

2021 – 2022 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	The LEA anticipates exceeding the 1.0 percent threshold for this assessed content. If yes, provide Justification: ACPS has a small overall student tested population per grade, and it takes only a few students participating in alternate assessment per grade (7 students) to exceed 1%. Currently ACPS exceeds 1% in grades 5, 8 and 11. ACPS has 97 Jess total test takers this year as compared to last year, without a reduction in students taking the alternate assessment. 14% of students in Allegany County receive special education services.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The LEA anticipates exceeding the 1.0 percent threshold for this assessed content. If yes, provide Justification: ACPS has a small overall student tested population per grade, and it takes only a few students participating in alternate assessment per grade (7 students) to exceed 1%. Currently ACPS exceeds 1% in grades 5, 8 and 11. ACPS has 97 Jess total test takers this year as compared to last year, without a reduction in students taking the alternate assessment. 14% of students in Allegany County receive special education services.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The LEA anticipates exceeding the 1.0 percent threshold for this assessed content. If yes, provide Justification: ACPS has a small overall student tested population per grade, and it takes only a few students participating in alternate assessment per grade (7 students) to exceed 1%. Currently ACPS exceeds 1% in grades 5, 8 and 11. ACPS has 97 Jess total test takers this year as compared to last year, without a reduction in students taking the alternate assessment. 14% of students in Allegany County receive special education services.
Anne Arundel County	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	For the fall 2021 administration and in prior years, the percent of Anne Arundel County Public Schools students participating in the alternate assessment remained under 1% of the total tested population. While, the total number of students participating in the alternate assessment has remained relatively consistent (from 435 to 449), the total enrollment has decreased from 44635 to 41155: Increasing numbers of students with disabilities and high numbers of eligible students with significant cognitive disabilities (From 7,958 in 2010 to 9612 in the October 2021 child count). The location of the LEA around community and health care organizations and facilities that provide educational day programs draws a significant number of students with significant cognitive disabilities and their families to Anne Arundel County. The location of military	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	For the fall 2021 administration and in prior years, the percent of Anne Arundel County Public Schools students participating in the alternate assessment remained under 1% of the total tested population. While, the total number of students participating in the alternate assessment has remained relatively consistent (from 435 to 449), the total enrollment has decreased from 44635 to 41155: Increasing numbers of students with disabilities and high numbers of eligible students with significant cognitive disabilities (From 7,958 in 2010 to 9612 in the October 2021 child count). The location of the LEA around community and health care organizations and facilities that provide educational day programs draws a significant number of students with significant cognitive disabilities and their families to Anne Arundel County. The location of military	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For the fall 2021 administration and in prior years, the percent of Anne Arundel County Public Schools students participating in the alternate assessment remained under 1% of the total tested population. While, the total number of students participating in the alternate assessment has remained relatively consistent (from 435 to 449), the total enrollment has decreased from 44635 to 41155: Increasing numbers of students with disabilities and high numbers of eligible students with significant cognitive disabilities (From 7,958 in 2010 to 9612 in the October 2021 child count). The location of the LEA around community and health care organizations and facilities that provide educational day programs draws a significant number of students with significant cognitive disabilities and their families to Anne Arundel County. The location of military installations that are known as "compassionate

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		installations that are known as "compassionate care" bases offering special education services, such as Fort Meade and the Naval 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 students with significant cognitive disabilities and their families to Anne Arundel County.		installations that are known as "compassionate care" bases offering special education services, such as Fort Meade and the Naval 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 students with significant cognitive disabilities and their families to Anne Arundel County.		care" bases offering special education services, such as Fort Meade and the Naval 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 students with significant cognitive disabilities and their families to Anne Arundel County.
Baltimore City	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Access and Availability of Specialized Supports/Programs</p> <ul style="list-style-type: none"> ○ Students with significant cognitive disabilities participate in specially designed instruction (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 high incidence of community facilities and/or health services providing residence to student with significant cognitive disabilities. <p>High Incidence/ Percentage of Students with disabilities</p> <ul style="list-style-type: none"> ○ Baltimore City Public Schools has a high incidence of students with disabilities with a rate of 14.2% exceeding the state average of 11.6%. ○ Families often relocate to Baltimore City to access unique services and supports for students with significant cognitive disabilities such as highly specialized or disability-based programs or supports not offered in neighboring local districts. <p>IEP Team Implementation and/or Personal Training</p> <ul style="list-style-type: none"> ○ State and local monitoring outcomes demonstrate variability across the LSS related to implementation of MSDE eligibility and participation guidelines 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Access and Availability of Specialized Supports/Programs</p> <ul style="list-style-type: none"> ○ Students with significant cognitive disabilities participate in specially designed instruction (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 high incidence of community facilities and/or health services providing residence to student with significant cognitive disabilities. <p>High Incidence/ Percentage of Students with disabilities</p> <ul style="list-style-type: none"> ○ Baltimore City Public Schools has a high incidence of students with disabilities with a rate of 14.2% exceeding the state average of 11.6%. ○ Families often relocate to Baltimore City to access unique services and supports for students with significant cognitive disabilities such as highly specialized or disability-based programs or supports not offered in neighboring local districts. <p>IEP Team Implementation and/or Personal Training</p> <ul style="list-style-type: none"> ● State and local monitoring outcomes demonstrate variability across the LSS related to implementation of MSDE 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Access and Availability of Specialized Supports/Programs</p> <ul style="list-style-type: none"> ○ Students with significant cognitive disabilities participate in specially designed instruction (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 high incidence of community facilities and/or health services providing residence to student with significant cognitive disabilities. <p>High Incidence/ Percentage of Students with disabilities</p> <ul style="list-style-type: none"> ○ Baltimore City Public Schools has a high incidence of students with disabilities with a rate of 14.2% exceeding the state average of 11.6%. ○ Families often relocate to Baltimore City to access unique services and supports for students with significant cognitive disabilities such as highly specialized or disability-based programs or supports not offered in neighboring local districts. <p>IEP Team Implementation and/or Personal Training</p> <p>State and local monitoring outcomes demonstrate variability across the LSS related to implementation of MSDE eligibility and</p>

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		for a student with a significant cognitive disability.		eligibility and participation guidelines for a student with a significant cognitive disability.		participation guidelines for a student with a significant cognitive disability.
Baltimore County	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Baltimore County Public Schools has experienced a consistent increase in the percentage of students with disabilities over the past five years. There has been a consistent increase in the percentage of students with complex learning profiles requiring extensive curriculum modifications, ongoing prompting and continuous integrated services and supports. Current enrollment data suggests the greatest increase occurred with students identified under Autism, Multiple Disabilities, and Intellectual Disabilities. While the intensity of needs has increased, professional learning and consistent expectations for school team members around the alternative assessment determination process is warranted.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Baltimore County Public Schools has experienced a consistent increase in the percentage of students with disabilities over the past five years. There has been a consistent increase in the percentage of students with complex learning profiles requiring extensive curriculum modifications, ongoing prompting and continuous integrated services and supports. Current enrollment data suggests the greatest increase occurred with students identified under Autism, Multiple Disabilities, and Intellectual Disabilities. While the intensity of needs has increased, professional learning and consistent expectations for school team members around the alternative assessment determination process is warranted.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Baltimore County Public Schools has experienced a consistent increase in the percentage of students with disabilities over the past five years. There has been a consistent increase in the percentage of students with complex learning profiles requiring extensive curriculum modifications, ongoing prompting and continuous integrated services and supports. Current enrollment data suggests the greatest increase occurred with students identified under Autism, Multiple Disabilities, and Intellectual Disabilities. While the intensity of needs has increased, professional learning and consistent expectations for school team members around the alternative assessment determination process is warranted.
Calvert 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	
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	Based on the student population in CCPS and the resulting number of assessed students, a single student can have a great impact on the 1.0% threshold. This is the case for the Science assessment in CCPS; 1.02% of the total assessed students are being assessed through the corresponding alternate assessment for Science. This is not the case for the English/Language Arts and Mathematics assessments as a greater number of students are assessed in these areas compared to Science.
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	1.09% of students within the local education agency are eligible for the alternate assessment. Due to DCPS being a small Due to DCPS being a district with a small student population, the number of students that would place the percent	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	1.09% of students within the local education agency are eligible for the alternate assessment. Due to DCPS being a small 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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	1.09% of students within the local education agency are eligible for the alternate assessment. Due to DCPS being a small Due to DCPS being a district with a small student population, the number of students that would place the percent

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		of alternate assessment test takers over the 1% threshold would be a very small number.		the 1% threshold would be a very small number.		of alternate assessment test takers over the 1% threshold would be a very small number.
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	
Harford County	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	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.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	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.
Howard County	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	There has been a decline in the HCPSS's overall student population. During the global pandemic, when virtual learning occurred, students withdrew and were known to be continuing either in private settings or home school settings. This decrease in the overall population altered our base number. The number of students participating in alternative assessments remained consistent. This change put our percentage of students taking alternative assessments at 1.1%, .1% over the 1% threshold.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	There has been a decline in the HCPSS's overall student population. During the global pandemic, when virtual learning occurred, students withdrew and were known to be continuing either in private settings or home school settings. This decrease in the overall population altered our base number. The number of students participating in alternative assessments remained consistent. This change put our percentage of students taking alternative assessments at 1.1%, .1% over the 1% threshold.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	There has been a decline in the HCPSS's overall student population. During the global pandemic, when virtual learning occurred, students withdrew and were known to be continuing either in private settings or home school settings. This decrease in the overall population altered our base number. The number of students participating in alternative assessments remained consistent. This change put our percentage of students taking alternative assessments at 1.3%, .3% over the 1% threshold.
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	MCPS provides a continuum of services to address the complex needs of students with disabilities with significant cognitive disabilities. As a result of the services provided for this student population, MCPS receives a significant number of families who move into Montgomery County from other LEAs in Maryland, other states, and internationally for their students to access these services. Over the past five years, SYs 2017-2022, MCPS has enrolled seventy students with significant cognitive disabilities who accessed these services. These students represent 6.6 percent of students eligible for the DLM Alternate Assessments in English, Mathematics, and Science.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	MCPS provides a continuum of services to address the complex needs of students with disabilities with significant cognitive disabilities. As a result of the services provided for this student population, MCPS receives a significant number of families who move into Montgomery County from other LEAs in Maryland, other states, and internationally for their students to access these services. Over the past five years, SYs 2017-2022, MCPS has enrolled seventy students with significant cognitive disabilities who accessed these services. These students represent 6.6 percent of students eligible for the DLM Alternate Assessments in English, Mathematics, and Science.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	MCPS provides a continuum of services to address the complex needs of students with disabilities with significant cognitive disabilities. As a result of the services provided for this student population, MCPS receives a significant number of families who move into Montgomery County from other LEAs in Maryland, other states, and internationally for their students to access these services. Over the past five years, SYs 2017-2022, MCPS has enrolled seventy students with significant cognitive disabilities who accessed these services. These students represent 6.6 percent of students eligible for the DLM Alternate Assessments in English, Mathematics, and Science.

		<p>In addition to the impact of move-in students, MCPS also needs to review its internal processes and procedures for the initial and ongoing identification of student eligible for the alternate assessments and instruction.</p> <p>To support this work, MCPS will:</p> <ul style="list-style-type: none"> ○ Conduct quarterly internal audits of the Alternate Assessment Eligibility data by school. Schools will receive feedback on their identification processes to address any procedural issues. This information also will inform the professional learning that will be provided to key stakeholders in the eligibility process. ○ Provide professional learning on the Alternate Assessment Eligibility Process to school psychologists, elementary lead special education teachers, secondary special education department chairs, preschool parent educators, central office special education staff members, and school-based administrators, and all special educators new to MCPS. ○ Require the participation of a central office ALO team member at IEP meetings in which the initial consideration for eligibility for Alternate Assessment and Instruction on Alternate Standards will be discussed. ○ Review and analyze MCPS Evidence of Learning achievement data in mathematics, Unique Learning Systems Benchmark Assessments in Mathematics, to determine the rate of learning and progress. ○ Conduct quarterly internal audits of IEP meetings in which the Alternate Assessment/Instruction on Alternate Standards have been discussed to provide feedback to school-based teams on the appropriate completion of the 		<p>In addition to the impact of move-in students, MCPS also needs to review its internal processes and procedures for the initial and ongoing identification of student eligible for the alternate assessments and instruction.</p> <p>To support this work, MCPS will:</p> <ul style="list-style-type: none"> ○ Conduct quarterly internal audits of the Alternate Assessment Eligibility data by school. Schools will receive feedback on their identification processes to address any procedural issues. This information also will inform the professional learning that will be provided to key stakeholders in the eligibility process. ○ Provide professional learning on the Alternate Assessment Eligibility Process to school psychologists, elementary lead special education teachers, secondary special education department chairs, preschool parent educators, central office special education staff members, and school-based administrators, and all special educators new to MCPS. ○ Require the participation of a central office ALO team member at IEP meetings in which the initial consideration for eligibility for Alternate Assessment and Instruction on Alternate Standards will be discussed. ○ Review and analyze MCPS Evidence of Learning achievement data in mathematics, Unique Learning Systems Benchmark Assessments in Mathematics, to determine the rate of learning and progress. <p>Conduct quarterly internal audits of IEP meetings in which the Alternate Assessment/Instruction on Alternate Standards have been discussed to provide feedback to school-based teams on the appropriate</p>		<p>In addition to the impact of move-in students, MCPS also needs to review its internal processes and procedures for the initial and ongoing identification of student eligible for the alternate assessments and instruction.</p> <p>To support this work, MCPS will:</p> <ul style="list-style-type: none"> ○ Conduct quarterly internal audits of the Alternate Assessment Eligibility data by school. Schools will receive feedback on their identification processes to address any procedural issues. This information also will inform the professional learning that will be provided to key stakeholders in the eligibility process. ○ Provide professional learning on the Alternate Assessment Eligibility Process to school psychologists, elementary lead special education teachers, secondary special education department chairs, preschool parent educators, central office special education staff members, and school-based administrators, and all special educators new to MCPS. ○ Require the participation of a central office ALO team member at IEP meetings in which the initial consideration for eligibility for Alternate Assessment and Instruction on Alternate Standards will be discussed. ○ Review and analyze MCPS Evidence of Learning achievement data in mathematics, Unique Learning Systems Benchmark Assessments in Mathematics, to determine the rate of learning and progress. <p>Conduct quarterly internal audits of IEP meetings in which the Alternate Assessment/Instruction on Alternate Standards have been discussed to provide feedback to school-based teams on the appropriate completion of the participation page of the IEP, Appendix A, and Appendix C.</p>
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		participation page of the IEP, Appendix A, and Appendix C.		completion of the participation page of the IEP, Appendix A, and Appendix C.		
Prince George'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	
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	Somerset County anticipates exceeding the one percent threshold for the number of students participating in the ELA alternate academic assessments. Somerset County has a small population of students who participate in the ELA assessment. There are approximately 1341 students who would participate in the ELA this year. Currently there are 24 students who will take the corresponding alternate assessment in grades three through eight and high school. This equates to approximately 1.8%, down from 2.2% last year. 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. Given the small population of test takers, even with a reduction in the number of students taking the alternate assessment in ELA, it is difficult to reduce our rate of assessing less than one percent.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Somerset County anticipates exceeding the one percent threshold for the number of students participating in the ELA alternate academic assessments. Somerset County has a small population of students who participate in the ELA assessment. There are approximately 1341 students who would participate in the ELA this year. Currently there are 24 students who will take the corresponding alternate assessment in grades three through eight and high school. This equates to approximately 1.8%, down from 2.2% last year. 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. Given the small population of test takers, even with a reduction in the number of students taking the alternate assessment in ELA, it is difficult to reduce our rate of assessing less than one percent.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Somerset County anticipates exceeding the one percent threshold for the number of students participating in the ELA alternate academic assessments. Somerset County has a small population of students who participate in the ELA assessment. There are approximately 1341 students who would participate in the ELA this year. Currently there are 24 students who will take the corresponding alternate assessment in grades three through eight and high school. This equates to approximately 1.8%, down from 2.2% last year. 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. Given the small population of test takers, even with a reduction in the number of students taking the alternate assessment in ELA, it is difficult to reduce our rate of assessing less than one percent.
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 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	
Wicomico County	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	In the fall of 2021, WCPS provided professional development to staff regarding new procedures impacting eligibility and participation of students in instruction using alternate standards and assessment aligned with alternate achievement standards. While 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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	In the fall of 2021, WCPS provided professional development to staff regarding new procedures impacting eligibility and participation of students in instruction using alternate standards and assessment aligned with alternate achievement standards. While 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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	In the fall of 2021, WCPS provided professional development to staff regarding new procedures impacting eligibility and participation of students in instruction using alternate standards and assessment aligned with alternate achievement standards. While 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

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		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 challenges are pervasive and affect learning across all academic areas as well as independent functioning in the areas of community living, leisure and vocational activities. Overall, IEP teams are maximizing inclusive practices, accommodations and supplementary aids, services, and program modifications during IEP development to continue our decreasing trend of disproportionality as captured above.		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 challenges are pervasive and affect learning across all academic areas as well as independent functioning in the areas of community living, leisure and vocational activities. Overall, IEP teams are maximizing inclusive practices, accommodations and supplementary aids, services, and program modifications during IEP development to continue our decreasing trend of disproportionality as captured above.		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 challenges are pervasive and affect learning across all academic areas as well as independent functioning in the areas of community living, leisure and vocational activities. Overall, IEP teams are maximizing inclusive practices, accommodations and supplementary aids, services, and program modifications during IEP development to continue our decreasing trend of disproportionality as captured above.
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 participate in an alternate assessment would exceed 1.0 percent. The LSS has a high incidence of students with disabilities with a rate of 100% exceeding the state average of 12.4%.	<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 participate in an alternate assessment would exceed 1.0 percent. The LSS has a high incidence of students with disabilities with a rate of 100% exceeding the state average of 12.4%.	<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 participate in an alternate assessment would exceed 1.0 percent. The LSS has a high incidence of students with disabilities with a rate of 100% exceeding the state average of 12.4%.
MD School for the Blind	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	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.