



**2022 – 2023 Maryland Alternate Assessments  
Justification for Exceeding the 1% Participation Threshold**

This data summary reflects whether each local education agency (LEA) **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. Justifications are provided for LEAs anticipating 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, and it takes only a few students participating in alternate assessment per grade (7 students) to exceed 1%. Currently ACPS exceeds 1% in grades 4, 6 and 11. ACPS has 1.2% of students participating in the alternate assessment in this content area.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	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 4, 6 and 11. ACPS has 1.2% of students participating in the alternate assessment in this content area.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	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 4, 6 and 11. ACPS has 1.1% of students participating in the alternate assessment in this content area.
Anne Arundel County	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>The LEA anticipates exceeding the 1.0 percent threshold for this assessed content. The anticipated participation rate for the spring 2023 administration is 1.02%.</p> <p>(A) Anne Arundel County has experiences increasing numbers of students with disabilities overall and increasing numbers of eligible students with significant cognitive disabilities (From 7,932 students in 2013 to 10,263 in October 2022 child count).</p> <p>(B) Students with significant cognitive disabilities participate in specially designed instruction within restrictive settings or disability—based programs which may emphasize participation in the alternate education framework and/or reduced opportunities to access the general education curriculum.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>The LEA anticipates exceeding the 1.0 percent threshold for this assessed content. The anticipated participation rate for the spring 2023 administration is 1.02%.</p> <p>(A) Anne Arundel County has experiences increasing numbers of students with disabilities overall and increasing numbers of eligible students with significant cognitive disabilities (From 7,932 students in 2013 to 10,263 in October 2022 child count).</p> <p>(B) Students with significant cognitive disabilities participate in specially designed instruction within restrictive settings or disability—based programs which may emphasize participation in the alternate education framework and/or reduced opportunities to access the general education curriculum.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

		<p>(C) The location of the LEA around community and health care organization and facilities that provide education day programs draws a significant number of students with significant cognitive disabilities and their families to Anne Arundel County.</p> <p>(D) The location of military 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, draw a significant number of students with significant cognitive disabilities and their families to Anne Arundel County.</p>		<p>(C) The location of the LEA around community and health care organization and facilities that provide education day programs draws a significant number of students with significant cognitive disabilities and their families to Anne Arundel County.</p> <p>(D) The location of military 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, draw a significant number of students with significant cognitive disabilities and their families to Anne Arundel County.</p>		
Baltimore City	<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 LSS currently has 15,509 students identified to participate in science assessment. Of the students identified 179 have been identified to participate in alternate assessment which is 1.2% of the identified students who will participate in assessment for science in the LSS. The district continues to provide training to staff and IEP teams regarding identifying students for participation in instruction and assessment utilizing Appendix A, Appendix C, and utilization of implementing the Least Dangerous Assumptions
Baltimore County	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The percentage of students with complex learning continues to increase. Students with such needs require curriculum modifications, explicit intervention for teaching and maintaining skills, and intensive services. Current and historical enrollment data suggests the greatest increase occurred with students identified under Autism, Multiple Disabilities, and Intellectual Disabilities. A surge in student enrollment, those who were determined eligible for alternative educational framework, increases the need to assess students above the 1%. Further data analysis indicates disproportionality in race. For instance, African	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	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. Further, data analysis indicates that African American students (191) with disability coding of Intellectual Disability is 2 ½ times likely to be determined eligible than White students (86). Further inquiry points to the need for a professional learning plan in equity and culturally	<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 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.

		American (272) students identified to complete alternative assessments is more than two times the number White (127) students. Data is indicative of professional development (PD) needs for members of the IEP team decision making process. Potential targeted professional learning plan would include implicit bias, evaluating body of data evidence and specially designed instruction.		responsive instruction in union with specially designed instruction.		
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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
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 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	During the 2022-2023 administration for MISA 5 and 8 and LS MISA, 1.03% of participants are eligible for the Maryland Alternate Assessment. Dorchester County's small population for test takers makes us easily impacted for the 1% threshold.
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 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	
Howard 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	
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	
Maryland School for the Blind	<input 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	<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	<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.		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.		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	<input type="checkbox"/> Yes <input type="checkbox"/> No	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 disabilities that include cognitive disabilities (Children Who Are Deaf/Hard of Hearing with Disabilities: Paths to Language and Literacy). Additional factors include a number of linguistic challenges faced by deaf and hard-of-hearing children; the majority of which (greater than 90%) are born to hearing families unfamiliar with Deaf Culture and American Sign Language (ASL), which is also the language of instruction at MSD. As such, deaf children are at risk for significant educational delays based on “linguistic neglect” (Linguistic Neglect of Deaf Children in the United States). These statistics and coexisting disabilities for MSD students complicate eligibility, identification, and intervention with communication competence.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	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 disabilities that include cognitive disabilities (Children Who Are Deaf/Hard of Hearing with Disabilities: Paths to Language and Literacy). Additional factors include a number of linguistic challenges faced by deaf and hard-of-hearing children; the majority of which (greater than 90%) are born to hearing families unfamiliar with Deaf Culture and American Sign Language (ASL), which is also the language of instruction at MSD. As such, deaf children are at risk for significant educational delays based on “linguistic neglect” (Linguistic Neglect of Deaf Children in the United States). These statistics and coexisting disabilities for MSD students complicate eligibility, identification, and intervention with communication competence.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	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 disabilities that include cognitive disabilities (Children Who Are Deaf/Hard of Hearing with Disabilities: Paths to Language and Literacy). Additional factors include a number of linguistic challenges faced by deaf and hard-of-hearing children; the majority of which (greater than 90%) are born to hearing families unfamiliar with Deaf Culture and American Sign Language (ASL), which is also the language of instruction at MSD. As such, deaf children are at risk for significant educational delays based on “linguistic neglect” (Linguistic Neglect of Deaf Children in the United States). These statistics and coexisting disabilities for MSD students complicate eligibility, identification, and intervention with communication competence.
Montgomery County	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<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 services to support students with significant cognitive disabilities. As a result, MCPS receives a significant number of families who move into Montgomery County to access these services.</p> <p>The most common disability description associated with eligibility for the alternate assessment is Intellectual Disability. A review of identification data indicates that MCPS is at risk of significant disproportionate</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<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 services to support students with significant cognitive disabilities. As a result, MCPS receives a significant number of families who move into Montgomery County to access these services.</p> <p>The most common disability description associated with eligibility for the alternate assessment is Intellectual Disability. A review of identification data indicates that MCPS is at risk of significant disproportionate</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<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 services to support students with significant cognitive disabilities. As a result, MCPS receives a significant number of families who move into Montgomery County to access these services.</p> <p>The most common disability description associated with eligibility for the alternate assessment is Intellectual Disability. A review of identification data indicates that MCPS is at risk of significant disproportionate</p>

		<p><i>identification of Black/African American students for intellectual disabilities while the data demonstrates recent improvement in this area. The risk ratio for Black/African American students for the 2019–2020 school year was 2.3, over the acceptable 2.0 risk ratio. During the 2020–2021 school year, that ratio improved to 1.87, while falling again to 1.72 for the 2021–2022 school year. MCPS continues to consider this area of identification along with the Native Hawaiian/ Other Pacific Islander student group to be at risk of over-identification and will target this area for professional development.</i></p> <p><i>To support this work, MCPS will:</i></p> <ul style="list-style-type: none"> <li>• <i>Provide professional development (PD) on Identifying Students with the Most Significant Cognitive Disabilities to new resource teachers special education (RTSEs) and new psychologists. This PD includes a study of the exclusionary factors of English Language Learner (ELL) status and low academic achievement in reading or mathematics in the absence of corresponding cognitive scores to address the over identification of Black/African American students.</i></li> <li>• <i>Conduct quarterly internal audits of the Alternate Assessment eligibility data by school, to include</i> <ul style="list-style-type: none"> <li>○ <i>Cognitive, adaptive, and educational scores</i></li> <li>○ <i>Evidence to support the criteria for participation</i></li> <li>○ <i>Evidence of parent understanding and completed Parent Consent form (Appendix C).</i></li> </ul> </li> <li>• <i>Schools will receive feedback on their identification processes to address any procedural issues. This information also will identify schools that may require</i></li> </ul>	<p><i>identification of Black/African American students for intellectual disabilities while the data demonstrates recent improvement in this area. The risk ratio for Black/African American students for the 2019–2020 school year was 2.3, over the acceptable 2.0 risk ratio. During the 2020–2021 school year, that ratio improved to 1.87, while falling again to 1.72 for the 2021–2022 school year. MCPS continues to consider this area of identification along with the Native Hawaiian/ Other Pacific Islander student group to be at risk of over-identification and will target this area for professional development.</i></p> <p><i>To support this work, MCPS will:</i></p> <ul style="list-style-type: none"> <li>• <i>Provide professional development (PD) on Identifying Students with the Most Significant Cognitive Disabilities to new resource teachers special education (RTSEs) and new psychologists. 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This PD includes a study of the exclusionary factors of English Language Learner (ELL) status and low academic achievement in reading or mathematics in the absence of corresponding cognitive scores to address the over identification of Black/African American students.</i></li> <li>• <i>Conduct quarterly internal audits of the Alternate Assessment eligibility data by school, to include</i> <ul style="list-style-type: none"> <li>○ <i>Cognitive, adaptive, and educational scores</i></li> <li>○ <i>Evidence to support the criteria for participation</i></li> <li>○ <i>Evidence of parent understanding and completed Parent Consent form (Appendix C).</i></li> </ul> </li> <li>• <i>Schools will receive feedback on their identification processes to address any procedural issues. This information also will identify schools that may require</i></li> </ul>
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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	<p>Somerset County anticipates exceeding the one percent threshold for the number of students participating in the Mathematics alternate academic assessments. Somerset County has a small population of students who participate in the Mathematics assessment. There are approximately 1,515 students who would participate in the ELA assessment this year. Currently there are 22 students who will take the corresponding alternate assessment in grades three through eight and high school. This equates to approximately 1.45%, down from 1.8% in 2022 and 2.2% in 2021. 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.</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 Mathematics alternate academic assessments. Somerset County has a small population of students who participate in the Mathematics assessment. There are approximately 1,702 students who would participate in the Mathematics Assessment this year. Currently there are 22 students who will take the corresponding alternate assessment in grades three through eight and high school. This equates to approximately 1.29%, down from 1.8% in 2022 and 2.2% in 2021. 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</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 Science alternate academic assessments. Somerset County has a small population of students who participate in the Science assessment. There are approximately 406 students who would participate in the Science Assessment this year. Currently there are 10 students who will take the corresponding alternate assessment in grades three through eight and high school. 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 particularly for the Science assessment, even with a reduction in the number of students taking the alternate assessment in Science, it is difficult to reduce our rate of assessing less than one percent.</p>

				Mathematics, 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 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 smaller student population per grade tested in this content area, in WCPS just a few students can have a great impact on the 1.0% participation threshold. This is the case for the Science assessment in WCPS; 1.14% 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. This is a decrease from last year of 0.16% so our new procedures impacting eligibility and participation of students in instruction using alternate standards and assessment aligned with alternate achievement standards in WCPS are working. Lastly, IEP teams are maximizing inclusive practices, accommodations and supplementary aids, services, and program modifications during IEP development to continue our decreasing trend of numbers of students with disabilities being eligible for and participating in alternate standards and assessments.
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	