

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   | 93.65%*   | 98.04%    |
|                             | 98.91%    |           |           |
| 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<br>(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 | HISPANIC/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%                    |