades for Science (gr 5, 8, & 11), for this current 2023-24 SY more students have moved up to assessed grades for Science, for a total of 11 students.
Washington County	Yes	<p>Historically, the number of students who have participated in the alternate assessments in Washington County has remained relatively consistent. While we cannot pinpoint the exact cause of WCPS exceeding the 1% mark for alternate assessment participation, there are various factors that may have an impact. In the last three years, including the current school year, WCPS has seen a 21% increase in students who are eligible for free and reduced priced meals (FARM), a 15% increase in students with disabilities, and a 64% increase in students who receive English Learner (EL) services.</p> <p>In the 2022-2023 school year, 122 students in tested grades who were found eligible for alternate assessments were identified as having a primary disability coding of intellectual disability. For the 2023-2024 school year, 125 students in tested grades have been identified as having a primarily disability of ID, and were found eligible for alternate testing. Overall student enrollment has increased by 0.6% this school year. This suggests that while there has been an increase in student enrollment, identification of students with the most significant cognitive disabilities has remained relatively consistent.</p> <p>Moreover, the majority of students found eligible for participation in alternate assessments have a primary disability category of Intellectual Disability, Autism, or Multiple Disabilities (97.4%). Students with the most significant cognitive disabilities typically fall under one of these three disability categories. Washington County Public Schools continues to provide ongoing professional development training, support, and monitoring of student data and eligibility criteria to ensure that only students meeting alternate framework criteria are found eligible.</p>	Yes	<p>Historically, the number of students who have participated in the alternate assessments in Washington County has remained relatively consistent. While we cannot pinpoint the exact cause of WCPS exceeding the 1% mark for alternate assessment participation, there are various factors that may have an impact. In the last three years, including the current school year, WCPS has seen a 21% increase in students who are eligible for free and reduced priced meals (FARM), a 15% increase in students with disabilities, and a 64% increase in students who receive English Learner (EL) services. I</p> <p>n the 2022-2023 school year, 122 students in tested grades who were found eligible for alternate assessments were identified as having a primary disability coding of intellectual disability. For the 2023-2024 school year, 125 students in tested grades have been identified as having a primarily disability of ID, and were found eligible for alternate testing. Overall student enrollment has increased by 0.6% this school year. This suggests that while there has been an increase in student enrollment, identification of students with the most significant cognitive disabilities has remained relatively consistent.</p> <p>Moreover, the majority of students found eligible for participation in alternate assessments have a primary disability category of Intellectual Disability, Autism, or Multiple Disabilities (97.4%). Students with the most significant cognitive disabilities typically fall under one of these three disability categories. Washington County Public Schools continues to provide ongoing professional development training, support, and monitoring of student data and eligibility criteria to ensure that only students meeting alternate framework criteria are found eligible.</p>	Yes	<p>Historically, the number of students who have participated in the alternate assessments in Washington County has remained relatively consistent. While we cannot pinpoint the exact cause of WCPS exceeding the 1% mark for alternate assessment participation, there are various factors that may have an impact. In the last three years, including the current school year, WCPS has seen a 21% increase in students who are eligible for free and reduced priced meals (FARM), a 15% increase in students with disabilities, and a 64% increase in students who receive English Learner (EL) services.</p> <p>n the 2022-2023 school year, 122 students in tested grades who were found eligible for alternate assessments were identified as having a primary disability coding of intellectual disability. For the 2023-2024 school year, 125 students in tested grades have been identified as having a primarily disability of ID, and were found eligible for alternate testing. Overall student enrollment has increased by 0.6% this school year. This suggests that while there has been an increase in student enrollment, identification of students with the most significant cognitive disabilities has remained relatively consistent.</p> <p>Moreover, the majority of students found eligible for participation in alternate assessments have a primary disability category of Intellectual Disability, Autism, or Multiple Disabilities (97.4%). Students with the most significant cognitive disabilities typically fall under one of these three disability categories. Washington County Public Schools continues to provide ongoing professional development training, support, and monitoring of student data and eligibility criteria to ensure that only students meeting alternate framework criteria are found eligible.</p>

LEA Name - Selected Choice	Based on the projected calculations above, does your LEA anticipate participation rates on the AA-AAAS to be more than one percent (1%) of the total student population (from September 30, 2023 student enrollment) in the grades tested (grades 3, 4, 5, 6, 7, 8, and high school) for English Language Arts/Reading for the 2023-2024 administration?	Justification Statement - Based on the information above, provide written justification in narrative form for exceeding the 1% participation threshold for English Language Arts/Reading for the 2023-2024 administration below: This information will be posted and made publicly available.	Based on the projected calculations above, does your LEA anticipate participation rates on the AA-AAAS to be more than one percent (1%) of the total student population (from September 30, 2023 student enrollment) in the grades tested (grades 3, 4, 5, 6, 7, 8, and high school) for Mathematics or (grades 5, 8, and high school) for the 2023-2024 administration?	Justification Statement - Based on the information above, provide written justification in narrative form for exceeding the 1% participation threshold for Mathematics for the 2023-2024 administration below: This information will be posted and made publicly available.	Based on the projected calculations above, does your LEA anticipate participation rates on the AA-AAAS to be more than one percent (1%) of the total student population (from September 30, 2023 student enrollment) in the grades tested (grades 3, 4, 5, 6, 7, 8, and high school) for Science for the 2023-2024 administration?	Justification Statement - Based on the information above, provide written justification in narrative form for exceeding the 1% participation threshold for Science for the 2023-2024 administration below: This information will be posted and made publicly available.
Wicomico County	No	N/A	No	N/A	No	N/A
Worcester County	No	N/A	No	N/A	No	N/A