UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

March 7, 2023

The Honorable Eric Mackey
State Superintendent of Education
Alabama State Department of Education
50 North Ripley Street
P.O. Box 302101
Montgomery, AL 36104

Dear Superintendent Mackey:

I am writing in response to the Alabama State Department of Education's (ALSDE's) request on December 1, 2022, for a one-year extension of the State's waiver of section 1111(b)(2)(D)(i)(I) of the Elementary and Secondary Education Act of 1965 (ESEA), which stipulates that a State may not assess more than 1.0 percent of the total number of students in the grades assessed using an alternate assessment aligned with alternate academic achievement standards (AA-AAAS). ALSDE requested this waiver because, based on State data for the 2021-2022 school year, ALSDE has concluded that it will assess more than 1.0 percent of students using an AA-AAAS in reading/language arts (R/LA), mathematics, and science in the 2022-2023 school year.

After reviewing ALSDE's waiver request, I am declining to exercise my authority under section 8401(b) of the ESEA for a one-year waiver (for school year 2022-2023) of section 1111(b)(2)(D)(i)(I) of the ESEA, so that the State may assess more than 1.0 percent of the total number of students in the State who are assessed in R/LA, mathematics, and science using an AA-AAAS. ALSDE has not demonstrated progress in reducing the AA-AAAS participation rate in R/LA, mathematics, and science between the 2018-2019 and 2021-2022 school years.

If the data reported by ALSDE are incorrect and the State can demonstrate that it has made progress in reducing the percentage of students taking the AA-AAAS between the 2018-2019 and 2021-2022 school years, ALSDE may revise its waiver request, consistent with section 8401(b)(4)(B)(ii) of the ESEA, to meet the requirements under 8401(b)(1)(C) and (F) and 34 CFR § 200.6(c)(4)(ii). The revised waiver request must address how the State met the requirements in 34 CFR § 200.6(c)(4), including the requirement of demonstrating substantial progress towards achieving each component of the prior year's plan and timeline. The revised waiver request must be submitted no later than 60 days from the date of this letter.

I appreciate the work you are doing to improve your schools and provide a high-quality education for your students. If you have any questions, please contact my staff at ESEA.Assessment@ed.gov.

Sincerely,

/s/

James F. Lane, Ed.D.
Senior Advisor, Office of the Secretary
Delegated the Authority to Perform the
Functions and Duties of the Assistant Secretary
Office of Elementary and Secondary Education

cc: Maggie Hicks, Director – Office of Assessment

Alabama State Department of Education
Waiver Extension Request Pursuant to 34 C.F.R 200.6(c)(4)
AA-AAAS 1.0 percent Cap
December 1, 2022

Every child. Every chance. Every day.

Alabama State Department of Education
AA-AAAS 1.0 Percent Cap Waiver Extension
Request Pursuant to 34 C.F.R 200.6(c)(4)

The Alabama State Department of Education (ALSDE) has a bold strategic plan (Alabama Achieves) that addresses Every Child, Every Chance, Every Day. Dr. Eric G. Mackey, State Superintendent states:

> *Our guiding philosophy is that* ***every child*** *should be afforded every chance to succeed in school and, thus, make wise choices every day leading to success in career, family, and life after high school.*
>
> *Along the way, we know children need to be exposed to a rigorous, challenging curriculum based on clear standards for learning. We know many of them will need extra help and tailored instruction, but all of them can benefit from personalized learning.*

Pursuant to 34 C.F.R. 200.6(c)(4), the ALSDE is seeking a waiver extension of 34 C.F.R. 200.6(c)(4) for the 2022-2023 school year from the Secretary for the United States Department of Education (Department). This regulation limits the number of students assessed in a subject area using an alternate assessment aligned with alternate academic achievement standards (AA-AAAS) to no more than one percent (1.0 percent) of the total number of students assessed in the state. Alabama is requesting a waiver extension in the subjects of English language arts, math, and science.

The ALSDE is actively engaged in following the guidance outlined in the Department memo titled, *Requirements for the Cap on the Percentage of Students Who may be Assessed with an Alternate Assessment Aligned with Alternate Academic Achievement Standards* at the time of its release dated May 16, 2017, the memo dated June 9, 2020 titled *Additional Information Regarding the Requirements to Request a Waiver for the 2020-2021 School Year (SY) from the One Percent Cap on the Percentage of Students With the Most Significant Cognitive Disabilities Who May Be Assessed with an Alternate Assessment Aligned with Alternate Academic Achievement Standards (AA-AAAS),* and the memo dated September 20, 2022 titled *Information Regarding the Requirements to Request a Waiver or Waiver Extension for the 2022-2023 School Year (SY) from the One Percent Cap on the Percentage of Students with the Most Significant Cognitive Disabilities Who May Be Assessed with an Alternate Assessment Aligned with Alternate Academic Achievement Standards (AA-AAAS).*

Requirement 1 (200.6(c)(4)) Submission 90-Days Prior to State Testing Window Opening

(i) *Be submitted at least 90 days prior to the start of the State's testing window for the relevant subject:*

The ALSDE is submitting a 1.0 Percent Cap Waiver Extension request to the Department 90 days prior to the start of the *Alabama Comprehensive Assessment Program (*ACAP*) Alternate* testing window. The *ACAP Alternate* testing window start date for each subject will begin on March 1, 2023.

Requirement 2 (200.6(c)(4)) State Level Data

(ii) *Provide State-level data, from the current or previous school year, to show:*

(A) The number and percent of students in each subgroup who took the alternate assessment aligned with alternate academic achievement standards in 2021-2022 and students who are projected to take the alternate assessment in 2022-2023; and

Alabama follows the federal participation requirements for assessments and requires all students enrolled in public schools to be assessed with the general assessment, the general assessment with accommodations, or with an alternate assessment. Chapter 290-4-2-.01 (5) of the State Board of Education, State Department of Education Administrative Code, Student Assessment, states that "All students must be provided the opportunity to participate in the state testing program."

ALSDE has conducted an extensive review of the data from Alabama's statewide alternate assessment, *ACAP Alternate*, for school year 2021-2022. From this review, ALSDE captured the participation rates of students participating in the alternate assessment. For the school year 2021-2022, data revealed that just over 1.0 percent of Alabama students participated in each of the content areas included on the *ACAP Alternate*. Based on the data, the state anticipated and exceeded the 1.0 percent threshold enacted by the *Every Student Succeeds Act* for school year 2021-2022. Tables One, Two, and Three display participation rates by subject area for the 2021-2022 school year.

TABLE ONE: 2021-2022 School Year AA-AAAS Participation by Subject: English Language Arts

Group	Total # of Tested Students in Grades 3-8 and HS Language Arts 2021-2022	Total # of Tested Students w/ Disabilities Grades 3-8 and HS Language Arts 2021-2022	Total # of Tested Students Taking State Language Arts AA-AAAS Grades 3-8 and HS 2021-2022	Total % of Tested Students Taking State Language Arts AA-AAAS Grades 3-8 and HS 2021-2022
All students	376,867	48,999	4,759	1.26
English Learners	20,018	2,582	172	0.86
Black	120,285	17,752	1,939	1.61
Hispanic	38,686	4,135	414	1.07
Asian	5,920	328	68	1.15
White	196,667	24,931	2,183	1.11
American Indian/Alaskan Native	3,569	377		0.70
Native Hawaiian/Pacific Islander	422	33		
Two Or More Races	11,121	1,410	116	1.04
Economically Disadvantaged	181,248	29,419	2,626	1.45
Male	193,553	31,569	3,113	1.61
Female	183,283	17,430	1,646	0.90

TABLE TWO: 2021-2022 School Year AA-AAAS Participation by Subject: Math

Group	Total # of Tested Students in Grades 3-8 and HS Math 2021-2022	Total # of Tested Students w/ Disabilities Grades 3-8 and HS Math 2021-2022	Total # of Tested Students Taking State Math AA-AAAS Grades 3-8 and HS 2021-2022	Total % of Tested Students Taking State Math AA-AAAS Grades 3-8 and HS 2021-2022
All students	378,040	49,374	4,752	1.26
English Learners	20,271	2,597	173	0.85
Black	120,612	17,934	1,937	1.61
Hispanic	38,994	4,160	413	1.06
Asian	5,949	332	68	1.14
White	197,161	25,088	2,179	1.11
American Indian/Alaskan Native	3,579	380		
Native Hawaiian/Pacific Islander	427	34		
Two Or More Races	11,131	1,415	116	1.04
Economically Disadvantaged	181,679	29,625	2,622	1.44
Male	194,503	31,860	3,109	1.60
Female	183,505	17,514	1,643	0.90

TABLE THREE: 2021-2022 School Year AA-AAAS Participation by Subject: Science

Group	Total # of Tested Students in Grades 3-8 and HS Science 2021-2022	Total # of Tested Students w/ Disabilities Grades 3-8 and HS Science 2021-2022	Total # of Tested Students Taking State Science AA-AAAS Grades 3-8 and HS 2021-2022	Total % of Tested Students Taking State Science AA-AAAS Grades 3-8 and HS 2021-2022
All students	159,080	19,301	2,000	1.26
English Learners	7,518	928	71	0.94
Black	50,143	7,088	798	1.59
Hispanic	15,916	1,603	178	1.12
Asian	2,601	136	31	1.19
White	84,140	9,784	925	1.10
American Indian/Alaskan Native	1,568	160		
Native Hawaiian/Pacific Islander	180	19		
Two Or More Races	4,430	494	47	1.06
Economically Disadvantaged	72,213	11,116	1,047	1.45
Male	81,218	12,484	1,300	1.60
Female	77,830	6,817	700	0.90

According to the Department's October 29, 2021, memo, *the Department encourages a State to use the most current year's IEP or test registration data to make a credible estimate of the number and percentage of students (including by subgroup, if possible) who may take the AA-AAAS in SY* 2022-2023. Tables Four, Five, and Six reflect the 2022-2023 projected participation rates by subject.

TABLE FOUR: 2022-2023 School Year AA-AAAS Projected Participation by Subject: English Language Arts

Group	Total # of Students in Grades 3-8 and HS Language Arts 2022-2023 Est (Fall)	Total # of Students w/ Disabilities Grades 3-8 and HS Language Arts 2022-2023 Est (Fall)	Total # of Students Taking State Language Arts AA-AAAS Grades 3-8 and HS 2022-2023 Est (Fall)	Total % of Students Taking State Language Arts AA-AAAS Grades 3-8 and HS 2022-2023 Est (Fall)
All students	386,328	52,325	4,975	1.29%
English Learners	21,423	2,723	204	0.95%
Black	124,530	19,040	2,074	1.67%
Hispanic	40,842	4,404	449	1.10%
Asian	6,059	369	79	1.30%
White	222,519	29,359	2,515	1.13%
American Indian/Alaskan Native	15,549	1,441	135	0.87%
Native Hawaiian/Pacific Islander	911	68		
Two Or More Races	16,760	2,048	161	0.96%
Economically Disadvantaged	245,343	40,281	3,847	1.57%
Male	198,722	33,685	3,275	1.65%
Female	187,606	18,640	1,700	0.91%

TABLE FIVE: 2022-2023 School Year AA-AAAS Projected Participation by Subject: Math

Group	Total # of Students in Grades 3-8 and HS Math 2022-2023 Est (Fall)	Total # of Students w/ Disabilities Grades 3-8 and HS Math 2022-2023 Est (Fall)	Total # of Students Taking State Math AA-AAAS Grades 3-8 and HS 2022-2023 Est (Fall)	Total % of Students Taking State Math AA-AAAS Grades 3-8 and HS 2022-2023 Est (Fall)
All students	386,328	52,325	4,975	1.29%
English Learners	21,423	2,723	204	0.95%
Black	124,530	19,040	2,074	1.67%
Hispanic	40,842	4,404	449	1.10%
Asian	6,059	369	79	1.30%
White	222,519	29,359	2,515	1.13%
American Indian/Alaskan Native	15,549	1,441	135	0.87%
Native Hawaiian/Pacific Islander	911	68		
Two Or More Races	16,760	2,048	161	0.96%
Economically Disadvantaged	245,343	40,281	3,847	1.57%
Male	198,722	33,685	3,275	1.65%
Female	187,606	18,640	1,700	0.91%

TABLE SIX: 2022-2023 School Year AA-AAAS Projected Participation by Subject: Science

Group	Total # of Students in Grades 3-8 and HS Science 2022-2023 Est (Fall)	Total # of Students w/ Disabilities Grades 3-8 and HS Science 2022-2023 Est (Fall)	Total # of Students Taking State Science AA-AAAS Grades 3-8 and HS 2022-2023 Est (Fall)	Total % of Students Taking State Science AA-AAAS Grades 3-8 and HS 2022-2023 Est (Fall)
All students	164,904	21,114	2,140	1.30%
English Learners	8,111	1,062	76	0.94%
Black	52,793	7,916	885	1.68%
Hispanic	17,099	1,731	166	0.97%
Asian	2,636	144	26	0.99%
White	96,047	11,650	1,109	1.15%
American Indian/Alaskan Native	6,298	581		
Native Hawaiian/Pacific Islander	391	30		
Two Or More Races	6,739	793	62	0.92%
Economically Disadvantaged	101,927	16,222	1,653	1.62%
Male	84,447	13,604	1,369	1.62%
Female	80,457	7,510	771	0.96%

According to the 2022-2023 school year projected participation, ALSDE will be over the 1.0 percent cap in each subject for those students who take the alternate assessment. Therefore, ALSDE is requesting an extension waiver for school year 2022-2023.

(B) the State has measured the achievement of at least 95 percent of all students and students with disabilities enrolled in the grades for which the AA-AAAS is required.

Additional guidance was delivered from the Department on October 29, 2021, stating that *due to COVID-related testing disruptions, the State may not have met the 95 percent requirements in SY 2020-2021.* Unfortunately, Alabama did not meet the federal guidelines set at 95 percent participation rate of all students for 2020-2021. ALSDE requested a waiver from this requirement and was granted the waiver.

For school year 2021-2022, ALSDE measured the achievement of at least 95 percent of all students and students with disabilities that were enrolled in Grades 3-8, and 11 (required grades for AA-AAAS). Table Seven contains Alabama participation rates by subject for the school years 2018-2019, 2020-2021, and 2021-2022.

Table Seven: Alabama Participation Rates

Alabama Participation Rates			
Subject	2018-2019	2020-2021	2021-2022
English Language Arts	Reading 98.91%	93.65%*	98.04%
Math	99.12%	93.73%*	98.35%
Science	98.39%	92.91%*	97.56%

*SY 2020-2021 – ALSDE was granted a waiver from the Participation Rate.

Requirement 3 (200.6(c)(4)) Assurances

(iii) Include assurances from the State that it has verified each LEA that the State anticipates will assess more than 1.0 percent of its assessed students in any subject using AA-AAAS did the following:

(A) Each LEA will follow the State's participation guidelines;

After analyzing the 2022-2023 enrollment data, ALSDE identified the districts that are projected to be over the 1.0 percent cap. For the districts that have been identified. Superintendents will be notified no later than December 16, 2022. Within this communication, ALSDE will relay information about the required trainings, the required evidence for the justification assurances, and how to identify disproportionality.

For the school year 2022-2023, Alabama is projected to be over the 1.0 percent cap for students taking an alternate assessment and is requesting a waiver extension. Table 9 shows the actual participation for school years 2018-2019, 2020-2021, and 2021-2022.

Table 9: State Alternate Participation

	R/LA	Math	Science
2017-2018	1.25%	1.25%	1.27%
2018-2019	1.26%	1.26%	1.26%
2020-2021	1.23%	1.23%	1.24%
2021-2022	1.26%	1.26%	1.26%
2022-2023 (ESTIMATE)	1.26%	1.26%	1.28%

The ALSDE will continue to provide professional learning and/or technical assistance on accessibility and accommodation supports available for the general assessments, as those supports enable most students with and without disabilities to meaningfully participate in the general assessment.

During the 2021-2022 school year, ALSDE required identified districts who had more than 1.0 percent of students eligible to participate in the *ACAP Alternate* submit information justifying the need to exceed the 1.0 percent cap. Of the submitted justifications, ALSDE determined the assorted reasons as to why districts were over the 1.0 percent cap, how members of the IEP team were

trained, and how parents were notified of their students' participation on the alternate assessment. Again, for 2022-2023, all districts projected over the 1.0 percent cap will be required to submit justification assurances for the projected overage.

After evaluating the documentation provided, ALSDE implemented a concentrated training plan encompassing the following:

1. *Accessibility Supports and Accommodations Policy for State Assessments* Training
   - For SY 2021-2022, 5,884 individuals attended the training and for SY 2022-2023, 4,986 individuals have attended the provided training.
2. Special Education Services provided training on the *Decision Making Tool Full Guidance* (Spanish version as well)
3. *One Percent Cap Requirement for Alternate Assessments* – 271 individuals attended this training.
4. Strategic training for those districts identified as needing additional guidance and support through recorded modules.
   - Personnel within the district, including the Special Education Coordinator and the District Test Coordinator were required to attend the training.
5. *Disproportionality Training* – 200 individuals attended the training for SY 2021-2022.

(B) How the LEA will address any disproportionality in the students taking the alternate assessment:

In 2021-2022, to address disproportionality, ALSDE provided disproportionality data to each district over the 1.0 percent cap. ALSDE then provided overview training on what the data represented and provided guidance on how the districts could evaluate the following:

- Are certain student subgroups over-represented within the population of students with the most significant cognitive disabilities?
- What does this data offer the district?
  - Does the data provide a centered view of *ACAP Alternate* participation for the subgroups in the district?
  - Does the data identify an over-representation of a particular subgroup in the district?
  - Does the data identify an atypical disability category represented within the district?

Additional guidance and/or training was provided to districts needing additional assistance.

Actionable steps the ALSDE will take for the 2022-2023 school year are:

1. ALSDE will provide disproportionality data for the districts over the 1.0 percent cap as an awareness.
2. ALSDE will conduct a training on how to evaluate the data.
3. ALSDE will contact the districts who have atypical subgroup data to address the following questions:
   - Is the number of students projected to test with the alternate assessment consistent with the identified students?
   - Are there pronounced differences between current year and previous year subgroup data?
   - Have other factors been considered that would result in a spike in subgroup data?

ALSDE will continue to work with districts to determine whether disproportionality exists for students participating in the alternate assessment. Analysis will consist of reviewing current and previous years' alternate assessment participation rates to determine if assessment decisions are consistently made regardless of race, gender, economic status, and English learner status.

Training will include how to address unusual patterns. In the event the data reveals any disproportionality in the percentage of students participating in the alternate assessment, the ALSDE will address the issues as follows:

- Determine LEAs whose data indicate disproportionality in the percentage of students participating in the alternate assessment.
- Monitor LEAs with the highest rates of disproportionality.
- Provide technical support and guidance.

Requirement 4 (200.6(c)(4))

(iv) Submit a plan and timeline by which the following will be accomplished:

(A) The State will improve the implementation of its participation guidelines, including if necessary, revising its definition of "students with the most significant cognitive disabilities";

ALSDE works collaboratively to review the guidance tools utilized in both training and support throughout the year. In conjunction with Special Education Services, Student Assessment will continue to monitor districts and schools over the 1.0 percent cap.

Alabama introduced a new definition for "students with the most significant cognitive disabilities" in 2018-2019. In Alabama, the definition of a student with the most significant cognitive disability is a student with an intelligence quotient (IQ) of three standard deviations below the mean, which is an IQ score of 55 or below, that significantly impacts intellectual functioning and that exists concurrently with deficits in adaptive functioning (defined as essential for someone to live independently and to function safely in daily life). As a rule, a student having a significant cognitive disability is not solely determined by an IQ test score, but by a holistic understanding of a student. ALSDE is comfortable with the state's definition and will continue to review the integrity of the definition throughout the coming years.

(B) State will take additional steps to support and provide appropriate oversight to each LEA that the State anticipates will assess more than 1.0 percent of its assessed students in a given subject in a school year using an alternate assessment aligned with alternate academic achievement standards to ensure that only students with the most significant cognitive disabilities take an alternate assessment aligned with alternate academic achievement standards. The State must describe how it will monitor and regularly evaluate each such LEA to ensure that the LEA provides sufficient training such that school staff who participate as members of an IEP team or other placement team understand and implement the guidelines established by the State so that all students are appropriately assessed; and

ALSDE will annually provide training to each projected district to be over the 1.0 percent cap in any subject. From the required justification assurances, ALSDE will identify districts in need of targeted support and provide deliberate strategic training for those districts identified as needing additional guidance and support.

Alabama continues to provide professional learning and/or technical assistance that includes:

- Using guidance provided to make state assessment participation decisions.
- Selecting, implementing, and evaluating accessibility and accommodation supports for instruction and assessments.
- Differentiating instruction and providing better access to academic content.
- Having high expectations for all students regardless of the category of their disability.
- Ensuring parents are clearly informed that their child's academic achievement will be measured based on alternate achievement standards and participation in an alternate assessment may delay or otherwise affect the student from completing the requirements for a regular high school diploma.

The ALSDE will ensure that informational resources are available to parents of students with disabilities so they can contribute to the IEP decision-making process regarding the assessment in which their child participates. Parent informational resources will include information regarding:

- Accommodations that enable students to participate in the state assessment.
- Explanation of the definition of a student with a significant cognitive disability.
- Criteria for participation in the alternate assessment.

ALSDE will develop an educator core group to assist with identifying the needs that will provide explicit guidance on how to appropriately identify students who will participate on alternate achievement standards.

(C) The State will address any disproportionality in the percentage of students taking an alternate assessment aligned with alternate academic achievement standards:

ALSDE will evaluate disproportionality, over three years, by analyzing subgroup data such as disability, race/ethnicity, gender, English learner, and poverty and non-poverty to determine unusual patterns within the subgroups. ALSDE will work with districts identified with atypical data patterns to complete a thorough review of students within the identified over-represented student group.

Requirement 5 (200.6(c)(4))

(v) If the State is requesting to extend a waiver for an additional year, the State is to meet the requirements of 200.6(c)(4)(i) – (iv), as well as show substantial progress toward the achievement of each component of the previous year's plan and timeline. In creating the plan and timeline, the State must address three areas:

(a) how the state will improve implementation of its guidelines for participation in the alternate assessment;

ALSDE will continue to follow the same training process as in previous school years addressing the resource/training needs of the districts. The training will consist of an overall training for all districts over the 1.0 percent cap; training for the districts over for the first year; and concentrated support for those districts that have been consistently over for more than one year.

(b) how the state will monitor and regularly evaluate each LEA; and

Alabama will follow an intense monitoring schedule, in conjunction with the Special Education Services section, allowing for in-person monitoring and desk audits to review documentation utilized to evaluate a district projected to be over the 1.0 percent cap for the 2022-2023 school year.

Special Education Services will conduct a multi-tiered monitoring approach that will randomly select students from the districts identified as projected over the 1.0 percent cap. The team will conduct a thorough review of IEPs to determine if students have been placed appropriately and if the districts are utilizing the ALSDE tools for determining eligibility (*Decision Making Tool*) for a student to be placed on alternate standards.

From this data, the team will evaluate trend data, participation rates, and justification assurances utilizing a multi-point data summary tool which addresses:

- Trend data
- Participation rates
- Number of years over the 1.0 percent cap
- Justification assurances

Once the data is reviewed, ALSDE will reevaluate resources, trainings, and guidance that is provided by the state.

(c) ***any disproportionality in the percentage of students taking the alternate assessment.***

The ALSDE will follow the *National Center on Education Outcomes* (NCEO) guidelines on the disproportionality methodology that determines relative risk of students participating in the alternate assessment. ALSDE has collected LEA and school data on the previous years' participation rates in each subject of the alternate assessment. It is important for the ALSDE to identify whether students participating in the *ACAP Alternate* are students clustered in "subgroups," such as category of disability under the *Individuals with Disabilities Education Act* (IDEA); racial/ethnic groups; gender; English learners; or poverty and non-poverty. These data will help the ALSDE understand whether there are:

- Districts in which the number of students participating in the alternate assessment are higher than expected.
- Certain grades in which participation in the alternate assessment is higher than expected.
- Potential disproportionality in specific subgroups and grade levels of students participating in the alternate assessment.

ALSDE will continue to facilitate the requirements addressed within this plan to justify how the state is working to have continued progress in reducing the percentage of Alabama students who will be participating in the *ACAP Alternate*.

ADDITIONAL documentation can be located at:
https://www.alabamaachieves.org/assessment/

Appendix A: Alternate Tested Students - Percentage For Multiple Years For All Districts– From the last public comment period, a request for previous year's data was submitted.

DISTRICT CODE	DISTRICT NAME	ALTERNATE Students Tested PERCENTAGE 2016-2017	ALTERNATE Students Tested PERCENTAGE 2017-2018	ALTERNATE Students Tested PERCENTAGE 2018-2019	ALTERNATE Students Tested PERCENTAGE 2020-2021	ALTERNATE Students Tested PERCENTAGE 2021-2022
001	Autauga County	1.05	1.09	0.97	1.08	0.85
002	Baldwin County	1.14	1.21	1.11	0.97	0.97
003	Barbour County	2.42	1.94	2.66	2.92	2.19
004	Bibb County	1.57	1.35	1.57	1.13	1.66
005	Blount County	0.85	1.20	1.13	1.24	1.27
006	Bullock County	0.92	2.07	1.56	1.42	1.49
007	Butler County	0.91	1.37	0.89	1.27	1.51
008	Calhoun County	0.98	1.04	1.12	0.70	0.98
009	Chambers County	1.65	1.91	2.10	2.05	1.61
010	Cherokee County	0.63	0.76	0.64	0.60	0.58
011	Chilton County	1.24	1.05	1.13	0.98	0.72
012	Choctaw County	1.45	1.27	1.67	2.29	2.79
013	Clarke County	1.86	1.52	1.47	1.88	1.86
014	Clay County	1.99	1.81	1.97	2.27	2.22
015	Cleburne County	0.82	1.22	0.93	1.21	1.11
016	Coffee County	0.73	0.53	0.63	0.59	0.49
017	Colbert County	1.02	1.06	0.67	0.95	0.85
018	Conecuh County	0.42	0.63	0.85	0.69	0.43
019	Coosa County	1.16	1.88	2.74	2.00	2.26
020	Covington County	0.80	0.80	0.57	0.69	0.48
021	Crenshaw County	1.47	1.21	1.27	2.40	1.33
022	Cullman County	0.89	1.00	1.07	1.06	1.24
023	Dale County	1.00	0.93	0.78	1.04	1.14
024	Dallas County	1.81	2.25	2.18	1.68	1.24
025	DeKalb County	1.00	1.07	1.01	1.21	1.32

DISTRICT CODE	DISTRICT NAME	ALTERNATE Students Tested PERCENTAGE 2016-2017	ALTERNATE Students Tested PERCENTAGE 2017-2018	ALTERNATE Students Tested PERCENTAGE 2018-2019	ALTERNATE Students Tested PERCENTAGE 2020-2021	ALTERNATE Students Tested PERCENTAGE 2021-2022
026	Elmore County	0.97	1.03	1.15	1.11	1.02
027	Escambia County	1.47	1.34	1.69	1.19	1.42
028	Etowah County	0.70	0.79	0.88	0.83	0.99
029	Fayette County	1.24	1.73	1.19	1.02	1.29
030	Franklin County	1.14	1.32	1.48	1.56	1.63
031	Geneva County	0.94	0.98	0.80	0.80	0.86
032	Greene County	0.71	1.49	1.52	0.96	1.06
033	Hale County	0.88	0.96	0.80	1.01	0.93
034	Henry County	1.66	1.83	2.08	2.37	2.18
035	Houston County	1.49	1.34	1.46	1.60	1.48
036	Jackson County	0.60	0.54	0.62	0.53	0.81
037	Jefferson County	1.47	1.63	1.59	1.47	1.45
038	Lamar County	0.39	0.73	0.58	0.79	0.90
039	Lauderdale County	0.93	0.91	0.79	1.02	0.82
040	Lawrence County	1.34	0.96	1.12	1.22	1.23
041	Lee County	1.29	1.24	1.07	1.13	0.96
042	Limestone County	1.22	1.11	1.06	0.92	0.77
043	Lowndes County	1.31	1.66	2.26	1.25	1.77
044	Macon County	1.19	1.48	1.50	1.49	2.49
045	Madison County	1.25	1.29	1.39	1.34	1.43
046	Marengo County	2.55	1.65	1.68	1.84	0.65
047	Marion County	1.27	1.09	1.15	0.87	1.05
048	Marshall County	0.81	0.70	0.88	0.99	0.93
049	Mobile County	1.57	1.50	1.51	1.54	1.62
050	Monroe County	1.24	1.21	1.34	2.08	1.58
051	Montgomery County	1.57	1.57	1.56	1.54	1.33
052	Morgan County	1.17	0.97	1.30	1.35	1.08
053	Perry County	1.60	1.80	1.37	1.56	1.34
054	Pickens County	1.27	1.41	1.57	1.09	1.51
055	Pike County	1.10	0.97	0.76	1.16	1.89
056	Randolph County	1.48	1.93	1.55	1.09	1.34
057	Russell County	1.04	1.00	0.98	0.70	0.87
058	St Clair County	1.40	1.44	1.27	0.99	1.01

DISTRICT CODE	DISTRICT NAME	ALTERNATE Students Tested PERCENTAGE 2016-2017	ALTERNATE Students Tested PERCENTAGE 2017-2018	ALTERNATE Students Tested PERCENTAGE 2018-2019	ALTERNATE Students Tested PERCENTAGE 2020-2021	ALTERNATE Students Tested PERCENTAGE 2021-2022
059	Shelby County	1.36	1.41	1.62	1.50	1.65
060	Sumter County	1.70	2.19	1.62	1.59	1.66
061	Talladega County	0.98	0.79	0.93	1.19	1.14
062	Tallapoosa County	1.56	1.45	1.38	1.35	0.99
063	Tuscaloosa County	1.30	1.61	1.43	1.42	1.57
064	Walker County	1.41	1.40	1.28	1.13	1.12
065	Washington County	1.69	1.93	1.82	2.12	2.10
066	Wilcox County	2.35	2.14	2.63	2.88	2.22
067	Winston County	0.55	0.56	0.51	0.99	0.98
101	Albertville City	0.81	0.76	0.86	0.93	1.04
102	Alexander City	1.16	1.23	1.74	0.78	1.32
103	Alabaster City	1.03	1.12	0.96	1.37	1.61
104	Andalusia City	0.88	0.85	0.97	0.88	0.78
105	Anniston City	1.63	1.30	1.34	1.77	2.48
106	Arab City	1.07	0.82	1.21	0.74	1.35
107	Athens City	0.92	0.77	0.90	0.84	0.76
109	Attalla City	0.87	0.39	0.51	0.97	0.93
110	Auburn City	0.94	0.75	1.00	1.07	1.14
113	Bessemer City	1.68	2.28	1.88	2.50	1.90
114	Birmingham City	1.14	1.17	0.97	0.88	1.09
115	Boaz City	0.78	1.15	0.73	0.56	0.32
116	Brewton City	1.57	1.54	1.59	1.95	2.20
121	Chickasaw City	1.40	1.83	1.66	1.29	2.32
125	Cullman City	1.13	0.76	0.99	1.35	1.32
126	Daleville City	1.67	1.51	0.92	0.52	1.91
127	Decatur City	1.63	1.41	1.51	1.00	1.18
128	Demopolis City	1.49	1.46	1.18	1.02	1.18
130	Dothan City	1.42	1.55	1.83	1.61	1.73
131	Elba City	0.64	0.32	1.30	0.66	0.32
132	Enterprise City	0.55	0.45	0.46	0.43	0.35
133	Eufaula City	1.20	1.36	1.67	1.24	1.92
137	Fairfield City	1.41	1.48	2.22	1.35	1.03
141	Florence City	1.31	1.23	1.31	1.51	1.48
143	Fort Payne City	0.92	1.07	1.17	1.17	0.93
144	Gadsden City	0.84	0.91	0.78	0.90	1.37
146	Geneva City	0.82	1.16	1.04	1.06	0.62
152	Gulf Shores				0.61	0.96

DISTRICT CODE	DISTRICT NAME	ALTERNATE Students Tested PERCENTAGE 2016-2017	ALTERNATE Students Tested PERCENTAGE 2017-2018	ALTERNATE Students Tested PERCENTAGE 2018-2019	ALTERNATE Students Tested PERCENTAGE 2020-2021	ALTERNATE Students Tested PERCENTAGE 2021-2022
	City					
154	Guntersville City	1.16	0.91	1.20	0.88	0.97
155	Haleyville City	1.01	1.29	1.05	0.84	0.59
156	Hartselle City	0.42	0.65	0.64	1.01	0.99
157	Homewood City	0.85	0.83	0.86	0.63	0.64
158	Hoover City	0.63	0.68	0.67	1.03	1.22
159	Huntsville City	1.53	1.65	1.68	1.44	1.48
162	Jacksonville City	0.96	0.73	0.94	0.76	0.98
163	Jasper City	1.65	1.59	1.67	0.98	0.58
165	Lanett City	0.70	0.88	1.58	1.67	1.05
167	Leeds City	1.40	1.47	1.41	1.34	1.53
168	Linden City	3.95	5.16	4.17	6.67	3.48
169	Madison City	1.25	1.04	1.20	1.19	1.02
171	Midfield City	2.50		2.06	1.32	0.99
175	Mountain Brook City	0.74	1.09	1.01	0.98	1.05
176	Muscle Shoals City	0.52	0.52	0.33	0.41	1.04
177	Pelham City	0.92	0.68	1.13	1.36	1.41
178	Oneonta City	0.98	0.72	0.97	0.80	0.94
179	Opelika City	1.07	0.79	1.14	1.08	1.21
180	Opp City	0.75	1.49	1.72	1.07	1.67
181	Oxford City	1.13	1.24	1.46	1.55	0.96
182	Ozark City	1.79	2.28	2.69	2.19	2.31
183	Pell City	0.39	0.75	0.91	0.83	1.17
184	Phenix City	0.81	0.74	0.79	0.48	0.55
185	Piedmont City	1.98	1.76	1.18	1.42	1.06
186	Pike Road City	0.23	0.45	0.93	0.72	1.28
187	Saraland City	0.93	1.23	1.09	1.72	1.80
188	Roanoke City	0.63	0.88	1.03	0.69	1.15
189	Russellville City	1.00	0.89	0.95	0.94	1.01
190	Scottsboro City	1.12	0.99	0.92	0.80	0.55
191	Selma City	1.45	1.53	1.92	1.70	2.07
192	Sheffield City	2.14	2.09	2.14	1.70	1.30
193	Sylacauga City	1.77	1.27	1.25	1.43	1.95
194	Talladega City	2.06	1.94	2.58	3.27	2.91
195	Tallassee City	1.52	1.56	1.52	1.32	1.17
196	Satsuma City	0.90	0.75	0.84	0.91	1.28
197	Tarrant City	1.67	1.16	1.26	1.19	1.50

DISTRICT CODE	DISTRICT NAME	ALTERNATE Students Tested PERCENTAGE 2016-2017	ALTERNATE Students Tested PERCENTAGE 2017-2018	ALTERNATE Students Tested PERCENTAGE 2018-2019	ALTERNATE Students Tested PERCENTAGE 2020-2021	ALTERNATE Students Tested PERCENTAGE 2021-2022
198	Thomasville City	0.62	0.64	0.97	1.28	1.42
199	Troy City	1.84	2.62	1.96	2.05	1.92
200	Tuscaloosa City	1.41	1.79	1.71	2.07	1.93
201	Tuscumbia City	0.73	0.73	1.00	0.67	0.82
202	Vestavia Hills City	0.60	0.68	0.80	0.30	0.31
204	Winfield City	0.91	0.90	1.08	1.52	1.20
205	Trussville City	0.28	0.67	0.47	1.00	1.28
800	MAEF Public Charter Schools					0.00
801	University Charter School			0.00	0.77	1.69
802	LEAD Academy				1.19	0.37
803	Legacy Prep					0.00
805	i3 Academy				0.46	0.32
808	Breakthrough Charter School					4.35
810	Magic City Acceptance Academy					0.00

Appendix B: Alternate State Participation 2020-2021

SYSTEM NAME	SUBJECT	GRADE	SUBPOPULATION	TOTAL TESTED	PARTICIPATION RATE	ALTERNATE TOTAL TESTED	ALTERNATE TESTED PERCENT
STATE OF ALABAMA	Math	AG	ALL STUDENTS	364,253	93.73%	4,463	1.23%
STATE OF ALABAMA	ELA	AG	ALL STUDENTS	363,986	93.65%	4,476	1.23%
STATE OF ALABAMA	Science	AG	ALL STUDENTS	151,947	92.91%	1,887	1.24%
STATE OF ALABAMA	Math	AG	STUDENTS WITH DISABILITIES	52,270	92.00%	4,463	8.54%
STATE OF ALABAMA	ELA	AG	STUDENTS WITH DISABILITIES	52,019	91.55%	4,476	8.60%
STATE OF ALABAMA	Science	AG	STUDENTS WITH DISABILITIES	20,059	90.38%	1,887	9.41%
STATE OF ALABAMA	Math	AG	FEMALE	177,947	93.89%	1,564	0.88%
STATE OF ALABAMA	ELA	AG	FEMALE	178,156	93.99%	1,567	0.88%
STATE OF ALABAMA	Science	AG	FEMALE	74,419	93.07%	662	0.89%
STATE OF ALABAMA	Math	AG	MALE	186,269	93.56%	2,899	1.56%
STATE OF ALABAMA	ELA	AG	MALE	185,793	93.31%	2,909	1.57%
STATE OF ALABAMA	Science	AG	MALE	77,491	92.70%	1,225	1.58%

STATE OF ALABAMA	Math	AG	AMERICAN INDIAN/ALASKAN NATIVE	3,675	95.06%		
STATE OF ALABAMA	ELA	AG	AMERICAN INDIAN/ALASKAN NATIVE	3,656	94.54%		
STATE OF ALABAMA	Science	AG	AMERICAN INDIAN/ALASKAN NATIVE	1,536	94.70%		
STATE OF ALABAMA	Math	AG	ASIAN	5,690	95.73%		
STATE OF ALABAMA	ELA	AG	ASIAN	5,674	95.43%		
STATE OF ALABAMA	Science	AG	ASIAN	2,436	94.93%		
STATE OF ALABAMA	Math	AG	BLACK OR AFRICAN AMERICAN	112,979	89.19%	1,773	1.57%
STATE OF ALABAMA	ELA	AG	BLACK OR AFRICAN AMERICAN	113,081	89.26%	1,777	1.57%
STATE OF ALABAMA	Science	AG	BLACK OR AFRICAN AMERICAN	46,329	88.20%	743	1.60%
STATE OF ALABAMA	Math	AG	HIPANIC/LATINO	36,386	95.91%	422	1.16%
STATE OF ALABAMA	ELA	AG	HISPANIC/LATINO	36,281	95.58%	424	1.17%
STATE OF ALABAMA	Science	AG	HISPANIC/LATINO	14,524	94.84%	160	1.10%
STATE OF ALABAMA	Math	AG	WHITE	195,343	95.98%	2,061	1.06%
STATE OF ALABAMA	ELA	AG	WHITE	195,120	95.87%	2,068	1.06%
STATE OF ALABAMA	Science	AG	WHITE	83,164	95.21%	892	1.07%
STATE OF ALABAMA	Math	AG	MIGRANT	638	98.15%		
STATE OF ALABAMA	ELA	AG	MIGRANT	641	97.86%		
STATE OF ALABAMA	Science	AG	MIGRANT	245	97.61%		
STATE OF ALABAMA	Math	AG	STUDENTS WITH LIMITED ENGLISH PROFICIENCY	18,536	96.18%	205	1.11%
STATE OF ALABAMA	ELA	AG	STUDENTS WITH LIMITED ENGLISH PROFICIENCY	18,435	95.51%	207	1.12%
STATE OF ALABAMA	Science	AG	STUDENTS WITH LIMITED ENGLISH PROFICIENCY	6,468	94.69%	75	1.16%
STATE OF ALABAMA	Math	AG	ECONOMICALLY DISADVANTAGED	185,814	92.03%	2,665	1.43%
STATE OF ALABAMA	ELA	AG	ECONOMICALLY DISADVANTAGED	185,769	91.99%	2,671	1.44%
STATE OF ALABAMA	Science	AG	ECONOMICALLY DISADVANTAGED	73,374	90.58%	1,104	1.50%
STATE OF ALABAMA	Math	AG	HATIVE HAWAIIAN/PACIFIC ISLANDER	443	93.66%		

STATE OF ALABAMA	ELA	AG	NATIVE HAWAIIAN/PACIFIC ISLANDER	440	93.42%		
STATE OF ALABAMA	Science	AG	NATIVE HAWAIIAN/PACIFIC ISLANDER	166	92.22%		
STATE OF ALABAMA	Math	AG	TWO OR MORE RACES	9,642	94.54%	97	1.01%
STATE OF ALABAMA	ELA	AG	TWO OR MORE RACES	9,639	94.48%	97	1.01%
STATE OF ALABAMA	Science	AG	TWO OR MORE RACES	3,722	93.21%		
STATE OF ALABAMA	Math	AG	HOMELESS	4,079	89.18%		
STATE OF ALABAMA	ELA	AG	HOMELESS	4,092	89.42%		
STATE OF ALABAMA	Science	AG	HOMELESS	1,554	87.16%		
STATE OF ALABAMA	Math	AG	FOSTER	1,262	92.18%	69	5.47%
STATE OF ALABAMA	ELA	AG	FOSTER	1,264	92.53%	70	5.54%
STATE OF ALABAMA	Science	AG	FOSTER	513	88.30%		
STATE OF ALABAMA	Math	AG	MILITARY AFFILIATED	8,335	94.61%	68	0.82%
STATE OF ALABAMA	ELA	AG	MILITARY AFFILIATED	8,338	94.65%	68	0.82%
STATE OF ALABAMA	Science	AG	MILITARY AFFILIATED	3,504	93.59%		

Appendix C: Alternate State Participation 2021-2022

SYSTEM NAME	SUBJECT	GRADE	SUBPOPULATION	TOTAL TESTED	PARTICIPATION RATE	ALTERNATE TOTAL TESTED	ALTERNATE TESTED PERCENT
STATE OF ALABAMA	ELA	AG	ALL STUDENTS	376,867	98.04%	4,759	1.26%
STATE OF ALABAMA	Math	AG	ALL STUDENTS	378,040	98.35%	4,752	1.26%
STATE OF ALABAMA	Science	AG	ALL STUDENTS	159,080	97.56%	2,000	1.26%
STATE OF ALABAMA	ELA	AG	STUDENTS WITH DISABILITIES	48,999	96.79%	4,759	9.71%
STATE OF ALABAMA	Math	AG	STUDENTS WITH DISABILITIES	49,374	97.53%	4,752	9.62%
STATE OF ALABAMA	Science	AG	STUDENTS WITH DISABILITIES	19,301	96.24%	2,000	10.36%
STATE OF ALABAMA	ELA	AG	FEMALE	183,283	98.36%	1,646	0.90%
STATE OF ALABAMA	Math	AG	FEMALE	183,505	98.48%	1,643	0.90%
STATE OF ALABAMA	Science	AG	FEMALE	77,830	97.77%	700	0.90%
STATE OF ALABAMA	ELA	AG	MALE	193,553	97.73%	3,113	1.61%

SYSTEM NAME	SUBJECT	GRADE	SUBPOPULATION	TOTAL TESTED	PARTICIPATION RATE	ALTERNATE TOTAL TESTED	ALTERNATE TESTED PERCENT
STATE OF ALABAMA	Math	AG	MALE	194,503	98.21%	3,109	1.60%
STATE OF ALABAMA	Science	AG	MALE	81,218	97.31%	1,300	1.60%
STATE OF ALABAMA	ELA	AG	AMERICAN INDIAN/ALASKAN NATIVE	3,569	98.97%		
STATE OF ALABAMA	Math	AG	AMERICAN INDIAN/ALASKAN NATIVE	3,579	98.87%		
STATE OF ALABAMA	Science	AG	AMERICAN INDIAN/ALASKAN NATIVE	1,568	98.01%		
STATE OF ALABAMA	ELA	AG	ASIAN	5,920	98.47%	68	1.15%
STATE OF ALABAMA	Math	AG	ASIAN	5,949	98.88%	68	1.14%
STATE OF ALABAMA	Science	AG	ASIAN	2,601	98.59%		
STATE OF ALABAMA	ELA	AG	BLACK OR AFRICAN AMERICAN	120,285	97.27%	1,939	1.61%
STATE OF ALABAMA	Math	AG	BLACK OR AFRICAN AMERICAN	120,612	97.53%	1,937	1.61%
STATE OF ALABAMA	Science	AG	BLACK OR AFRICAN AMERICAN	50,143	96.39%	798	1.59%
STATE OF ALABAMA	ELA	AG	HISPANIC/LATINO	38,686	97.79%	414	1.07%
STATE OF ALABAMA	Math	AG	HIPANIC/LATINO	38,994	98.52%	413	1.06%
STATE OF ALABAMA	Science	AG	HISPANIC/LATINO	15,916	97.68%	178	1.12%
STATE OF ALABAMA	ELA	AG	WHITE	196,667	98.43%	2,183	1.11%
STATE OF ALABAMA	Math	AG	WHITE	197,161	98.67%	2,179	1.11%
STATE OF ALABAMA	Science	AG	WHITE	84,140	98.02%	925	1.10%
STATE OF ALABAMA	ELA	AG	MIGRANT	707	98.54%		
STATE OF ALABAMA	Math	AG	MIGRANT	714	99.37%		
STATE OF ALABAMA	Science	AG	MIGRANT	258	98.64%		
STATE OF ALABAMA	ELA	AG	STUDENTS WITH LIMITED ENGLISH PROFICIENCY	20,018	97.40%	172	0.86%
STATE OF ALABAMA	Math	AG	STUDENTS WITH LIMITED ENGLISH PROFICIENCY	20,271	98.48%	173	0.85%
STATE OF ALABAMA	Science	AG	STUDENTS WITH LIMITED ENGLISH PROFICIENCY	7,518	97.23%	71	0.94%
STATE OF ALABAMA	ELA	AG	ECONOMICALLY DISADVANTAGED	181,248	97.51%	2,626	1.45%
STATE OF ALABAMA	Math	AG	ECONOMICALLY DISADVANTAGED	181,679	97.75%	2,622	1.44%
STATE OF ALABAMA	Science	AG	ECONOMICALLY DISADVANTAGED	72,213	96.51%	1,047	1.45%

SYSTEM NAME	SUBJECT	GRADE	SUBPOPULATION	TOTAL TESTED	PARTICIPATION RATE	ALTERNATE TOTAL TESTED	ALTERNATE TESTED PERCENT
STATE OF ALABAMA	ELA	AG	NATIVE HAWAIIAN/PACIFIC ISLANDER	422	96.35%		
STATE OF ALABAMA	Math	AG	HATIVE HAWAIIAN/PACIFIC ISLANDER	427	98.06%		
STATE OF ALABAMA	Science	AG	NATIVE HAWAIIAN/PACIFIC ISLANDER	180	96.95%		
STATE OF ALABAMA	ELA	AG	TWO OR MORE RACES	11,121	98.29%	116	1.04%
STATE OF ALABAMA	Math	AG	TWO OR MORE RACES	11,131	98.31%	116	1.04%
STATE OF ALABAMA	Science	AG	TWO OR MORE RACES	4,430	97.63%	47	1.06%
STATE OF ALABAMA	ELA	AG	HOMELESS	3,772	95.37%	74	1.96%
STATE OF ALABAMA	Math	AG	HOMELESS	3,782	95.67%	73	1.93%
STATE OF ALABAMA	Science	AG	HOMELESS	1,481	93.50%	31	2.09%
STATE OF ALABAMA	ELA	AG	FOSTER	1,217	94.24%	55	4.52%
STATE OF ALABAMA	Math	AG	FOSTER	1,222	94.71%	55	4.50%
STATE OF ALABAMA	Science	AG	FOSTER	536	93.71%	31	5.78%
STATE OF ALABAMA	ELA	AG	MILITARY AFFILIATED	8,049	98.61%	62	0.77%
STATE OF ALABAMA	Math	AG	MILITARY AFFILIATED	8,053	98.70%	62	0.77%
STATE OF ALABAMA	Science	AG	MILITARY AFFILIATED	3,432	98.04%		

Alabama State Department of Education
Public Notice and Comment Period
Waiver Extension Request Pursuant to 34 C.F.R 200.6(c)(4)
AA-AAAS 1.0 percent Cap
Through November 30, 2022

Every child. Every chance. Every day.

Alabama State Department of Education
AA-AAAS 1.0 Percent Cap Waiver Extension
Request Pursuant to 34 C.F.R 200.6(c)(4)

The Alabama State Department of Education (ALSDE) has a bold strategic plan (Alabama Achieves) that addresses Every Child, Every Chance, Every Day. Dr. Eric G. Mackey, State Superintendent states:

> *Our guiding philosophy is that* ***every child*** *should be afforded every chance to succeed in school and, thus, make wise choices every day leading to success in career, family, and life after high school.*
>
> *Along the way, we know children need to be exposed to a rigorous, challenging curriculum based on clear standards for learning. We know many of them will need extra help and tailored instruction, but all of them can benefit from personalized learning.*

Pursuant to 34 C.F.R. 200.6(c)(4), the ALSDE is seeking a waiver extension of 34 C.F.R. 200.6(c)(4) for the 2022-2023 school year from the Secretary for the United States Department of Education (Department). This regulation limits the number of students assessed in a subject area using an alternate assessment aligned with alternate academic achievement standards (AA-AAAS) to no more than one percent (1.0 percent) of the total number of students assessed in the state. Alabama is requesting a waiver extension in the subjects of English language arts, math, and science.

The ALSDE is actively engaged in following the guidance outlined in the Department memo titled, *Requirements for the Cap on the Percentage of Students Who may be Assessed with an Alternate Assessment Aligned with Alternate Academic Achievement Standards* at the time of its release dated May 16, 2017, the memo dated June 9, 2020 titled *Additional Information Regarding the Requirements to Request a Waiver for the 2020-2021 School Year (SY) from the One Percent Cap on the Percentage of Students With the Most Significant Cognitive Disabilities Who May Be Assessed with an Alternate Assessment Aligned with Alternate Academic Achievement Standards (AA-AAAS),* and the memo dated September 20, 2022 titled *Information Regarding the Requirements to Request a Waiver or Waiver Extension for the 2022-2023 School Year (SY) from the One Percent Cap on the Percentage of Students with the Most Significant Cognitive Disabilities Who May Be Assessed with an Alternate Assessment Aligned with Alternate Academic Achievement Standards (AA-AAAS).*

Requirement 1 (200.6(c)(4)) Submission 90-Days Prior to State Testing Window Opening

(i) *Be submitted at least 90 days prior to the start of the State's testing window for the relevant subject:*

The ALSDE is submitting a 1.0 Percent Cap Waiver Extension request to the Department 90 days prior to the start of the *Alabama Comprehensive Assessment Program (*ACAP*) Alternate* testing window. The *ACAP Alternate* testing window start date for each subject will begin on March 1, 2023.

Requirement 2 (200.6(c)(4)) State Level Data

(ii) *Provide State-level data, from the current or previous school year, to show:*

(A) The number and percent of students in each subgroup who took the alternate assessment aligned with alternate academic achievement standards in 2021-2022 and students who are projected to take the alternate assessment in 2022-2023; and

Alabama follows the federal participation requirements for assessments and requires all students enrolled in public schools to be assessed with the general assessment, the general assessment with accommodations, or with an alternate assessment. Chapter 290-4-2-.01 (5) of the State Board of Education, State Department of Education Administrative Code, Student Assessment, states that "All students must be provided the opportunity to participate in the state testing program."

ALSDE has conducted an extensive review of the data from Alabama's statewide alternate assessment, *ACAP Alternate*, for school year 2021-2022. From this review, ALSDE captured the participation rates of students participating in the alternate assessment. For the school year 2021-2022, data revealed that just over 1.0 percent of Alabama students participated in each of the content areas included on the *ACAP Alternate*. Based on the data, the state anticipated and exceeded the 1.0 percent threshold enacted by the *Every Student Succeeds Act* for school year 2021-2022. Tables One, Two, and Three display participation rates by subject area for the 2021-2022 school year.

TABLE ONE: 2021-2022 School Year AA-AAAS Participation by Subject: English Language Arts

Group	Total # of Tested Students in Grades 3-8 and HS Language Arts 2021-2022	Total # of Tested Students w/ Disabilities Grades 3-8 and HS Language Arts 2021-2022	Total # of Tested Students Taking State Language Arts AA-AAAS Grades 3-8 and HS 2021-2022	Total % of Tested Students Taking State Language Arts AA-AAAS Grades 3-8 and HS 2021-2022
All students	376,867	48,999	4,759	1.26
English Learners	20,018	2,582	172	0.86
Black	120,285	17,752	1,939	1.61
Hispanic	38,686	4,135	414	1.07
Asian	5,920	328	68	1.15
White	196,667	24,931	2,183	1.11
American Indian/Alaskan Native	3,569	377	25	0.70
Native Hawaiian/Pacific Islander	422	33	4	0.95
Two Or More Races	11,121	1,410	116	1.04
Economically Disadvantaged	181,248	29,419	2,626	1.45
Male	193,553	31,569	3,113	1.61
Female	183,283	17,430	1,646	0.90

TABLE TWO: 2021-2022 School Year AA-AAAS Participation by Subject: Math

Group	Total # of Tested Students in Grades 3-8 and HS Math 2021-2022	Total # of Tested Students w/ Disabilities Grades 3-8 and HS Math 2021-2022	Total # of Tested Students Taking State Math AA-AAAS Grades 3-8 and HS 2021-2022	Total % of Tested Students Taking State Math AA-AAAS Grades 3-8 and HS 2021-2022
All students	378,040	49,374	4,752	1.26
English Learners	20,271	2,597	173	0.85
Black	120,612	17,934	1,937	1.61
Hispanic	38,994	4,160	413	1.06
Asian	5,949	332	68	1.14
White	197,161	25,088	2,179	1.11
American Indian/Alaskan Native	3,579	380	25	0.70
Native Hawaiian/Pacific Islander	427	34	4	0.94
Two Or More Races	11,131	1,415	116	1.04
Economically Disadvantaged	181,679	29,625	2,622	1.44
Male	194,503	31,860	3,109	1.60
Female	183,505	17,514	1,643	0.90

TABLE THREE: 2021-2022 School Year AA-AAAS Participation by Subject: Science

Group	Total # of Tested Students in Grades 3-8 and HS Science 2021-2022	Total # of Tested Students w/ Disabilities Grades 3-8 and HS Science 2021-2022	Total # of Tested Students Taking State Science AA-AAAS Grades 3-8 and HS 2021-2022	Total % of Tested Students Taking State Science AA-AAAS Grades 3-8 and HS 2021-2022
All students	159,080	19,301	2,000	1.26
English Learners	7,518	928	71	0.94
Black	50,143	7,088	798	1.59
Hispanic	15,916	1,603	178	1.12
Asian	2,601	136	31	1.19
White	84,140	9,784	925	1.10
American Indian/Alaskan Native	1,568	160	12	0.77
Native Hawaiian/Pacific Islander	180	19	3	1.67
Two Or More Races	4,430	494	47	1.06
Economically Disadvantaged	72,213	11,116	1,047	1.45
Male	81,218	12,484	1,300	1.60
Female	77,830	6,817	700	0.90

According to the Department's October 29, 2021, memo, *the Department encourages a State to use the most current year's IEP or test registration data to make a credible estimate of the number and percentage of students (including by subgroup, if possible) who may take the AA-AAAS in SY* 2022-2023. Tables Four, Five, and Six reflect the 2022-2023 projected participation rates by subject.

TABLE FOUR: 2022-2023 School Year AA-AAAS Projected Participation by Subject: English Language Arts

Group	Total # of Students in Grades 3-8 and HS Language Arts 2022-2023 Est (Fall)	Total # of Students w/ Disabilities Grades 3-8 and HS Language Arts 2022-2023 Est (Fall)	Total # of Students Taking State Language Arts AA-AAAS Grades 3-8 and HS 2022-2023 Est (Fall)	Total % of Students Taking State Language Arts AA-AAAS Grades 3-8 and HS 2022-2023 Est (Fall)
All students	386,328	52,325	4,975	1.29%
English Learners	21,423	2,723	204	0.95%
Black	124,530	19,040	2,074	1.67%
Hispanic	40,842	4,404	449	1.10%
Asian	6,059	369	79	1.30%
White	222,519	29,359	2,515	1.13%
American Indian/Alaskan Native	15,549	1,441	135	0.87%
Native Hawaiian/Pacific Islander	911	68	11	1.21%
Two Or More Races	16,760	2,048	161	0.96%
Economically Disadvantaged	245,343	40,281	3,847	1.57%
Male	198,722	33,685	3,275	1.65%
Female	187,606	18,640	1,700	0.91%

TABLE FIVE: 2022-2023 School Year AA-AAAS Projected Participation by Subject: Math

Group	Total # of Students in Grades 3-8 and HS Math 2022-2023 Est (Fall)	Total # of Students w/ Disabilities Grades 3-8 and HS Math 2022-2023 Est (Fall)	Total # of Students Taking State Math AA-AAAS Grades 3-8 and HS 2022-2023 Est (Fall)	Total % of Students Taking State Math AA-AAAS Grades 3-8 and HS 2022-2023 Est (Fall)
All students	386,328	52,325	4,975	1.29%
English Learners	21,423	2,723	204	0.95%
Black	124,530	19,040	2,074	1.67%
Hispanic	40,842	4,404	449	1.10%
Asian	6,059	369	79	1.30%
White	222,519	29,359	2,515	1.13%
American Indian/Alaskan Native	15,549	1,441	135	0.87%
Native Hawaiian/Pacific Islander	911	68	11	1.21%
Two Or More Races	16,760	2,048	161	0.96%
Economically Disadvantaged	245,343	40,281	3,847	1.57%
Male	198,722	33,685	3,275	1.65%
Female	187,606	18,640	1,700	0.91%

TABLE SIX: 2022-2023 School Year AA-AAAS Projected Participation by Subject: Science

Group	Total # of Students in Grades 3-8 and HS Science 2022-2023 Est (Fall)	Total # of Students w/ Disabilities Grades 3-8 and HS Science 2022-2023 Est (Fall)	Total # of Students Taking State Science AA-AAAS Grades 3-8 and HS 2022-2023 Est (Fall)	Total % of Students Taking State Science AA-AAAS Grades 3-8 and HS 2022-2023 Est (Fall)
All students	164,904	21,114	2,140	1.30%
English Learners	8,111	1,062	76	0.94%
Black	52,793	7,916	885	1.68%
Hispanic	17,099	1,731	166	0.97%
Asian	2,636	144	26	0.99%
White	96,047	11,650	1,109	1.15%
American Indian/Alaskan Native	6,298	581	54	0.86%
Native Hawaiian/Pacific Islander	391	30	4	1.02%
Two Or More Races	6,739	793	62	0.92%
Economically Disadvantaged	101,927	16,222	1,653	1.62%
Male	84,447	13,604	1,369	1.62%
Female	80,457	7,510	771	0.96%

According to the 2022-2023 school year projected participation, ALSDE will be over the 1.0 percent cap in each subject for those students who take the alternate assessment. Therefore, ALSDE is requesting an extension waiver for school year 2022-2023.

(B) the State has measured the achievement of at least 95 percent of all students and students with disabilities enrolled in the grades for which the AA-AAAS is required.

Additional guidance was delivered from the Department on October 29, 2021, stating that *due to COVID-related testing disruptions, the State may not have met the 95 percent requirements in SY 2020-2021.* Unfortunately, Alabama did not meet the federal guidelines set at 95 percent participation rate of all students for 2020-2021. ALSDE requested a waiver from this requirement and was granted the waiver.

For school year 2021-2022, ALSDE measured the achievement of at least 95 percent of all students and students with disabilities that were enrolled in Grades 3-8, and 11 (required grades for AA-AAAS). Table Seven contains Alabama participation rates by subject for the school years 2018-2019, 2020-2021, and 2021-2022.

Table Seven: Alabama Participation Rates

Alabama Participation Rates			
Subject	2018-2019	2020-2021	2021-2022
English Language Arts	Reading 98.91%	93.65%*	98.04%
Math	99.12%	93.73%*	98.35%
Science	98.39%	92.91%*	97.56%

*SY 2020-2021 – ALSDE was granted a waiver from the Participation Rate.

Requirement 3 (200.6(c)(4)) Assurances

(iii) Include assurances from the State that it has verified each LEA that the State anticipates will assess more than 1.0 percent of its assessed students in any subject using AA-AAAS did the following:

(A) Each LEA will follow the State's participation guidelines;

After analyzing the 2022-2023 enrollment data, ALSDE identified the districts that are projected to be over the 1.0 percent cap. For the districts that have been identified. Superintendents will be notified no later than December 16, 2022. Within this communication, ALSDE will relay information about the required trainings, the required evidence for the justification assurances, and how to identify disproportionality.

For the school year 2022-2023, Alabama is projected to be over the 1.0 percent cap for students taking an alternate assessment and is requesting a waiver extension. Table 9 shows the actual participation for school years 2018-2019, 2020-2021, and 2021-2022.

Table 9: State Alternate Participation

	R/LA	Math	Science
2017-2018	1.25%	1.25%	1.27%
2018-2019	1.26%	1.26%	1.26%
2020-2021	1.23%	1.23%	1.24%
2021-2022	1.26%	1.26%	1.26%
2022-2023 (ESTIMATE)	1.26%	1.26%	1.28%

The ALSDE will continue to provide professional learning and/or technical assistance on accessibility and accommodation supports available for the general assessments, as those supports enable most students with and without disabilities to meaningfully participate in the general assessment.

During the 2021-2022 school year, ALSDE required identified districts who had more than 1.0 percent of students eligible to participate in the *ACAP Alternate* submit information justifying the need to exceed the 1.0 percent cap. Of the submitted justifications, ALSDE determined the assorted reasons as to why districts were over the 1.0 percent cap, how members of the IEP team were

trained, and how parents were notified of their students' participation on the alternate assessment. Again, for 2022-2023, all districts projected over the 1.0 percent cap will be required to submit justification assurances for the projected overage.

After evaluating the documentation provided, ALSDE implemented a concentrated training plan encompassing the following:

1. *Accessibility Supports and Accommodations Policy for State Assessments* Training
   - For SY 2021-2022, 5,884 individuals attended the training and for SY 2022-2023, 4,986 individuals have attended the provided training.
2. Special Education Services provided training on the *Decision Making Tool Full Guidance* (Spanish version as well)
3. *One Percent Cap Requirement for Alternate Assessments* – 271 individuals attended this training.
4. Strategic training for those districts identified as needing additional guidance and support through recorded modules.
   - Personnel within the district, including the Special Education Coordinator and the District Test Coordinator were required to attend the training.
5. *Disproportionality Training* – 200 individuals attended the training for SY 2021-2022.

(B) How the LEA will address any disproportionality in the students taking the alternate assessment:

In 2021-2022, to address disproportionality, ALSDE provided disproportionality data to each district over the 1.0 percent cap. ALSDE then provided overview training on what the data represented and provided guidance on how the districts could evaluate the following:

- Are certain student subgroups over-represented within the population of students with the most significant cognitive disabilities?
- What does this data offer the district?
  - Does the data provide a centered view of *ACAP Alternate* participation for the subgroups in the district?
  - Does the data identify an over-representation of a particular subgroup in the district?
  - Does the data identify an atypical disability category represented within the district?

Additional guidance and/or training was provided to districts needing additional assistance.

Actionable steps the ALSDE will take for the 2022-2023 school year are:

1. ALSDE will provide disproportionality data for the districts over the 1.0 percent cap as an awareness.
2. ALSDE will conduct a training on how to evaluate the data.
3. ALSDE will contact the districts who have atypical subgroup data to address the following questions:
   - Is the number of students projected to test with the alternate assessment consistent with the identified students?
   - Are there pronounced differences between current year and previous year subgroup data?
   - Have other factors been considered that would result in a spike in subgroup data?

ALSDE will continue to work with districts to determine whether disproportionality exists for students participating in the alternate assessment. Analysis will consist of reviewing current and previous years' alternate assessment participation rates to determine if assessment decisions are consistently made regardless of race, gender, economic status, and English learner status.

Training will include how to address unusual patterns. In the event the data reveals any disproportionality in the percentage of students participating in the alternate assessment, the ALSDE will address the issues as follows:

- Determine LEAs whose data indicate disproportionality in the percentage of students participating in the alternate assessment.
- Monitor LEAs with the highest rates of disproportionality.
- Provide technical support and guidance.

Requirement 4 (200.6(c)(4))

(iv) Submit a plan and timeline by which the following will be accomplished:

(A) The State will improve the implementation of its participation guidelines, including if necessary, revising its definition of "students with the most significant cognitive disabilities";

ALSDE works collaboratively to review the guidance tools utilized in both training and support throughout the year. In conjunction with Special Education Services, Student Assessment will continue to monitor districts and schools over the 1.0 percent cap.

Alabama introduced a new definition for "students with the most significant cognitive disabilities" in 2018-2019. In Alabama, the definition of a student with the most significant cognitive disability is a student with an intelligence quotient (IQ) of three standard deviations below the mean, which is an IQ score of 55 or below, that significantly impacts intellectual functioning and that exists concurrently with deficits in adaptive functioning (defined as essential for someone to live independently and to function safely in daily life). As a rule, a student having a significant cognitive disability is not solely determined by an IQ test score, but by a holistic understanding of a student. ALSDE is comfortable with the state's definition and will continue to review the integrity of the definition throughout the coming years.

(B) State will take additional steps to support and provide appropriate oversight to each LEA that the State anticipates will assess more than 1.0 percent of its assessed students in a given subject in a school year using an alternate assessment aligned with alternate academic achievement standards to ensure that only students with the most significant cognitive disabilities take an alternate assessment aligned with alternate academic achievement standards. The State must describe how it will monitor and regularly evaluate each such LEA to ensure that the LEA provides sufficient training such that school staff who participate as members of an IEP team or other placement team understand and implement the guidelines established by the State so that all students are appropriately assessed; and

ALSDE will annually provide training to each projected district to be over the 1.0 percent cap in any subject. From the required justification assurances, ALSDE will identify districts in need of targeted support and provide deliberate strategic training for those districts identified as needing additional guidance and support.

Alabama continues to provide professional learning and/or technical assistance that includes:

- Using guidance provided to make state assessment participation decisions.
- Selecting, implementing, and evaluating accessibility and accommodation supports for instruction and assessments.
- Differentiating instruction and providing better access to academic content.
- Having high expectations for all students regardless of the category of their disability.
- Ensuring parents are clearly informed that their child's academic achievement will be measured based on alternate achievement standards and participation in an alternate assessment may delay or otherwise affect the student from completing the requirements for a regular high school diploma.

The ALSDE will ensure that informational resources are available to parents of students with disabilities so they can contribute to the IEP decision-making process regarding the assessment in which their child participates. Parent informational resources will include information regarding:

- Accommodations that enable students to participate in the state assessment.
- Explanation of the definition of a student with a significant cognitive disability.
- Criteria for participation in the alternate assessment.

ALSDE will develop an educator core group to assist with identifying the needs that will provide explicit guidance on how to appropriately identify students who will participate on alternate achievement standards.

(C) The State will address any disproportionality in the percentage of students taking an alternate assessment aligned with alternate academic achievement standards:

ALSDE will evaluate disproportionality, over three years, by analyzing subgroup data such as disability, race/ethnicity, gender, English learner, and poverty and non-poverty to determine unusual patterns within the subgroups. ALSDE will work with districts identified with atypical data patterns to complete a thorough review of students within the identified over-represented student group.

Requirement 5 (200.6(c)(4))

(v) If the State is requesting to extend a waiver for an additional year, the State is to meet the requirements of 200.6(c)(4)(i) – (iv), as well as show substantial progress toward the achievement of each component of the previous year's plan and timeline. In creating the plan and timeline, the State must address three areas:

(a) how the state will improve implementation of its guidelines for participation in the alternate assessment;

ALSDE will continue to follow the same training process as in previous school years addressing the resource/training needs of the districts. The training will consist of an overall training for all districts over the 1.0 percent cap; training for the districts over for the first year; and concentrated support for those districts that have been consistently over for more than one year.

(b) how the state will monitor and regularly evaluate each LEA; and

Alabama will follow an intense monitoring schedule, in conjunction with the Special Education Services section, allowing for in-person monitoring and desk audits to review documentation utilized to evaluate a district projected to be over the 1.0 percent cap for the 2022-2023 school year.

Special Education Services will conduct a multi-tiered monitoring approach that will randomly select students from the districts identified as projected over the 1.0 percent cap. The team will conduct a thorough review of IEPs to determine if students have been placed appropriately and if the districts are utilizing the ALSDE tools for determining eligibility (*Decision Making Tool*) for a student to be placed on alternate standards.

From this data, the team will evaluate trend data, participation rates, and justification assurances utilizing a multi-point data summary tool which addresses:

- Trend data
- Participation rates
- Number of years over the 1.0 percent cap
- Justification assurances

Once the data is reviewed, ALSDE will reevaluate resources, trainings, and guidance that is provided by the state.

(c) ***any disproportionality in the percentage of students taking the alternate assessment.***

The ALSDE will follow the *National Center on Education Outcomes* (NCEO) guidelines on the disproportionality methodology that determines relative risk of students participating in the alternate assessment. ALSDE has collected LEA and school data on the previous years' participation rates in each subject of the alternate assessment. It is important for the ALSDE to identify whether students participating in the *ACAP Alternate* are students clustered in "subgroups," such as category of disability under the *Individuals with Disabilities Education Act* (IDEA); racial/ethnic groups; gender; English learners; or poverty and non-poverty. These data will help the ALSDE understand whether there are:

- Districts in which the number of students participating in the alternate assessment are higher than expected.
- Certain grades in which participation in the alternate assessment is higher than expected.
- Potential disproportionality in specific subgroups and grade levels of students participating in the alternate assessment.

ALSDE will continue to facilitate the requirements addressed within this plan to justify how the state is working to have continued progress in reducing the percentage of Alabama students who will be participating in the *ACAP Alternate*.

ADDITIONAL documentation can be located at:
https://www.alabamaachieves.org/assessment/

Appendix A: Alternate Tested Students - Percentage For Multiple Years For All Districts– From the last public comment period, a request for previous year's data was submitted.

DISTRICT CODE	DISTRICT NAME	ALTERNATE Students Tested PERCENTAGE 2016-2017	ALTERNATE Students Tested PERCENTAGE 2017-2018	ALTERNATE Students Tested PERCENTAGE 2018-2019	ALTERNATE Students Tested PERCENTAGE 2020-2021	ALTERNATE Students Tested PERCENTAGE 2021-2022
001	Autauga County	1.05	1.09	0.97	1.08	0.85
002	Baldwin County	1.14	1.21	1.11	0.97	0.97
003	Barbour County	2.42	1.94	2.66	2.92	2.19
004	Bibb County	1.57	1.35	1.57	1.13	1.66
005	Blount County	0.85	1.20	1.13	1.24	1.27
006	Bullock County	0.92	2.07	1.56	1.42	1.49
007	Butler County	0.91	1.37	0.89	1.27	1.51
008	Calhoun County	0.98	1.04	1.12	0.70	0.98
009	Chambers County	1.65	1.91	2.10	2.05	1.61
010	Cherokee County	0.63	0.76	0.64	0.60	0.58
011	Chilton County	1.24	1.05	1.13	0.98	0.72
012	Choctaw County	1.45	1.27	1.67	2.29	2.79
013	Clarke County	1.86	1.52	1.47	1.88	1.86
014	Clay County	1.99	1.81	1.97	2.27	2.22
015	Cleburne County	0.82	1.22	0.93	1.21	1.11
016	Coffee County	0.73	0.53	0.63	0.59	0.49
017	Colbert County	1.02	1.06	0.67	0.95	0.85
018	Conecuh County	0.42	0.63	0.85	0.69	0.43
019	Coosa County	1.16	1.88	2.74	2.00	2.26
020	Covington County	0.80	0.80	0.57	0.69	0.48
021	Crenshaw County	1.47	1.21	1.27	2.40	1.33
022	Cullman County	0.89	1.00	1.07	1.06	1.24
023	Dale County	1.00	0.93	0.78	1.04	1.14
024	Dallas County	1.81	2.25	2.18	1.68	1.24
025	DeKalb County	1.00	1.07	1.01	1.21	1.32

DISTRICT CODE	DISTRICT NAME	ALTERNATE Students Tested PERCENTAGE 2016-2017	ALTERNATE Students Tested PERCENTAGE 2017-2018	ALTERNATE Students Tested PERCENTAGE 2018-2019	ALTERNATE Students Tested PERCENTAGE 2020-2021	ALTERNATE Students Tested PERCENTAGE 2021-2022
026	Elmore County	0.97	1.03	1.15	1.11	1.02
027	Escambia County	1.47	1.34	1.69	1.19	1.42
028	Etowah County	0.70	0.79	0.88	0.83	0.99
029	Fayette County	1.24	1.73	1.19	1.02	1.29
030	Franklin County	1.14	1.32	1.48	1.56	1.63
031	Geneva County	0.94	0.98	0.80	0.80	0.86
032	Greene County	0.71	1.49	1.52	0.96	1.06
033	Hale County	0.88	0.96	0.80	1.01	0.93
034	Henry County	1.66	1.83	2.08	2.37	2.18
035	Houston County	1.49	1.34	1.46	1.60	1.48
036	Jackson County	0.60	0.54	0.62	0.53	0.81
037	Jefferson County	1.47	1.63	1.59	1.47	1.45
038	Lamar County	0.39	0.73	0.58	0.79	0.90
039	Lauderdale County	0.93	0.91	0.79	1.02	0.82
040	Lawrence County	1.34	0.96	1.12	1.22	1.23
041	Lee County	1.29	1.24	1.07	1.13	0.96
042	Limestone County	1.22	1.11	1.06	0.92	0.77
043	Lowndes County	1.31	1.66	2.26	1.25	1.77
044	Macon County	1.19	1.48	1.50	1.49	2.49
045	Madison County	1.25	1.29	1.39	1.34	1.43
046	Marengo County	2.55	1.65	1.68	1.84	0.65
047	Marion County	1.27	1.09	1.15	0.87	1.05
048	Marshall County	0.81	0.70	0.88	0.99	0.93
049	Mobile County	1.57	1.50	1.51	1.54	1.62
050	Monroe County	1.24	1.21	1.34	2.08	1.58
051	Montgomery County	1.57	1.57	1.56	1.54	1.33
052	Morgan County	1.17	0.97	1.30	1.35	1.08
053	Perry County	1.60	1.80	1.37	1.56	1.34
054	Pickens County	1.27	1.41	1.57	1.09	1.51
055	Pike County	1.10	0.97	0.76	1.16	1.89
056	Randolph County	1.48	1.93	1.55	1.09	1.34
057	Russell County	1.04	1.00	0.98	0.70	0.87
058	St Clair County	1.40	1.44	1.27	0.99	1.01

DISTRICT CODE	DISTRICT NAME	ALTERNATE Students Tested PERCENTAGE 2016-2017	ALTERNATE Students Tested PERCENTAGE 2017-2018	ALTERNATE Students Tested PERCENTAGE 2018-2019	ALTERNATE Students Tested PERCENTAGE 2020-2021	ALTERNATE Students Tested PERCENTAGE 2021-2022
059	Shelby County	1.36	1.41	1.62	1.50	1.65
060	Sumter County	1.70	2.19	1.62	1.59	1.66
061	Talladega County	0.98	0.79	0.93	1.19	1.14
062	Tallapoosa County	1.56	1.45	1.38	1.35	0.99
063	Tuscaloosa County	1.30	1.61	1.43	1.42	1.57
064	Walker County	1.41	1.40	1.28	1.13	1.12
065	Washington County	1.69	1.93	1.82	2.12	2.10
066	Wilcox County	2.35	2.14	2.63	2.88	2.22
067	Winston County	0.55	0.56	0.51	0.99	0.98
101	Albertville City	0.81	0.76	0.86	0.93	1.04
102	Alexander City	1.16	1.23	1.74	0.78	1.32
103	Alabaster City	1.03	1.12	0.96	1.37	1.61
104	Andalusia City	0.88	0.85	0.97	0.88	0.78
105	Anniston City	1.63	1.30	1.34	1.77	2.48
106	Arab City	1.07	0.82	1.21	0.74	1.35
107	Athens City	0.92	0.77	0.90	0.84	0.76
109	Attalla City	0.87	0.39	0.51	0.97	0.93
110	Auburn City	0.94	0.75	1.00	1.07	1.14
113	Bessemer City	1.68	2.28	1.88	2.50	1.90
114	Birmingham City	1.14	1.17	0.97	0.88	1.09
115	Boaz City	0.78	1.15	0.73	0.56	0.32
116	Brewton City	1.57	1.54	1.59	1.95	2.20
121	Chickasaw City	1.40	1.83	1.66	1.29	2.32
125	Cullman City	1.13	0.76	0.99	1.35	1.32
126	Daleville City	1.67	1.51	0.92	0.52	1.91
127	Decatur City	1.63	1.41	1.51	1.00	1.18
128	Demopolis City	1.49	1.46	1.18	1.02	1.18
130	Dothan City	1.42	1.55	1.83	1.61	1.73
131	Elba City	0.64	0.32	1.30	0.66	0.32
132	Enterprise City	0.55	0.45	0.46	0.43	0.35
133	Eufaula City	1.20	1.36	1.67	1.24	1.92
137	Fairfield City	1.41	1.48	2.22	1.35	1.03
141	Florence City	1.31	1.23	1.31	1.51	1.48
143	Fort Payne City	0.92	1.07	1.17	1.17	0.93
144	Gadsden City	0.84	0.91	0.78	0.90	1.37
146	Geneva City	0.82	1.16	1.04	1.06	0.62
152	Gulf Shores				0.61	0.96

DISTRICT CODE	DISTRICT NAME	ALTERNATE Students Tested PERCENTAGE 2016-2017	ALTERNATE Students Tested PERCENTAGE 2017-2018	ALTERNATE Students Tested PERCENTAGE 2018-2019	ALTERNATE Students Tested PERCENTAGE 2020-2021	ALTERNATE Students Tested PERCENTAGE 2021-2022
	City					
154	Guntersville City	1.16	0.91	1.20	0.88	0.97
155	Haleyville City	1.01	1.29	1.05	0.84	0.59
156	Hartselle City	0.42	0.65	0.64	1.01	0.99
157	Homewood City	0.85	0.83	0.86	0.63	0.64
158	Hoover City	0.63	0.68	0.67	1.03	1.22
159	Huntsville City	1.53	1.65	1.68	1.44	1.48
162	Jacksonville City	0.96	0.73	0.94	0.76	0.98
163	Jasper City	1.65	1.59	1.67	0.98	0.58
165	Lanett City	0.70	0.88	1.58	1.67	1.05
167	Leeds City	1.40	1.47	1.41	1.34	1.53
168	Linden City	3.95	5.16	4.17	6.67	3.48
169	Madison City	1.25	1.04	1.20	1.19	1.02
171	Midfield City	2.50		2.06	1.32	0.99
175	Mountain Brook City	0.74	1.09	1.01	0.98	1.05
176	Muscle Shoals City	0.52	0.52	0.33	0.41	1.04
177	Pelham City	0.92	0.68	1.13	1.36	1.41
178	Oneonta City	0.98	0.72	0.97	0.80	0.94
179	Opelika City	1.07	0.79	1.14	1.08	1.21
180	Opp City	0.75	1.49	1.72	1.07	1.67
181	Oxford City	1.13	1.24	1.46	1.55	0.96
182	Ozark City	1.79	2.28	2.69	2.19	2.31
183	Pell City	0.39	0.75	0.91	0.83	1.17
184	Phenix City	0.81	0.74	0.79	0.48	0.55
185	Piedmont City	1.98	1.76	1.18	1.42	1.06
186	Pike Road City	0.23	0.45	0.93	0.72	1.28
187	Saraland City	0.93	1.23	1.09	1.72	1.80
188	Roanoke City	0.63	0.88	1.03	0.69	1.15
189	Russellville City	1.00	0.89	0.95	0.94	1.01
190	Scottsboro City	1.12	0.99	0.92	0.80	0.55
191	Selma City	1.45	1.53	1.92	1.70	2.07
192	Sheffield City	2.14	2.09	2.14	1.70	1.30
193	Sylacauga City	1.77	1.27	1.25	1.43	1.95
194	Talladega City	2.06	1.94	2.58	3.27	2.91
195	Tallassee City	1.52	1.56	1.52	1.32	1.17
196	Satsuma City	0.90	0.75	0.84	0.91	1.28
197	Tarrant City	1.67	1.16	1.26	1.19	1.50

DISTRICT CODE	DISTRICT NAME	ALTERNATE Students Tested PERCENTAGE 2016-2017	ALTERNATE Students Tested PERCENTAGE 2017-2018	ALTERNATE Students Tested PERCENTAGE 2018-2019	ALTERNATE Students Tested PERCENTAGE 2020-2021	ALTERNATE Students Tested PERCENTAGE 2021-2022
198	Thomasville City	0.62	0.64	0.97	1.28	1.42
199	Troy City	1.84	2.62	1.96	2.05	1.92
200	Tuscaloosa City	1.41	1.79	1.71	2.07	1.93
201	Tuscumbia City	0.73	0.73	1.00	0.67	0.82
202	Vestavia Hills City	0.60	0.68	0.80	0.30	0.31
204	Winfield City	0.91	0.90	1.08	1.52	1.20
205	Trussville City	0.28	0.67	0.47	1.00	1.28
800	MAEF Public Charter Schools					0.00
801	University Charter School			0.00	0.77	1.69
802	LEAD Academy				1.19	0.37
803	Legacy Prep					0.00
805	i3 Academy				0.46	0.32
808	Breakthrough Charter School					4.35
810	Magic City Acceptance Academy					0.00

Appendix B: Alternate State Participation 2020-2021

SYSTEM NAME	SUBJECT	GRADE	SUBPOPULATION	TOTAL TESTED	PARTICIPATION RATE	ALTERNATE TOTAL TESTED	ALTERNATE TESTED PERCENT
STATE OF ALABAMA	Math	AG	ALL STUDENTS	364,253	93.73%	4,463	1.23%
STATE OF ALABAMA	ELA	AG	ALL STUDENTS	363,986	93.65%	4,476	1.23%
STATE OF ALABAMA	Science	AG	ALL STUDENTS	151,947	92.91%	1,887	1.24%
STATE OF ALABAMA	Math	AG	STUDENTS WITH DISABILITIES	52,270	92.00%	4,463	8.54%
STATE OF ALABAMA	ELA	AG	STUDENTS WITH DISABILITIES	52,019	91.55%	4,476	8.60%
STATE OF ALABAMA	Science	AG	STUDENTS WITH DISABILITIES	20,059	90.38%	1,887	9.41%
STATE OF ALABAMA	Math	AG	FEMALE	177,947	93.89%	1,564	0.88%
STATE OF ALABAMA	ELA	AG	FEMALE	178,156	93.99%	1,567	0.88%
STATE OF ALABAMA	Science	AG	FEMALE	74,419	93.07%	662	0.89%
STATE OF ALABAMA	Math	AG	MALE	186,269	93.56%	2,899	1.56%
STATE OF ALABAMA	ELA	AG	MALE	185,793	93.31%	2,909	1.57%
STATE OF ALABAMA	Science	AG	MALE	77,491	92.70%	1,225	1.58%

STATE OF ALABAMA	Math	AG	AMERICAN INDIAN/ALASKAN NATIVE	3,675	95.06%	23	0.63%
STATE OF ALABAMA	ELA	AG	AMERICAN INDIAN/ALASKAN NATIVE	3,656	94.54%	23	0.63%
STATE OF ALABAMA	Science	AG	AMERICAN INDIAN/ALASKAN NATIVE	1,536	94.70%	11	0.72%
STATE OF ALABAMA	Math	AG	ASIAN	5,690	95.73%	65	1.14%
STATE OF ALABAMA	ELA	AG	ASIAN	5,674	95.43%	65	1.15%
STATE OF ALABAMA	Science	AG	ASIAN	2,436	94.93%	31	1.27%
STATE OF ALABAMA	Math	AG	BLACK OR AFRICAN AMERICAN	112,979	89.19%	1,773	1.57%
STATE OF ALABAMA	ELA	AG	BLACK OR AFRICAN AMERICAN	113,081	89.26%	1,777	1.57%
STATE OF ALABAMA	Science	AG	BLACK OR AFRICAN AMERICAN	46,329	88.20%	743	1.60%
STATE OF ALABAMA	Math	AG	HIPANIC/LATINO	36,386	95.91%	422	1.16%
STATE OF ALABAMA	ELA	AG	HISPANIC/LATINO	36,281	95.58%	424	1.17%
STATE OF ALABAMA	Science	AG	HISPANIC/LATINO	14,524	94.84%	160	1.10%
STATE OF ALABAMA	Math	AG	WHITE	195,343	95.98%	2,061	1.06%
STATE OF ALABAMA	ELA	AG	WHITE	195,120	95.87%	2,068	1.06%
STATE OF ALABAMA	Science	AG	WHITE	83,164	95.21%	892	1.07%
STATE OF ALABAMA	Math	AG	MIGRANT	638	98.15%	3	0.47%
STATE OF ALABAMA	ELA	AG	MIGRANT	641	97.86%	3	0.47%
STATE OF ALABAMA	Science	AG	MIGRANT	245	97.61%	1	0.41%
STATE OF ALABAMA	Math	AG	STUDENTS WITH LIMITED ENGLISH PROFICIENCY	18,536	96.18%	205	1.11%
STATE OF ALABAMA	ELA	AG	STUDENTS WITH LIMITED ENGLISH PROFICIENCY	18,435	95.51%	207	1.12%
STATE OF ALABAMA	Science	AG	STUDENTS WITH LIMITED ENGLISH PROFICIENCY	6,468	94.69%	75	1.16%
STATE OF ALABAMA	Math	AG	ECONOMICALLY DISADVANTAGED	185,814	92.03%	2,665	1.43%
STATE OF ALABAMA	ELA	AG	ECONOMICALLY DISADVANTAGED	185,769	91.99%	2,671	1.44%
STATE OF ALABAMA	Science	AG	ECONOMICALLY DISADVANTAGED	73,374	90.58%	1,104	1.50%
STATE OF ALABAMA	Math	AG	HATIVE HAWAIIAN/PACIFIC ISLANDER	443	93.66%	4	0.90%

STATE OF ALABAMA	ELA	AG	NATIVE HAWAIIAN/PACIFIC ISLANDER	440	93.42%	4	0.91%
STATE OF ALABAMA	Science	AG	NATIVE HAWAIIAN/PACIFIC ISLANDER	166	92.22%	2	1.20%
STATE OF ALABAMA	Math	AG	TWO OR MORE RACES	9,642	94.54%	97	1.01%
STATE OF ALABAMA	ELA	AG	TWO OR MORE RACES	9,639	94.48%	97	1.01%
STATE OF ALABAMA	Science	AG	TWO OR MORE RACES	3,722	93.21%	39	1.05%
STATE OF ALABAMA	Math	AG	HOMELESS	4,079	89.18%	52	1.27%
STATE OF ALABAMA	ELA	AG	HOMELESS	4,092	89.42%	52	1.27%
STATE OF ALABAMA	Science	AG	HOMELESS	1,554	87.16%	21	1.35%
STATE OF ALABAMA	Math	AG	FOSTER	1,262	92.18%	69	5.47%
STATE OF ALABAMA	ELA	AG	FOSTER	1,264	92.53%	70	5.54%
STATE OF ALABAMA	Science	AG	FOSTER	513	88.30%	29	5.65%
STATE OF ALABAMA	Math	AG	MILITARY AFFILIATED	8,335	94.61%	68	0.82%
STATE OF ALABAMA	ELA	AG	MILITARY AFFILIATED	8,338	94.65%	68	0.82%
STATE OF ALABAMA	Science	AG	MILITARY AFFILIATED	3,504	93.59%	27	0.77%

Appendix C: Alternate State Participation 2021-2022

SYSTEM NAME	SUBJECT	GRADE	SUBPOPULATION	TOTAL TESTED	PARTICIPATION RATE	ALTERNATE TOTAL TESTED	ALTERNATE TESTED PERCENT
STATE OF ALABAMA	ELA	AG	ALL STUDENTS	376,867	98.04%	4,759	1.26%
STATE OF ALABAMA	Math	AG	ALL STUDENTS	378,040	98.35%	4,752	1.26%
STATE OF ALABAMA	Science	AG	ALL STUDENTS	159,080	97.56%	2,000	1.26%
STATE OF ALABAMA	ELA	AG	STUDENTS WITH DISABILITIES	48,999	96.79%	4,759	9.71%
STATE OF ALABAMA	Math	AG	STUDENTS WITH DISABILITIES	49,374	97.53%	4,752	9.62%
STATE OF ALABAMA	Science	AG	STUDENTS WITH DISABILITIES	19,301	96.24%	2,000	10.36%
STATE OF ALABAMA	ELA	AG	FEMALE	183,283	98.36%	1,646	0.90%
STATE OF ALABAMA	Math	AG	FEMALE	183,505	98.48%	1,643	0.90%
STATE OF ALABAMA	Science	AG	FEMALE	77,830	97.77%	700	0.90%
STATE OF ALABAMA	ELA	AG	MALE	193,553	97.73%	3,113	1.61%

SYSTEM NAME	SUBJECT	GRADE	SUBPOPULATION	TOTAL TESTED	PARTICIPATION RATE	ALTERNATE TOTAL TESTED	ALTERNATE TESTED PERCENT
STATE OF ALABAMA	Math	AG	MALE	194,503	98.21%	3,109	1.60%
STATE OF ALABAMA	Science	AG	MALE	81,218	97.31%	1,300	1.60%
STATE OF ALABAMA	ELA	AG	AMERICAN INDIAN/ALASKAN NATIVE	3,569	98.97%	25	0.70%
STATE OF ALABAMA	Math	AG	AMERICAN INDIAN/ALASKAN NATIVE	3,579	98.87%	25	0.70%
STATE OF ALABAMA	Science	AG	AMERICAN INDIAN/ALASKAN NATIVE	1,568	98.01%	12	0.77%
STATE OF ALABAMA	ELA	AG	ASIAN	5,920	98.47%	68	1.15%
STATE OF ALABAMA	Math	AG	ASIAN	5,949	98.88%	68	1.14%
STATE OF ALABAMA	Science	AG	ASIAN	2,601	98.59%	31	1.19%
STATE OF ALABAMA	ELA	AG	BLACK OR AFRICAN AMERICAN	120,285	97.27%	1,939	1.61%
STATE OF ALABAMA	Math	AG	BLACK OR AFRICAN AMERICAN	120,612	97.53%	1,937	1.61%
STATE OF ALABAMA	Science	AG	BLACK OR AFRICAN AMERICAN	50,143	96.39%	798	1.59%
STATE OF ALABAMA	ELA	AG	HISPANIC/LATINO	38,686	97.79%	414	1.07%
STATE OF ALABAMA	Math	AG	HIPANIC/LATINO	38,994	98.52%	413	1.06%
STATE OF ALABAMA	Science	AG	HISPANIC/LATINO	15,916	97.68%	178	1.12%
STATE OF ALABAMA	ELA	AG	WHITE	196,667	98.43%	2,183	1.11%
STATE OF ALABAMA	Math	AG	WHITE	197,161	98.67%	2,179	1.11%
STATE OF ALABAMA	Science	AG	WHITE	84,140	98.02%	925	1.10%
STATE OF ALABAMA	ELA	AG	MIGRANT	707	98.54%	5	0.71%
STATE OF ALABAMA	Math	AG	MIGRANT	714	99.37%	5	0.70%
STATE OF ALABAMA	Science	AG	MIGRANT	258	98.64%	3	1.16%
STATE OF ALABAMA	ELA	AG	STUDENTS WITH LIMITED ENGLISH PROFICIENCY	20,018	97.40%	172	0.86%
STATE OF ALABAMA	Math	AG	STUDENTS WITH LIMITED ENGLISH PROFICIENCY	20,271	98.48%	173	0.85%
STATE OF ALABAMA	Science	AG	STUDENTS WITH LIMITED ENGLISH PROFICIENCY	7,518	97.23%	71	0.94%
STATE OF ALABAMA	ELA	AG	ECONOMICALLY DISADVANTAGED	181,248	97.51%	2,626	1.45%
STATE OF ALABAMA	Math	AG	ECONOMICALLY DISADVANTAGED	181,679	97.75%	2,622	1.44%
STATE OF ALABAMA	Science	AG	ECONOMICALLY DISADVANTAGED	72,213	96.51%	1,047	1.45%

SYSTEM NAME	SUBJECT	GRADE	SUBPOPULATION	TOTAL TESTED	PARTICIPATION RATE	ALTERNATE TOTAL TESTED	ALTERNATE TESTED PERCENT
STATE OF ALABAMA	ELA	AG	NATIVE HAWAIIAN/PACIFIC ISLANDER	422	96.35%	4	0.95%
STATE OF ALABAMA	Math	AG	HATIVE HAWAIIAN/PACIFIC ISLANDER	427	98.06%	4	0.94%
STATE OF ALABAMA	Science	AG	NATIVE HAWAIIAN/PACIFIC ISLANDER	180	96.95%	3	1.67%
STATE OF ALABAMA	ELA	AG	TWO OR MORE RACES	11,121	98.29%	116	1.04%
STATE OF ALABAMA	Math	AG	TWO OR MORE RACES	11,131	98.31%	116	1.04%
STATE OF ALABAMA	Science	AG	TWO OR MORE RACES	4,430	97.63%	47	1.06%
STATE OF ALABAMA	ELA	AG	HOMELESS	3,772	95.37%	74	1.96%
STATE OF ALABAMA	Math	AG	HOMELESS	3,782	95.67%	73	1.93%
STATE OF ALABAMA	Science	AG	HOMELESS	1,481	93.50%	31	2.09%
STATE OF ALABAMA	ELA	AG	FOSTER	1,217	94.24%	55	4.52%
STATE OF ALABAMA	Math	AG	FOSTER	1,222	94.71%	55	4.50%
STATE OF ALABAMA	Science	AG	FOSTER	536	93.71%	31	5.78%
STATE OF ALABAMA	ELA	AG	MILITARY AFFILIATED	8,049	98.61%	62	0.77%
STATE OF ALABAMA	Math	AG	MILITARY AFFILIATED	8,053	98.70%	62	0.77%
STATE OF ALABAMA	Science	AG	MILITARY AFFILIATED	3,432	98.04%	23	0.67%

STATE OF ALABAMA
DEPARTMENT OF EDUCATION

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Vice President

Eric G. Mackey, Ed.D.
Secretary and
Executive Officer

FOR IMMEDIATE RELEASE
November 17, 2022

CONTACT: Communications
334-694-4686
comm@alsde.edu

NOTICE FOR PUBLIC REVIEW

"2022-2023 Waiver Extension Request Pursuant to 34 C.F.R.200.6©(4) AA-AAAS 1.0 Percent Cap for Alternate Assessments"

Montgomery, Ala. - *Public Notice and Comment Period Waiver Extension Request* Pursuant to 34 C.F.R.200.6©(4) AA-AAAS 1.0 Percent Cap for Alternate Assessments through November 30, 2022. Please email studentassessment@alsde.edu with your comments. Additional information and details available at:

https://www.alabamaachieves.org/public-comment-page/

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Alabama Timeline of Activities
One Percent Cap Requirement– 2022-2023

DATE	ACTIVITY
Continuous	One Percent Team Meeting
November 17, 2022	Public Notice –until November 30, 2022
December 1, 2022	Superintendent's Memo – One Percent Cap Requirement for Alternate Assessments
December 1, 2022	Dr. Mackey letter to the USDOE requesting an extension waiver to the One Percent Cap for 2022-2023
December 14, 2022	District Test Coordinators and Special Education Coordinators Webinar to provide district requirements for this school year
No later than December 16, 2022	Superintendents notified – those districts/schools over the One Percent Cap Requirement
December 16, 2022	Disproportionality Webinar
Due no later than January 20, 2023	Justification for Exceeding the One Percent Cap Requirement for Participation on the *ACAP Alternate* Assessment • ALSDE will evaluate the Justification Assurances to determine the level of support needed at each district
January 2023	Universal Training for districts/schools over for the first year
January – May 2023	Monitoring
January – May 2023	Trainings to include Instructional Resources and the Decision Making Tool

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December 1, 2022

M E M O R A N D U M

TO: City and County Superintendents of Education

FROM: Eric G. Mackey
State Superintendent of Education

RE: One Percent (1%) Cap on the Alternate Assessment

The *Every Students Succeeds ACT* (ESSA) requires states to ensure that the total number of students assessed in each subject using an alternate assessment (for a student with a significant cognitive disability) does not exceed one percent (1%) of the total number of students in the state assessed with statewide assessments. In Alabama, *the definition of a student with the most significant cognitive disability is a student with an intelligence quotient (IQ) of three standard deviations below the mean which is an IQ score of 55 or below that significantly impacts intellectual functioning and that exists concurrently with deficits in adaptive functioning (defined as essential for someone to live independently and to function safely in daily life*). [AAC 290-4-2-.03]

The Alabama State Department of Education (ALSDE) has compiled projected district data from enrollment of students who will participate in the 2022-2023 *Alabama Comprehensive Assessment Program* (ACAP) *Alternate* assessment. The ALSDE will notify the superintendent of each district that is projected to exceed the one percent (1%) participation no later than December 16, 2022. The ALSDE will also make available information about required training and requirements for the upcoming year.

If you have any questions please contact Mrs. Maggie Hicks, Student Assessment, at 334-694-4817 or by email at mhicks@alsde.edu.

EGR/MH

cc: City and County District Test Coordinators
City and County Special Education Coordinators
Mrs. Angela Martin
Mrs. Shanthia Washington

FY23-2014

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EGR/MH

cc: City and County District Test Coordinators
City and County Special Education Coordinators
Mrs. Angela Martin
Mrs. Shanthia Washington

FY23-2014

District Name	District Identified the Factors that Contributed to the District Exceeding the One Percent Cap	District Indicated the Extent of Training Provided to School Staff Serving on IEP Teams	District Identified how Parents/Guardians Were Informed of Their Child's Participation on the Alternate Assessment	District Identified Resources or Technical Assistance Needed	District Assured that IEP Teams Utilized the Guidance Provided in the Development of IEPs
Alabaster City	Yes	Yes	Yes	Yes	Yes
Alexander City	Yes	Yes	Yes	Yes	No Response*
Anniston City	Yes	Yes	Yes	Yes	Yes
Arab City	Yes	Yes	Yes	Yes	Yes
Auburn City	Yes	Yes	Yes	Yes	Yes
Baldwin County	Yes	Yes	Yes	Yes	Yes
Barbour County	Yes	Yes	Yes	Yes	Yes
Bessemer City	Yes	Yes	Yes	Yes	Yes
Bibb County	Yes	Yes	Yes	Yes	Yes
Blount County	Yes	Yes	Yes	Yes	Yes
Brewton City	Yes	Yes	Yes	Yes	No Response*
Bullock County	Yes	Yes	Yes	Yes	Yes
Butler County	Yes	Yes	Yes	Yes	Yes
Chambers County	Yes	Yes	Yes	Yes	Yes
Chickasaw City	Yes	Yes	Yes	Yes	Yes
Choctaw County	Yes	Yes	Yes	Yes	Yes
Clarke County	Yes	Yes	Yes	Yes	Yes
Clay County	Yes	Yes	Yes	Yes	No Response*
Cleburne County	Yes	Yes	Yes	Yes	Yes
Coosa County	Yes	Yes	Yes	Yes	Yes
Crenshaw County	Yes	Yes	Yes	Yes	Yes
Cullman City	Yes	Yes	Yes	Yes	Yes
Cullman County	Yes	Yes	Yes	Yes	Yes
Dale County	Yes	Yes	Yes	Yes	Yes
Daleville City	Yes	Yes	Yes	Yes	Yes
Dallas County	Yes	Yes	Yes	Yes	Yes
Decatur City	Yes	Yes	Yes	Yes	Yes
DeKalb County	Yes	Yes	Yes	Yes	Yes
Demopolis City	Yes	Yes	Yes	Yes	Yes
Dothan City	Yes	Yes	Yes	Yes	Yes
Elmore County	Yes	Yes	Yes	Yes	Yes
Escambia County	Yes	Yes	Yes	Yes	Yes
Eufaula City	Yes	Yes	Yes	Yes	Yes
Fairfield City	Yes	Yes	Yes	Yes	Yes
Fayette County	Yes	Yes	Yes	Yes	Yes
Florence City	Yes	Yes	Yes	Yes	Yes
Franklin County	Yes	Yes	Yes	Yes	Yes
Gadsden City	Yes	Yes	Yes	Yes	Yes
Greene County	Yes	Yes	Yes	Yes	No Response*
Hartselle City	Yes	Yes	Yes	Yes	Yes
Henry County	Yes	Yes	Yes	Yes	No Response*
Hoover City	Yes	Yes	Yes	Yes	Yes
Houston County	Yes	Yes	Yes	Yes	No Response*
Huntsville City	Yes	Yes	Yes	Yes	Yes
Jacksonville City	Yes	Yes	Yes	Yes	Yes
Jefferson County	Yes	Yes	Yes	Yes	Yes
Lanett City	Yes	Yes	Yes	Yes	Yes
Lawrence County	Yes	Yes	Yes	Yes	Yes
Leeds City	Yes	Yes	Yes	Yes	Yes
Linden City	Yes	Yes	Yes	Yes	Yes
Lowndes County	Yes	Yes	Yes	Yes	Yes
Macon County	Yes	Yes	Yes	Yes	Yes
Madison City	Yes	Yes	Yes	Yes	Yes
Madison County	Yes	Yes	Yes	Yes	Yes
Marshall County	Yes	Yes	Yes	Yes	Yes
Mobile County	Yes	Yes	Yes	Yes	Yes
Monroe County	Yes	Yes	Yes	Yes	Yes
Montgomery County	Yes	Yes	Yes	Yes	Yes
Morgan County	Yes	Yes	Yes	Yes	Yes
Mountain Brook City	Yes	Yes	Yes	Yes	No Response*
Muscle Shoals City	Yes	Yes	Yes	Yes	No Response*
Opelika City	Yes	Yes	Yes	Yes	Yes
Opp City	Yes	Yes	Yes	Yes	Yes
Oxford City	Yes	Yes	Yes	Yes	Yes
Ozark City	Yes	Yes	Yes	Yes	No Response*

District Name	District Identified the Factors that Contributed to the District Exceeding the One Percent Cap	District Indicated the Extent of Training Provided to School Staff Serving on IEP Teams	District Identified how Parents/Guardians Were Informed of Their Child's Participation on the Alternate Assessment	District Identified Resources or Technical Assistance Needed	District Assured that IEP Teams Utilized the Guidance Provided in the Development of IEPs
Pelham City	Yes	Yes	Yes	Yes	Yes
Pell City	Yes	Yes	Yes	Yes	Yes
Perry County	Yes	Yes	Yes	Yes	Yes
Pickens County	Yes	Yes	Yes	Yes	Yes
Piedmont City	Yes	Yes	Yes	Yes	Yes
Pike County	Yes	Yes	Yes	Yes	No Response*
Pike Road City	Yes	Yes	Yes	Yes	Yes
Randolph County	Yes	Yes	Yes	Yes	No Response*
Roanoke City	Yes	Yes	Yes	Yes	Yes
Russellville City	Yes	Yes	Yes	Yes	Yes
Saraland City	Yes	Yes	Yes	Yes	Yes
Satsuma City	Yes	Yes	Yes	Yes	Yes
Selma City	Yes	Yes	Yes	Yes	Yes
Sheffield City	Yes	Yes	Yes	Yes	Yes
Shelby County	Yes	Yes	Yes	Yes	Yes
St Clair County	Yes	Yes	Yes	Yes	Yes
Sumter County	Yes	Yes	Yes	Yes	Yes
Sylacauga City	Yes	Yes	Yes	Yes	Yes
Talladega City	Yes	Yes	Yes	Yes	Yes
Talladega County	Yes	Yes	Yes	Yes	Yes
Tallapoosa County	Yes	Yes	Yes	Yes	Yes
Tallassee City	Yes	Yes	Yes	Yes	Yes
Tarrant City	Yes	Yes	Yes	Yes	Yes
Thomasville City	Yes	Yes	Yes	Yes	Yes
Troy City	Yes	Yes	Yes	Yes	Yes
Trussville City	Yes	Yes	Yes	Yes	Yes
Tuscaloosa City	Yes	Yes	Yes	Yes	Yes
Tuscaloosa County	Yes	Yes	Yes	Yes	Yes
University Charter School	Yes	Yes	Yes	Yes	Yes
Walker County	Yes	Yes	Yes	Yes	No Response*
Washington County	Yes	Yes	Yes	Yes	No Response*
Wilcox County	Yes	Yes	Yes	Yes	Yes
Winfield City	Yes	Yes	Yes	Yes	No Response*

*With the Districts that had no response, it was verified that they did uilize the guidance provided.