



ALABAMA STATE DEPARTMENT OF EDUCATION
ONE PERCENT WAIVER REQUEST
2023-2024 PUBLIC COMMENT



English Language Arts, Mathematics, and Science

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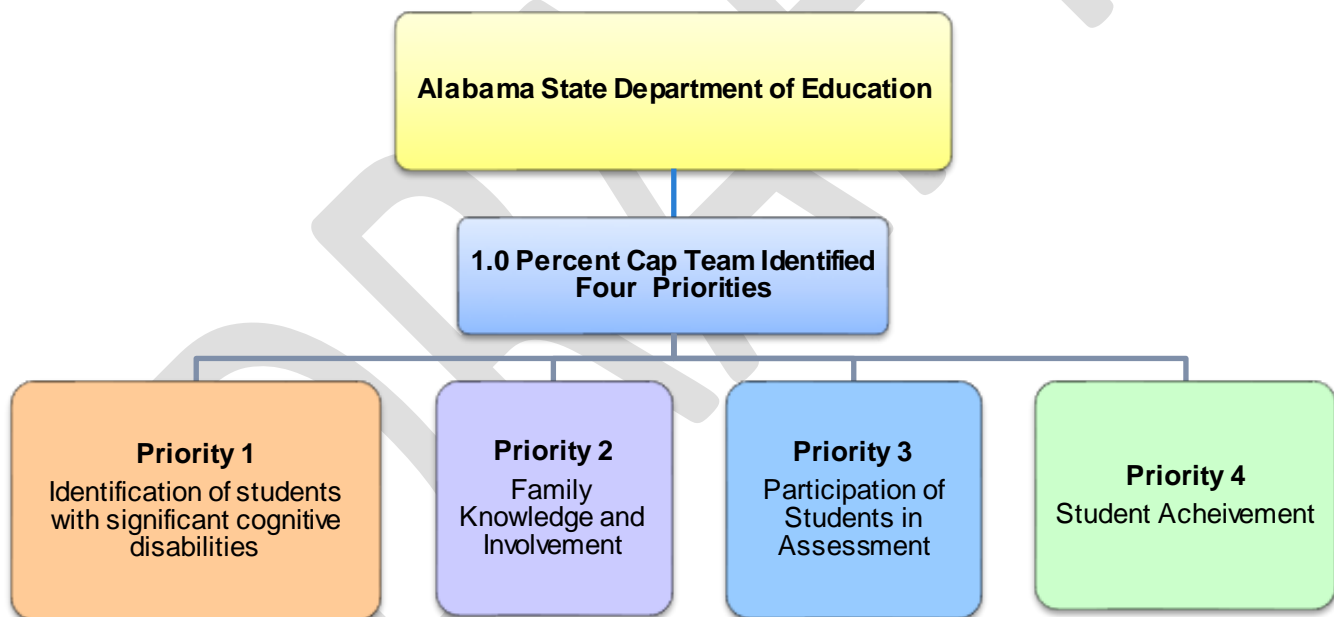
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ALABAMA ACHIEVES: A PLAN FOR A NEW DECADE

Dr. Eric Mackey stated in the introduction of the [Alabama Achieves: A Strategic Plan For a New Decade](#):

***“Every Child, Every Chance, Every Day** is not only our department’s motto but a guiding philosophy about the work we undertake on behalf of the 725,000 children who cross the thresholds into our public schools daily. 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. Indeed, from the first day of kindergarten, all that we do in K-12 schools is designed to empower students through education, to open new opportunities and widen horizons, and, ultimately, to help them to use knowledge and experience to make wise decisions. Our aspiration is that with our support, all children will seize the opportunities, rise to the challenges, and overcome any barriers in their way.”*

In alignment with the strategic plan for education in Alabama, sections of the Alabama State Department of Education (ALSDE) embraced the call to action. Collaborations began with other sections to explore the current state of where education stood with the direction of where education was headed. Among hot topics were assessment, standards, teachers, and, most importantly, outcomes for Alabama’s students. The ALSDE 1.0 Percent Cap Team began by outlining priorities for improvement and defined four priorities that will steer the appropriate oversight and guidance is provided to LEAs and schools.



Alabama strives to meet the needs of all students, especially those with the most significant cognitive disabilities. While understanding the severity of the guidance given on assessing students on the alternate standards, the ALSDE has continued to work as a team. The Team continues to root the four identified priorities into the identified work throughout the years.

While Alabama **was not** approved for the 2022-2023 school year extension waiver, we feel the State is moving in the right direction in improving participation and achievement for the students in Alabama while guiding LEAs to make better decisions concerning students and their cognitive ability.

Historical Progress for Alabama

	Priority Category			
	Identification	Family Knowledge and	Participation of Students	Student Achievement
Alabama's focus on Every Child, Every Chance, Every Day has been a focus for the ALSDE 1.0 Cap Team for several years. The adoption of the four principles has provided a scaffold for collaborations with other states, national support centers, and stakeholders within Alabama. While this is not an exhaustive list of the work for the Team, it is a step in the right direction of helping all educators, administrators, and teams to understand the importance of proper identification of students with the most significant cognitive disability, informing families of the long-term impact of the alternate assessment, helping students show growth in participation and achievement.				
In the summer of 2019, Alabama Course of Study: Mathematics was developed by educators and business and community leaders to provide a foundation for building quality mathematics programs across the state. Implementing the content of this document through appropriate instruction will enable all Alabama students to be mathematically well-prepared graduates. Society and the workplace require that all Alabama students receive a solid foundation of knowledge, skills, and understanding of mathematics. Alabama educators must focus on teaching mathematics in ways that enable students to expand professional opportunities, understand and critique the world, and experience the joy, wonder, and beauty of mathematics. To address this goal, the 2019 Alabama Course of Study: Mathematics content sets high standards for all students and reflects changes designed to better meet the needs of students and teachers in the State of Alabama.			✓	✓
In the summer of 2021, the 2019 Mathematics Course of Study committee reconvened to create 2019 Alternate Achievement Standards for Mathematics for students with the most significant cognitive disabilities. The committee also constructed the framework and components of the Differentiated Instructional Guide (DIG) for mathematics.	✓		✓	✓
In the summer of 2021, the English language arts committee created the 2021 Alabama Course of Study: English Language Arts , which presents a sound framework designed to prepare students for the English Language Arts demands in both college studies and careers. This document contains a set of challenging content standards for students at each grade level. Alabama State Department of Education (ALSDE) assessments are based on these standards. Alabama Achieves: A Strategic Plan for a New Decade defines the accountability measures enacted to ensure student growth. These standards are based on a foundation provided by the Revised 2016 Alabama Course of Study: English Language Arts, the National Assessment of Educational Progress (NAEP), the National Council of Teachers of English (NCTE), Alabama Achieves A Strategic Plan for a New Decade, Alabama Literacy Act Implementation Guide, the Alabama Dyslexia Resource Guide, and English Language Arts standards in other states. Content standards are designed to meet English Language Arts classroom expectations and enhance student performance in other content areas.			✓	✓
In the summer of 2021, the 2021 English Language Arts Course of Study committee created the 2021 Alternate Achievement Standards for English language arts for students with the most significant cognitive disabilities for English language arts. The committee also constructed the Differentiated Instructional Guide (DIG) framework, and components for English language arts.	✓	✓	✓	✓
In December 2021, the ALSDE 1.0 Percent Cap Team redesigned the guiding document to identify students with the most significant cognitive disability (utilizing Ohio's Decision-Making Tool as a reference). The ACAP Alternate Participation Decision-Making Tool was created and implemented.	✓	✓	✓	✓
In December 2021, the special education department released the final version of the Differentiated Instructional Guide for Mathematics. This guide provides prior knowledge and objectives for each standard to help students take ownership of their learning and allow teachers to scaffold purposeful instruction for students with disabilities. This support is designed to help teachers find a starting point for learning for every student and provide a bridge to help students succeed.	✓	✓	✓	✓

Historical Progress for Alabama

In December 2021, the Special education section implemented Improving Outcomes for Students with Disabilities . This series of High Leverage Practices (HLP) opportunities is hosted on the Schoology learning management system (LMS) and is a continual program improving the effectiveness of teachers in a direct approach to improving outcomes for students with disabilities. High-leverage practices are the most critical practices every K-12 special education teacher should master, which provide help for teachers, families, and students.	✓	✓	✓	✓
At the MEGA 2022 Conference, the sections collaborated to train educators on the importance of identifying students with the <i>Decision-Making Tool</i> . This presentation was included within the presentations of <i>Connections Between the English Language Arts ACAP Alternate and Instruction</i> and <i>Supporting Connections Between the Math ACAP Alternate and Instruction</i> sessions.	✓	✓	✓	✓
In Fall 2022, the Accessibility Supports and Accommodations Policy for State Assessments Manual (ASAP Manual) On-Demand Training was provided to District Test Coordinators, Building Test Coordinators, Special Education Coordinators, and any Teacher with a student taking the state assessment needing accommodations.	✓	✓	✓	✓
In December 2022, the 1.0 Cap Webinar was created by the collaboration of Assessment and Special Education to help LEAs understand the 1.0 Cap definition and requirements for the state of Alabama. The webinar outlined the components, identification of students, and the importance of informing parents, along with the support offered by the ALSDE.	✓	✓	✓	✓
In Winter/ Spring 2023, the special education department provided training across the state on identifying students on the alternate assessment and providing a deep dive into the assistive technology guidelines and process with LEAs.	✓	✓	✓	✓
In the spring of 2023, the Special Education section completed the final draft of the Differentiated Instructional Guide for the English language arts standards. This guide provides prior knowledge and objectives for each standard to help students take ownership of their learning and allow teachers to scaffold purposeful instruction for students with disabilities. This support is designed to help teachers find a starting point for learning for every student.	✓		✓	✓
At the MEGA Conference 2023, Assessment provided a session on the tools and strategies to utilize when instructing students on the alternate achievement standards, along with providing critical information about the identification of students on the alternate and the importance of informing parents about the modified content standards.	✓	✓	✓	✓
The Special Education Services section created a presentation that was disseminated to LEAs through the director's <i>News You Can Use</i> weekly email for parents to have resources on how they can help their students achieve in various areas called A Parent-Focused Video Series: Ideas on Supporting Students on the Alabama Alternate Achievement Standards .		✓		✓
In the fall of 2023, the Accessibility Supports and Accommodations Policy for State Assessments (ASAP Manual) was provided to district test coordinators, building test coordinators, special education coordinators, and any teacher with a student taking the state assessment needing accommodations.	✓		✓	✓
In September 2023, the Special Education section created a webinar series for families, the <i>ELA, and Math Family Engagement Webinar Series</i> , where parents learn about strategies and opportunities to help their students in the subjects of English language arts and mathematics in building parent knowledge gaps can continue to close for students in the home environment.	✓	✓	✓	✓
In November 2023, Assessment presented a live/on-demand webinar for LEAs about Understanding the 1.0% Cap on Alternate Assessments .	✓	✓	✓	✓



ALABAMA ONE-PERCENT WAIVER REQUEST

ENGLISH LANGUAGE ARTS, MATHEMATICS, AND SCIENCE

ESSA section 1111 (b)(2)(D) and 34 C.F.R. §200.6(c) and (d)

Title I of the Elementary and Secondary Education Act of 1965, amended by the Every Student Succeeds Act of 2015, addresses alternate assessments for students with the most significant cognitive disabilities. Each state must submit a waiver request to the U.S. Department of Education if it predicts exceeding 1.0 percent participation in the alternate assessment in a subject. Alabama was denied a waiver extension request for school year 2022-2023.

Alabama's participation rates on the *ACAP Alternate* in school year 2022-2023 were 1.35% (1.4%) in English language arts, 1.34% (1.3%) in mathematics, and 1.34% (1.3%) in science. **Table 1** shows the percentage of students who took an alternate assessment by content area in Grades 3-8 and Grade 11 in high school across years.

Table 1: Alabama's Participation in the *ACAP Alternate* by Subject Area Across Years

	Reading/Language Arts	Math	Science
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	1.35%	1.34%	1.34%
2023-2024 (ESTIMATE)	1.34%	1.34%	1.37%

As specified in the *Every Student Succeeds Act*, Alabama's improvement plan towards appropriately assessing students on the alternate assessment includes:

- annually requiring justifications from LEAs exceeding the 1.0 percent cap;
- supporting and monitoring LEAs and schools to appropriately use the state's eligibility guidelines for the alternate assessment;
- analyzing the disproportionate risk ratio of each LEA;
- and using a statewide system of support to provide appropriate oversight and support to LEAs and schools that exceed the 1.0 percent cap.

Alabama's participation rate for students being assessed on the alternate assessment continues to exceed the 1.0 percent cap. ALSDE continues collaboration with local and national partners to develop and implement innovative approaches to ensure that only students with the most significant cognitive disabilities participate in the *ACAP Alternate* assessment.

The ALSDE 1.0 Percent Cap Team members participate in the National Center for Systemic Improvement (NCSI) Evidence-Based Practices (EBPs) Collaborative, where members discuss ways to improve outcomes for students with disabilities by leveraging evidence-based practices. This is an ongoing collaboration of support for the special education department as we strive to improve outcomes for our students in Alabama.

The ALSDE 1.0 Percent Cap Team members participate in the SEA Jobs Alike Workgroups- Low Incidence Disabilities hosted by The Center for Technical Assistance for Excellence in Special Education (TAESE) to collaborate on best practices and trends across the nation regarding student success in schools.

The ALSDE 1.0 Percent Cap Team members participate in the Council of Chief State School Officers, CCSSO where team members collaborate with other states in the Assessment, Standards, and Education for Students with Disabilities (ASES), Balanced Assessment System (BAS), Technical Issues in Large-Scale Assessment (TILSA), focusing on how to enhance our assessment, accountability, instructional supports, and course of study to provide access to students with disabilities. Team members also hold membership in Council for Leaders in Alabama Schools (CLAS).

The ALSDE 1.0 Percent Cap Team members participate in the National Center on Educational Outcomes (NCEO) biweekly collaboratives, where support is offered to states for accountability, assessment, and instructional guidance in providing instruction to students with significant cognitive disability.

Required Components of the One Percent Waiver Request

Component 1

Be submitted at least 90 days prior to the start of the State’s testing window for the relevant subject.

Alabama’s assessment window for the *ACAP Alternate* opens on March 4, 2024. In an effort to meet this component, ninety days prior to the start of the window is December 5, 2023. ALSDE will submit a waiver request to the U.S. Department of Education by this date.

Component 2

Provide state-level data, from the current or previous school year, to show:

- a. The number and percent of students in each subgroup of students who took an alternate assessment aligned with alternate academic standards in 2022-2023.**

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.”

Tables 2-4 includes the number of students and percentage of students assessed in each subgroup of students who took the *ACAP Alternate*.

Table 2: 2022-2023 Participation in the ELA ACAP Alternate (Grades 3-8 and High School Grade 11)

Subgroup	Total Number of students Assessed in Grades 3-8 & High Schools 2022-2023 ELA	Number of students who took ACAP Alternate in Grades 3-8 & High School 2022-2023 ELA	Percent of students who took ACAP Alternate in Grades 3-8 & High School 2022-2023 ELA
All Students	374320	5041	1.35
American Indian/Alaskan Native	3436	28	0.81
Asian	5814	80	1.38
Black or African American	118219	2056	1.74
Hispanic/Latino	40286	448	1.11
Native Hawaiian/Pacific Islander	438	4	0.91
Two or More Races	12188	144	1.18
White	193783	2264	1.17
Female	182390	1716	0.94
Male	191924	3325	1.73
Economically Disadvantaged	244640	4021	1.64
Homeless	5030	91	1.81
Migrant	838	4	0.48
Military Affiliated	7988	75	0.94
Foster	1215	63	5.19

Table 3: 2022-2023 Participation in the Math ACAP Alternate (Grades 3-8 and High School Grade 11)

Subgroup	Total Number of students Assessed in Grades 3-8 & High Schools 2022-2023 Math	Number of students who took ACAP Alternate in Grades 3-8 & High School 2022-2023 Math	Percent of students who took ACAP Alternate in Grades 3-8 & High School 2022-2023 Math
All Students	375272	5037	1.34
American Indian/Alaskan Native	3440	28	0.81
Asian	5837	80	1.37
Black or African American	118497	2058	1.74
Hispanic/Latino	40564	447	1.10
Native Hawaiian/Pacific Islander	439	4	0.91
Two or More Races	12200	144	1.18
White	194135	2259	1.16
Female	182559	1715	0.94
Male	192705	3322	1.72
Economically Disadvantaged	245225	4018	1.64
Homeless	5046	92	1.82
Migrant	840	4	0.48
Military Affiliated	8001	75	0.94
Foster	1211	63	5.20

Table 4: 2022-2023 Participation in the Science ACAP Alternate (Grades 3-8 and High School Grade 11)

Subgroup	Total Number of students Assessed in Grades 3-8 & High Schools 2022-2023 Science	Number of students who took ACAP Alternate in Grades 3-8 & High School 2022-2023 Science	Percent of students who took ACAP Alternate in Grades 3-8 & High School 2022-2023 Science
All Students	158264	2115	1.34
American Indian/Alaskan Native	1426	9	0.63
Asian	2512	27	1.07
Black or African American	49574	857	1.73
Hispanic/Latino	16741	163	0.97
Native Hawaiian/Pacific Islander	171	0	0.00
Two or More Races	4792	58	1.21
White	82956	997	1.20
Female	77486	761	0.98
Male	80770	1354	1.68
Economically Disadvantaged	100229	1685	1.68
Homeless	1893	38	2.01
Migrant	350	1	0.29
Military Affiliated	3496	31	0.89
Foster	483	26	5.38

b. The state measured the achievement of at least 95 percent of all students and 95 percent of students in the children with disabilities subgroup enrolled in grades for which the assessment is required.

For the 2022-2023 school year, Alabama assessed 98.55 percent of all students in the subject of English language arts, 98.78 percent in the subject of mathematics, and 98.21 percent in the subject of science. Alabama has also assessed 97.42 percent of students with disabilities in the subjects of English language arts, 97.93 percent in the subject of mathematics, and 96.75 percent in the subject of science (**Table 5**).

Table 5: Percentage of Students Assessed on Statewide Assessments

	All Students Grades 3-8 and High School 2022-2023 Math	Students With Disabilities Grades 3-8 and High School 2022-2023 Math
Students Assessed	375272	53387
Students Enrolled	379897	54518
Assessment Participation Rate	98.78%	97.93%
	All Students Grades 3-8 and High School 2022-2023 ELA	Students With Disabilities Grades 3-8 and High School 2022-2023 ELA
Students Assessed	374320	53108
Students Enrolled	379822	54517
Assessment Participation Rate	98.55%	97.42%

	All Students Grades 3-8 and High School 2022-2023 Science	Students With Disabilities Grades 3-8 and High School 2022-2023 Science
Students Assessed	158264	20959
Students Enrolled	161149	21663
Assessment Participation Rate	98.21%	96.75%

Alabama **did** meet the requirement of assessing 95 percent of students in all subjects for all students and students with disabilities, satisfying the prerequisite for applying for the waiver.

Component 3A

Include assurances from the state that it has verified that each LEA that the state anticipates will assess more than one percent of its assessed students in any subject using an alternate assessment followed the state’s guidelines for participation in the alternate assessment.

Alabama requires LEAs with more than 1.0 percent of students eligible to participate in the alternate assessment to submit information, justifying the need to exceed the 1.0 Cap. The LEAs were provided with their data on November 3, 2023. The *Justification Form* leads LEAs through a series of questions to determine why more than 1.0 percent of students were assessed in the 2022-2023 School Year (SY) assessment period. The ALSDE 1.0 Percent Cap Team will review the information submitted and assign each LEA within a tier of oversight/technical assistance. Within the *Justification Form*, LEAs had to answer questions around the following:

1. Participation criteria
2. Identify the factors that contributed to the district exceeding the One Percent Cap requirement for students participating in the *ACAP Alternate Assessment*
3. *Decision-Making Tool*
4. Examination of Disproportionality of Students Participating on the *ACAP Alternate Assessment*

Table 6: Training Participation

Training	2022-2023 Participates	2023-2024 Participates
<i>Accessibility Supports and Accommodations Policy for State Assessments Training</i>	8,062	15,567
Special Education Services provided training on the <i>Decision-Making Tool Full Guidance Training</i> (Spanish version provided as well)	83	
<i>One Percent Cap Requirement for Alternate Assessments</i>	453	202 (To date)
<i>Disproportionality Training</i>	107	410

The U.S. Department of Education strongly recommends that the *Justification Forms* be posted and easily accessible on the State’s website and encourages the State to provide the location of the plan in its waiver request submission. The 2023-2024 *Justification Form* information is due back to the ALSDE no later than November 28, 2023. Once received, ALSDE will post at: <https://www.alabamaachieves.org/assessment/>

Crucially, for **all 1.0 percent cap waiver requests**, a State must provide the public and any interested LEA in the State with notice and a reasonable opportunity to comment and provide input on the **entire waiver request** in the way the State customarily provides similar notice and opportunity to comment to the public. The State must submit the actual comments and input to the Department with a description of how the State addressed the comments and input. The 2023-2024 *Justification Form* information is due back to the ALSDE no later than November 28, 2023. Once received, ALSDE will post at: <https://www.alabamaachieves.org/assessment/>. ALSDE is seeking public comment for the Alabama 1.0 percent Request for a Waiver for English Language Arts, Mathematics, and Science. The public was notified through a press release that the public comment period was open. The press release will be posted on ALSDE's website, shared on listservs used by a local education agency

(LEA), assessment coordinators and directors of special education, and disseminated via e-mail to other stakeholders. After receiving public comments, ALSDE will review and revise the waiver and resubmit this information to the U.S Department of Education.

Component 3B

Include assurances from the state that it has verified that each LEA that the state anticipates will assess more than 1.0 percent of its assessed students in any subject using an alternate assessment will address any disproportionality in the percentage of students in any subgroup taking an alternate assessment.

For this school year, ALSDE provided disproportionality data to each LEA. LEAs are considered to have a significant disproportionality issue if the N size for the subgroup is greater than or equal to 10 and the risk ratio is greater than or equal to 1.50. If any LEA has a subgroup of concern, they will complete an action plan to address the disproportionality.

ALSDE provided an overview training on the data and what it represented. This training provided guidance on how the LEAs would take an "overall" look into subgroup data that may or may not be significant.

The *Justification Form* requires LEAs to answer guiding questions concerning identifying students with the most significant cognitive disability, atypical disability category, and English learner status. Each LEA will examine the data to better understand the population of students enrolled within their schools with an emphasis on the students who will be participating on the *ACAP Alternate*. Each LEA will evaluate this data by answering the following questions:

1. Are there pronounced differences between the data in the current year compared to previous years?
2. Are there distinct differences for one or more subgroups?
3. Are there contextual factors to consider such as a spike in enrollment of students with significant cognitive disabilities as a result of an expansion of services?
4. Is the data indicative of the district population as a whole?

These questions prompted several conversations for our ALSDE 1.0 Percent Cap Team staff for future training and guidance opportunities. Alabama requested LEAs to assure compliance in using the [Guidance for IEP Teams on Participation Decisions for the ACAP Alternate Assessment and Alternate Achievement Standards](#) (guidance that utilizes an adapted approach of the Decision-Making Tool created by Ohio) document to guide discussions and decisions regarding students being considered for the alternate assessment/achievement standards.

ALSDE will work with the identified LEAs that show a risk ratio for students participating in the alternate assessment. According to the data, ALSDE has one subgroup (Pacific Islander) that is at the 1.50 risk ratio, which will require the State to take a deeper dive into the LEA and school data. ALSDE also identified another subgroup (Black or African American) that will require a more intense analysis of school data. With this analysis, ALSDE will be able to determine in which LEAs and/or schools additional guidance is needed. **Tables 7-8** includes *ACAP Alternate Participation Data* including Primary Exceptionality and Subgroup Data.

Table 7: State-Level Targeted Analysis of Alternate Assessment Participation Data

PRIMARY EXCEPTIONALITY	2020-2021	2021-2022	2022-2023	2023-2024 (ESTIMATED)
Autism	1,624	1,835	1,678	1,788
Deaf-Blindness	2	4	5	5
Developmentally Delayed	158	181	34	76
Emotional Disability	10	10	7	11
Hearing Impaired	47	33	21	19
Intellectual Disability	2,617	2,588	2,191	2,022
Multiple Disabilities	626	647	527	558
Other Health Impairment	439	472	425	472
Orthopedic Impairment	82	83	63	64
Speech and Language Disability	29	31	21	56
Specific Learning Disability	45	42	23	19
Traumatic Brain Injury	35	45	35	40
Visual Impairment	29	31	15	14

Table 8: State-level ACAP Alternate Subgroup Data

Subgroup	Participation Data		Risk Ratio
	2022-2023	2023-2024 (ESTIMATED)	2023-2024 (ESTIMATED)
Asian	80	92	1.15
Black or African American	2,058	2,105	1.31
Hispanic	447	482	0.83
Native American or Alaskan Native	439	25	0.57
Pacific Islander	4	9	1.50
Two or More Races	144	156	0.86
White	2,259	2,271	0.86
Economically Disadvantaged	4,018	4,011	1.23
English Learners (LEP 1 or 2)	212	227	0.72

Component 4A

Include a plan and timeline for improving the implementation of its guidelines for participation in the alternate assessment including if necessary, revising its definition of “students with the most significant cognitive disabilities”.

Alabama is continually striving to improve the implementation of its guidelines for participation in the AA-AAAS. Historically and this upcoming SY 2023-2024 we are implementing a plan of improvement involving aspects of technical assistance opportunities for all LEAs, with invitations being sent specifically to the LEAs for concerns identified by the ALSDE 1.0 Percent Cap Team, based on data and the *Justification Form*s submitted by the LEAs.

Technical assistance is a targeted approach based on the LEA needs and concerns identified from the *Justification Form*s and data. ALSDE will take an Individualized approach that allows for support to LEAs that will provide actual progress toward proper identification of students with the most significant cognitive disabilities, notification of the long-term effects of the alternate assessment, increase student participation, and show an increase in student achievement. The identified LEA Factors are listed in **Table 9** below.

Table 9: LEA Factors

LEA Factors	Audience	Required Training
LEAs over the 1.0 Percent Cap Requirement (all LEAs are invited; required for all 1.01 and above)	<ul style="list-style-type: none"> Special Education Coordinator District Test Coordinator Principals Lead Special Education Teacher 	<ul style="list-style-type: none"> Live/Recorded Training
School Leader Series: Supporting the Inclusion of Students with Disabilities in Assessment	<ul style="list-style-type: none"> Principals 	<ul style="list-style-type: none"> Live/Recorded Training
Participation rate of less than 95% on any content subject assessment (All students and students with disabilities)	<ul style="list-style-type: none"> Special Education Coordinator District Test Coordinator Principals 	<ul style="list-style-type: none"> Family Involvement and Participation Plan for assessment participation
Continually Increasing in overage of the 1.0 Cap	<ul style="list-style-type: none"> Special Education Coordinator District Test Coordinator Principals Lead Special Education Teacher 	<ul style="list-style-type: none"> Self-Assessment Workshop
LEAs with an increase of the percentage of students on the alternate participation within the LEA compared to SY 2022-2023	<ul style="list-style-type: none"> Special Education Coordinator Principals Lead Special Education Teacher 	<ul style="list-style-type: none"> Principal Webinar Self-Assessment Workshop
Disproportionality Risk Ratio	<ul style="list-style-type: none"> Special Education Coordinator District Test Coordinator Principals 	<ul style="list-style-type: none"> Disproportionality Action Plan
K-2 Identified Alternate Students	<ul style="list-style-type: none"> Special Education Coordinator District Test Coordinator Principals Lead Special Education Teach/Case Manager 	<ul style="list-style-type: none"> Justification for students identified

LEA Factors	Audience	Required Training
LEAs who have identified: <ul style="list-style-type: none"> any student with an IQ score over what is identified within the definition; any student who is identified with a non-approved disability as identified within the <i>Decision Making Tool</i>; students within the highest performing group; students within the largest total subpopulation. 	<ul style="list-style-type: none"> Special Education Coordinator District Test Coordinator Principals Lead Special Education Teach/Case Manager 	<ul style="list-style-type: none"> Justification for students identified
LEAs under the 95% Participation rate for: <ul style="list-style-type: none"> Students with disabilities Alternate students 	<ul style="list-style-type: none"> Special Education Coordinator District Test Coordinator Principals 	<ul style="list-style-type: none"> Live/Recorded Training Action Plan

The targeted technical assistance was an integral part of the planning for this timeline. The team wanted to be sure that the timing of the support impacted the participants at times that were beneficial and relevant in the field and when LEAs and schools were identifying students for alternate standards. **Table 10** identifies the time in which trainings will be provided to the LEAs and schools.

Table 10: Timeline for Improving the Implementation Guidelines for Participation in the *ACAP Alternate*

Date (Timeframe)	Activity
July 2023 – July 2024	1.0 Percent Cap Team Meetings
October 30, 2023	Memo to Superintendents about 1.0 Cap Percent Data release
October 2023 – May 2024	Monitoring LEAs over the 1.0 Percent Cap – Meeting with Team monthly to discuss reviews
November 1, 2023	Data Reported to LEAs with an invitation to the <i>Understanding the 1.0 Cap</i> Webinar
November 8, 2023	Understanding the 1.0 Cap Webinar (Justification Form Link Provided)
November 2023	Justification Form Clarification Office Hours - <i>What is the Justification Form and why does my LEA have to complete?</i>
	Justification Forms are Due
	Justification Forms made publicly available on Alabama Achieves website under Assessment and Special Education Services Live Binder
	Disproportionality Webinar
	Understanding Participation Webinar
	Public Notice of the Request for a 1.0 Cap Percent Waiver
December 4, 2023	Waiver Submitted to USDOE
December 2023-February 2024	Convene a committee of Teachers who teach alternate standards to evaluate the State's definition of students with the most significant cognitive disabilities
December 2023-February 2024	K-2 Identified Alternate Students Webinar - Guidance
December 2023-February 2024	Justifications for Identified Students Webinar - Guidance
Winter 2023	ACAP Summative and Alternate Parent Videos of the Individualized Score Reports (ISR) (Social Media Blasts)
January 2024- June 2024	Parent Resources

Date (Timeframe)	Activity
January 2024	Understanding the Decision-Making Process Before Considering the Alternate Assessment
January - February 2024	School Leader Series Training
Spring 2024	Empowering Families Toolkit Webinar
June 2024	CCSSO/NCSA Workshop – Alternate Instructional Strategies Toolkit
July 2024 – ALSDE MEGA Conference	Self-Assessment Workshop (MEGA Conference)
	Assessment will present: <i>The number one (1) is small, but it can be a game changer.</i>

Component 4B

Include additional steps to support and provide oversight to each LEA projected to exceed assessing more than 1.0 percent of its students with a most significant cognitive disability.

The ALSDE has incorporated the 1.0 Cap into the **Risk Rubric** for Special Education Data and Reporting. The LEAs have been notified of their 1.0 Cap status of over or under the 1.0 Cap. Depending on their status, the LEA will receive points added to their risk rubric for being over the 1.0 Percent Cap. The State's priority includes partnership with the School Improvement Team to evaluate policies, procedures, and practices of those LEAs/schools over the 1.0 percent cap. This evaluation looks at how the LEA/school is determining which students are placed on alternate standards.

Monitoring is conducted with the collaboration of Assessment and Special Education sections. ALSDE began an intensive monitoring schedule in 2022-2023 allowing for in-person monitoring and desk audits to review documentation utilized to evaluate a LEA projected to be over the 1.0 percent cap. The approach taken was to randomly select students from the LEAs identified as projected over the 1.0 percent cap. The team conducted a thorough review of IEPs to determine if students had been placed appropriately and if the LEAs were utilizing the ALSDE tools for determining eligibility (*Decision Making Tool*) for a student to be placed on alternate standards. From this monitoring, findings were discussed with the LEAs about any deficits.

ALSDE will continue this monitoring approach and put in place a more strenuous approach for LEAs to provide any documentation not discovered. If documentation is missing during the monitoring process, the LEA will have thirty days to make available to ALSDE all missing documentation. If LEAs fail to provide the requested information, a letter will be forwarded to the LEA Superintendent of the deficiency and include steps on how to resolve. The LEA will also have to complete an action plan as to how they will ensure that proper documentation is acquired for every student identified with the most significant cognitive disability.

ALSDE will add a few **additional requirements** for monitoring this year. Each LEAs will have to complete:

- A thorough review of a Kindergarten through second grade analysis of students that have been identified with the most significant cognitive disabilities.
- A thorough review and justification for each student who has an IQ score over the recognized score within the definition of a student with the most significant cognitive disabilities; any student who is identified with a disability that is not identified within the *Decision-Making Tool*; students within the highest performing group taking the *ACAP Alternate*; and students within the largest total subpopulation.
- A thorough review of participation rates lower than the 95 percent of all students, students with disabilities, and those students identified to take the *ACAP Alternate*.

From this data, the team will evaluate trend data, participation rates, and justification assurances. ALSDE will reevaluate resources, trainings, and guidance that is provided by the State to maintain and ensure that all LEAs/schools are provided with the most appropriate oversight.

Appendix A: Alternate Tested Students - Percentage for Multiple Years For All Districts

DISTRICT NAME	ALTERNATE PERCENTAGE GE 2016- 2017	ALTERNATE PERCENTAGE GE 2017- 2018	ALTERNATE PERCENTAGE GE 2018- 2019	ALTERNATE PERCENTAGE GE 2020- 2021	ALTERNATE PERCENTAGE GE 2021- 2022	ALTERNATE PERCENTAGE GE 2022- 2023
Autauga County	1.05	1.09	0.97	1.08	0.85	1.07
Baldwin County	1.14	1.21	1.11	0.97	0.97	0.94
Barbour County	2.42	1.94	2.66	2.92	2.19	1.66
Bibb County	1.57	1.35	1.57	1.13	1.66	1.43
Blount County	0.85	1.20	1.13	1.24	1.27	1.26
Bullock County	0.92	2.07	1.56	1.42	1.49	1.88
Butler County	0.91	1.37	0.89	1.27	1.51	1.45
Calhoun County	0.98	1.04	1.12	0.70	0.98	0.91
Chambers County	1.65	1.91	2.10	2.05	1.61	1.82
Cherokee County	0.63	0.76	0.64	0.60	0.58	0.47
Chilton County	1.24	1.05	1.13	0.98	0.72	0.58
Choctaw County	1.45	1.27	1.67	2.29	2.79	2.57
Clarke County	1.86	1.52	1.47	1.88	1.86	1.96
Clay County	1.99	1.81	1.97	2.27	2.22	2.26
Cleburne County	0.82	1.22	0.93	1.21	1.11	1.27
Coffee County	0.73	0.53	0.63	0.59	0.49	0.55
Colbert County	1.02	1.06	0.67	0.95	0.85	1.07
Conecuh County	0.42	0.63	0.85	0.69	0.43	0.59
Coosa County	1.16	1.88	2.74	2.00	2.26	2.50
Covington County	0.80	0.80	0.57	0.69	0.48	0.51
Crenshaw County	1.47	1.21	1.27	2.40	1.33	1.07
Cullman County	0.89	1.00	1.07	1.06	1.24	1.23
Dale County	1.00	0.93	0.78	1.04	1.14	0.77
Dallas County	1.81	2.25	2.18	1.68	1.24	1.27
DeKalb County	1.00	1.07	1.01	1.21	1.32	1.31
Elmore County	0.97	1.03	1.15	1.11	1.02	0.90
Escambia County	1.47	1.34	1.69	1.19	1.42	1.68
Etowah County	0.70	0.79	0.88	0.83	0.99	1.12
Fayette County	1.24	1.73	1.19	1.02	1.29	1.98
Franklin County	1.14	1.32	1.48	1.56	1.63	1.85
Geneva County	0.94	0.98	0.80	0.80	0.86	1.45
Greene County	0.71	1.49	1.52	0.96	1.06	1.75
Hale County	0.88	0.96	0.80	1.01	0.93	0.78
Henry County	1.66	1.83	2.08	2.37	2.18	1.61
Houston County	1.49	1.34	1.46	1.60	1.48	1.46
Jackson County	0.60	0.54	0.62	0.53	0.81	0.86
Jefferson County	1.47	1.63	1.59	1.47	1.45	1.62
Lamar County	0.39	0.73	0.58	0.79	0.90	1.27
Lauderdale County	0.93	0.91	0.79	1.02	0.82	1.03
Lawrence County	1.34	0.96	1.12	1.22	1.23	1.54

DISTRICT NAME	ALTERNATE PERCENTA GE 2016- 2017	ALTERNATE PERCENTA GE 2017- 2018	ALTERNATE PERCENTA GE 2018- 2019	ALTERNATE PERCENTA GE 2020- 2021	ALTERNATE PERCENTA GE 2021- 2022	ALTERNATE PERCENTA GE 2022- 2023
Lee County	1.29	1.24	1.07	1.13	0.96	1.35
Limestone County	1.22	1.11	1.06	0.92	0.77	1.03
Lowndes County	1.31	1.66	2.26	1.25	1.77	1.95
Macon County	1.19	1.48	1.50	1.49	2.49	1.90
Madison County	1.25	1.29	1.39	1.34	1.43	1.56
Marengo County	2.55	1.65	1.68	1.84	0.65	0.92
Marion County	1.27	1.09	1.15	0.87	1.05	1.11
Marshall County	0.81	0.70	0.88	0.99	0.93	1.01
Mobile County	1.57	1.50	1.51	1.54	1.62	1.62
Monroe County	1.24	1.21	1.34	2.08	1.58	1.42
Montgomery County	1.57	1.57	1.56	1.54	1.33	1.65
Morgan County	1.17	0.97	1.30	1.35	1.08	0.95
Perry County	1.60	1.80	1.37	1.56	1.34	1.38
Pickens County	1.27	1.41	1.57	1.09	1.51	1.36
Pike County	1.10	0.97	0.76	1.16	1.89	1.38
Randolph County	1.48	1.93	1.55	1.09	1.34	1.71
Russell County	1.04	1.00	0.98	0.70	0.87	0.72
St Clair County	1.40	1.44	1.27	0.99	1.01	1.10
Shelby County	1.36	1.41	1.62	1.50	1.65	1.73
Sumter County	1.70	2.19	1.62	1.59	1.66	1.87
Talladega County	0.98	0.79	0.93	1.19	1.14	1.43
Tallapoosa County	1.56	1.45	1.38	1.35	0.99	0.99
Tuscaloosa County	1.30	1.61	1.43	1.42	1.57	1.64
Walker County	1.41	1.40	1.28	1.13	1.12	1.12
Washington County	1.69	1.93	1.82	2.12	2.10	2.11
Wilcox County	2.35	2.14	2.63	2.88	2.22	3.42
Winston County	0.55	0.56	0.51	0.99	0.98	1.00
Albertville City	0.81	0.76	0.86	0.93	1.04	1.14
Alexander City	1.16	1.23	1.74	0.78	1.32	1.04
Alabaster City	1.03	1.12	0.96	1.37	1.61	1.39
Andalusia City	0.88	0.85	0.97	0.88	0.78	1.09
Anniston City	1.63	1.30	1.34	1.77	2.48	2.53
Arab City	1.07	0.82	1.21	0.74	1.35	1.58
Athens City	0.92	0.77	0.90	0.84	0.76	0.78
Attalla City	0.87	0.39	0.51	0.97	0.93	1.46
Auburn City	0.94	0.75	1.00	1.07	1.14	0.96
Bessemer City	1.68	2.28	1.88	2.50	1.90	1.85
Birmingham City	1.14	1.17	0.97	0.88	1.09	1.16
Boaz City	0.78	1.15	0.73	0.56	0.32	0.76
Brewton City	1.57	1.54	1.59	1.95	2.20	1.84

Chickasaw City	1.40	1.83	1.66	1.29	2.32	2.55
DISTRICT NAME	ALTERNATE PERCENTAGE GE 2016- 2017	ALTERNATE PERCENTAGE GE 2017- 2018	ALTERNATE PERCENTAGE GE 2018- 2019	ALTERNATE PERCENTAGE GE 2020- 2021	ALTERNATE PERCENTAGE GE 2021- 2022	ALTERNATE PERCENTAGE GE 2022- 2023
Cullman City	1.13	0.76	0.99	1.35	1.32	1.57
Daleville City	1.67	1.51	0.92	0.52	1.91	1.37
Decatur City	1.63	1.41	1.51	1.00	1.18	1.34
Demopolis City	1.49	1.46	1.18	1.02	1.18	2.06
Dothan City	1.42	1.55	1.83	1.61	1.73	1.94
Elba City	0.64	0.32	1.30	0.66	0.32	0.94
Enterprise City	0.55	0.45	0.46	0.43	0.35	0.44
Eufaula City	1.20	1.36	1.67	1.24	1.92	1.97
Fairfield City	1.41	1.48	2.22	1.35	1.03	1.06
Florence City	1.31	1.23	1.31	1.51	1.48	1.49
Fort Payne City	0.92	1.07	1.17	1.17	0.93	1.20
Gadsden City	0.84	0.91	0.78	0.90	1.37	1.36
Geneva City	0.82	1.16	1.04	1.06	0.62	0.77
Gulf Shores City				0.61	0.96	0.77
Guntersville City	1.16	0.91	1.20	0.88	0.97	1.25
Haleyville City	1.01	1.29	1.05	0.84	0.59	0.76
Hartselle City	0.42	0.65	0.64	1.01	0.99	1.10
Homewood City	0.85	0.83	0.86	0.63	0.64	1.00
Hoover City	0.63	0.68	0.67	1.03	1.22	1.22
Huntsville City	1.53	1.65	1.68	1.44	1.48	1.72
Jacksonville City	0.96	0.73	0.94	0.76	0.98	1.54
Jasper City	1.65	1.59	1.67	0.98	0.58	0.69
Lanett City	0.70	0.88	1.58	1.67	1.05	0.96
Leeds City	1.40	1.47	1.41	1.34	1.53	1.52
Linden City	3.95	5.16	4.17	6.67	3.48	5.35
Madison City	1.25	1.04	1.20	1.19	1.02	1.30
Midfield City	2.50		2.06	1.32	0.99	1.11
Orange Beach City						0.14
Mountain Brook City	0.74	1.09	1.01	0.98	1.05	0.82
Muscle Shoals City	0.52	0.52	0.33	0.41	1.04	0.76
Pelham City	0.92	0.68	1.13	1.36	1.41	1.47
Oneonta City	0.98	0.72	0.97	0.80	0.94	0.97
Opelika City	1.07	0.79	1.14	1.08	1.21	1.17
Opp City	0.75	1.49	1.72	1.07	1.67	1.37
Oxford City	1.13	1.24	1.46	1.55	0.96	1.03
Ozark City	1.79	2.28	2.69	2.19	2.31	2.26
Pell City	0.39	0.75	0.91	0.83	1.17	1.40
Phenix City	0.81	0.74	0.79	0.48	0.55	1.05
Piedmont City	1.98	1.76	1.18	1.42	1.06	1.69

Pike Road City	0.23	0.45	0.93	0.72	1.28	0.95
Saraland City	0.93	1.23	1.09	1.72	1.80	1.63
DISTRICT NAME	ALTERNATE PERCENTAGE 2016-2017	ALTERNATE PERCENTAGE 2017-2018	ALTERNATE PERCENTAGE 2018-2019	ALTERNATE PERCENTAGE 2020-2021	ALTERNATE PERCENTAGE 2021-2022	ALTERNATE PERCENTAGE 2022-2023
Roanoke City	0.63	0.88	1.03	0.69	1.15	1.27
Russellville City	1.00	0.89	0.95	0.94	1.01	1.13
Scottsboro City	1.12	0.99	0.92	0.80	0.55	0.82
Selma City	1.45	1.53	1.92	1.70	2.07	2.33
Sheffield City	2.14	2.09	2.14	1.70	1.30	2.05
Sylacauga City	1.77	1.27	1.25	1.43	1.95	2.15
Talladega City	2.06	1.94	2.58	3.27	2.91	2.11
Tallassee City	1.52	1.56	1.52	1.32	1.17	1.93
Satsuma City	0.90	0.75	0.84	0.91	1.28	1.04
Tarrant City	1.67	1.16	1.26	1.19	1.50	1.34
Thomasville City	0.62	0.64	0.97	1.28	1.42	1.88
Troy City	1.84	2.62	1.96	2.05	1.92	1.85
Tuscaloosa City	1.41	1.79	1.71	2.07	1.93	2.05
Tuscumbia City	0.73	0.73	1.00	0.67	0.82	0.80
Vestavia Hills City	0.60	0.68	0.80	0.30	0.31	0.52
Winfield City	0.91	0.90	1.08	1.52	1.20	1.12
Trussville City	0.28	0.67	0.47	1.00	1.28	1.40
MAEF Public Charter Schools					0.00	0.00
University Charter School			0.00	0.77	1.69	3.47
LEAD Academy				1.19	0.37	0.53
Legacy Prep					0.00	0.00
i3 Academy				0.46	0.32	0.73
LIFE Academy						0.00
Breakthrough Charter School					4.35	1.65
Magic City Acceptance Academy					0.00	0.55
Empower Community School						0.00

Appendix B: Data Included in the Waiver Extension Request 2022-2023

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

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
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
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

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

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%

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%

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%

Alabama Participation Rates for Previous Years

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.