

District	Did your district meet the 95% Participation for all students?	Did your district meet the 95% Participation for all students with disabilities? (This category includes all students with disabilities, not just students who would have taken the ACAP...)	Did your district meet the 95% Participation for all students with significant cognitive disabilities? (This category includes ONLY students who would have taken the ACAP Alternate.)	Does your district have identified students participating in the ACAP Alternate with an IQ score higher than 55?	The district operates a special school/center specifically for students with the most significant cognitive disabilities. List the name of the school(s):	A small district enrollment size results in a greater impact on participation rates (for example, a district size of 180 students, with two students with the most significant cognitive disabilities...)	Provide a brief description of how the district has worked to improve alternate assessment and individualized education program practices to ensure only students with the most significant cognitiv...	Identify the factors that contributed to the district exceeding the One Percent Cap requirement for students participating in the ACAP Alternate Assessment. Other, please explain:	Does the district require that General Education Teachers participate in training on the Decision Making Tool?	Does the district require that Special Education Teachers participate in training on the Decision Making Tool?	Does the district require that Special Education Coordinators participate in training on the Decision Making Tool?	Does the district require that District Test Coordinators participate in training on the Decision Making Tool?	Does the district feel additional training on the use of the Decision Making Tool is needed?
Brewton City Schools	Yes	Yes	Yes	Yes	*****	No	***** provides continued awareness training as well as detailed training on the decision making tool and criteria to consider for determining whether a child will be taught on the Alternate Standards and will be assessed on the Alternate Assessment. ***** district staff has also been reviewing student's files and eligibility criteria for those determined to meet eligibility under Intellectual Disability.	***** has had a significant increase in enrollment for special education students moving into our district. We have had several students transfer into our district from other districts who were being taught on the Alternate Standards and participating in the ACAP- Alternate assessment. Our special education population has significantly increased over the last 5 years due to transfers into our district due to the strength of programming we are able to offer to our students.	Yes	Yes	Yes	Yes	Yes
Thomasville City Schools	Yes	Yes	Yes	Yes	N/A	No	Every student who is on extended standards have to have the Decision-Making Tool so that monitoring before 2nd grade can be done. All special education teachers are trained on the Decision-Making Tool.	We have many children with medical needs, many children diagnosed with level 3 autism, some down syndrome, and other factors affecting their cognitive ability.	No	Yes	Yes	Yes	No
Chickasaw City 121	Yes	Yes	Yes	Yes	N/A	No	We ordered several evaluative tools to assess our students. We make sure that our service providers are trained in the required areas to better serve our students.	We have two self-contained units in one out of the two elementary schools in our district. Those students feed into the one self-contained unit at our middle school. Those students eventually receive services at our high school.	Yes	Yes	Yes	Yes	No
Bullock County School District	Yes	Yes	Yes	Yes	N/A	Yes	All special education teachers as well as the system's psychologist have been repeatedly trained and provided guidance as to our district exceeding the 1% cap of Alternate ACAP participation as well as the use of the Decision Making Tool. All have been instructed to carefully evaluate and apply the criteria established within the Decision-Making Tool.	*** Schools is a small district with a reputation for providing academic excellence. We have out of district students enrolled within our school district and currently have a waiting list for all grades for potential enrollment. Our school district does not use a child's special education status as a filter for potential enrollment; therefore, we have a higher than normal special education population. Our Child Count numbers for this school year have increased by 25 students from last year's Child Count numbers.	No	Yes	Our	Yes	No
Tarrant City Schools	Yes	Yes	Yes	Yes	N/A	Yes	Annual Training is conducted with all staff on the impact of students moving to the AAS, along with specified training of Special Education Teachers and Principals on the ACAP Alternate Decision-Making Tool, emphasizing data collection to support each eligibility domain. Parents are informed of the impact on their children if they move to Alternate Standards. The Special Education Staff reviews all decisions for students to move to the ACAP Alternate and Alternate Standards.	**** is a small system with a small sample of students in disaggregated categories. Therefore, one student will impact our 1% cap. As an example, one hispanic student taking the Alternate Assessment gave us a risk ratio of 3.19, and 2 black students produced a risk ratio of 1.75.	No	Yes	Yes	Yes	No
Geneva County	Yes	Yes	Yes	No	N/A	No	All teachers who administer the ACAP Alternate are required to complete annually the ACAP Decision Making Tool for each student who is identified having a significant cognitive disability.	*** has experienced an influx in enrollment of students with disabilities specifically those that identify with significant cognitive delays	No	Yes	Yes	Yes	Yes
Attalla City Schools	Yes	Yes	Yes	Yes	N/A	No	Annual training for teachers and district personnel. Annually reviewing all*** decisions and data used to make these decisions.	**** that came already on AAS. Students with Autism not conditioned to test or ADOS. Students who have attempted program modifications unsuccessfully.	No	Yes	Yes	Yes	No
Albertville City Schools	Yes	No	No	No	N/A	Yes	***** Schools is committed to enhancing alternate assessment and individualized education program (IEP) practices to ensure the participation of students with the most significant cognitive disabilities. We have implemented clear eligibility criteria in collaboration with special education professionals and experts to define and refine these criteria based on current research and best practices, focusing on the development of comprehensive and individualized IEPs. Our educators receive ongoing professional development to stay abreast of the latest research and best practices, and we actively involve parents in the IEP development process. Regular monitoring, evaluation, and data analysis guide our efforts to make informed decisions and continually improve our support system. Aligning with state academic standards, we strive to provide a meaningful and valid assessment experience for every student with significant cognitive disabilities in ***** County Schools.	***** Schools acknowledges the unique structure of our district, where the high school houses grades 7-12, and the intermediate school houses grades 2-6, with both schools having a total population of less than 300 students. The factors contributing to the district exceeding the One Percent Cap requirement for students participating in the ACAP Alternate Assessment may be influenced by the relatively small overall student population. With fewer students, the impact of individual cases can be more pronounced, potentially leading to fluctuations in the percentage of students participating in the ACAP Alternate Assessment. Additionally, the diverse needs of our students, including those with significant cognitive disabilities, require a tailored approach to assessment practices. ***** Schools is committed to closely examining these factors, collaborating with relevant stakeholders, and implementing strategies to ensure compliance with assessment requirements while providing meaningful support for all students in our unique educational environment.	No	Yes	Yes	No	No
Lamar County	No	No	No	Yes	N/A	Yes	***** Schools has reduced the number of AAA participants from 2.7 in 2020 to 2.1 in 2021-2022.***** Schools Special Education Department has reviewed the Eligibility Reports for all students who are participating in AAA. The case managers have been instructed to schedule IEP meetings for all students who do not have an IQ Score of 55 or below.	***** Schools has a small enrollment size which results in a greater impact on participation rates.	No	Yes	Yes	No	Yes
Choctaw County School District	Yes	Yes	Yes	Yes	N/A	No	Training has been provided to teachers regarding the ACAP Alternate Accommodations Checklist.	A number of severely cognitive deficit students have enrolled in our district along with students with disabilities that have never been in school.	No	Yes	Yes	No	Yes

Winfield City School System	No	No	No	No	N/A	No	The district provides ongoing training on assessments and the Decision Making Tool from ALSDE. Additionally, each student who is deemed eligible for the ACAP Alternate is reviewed from Central Office to support the IEP team in their decision based on data	The district has a significant number of students who are identified with low cognitive abilities and the structure of student placements in the district impacts the 1:5 by school due to self contained classrooms and where the students are enrolled.	Yes	Yes	Yes	Yes	Yes
Florence City	Yes	Yes	Yes	Yes	****	No	The district has provided training on the required Decision Making Tool. Professional Development was provided for all principals at principals' meetings. This training was also provided to all special education teachers during special education IEP training.	***** Schools operates a special center specifically for students with the most significant cognitive disabilities (*****). Also, additional training for administrators, case managers, and teachers may be necessary to make certain the everyone involved understands how to implement the decision making tool more effectively.	No	Yes	Yes	Yes	Yes
Dallas County Schools	Yes	Yes	Yes	No	N/A	Yes	The district has improved and increased student assessment as well as the use of the Alternate check list to make sure only students with the most significant disabilities are being given the alternate assessment.	Small enrollment size and high volumes of students that receive special education services.	No	Yes	Yes	No	Yes
Tuscaloosa City	Yes	Yes	Yes	No	N/A	Yes	SPED staff enters all eligibilities and provides feedback an all eligibility meetings.	Our district is small, and our students do not choose their abilities.	Yes	Yes	Yes	Yes	No
Gulf Shores City Schools	No	Yes	No	No	N/A	Yes	The district is committed to enhancing the quality of education for all students by offering training to teachers and facilitating collaboration between special education and general education teachers. Our aim is to equip general educators with the necessary resources too improve their teaching method and enable them to effectively include students with significant needs in the general education setting.	The school district is experiencing a rise in the number of children in foster care who have chronic disabilities and IQs below 55.	Yes	Yes	Yes	Yes	No
Tusculumbia City School System	Yes	Yes	Yes	Yes	N/A	Yes	In January 2023 our district did a thorough review of the One Percent Cap data provided by Student Assessment using the One Percent Cap Student Information Sheet. In March 2023 the District Test Coordinator and Special Education Coordinator completed the required training for our district because we had several schools that were over 2%. Empowering Teachers to Find Ability in Students with Extensive Needs (Assistive Technology and Alternate Standards Instruction) In August 2023 our DTC presented training on the Decision Making Tool to ALL employees at our opening Institute day and our SPED Coordinator presented the disproportionality training.	Because ***** has a relatively small district enrollment size our Alternate students result in a greater impact on participation rates	Yes	Yes	Yes	Yes	Yes
Huntsville City Schools	Yes	Yes	Yes	Yes	N/A	Yes	The District has provided training to administrators, special education personnel, and IEP teams on the criteria for AAS, the definition of students with the most significant cognitive disabilities, and the Decision-Making Tool for the Alternate assessment. The District has conducted comprehensive re-evaluations to ensure appropriate data and information regarding students with disabilities have been collected for such decisions.	Factors that contribute to the District exceeding the 1% CAP include a small, rural district with students who meet criteria for the ACAP Alternate Assessment.	Yes	Yes	Yes	Yes	Yes
Greene County	No	No	No	Yes	N/A	Yes	The AAA enrollment for ***** will exceed 1.0% due to a high transient student population and a high traffic geographic location. The ***** district has experienced a very high enrollment of out of state students who need alternate state assessments. Additionally, ***** has a virtual school program which attract parents of students with disabilities who may require a wider range of services. Lastly, our autism population is increasing annually due to higher clinical diagnoses. In an effort to alleviate the overage, our Special Education Coordinator and school psychologists have reviewed and discussed the requirements for placement in AAA. They are also looking at IQ and adaptive behavior scores more closely to ensure significant deficits are clearly evident. In the future we will also be considering the use of maximum accommodations in order to retain students on a general education testing track. Our efforts to this point have shown a decrease in our overall percentage from last year. Two students from brick and mortar were flagged with making 4's on the assessment and have since then been reevaluated and will not be participating in taking the AAA. **** School system has reviewed eligibility information and current IEP on all students participating in the Alabama Alternate Assessment. I have completed the 1% Threshold for each student and school and have determined that each child does have a significant cognitive disability that meets requirements for the AAA. The student's significant cognitive disability severely limits the performance of adaptive behavior across multiple environments and domains of adaptive functioning, including Conceptual, Social, and Practical domains, based on clinical and standardized assessment.	Higher number of students in middle and high school and virtual that are on the alternate standards.	Yes	Yes	Yes	Yes	No
Pell City Schools	Yes	Yes	Yes	Yes	N/A	No	Our district utilizes the Decision-Making Tool annually to determine, via the IEP team, if the student is appropriate for the ACAP Alternate. Additionally, we have organized a group of teachers for these students who regularly look over data and criteria to ensure IEP teams are making the best decisions for students.	Our district has experienced an influx of transfer students who have arrived already determined to be appropriate, via the IEP team and the Decision-Making Tool, that the student is appropriate for this assessment. Additionally, the IEP teams have completed the forms and determined that this is the most appropriate to meet the needs of these students as is covered under IDEA.	No	Yes	Yes	Yes	No

Barbour County Schools	Yes	Yes	Yes	Yes	N/A	Yes	All students who are considered for AAS standards and participation in the Alabama Alternate Assessment must be evaluated by a licensed school psychologist regardless of what previous assessment scores indicate if that data is more than 12 months old. Additionally, all case managers are trained using the Decision Making Tool document from the ALSDE. In addition, all students considered for AAS must have at least 8 weeks worth of progress monitoring data and documentation that shows either RTI or IEP accommodations were ineffective in providing FAPE. The teams are also trained to consider absenteeism. Students considered to be chronically absent are not considered for AAS standards unless current IQ evaluations reveal a score of 55 or less.	The LEA student enrollment has continued to decline each year. Students who take the ACAP Alt have a much greater impact on the overall percentages due to this. Even if the AAS student population remains the same, with total enrollment decreasing, the percentage of ACAP Alt participants continues to climb. Also, students who move from a non-tested grade level to a tested grade level have a greater impact. For example, ***** has at least 4 students identified as having a most significant cognitive disability that moved from 9th grade to 10th grade during the 22/23 school year.	Yes	Yes	Yes	No	Yes
Tallassee City Schools	Yes	Yes	Yes	Yes	N/A	Yes	Our school district has implemented a targeted approach to enhance alternate assessment and IEP practices. This involves thorough assessments by the IEP team to identify students with the most significant cognitive disabilities, ensuring precise eligibility for the Alternate Assessment. Continuous professional development for educators and collaborative efforts with special education professionals further refine the process, aiming to provide tailored support for each student's unique needs within the framework of IEPs.	Our district's programmatic decisions result in a more concentrated population of students with the most significant cognitive disabilities housed in the ***** schools. Our parents tend to retain their children at the Intermediate School level and the Middle School level instead of sending them to the next feeder campus. In meeting with parents, they have stated that changing teachers, campuses, routines, bus routes, etc. plays a large part of their decision. This, therefore, causes an increase in the number of students being tested in certain grade levels.	Yes	Yes	Yes	Yes	No
Oxford City Schools	Yes	Yes	Yes	Yes	N/A	No	The district has required all teachers to do the ACAP Alternate Decision-Making Tool training in the past and at all special education faculty meetings, the special education staff is reminded of what to use to determine whether a student is eligible or not for the Alternate Assessment. Special Education staff discuss all criteria and the documentation necessary for the correct placement of these students.	We have had some students who are participating in the Alternate Assessment who have moved into our system. As a system, we only have 16 students who are participating in the Alternate and the addition of one or two students can change the percentage drastically.	Yes	Yes	Yes	Yes	No
Homewood City Schools	Yes	No	Yes	Yes	*****	Yes	***** provides training annually to all special education teachers and building test coordinators who represent each school.	The factors that contribute to the district exceeding the One Percent Cap requirement are due to our population of students with significant cognitive and medical disabilities.	No	Yes	Yes	Yes	No
Sumter County Board of Education	Yes	No	Yes	Yes	*****	Yes	All SPED are trained yearly on the Decision Making Tool and ASAP manual	Small population with a large number of students with profound special needs.	Yes	Yes	Yes	Yes	No
Escambia	Yes	Yes	Yes	Yes	N/A	Yes	As the Special Education and DTC, principals are trained on the Decision Making Tool. The IEP teams consider all pertinent data to their students and make the best decision for each student.	We have several students participating on the ACAP Alternate Assessment who have been identified as Autism .	Yes	Yes	Yes	Yes	Yes
Lanett City	Yes	Yes	Yes	Yes	N/A	Yes	The district has worked to improve alternate assessment and individualized education program practices to ensure only students with the most significant cognitive disabilities are participating in the Alternate Assessment by conducting internal reviews, engaging in the completion of the Alternate Assessment Decision Making Tool during annual IEP meetings for those student suspected of needing this level of curriculum and assessment, and in training staff annually to ensure they are equipped to facilitate the process of completing the tool with IEP Teams.	The factors that contribute to the district exceeding the One Percent Cap requirement for students participating in the ACAP Alternate Assessment include: Individual IEP Team decisions based on the student's needs, smaller enrollment size, high rate of receiving transfer students with the most significant cognitive needs.	Yes	Yes	Yes	Yes	No
Shelby County	Yes	Yes	Yes	Yes	N/A	Yes	Providing special education teachers with professional development on the decision-making tool and the justification requirement.	***** allows open enrollment for out of district students. **** has a child count of 412 special education students and a total enrollment of 3,204 for an overall percentage of 13% of our total population identified as students with disabilities	No	No	Yes	No	Yes
Guntersville City	Yes	Yes	No	Yes	*****	No	Our district's special education department continues to stress the importance of working through the AAA Decision making tool and thoroughly reviewing the document with parents and other IEP team members when they are deciding about putting a student on AAA. We stress the significance of this decision and encourage IEP teams to first allow a student to work towards the regular standards if possible while putting accommodation in place to help them be successful there. Then, if they are not successful there, as a teamwork through the decision-making tool.	Participation Rate for ELA = 93.75% 60 of 64 students tested District Participation Rate for Math = 93.75% 60 of 64 students tested District Participation Rate for Science= 91.67% 22 of 24 students tested Testing 1 more student in each subject area would place the district at 95%.	No	Yes	No	No	Yes
Daleville City Schools	No	No	Yes	Yes	N/A	Yes	We have started giving IQ test to students who receive services under an autism label when they are up for re-evaluation if their academic performance seems significantly delayed.	N/A	No	Yes	Yes	Yes	Yes

Arab City Schools	Yes	Yes	Yes	No	N/A	No	***** utilizes guidelines from ALSDE to render informed decisions for all educational programs. We are confident that our practices have contributed to the significant reduction of students participating in alternate assessment based upon our continued professional learning and collaborative discussions regarding the designation of "most significant cognitive disabilities." ***** three-year data indicates that most identified schools have consistently reduced the number of students formerly identified as significant cognitive deficit. We acknowledge the criteria and utilize it to train and communicate best practices to all special education team members. Despite these efforts, we still have a high incidence of faculty and families who advocate for instruction utilizing the alternate standards, even if the student may not qualify for a high school diploma. For this reason, we make concerted efforts to talk through this at IEP meetings to ensure parents understand the implications. Each of our students who are designated, fully meet the established criteria. Only three don't have an IQ score, but otherwise meet the criteria. ***** will continue to work with families and staff to ensure all are informed and make the most appropriate decisions to support the learning and development of our students.	***** has a high incidence of students with Autism and Intellectual Disability which manifest significant cognitive deficits in many of the students.	Yes	Yes	Yes	Yes	Yes	
Cullman City Schools	Yes	Yes	Yes	Yes	*****	We are a city system surrounded by rural county systems. Many of our students who are on alternate achievement standards move to ***** to access group homes.	Each SPE TOR is trained in the alternate decision-making process. If an IEP team is considering alternate achievement standards, they must have a central office representative trained on the process attend the IEP meeting to ensure staff and parents understand the process.	We are a city school system surrounded by rural county systems. Many of our students have moved to ***** to live in the group homes who have located in our city.	Yes	Yes	Yes	Yes	No	
Selma City Schools	Yes	Yes	Yes	Yes	*****	No	The district has worked to train the school administrators and special education teachers regarding decision making for placing students on Alabama Alternate Standards (AAS), as well as using the Decision-Making Tool to determine if the student is appropriate to participate in the AAS. Training has been provided regarding students ability levels being an IQ of 55 or below in order to participate in AAS.	Students attending the special school/centers being enrolled at the school that the center is located rather than continuing to be enrolled at the school they would attend if not placed at the center.	No	Yes	Yes	No	Yes	
LEAD Academy	Yes	Yes	Yes	Yes	N/A	Yes	IEP Teams have been provided a clear explanation of the differences between assessments based on grade-level academic achievement standards and those based on alternate academic achievement standards and how participation in such assessments may affect a student's post-school opportunities. Special Education Teachers/Case Managers have received training on the Decision-Making Tool and are required to implement it along with current available data and State guidance for making IEP Team decisions regarding who will participate in the alternate assessment.	A small District enrollment size is a factor that contributed to exceeding the One Percent Cap. Also, the District allows students to enroll who are residents of neighboring school districts, which results in an increased enrollment of students with the most significant cognitive disabilities.	No	Yes	Yes	No	No	
Madison City Schools	Yes	No	Yes	Yes	*****	No	Increased oversight from the Department of Exceptional Student Services has been arranged in the past few years to review student data before the students are placed AAS to ensure ALSDE parameters are maintained in the decisions. Requesting work samples and documentation of academic interventions has helped to offset premature placements as well.	Although we do not have a "small district," we do have a large population of this low incidence category. Many transfer in with Alternate Assessment from other states or systems. Thus, the percentage increases. Students may have a 58 IQ but language, achievement, adaptive, and work samples all falling in the extremely low range of functioning (below 50).	No	Yes	Yes	No	No	
Cleburne County	Yes	Yes	Yes	Yes	N/A	No	Our district uses the Decision Making Tool. It is reviewed yearly during Spring IEP reevaluations as IEPs are being developed for the upcoming school year.	The ***** district had 1.1% of our student population meet the requirements on the Decision Making Tool to qualify for the Alternate Standards and Assessment.	Yes	Yes	Yes	Yes	No	
Chambers County Schools	Yes	Yes	Yes	Yes		No	Each of the following schools have specifically designed classrooms that allow for the inclusion of out of zone students with the most significant cognitive disabilities who require more extensive support and services to include students who participate in the Alabama Alternate Assessment: *****	***** conducts continuous internal compliance monitoring, professional development for staff and individuals involved in the identification and program selection of individuals with disabilities. In addition, we have trained our Building Test Coordinators and counselors on the eligibility criteria and special education process to ensure that our students are provided instruction in their least restrictive environment and with their nondisabled peers in the general education setting to the maximum extent possible. Special education teachers are trained on research based strategies and implement research based intervention to fidelity to maximize student success.	In addition to the aforementioned factors that contributed to the district exceeding the One Percent Cap requirement for students participating in the ACAP Alternate Assessment, ***** allows for out-of-district enrollment and is located in close proximity to *****, which allows for military parents to request stationing and attendance in our schools creating a higher enrollment of students with significant cognitive disabilities.	Yes	Yes	Yes	Yes	No

Washington County	Yes	Yes	Yes	No	N/A	No	In ***** County, we work very diligently to ensure that all students are educated on the highest, most appropriate standards as possible. Students are afforded the opportunity to work toward the general education standards and be assessed, starting in kindergarten, with the varying levels of support that might be required for the student to access the curriculum. The IEP team takes to heart the responsibility in making a decision that will have a lifelong lasting impact on a child by not allowing a young child the opportunity to learn how to "do school" and overcome any developmental lags that they may have had when entering school. By training and asking the IEP teams to allow, when appropriate students the opportunity to try to perform, we have had several students that have delayed their participation in the Alabama Alternate Assessment. Each student is treated as an individual, and their specific unique needs are taken considered by their IEP team when making these decisions. Only after careful consideration of all data available will the IEP team consider, a student with the most significant cognitive disability, participating in the Alternate Assessment.	We are a smaller, rural district with three distinct feeder patterns. The students that are assessed using the ACAP Alternate Assessment have been through a detailed process and their IEP team deemed it necessary for them to participate in this assessment. These students either meet the ALSDE guidelines or have documentation to support the decision. While we have reduced our numbers, we are still over the 1% cap. There is no factor other than this is what is appropriate for our students, as determined by their IEP team.	Yes	Yes	Yes	Yes	Yes
Sylacauga City Schools	Yes	Yes	Yes	No	*****	No	The district trains all special education personnel as well as administrators on the requirements for participating in the Alternate Assessment as well as determining which student meet criteria for most significant cognitive disabilities.	We are a large district and have had an influx of transfer in students who meet criteria for most significant cognitive disabilities in the last several years.	No	Yes	Yes	Yes	No
Jacksonville City	Yes	No	Yes	Yes	N/A	No	***** carefully reviews all data on students with disabilities prior to making a decision if the Alternate Assessment is the most appropriate assessment to show the student's knowledge. We do not base our decision on just one IQ score but on all aspects of the student including other formal assessments, medical information, observation, progress monitoring and gathering of teacher/parent input.	****has a significant number of students with Autism as well as students with significant multiple disabilities. ***** also has the **** ** under their umbrella and students from across the state are able to enroll. We have found that parents of children with significant disabilities who are not comfortable with their children being in the brick and mortar school then gravitate to our **** **. This results in a high number of students with disabilities enrolled in **.	No	Yes	Yes	No	No
Gadsden City	Yes	Yes	Yes	Yes	N/A	Yes	A full-time psychometrist has been secured to assess the appropriateness of eligibility determinations. Teachers use the Alabama Alternate Decision Making Tool to determine participation. Teachers have participated in the Alternate ACAP and the ACAP Summative Training for the 2023-2024 school year.	The district has a small enrollment number. Students have been identified appropriately to participate in the ACAP Alternate through the use of the Decision Making Tool and the assessment of IQ scores along with adaptive and functional deficits.	No	Yes	Yes	Yes	Yes
Houston County	Yes	No	Yes	Yes	N/A	Yes	We require documentation of assessments, evaluation, and any other reports used as evidence for eligibility criteria to ensure only students with the most cognitive disabilities are participating in the Alternate Assessment.	The district requires documentation of assessments, evaluations, and any other reports used as evidence for eligibility criteria to ensure only students with the most cognitive disabilities are participating in the Alternate Assessment.	Yes	No	No	No	No
Anniston City Schools	Yes	Yes	Yes	Yes	N/A	No	***** follow the guidance outlined in the Decision-Making Tool to make informed decisions which includes a thorough analysis of assessment data, historical data, behavioral data, medical data and observations.	The district's programmatic decisions result in a more concentrated population of students with the most significant cognitive disabilities housed in one school. Additionally, we have seen an increase in students with moderate to severe Autism Spectrum Disorder.	Yes	Yes	Yes	Yes	No
Russellville City	No	No	No	No	N/A	No	We provide an annual training with all staff on the criteria for the Alternate Assessment and what it means to be a student with Significant Cognitive Disabilities.	We have experienced a spike in enrollment of students with significant cognitive abilities in the past 2 school years.	Yes	Yes	Yes	Yes	No
PICKENS COUNTY SCHOOLS	Yes	Yes	Yes	Yes	N/A	Yes	Special Education Coordinator provides annual training with staff on ACAP Alternate eligibility criteria.	We have had an increase in special education students that are eligible for ACAP Alternate.	No	Yes	Yes	Yes	No
Trussville City Schools	Yes	No	No	Yes	N/A	No	The district has provided training for staff and administrators on the alternate assessment and best IEP practices. The district has reviewed the IQ and exceptionality of each student with significant cognitive disabilities participating in the alternate assessment.	More concentrated population of students with the most significant cognitive disabilities housed in a centralized location in one school. *****	Yes	Yes	Yes	Yes	No
Lowndes County Public Schools	No	No	Yes	Yes	N/A	Yes	The IEP team makes the decision as to whether a child will participate in an alternate assessment. The Decision Making Tool is completed at each annual IEP meeting to determine whether the child should take the alternate assessment or not.	The largest issue is the fact that our district enrollment is small. When there are two students on the ACAP Alternate in a grade that has less than 100 students, we are over the 1% guideline. Students transferring into the system also affect the number of students taking the ACAP Alternate.	Yes	Yes	Yes	Yes	No
Fairfield City Schools	Yes	Yes	Yes	Yes	N/A	Yes	g Tool and complete it each year during annual IEP meetings.	Our district has a large number of students in below the poverty level, as well as a number transient students that come to our district with significant cognitive disabilities. Our district also has a large number of students with medical diagnosis.	No	Yes	Yes	Yes	No
Lee County	Yes	Yes	Yes	Yes	*****	Yes	Self-contained special education teachers have received training and they work with ***** Rehab Services.	***** have small district enrollment size which results in a greater impact on participation rates	No	No	Yes	No	Yes

Clay County	No	Yes	Yes	No	N/A	No	The District is taking steps to improve alternate assessment and individualized education program practices to ensure that only students with the most severe cognitive disabilities are participating in the Alternate Assessment. These steps are as follows: training for special education teachers, building administrators, building test coordinators, and teachers on use of the Decision Making Tool. Training for general education and special education teachers on best practices in differentiation and instruction.	We did not exceed the 1% limit on ACAP Alt. We did however fail to meet the 95% participation rate for general education students. This was due to seven students not completing the writing portion of their assessment.	Yes	Yes	Yes	Yes	Yes
Lawrence County	Yes	No	Yes	No	N/A	No	All eligibilities are reviewed for significant cognitive disabilities. SES personnel are trained in decision making for assessments and LRE determination.	Although the district does not qualify as a small enrollment district, the number of students participating in the Alternate assessment program is greater than 1% of the total testing population.	No	Yes	Yes	Yes	No
Demopolis City Schools	Yes	Yes	Yes	No	N/A	No	The IEP team completes the six page decision making tool provided by ALSDE.	Several variables affect this. We have no way of predicting what students we will serve that will need to be assessed using the ACAP Alternate. Of course we keep it as low as possible, but 1% is virtually impossible in some settings.	Yes	Yes	Yes	Yes	No
Alabaster City Schools	Yes	Yes	Yes	No	N/A	No	Faculty and staff are trained on the decision making tool. The tool is used to determine students' LRE.	A significant number of students with significant cognitive disabilities moved into the district.	Yes	Yes	Yes	No	No
Morgan County Schools	Yes	Yes	Yes	Yes	N/A	Yes	The district's IEP teams review the Alternate ACAP Participation form and discuss the unique needs of each student to determine if he/she should participate in the Alternate Assessment. The team considers the cognitive abilities of the student as well as the social/emotional, communication, and adaptive needs for each individual.	***** has three elementary schools, one middle, and one high school. When looking at each individual school, there is a small number of students participating in the alternate assessment, however, the percentage seems greater for each individual grade level. The smaller population impacts the individual school's participation rates.	No	Yes	Yes	Yes	No
Fayette County	Yes	Yes	Yes	Yes	N/A	No	*** has provided two professional development sessions in utilizing/understanding the Decision Making Tool. Someone from the district level must be in attendance when a decision is made to move a student along with the Team members.	*** has moved to a highly-skilled psychometry team instead of contracting services out.	Yes	Yes	Yes	Yes	No
Chilton County	Yes	Yes	No	No	N/A	No	Students are considered for AAS participation if their IQ is 55 or below. The decision-making tool is discussed during IEP meetings to ensure that the Alternate assessment is appropriate.	We have large number of student who transfer in from the city schools as well as out of state with significant cognitive disabilities.	Yes	Yes	Yes	Yes	Yes
Talladega County	No	No	No	No	N/A	No	Annual district training for all general education, special education, and elective teachers as well as all district and school level administrators. Bi-yearly audits by district office of all students who have a justification form and are in an O4 LRE with alternate assessment chosen.	Number of existing and transfer students with the most significant cognitive disabilities exceeds 1%.	Yes	Yes	Yes	Yes	No
Bibb County	Yes	Yes	Yes	Yes	N/A	Yes	All SPE teachers are trained on the ASAP manual and the decision making tool is used in IEP meetings.	Small district along with an increase in number of autistic students.	No	Yes	Yes	Yes	No
Blount County	Yes	Yes	Yes	Yes	B****	No	***** provides multiple IEP trainings, training on the use of the Decision-Making Tool, training on understanding IQ measures and standards, results and statistics significance of IQ scores of 55 and below.	*** is considered a "resource rich" LEA based on the number of medical facilities, mental health providers, ID group home and available foster care sites. These resources attract families and agency placements. Additionally, our SPED transfer rate from smaller surrounding LEAs and ***** Schools is significant due to the services we provide specifically with regard to medically fragile students, students with Autism and ID/MD students.	Yes	Yes	Yes	Yes	No
Geneva City Schools	Yes	Yes	Yes	Yes	N/A	Yes	The Special Ed. Coordinator and case managers collaborated to review the current eligibility and IEP of those students who scored 3 or more on the previous ACAP ALT. The IEP Team met to determine if the ACAP ALT was the appropriate assessment for the student and amended the IEP as appropriate.	***** has a small enrollment size resulting in a greater impact on participation rates.	No	Yes	Yes	Yes	No
Bessemer City Schools	Yes	No	No	Yes	N/A	Yes	Over the past several years, **** has worked to ensure that the decision for a student to participate in the ACAP Alternate is made with caution. IEP teams are encouraged to take the big picture of the student's data into consideration, not just one or two isolated elements, and to consider the potential long-term impacts on the student.	***** is a very small district, but our overall ACAP Alternate rate for the district was 1.0. ***** (grades 7 and 8) exceeded the One Percent Cap requirement. That is our smallest school, and the total enrollment for the 2022-2023 school year was 158 students. Therefore, the 2 students who participated in ACAP Alternate represented 1.3%.	No	Yes	Yes	No	Yes
Fort Payne City Schools	Yes	No	Yes	Yes	*****	No	The district has provided testing training including training on the Decision Making Tool.	The schools within the district that exceeded the One Percent Cap have significantly high enrollment numbers of students with the most significant cognitive disabilities.	No	Yes	Yes	Yes	No

Sheffield City Schools	Yes	Yes	Yes	No	N/A	Yes	The ACAP Decision-Making tool ensures students participate in the most appropriate state assessment. Sped teachers are trained on the tool annually to ensure that only students with the most severe cognitive deficits participate in the Alternate Assessment. The Decision-Making tool is also reviewed at the annual IEP meeting.	**** exceeded the one percent cap in the area of Science due to have 2 students out of 181 test in this subject area. ELA and Math were below the once percent cap.	No	Yes	Yes	Yes	Yes
Satsuma City Schools	Yes	Yes	Yes	Yes	N/A	No	***** has provided training to all general education and special education teachers on the 1% cap. We train all newly hired teachers on special education issues and procedures. We conduct trainings with LEA representatives and special education teachers on the Decision Making Tool. Building Test Coordinators conduct ASAP manual training with all faculty and administrators.	Large number of students with Autism, Intellectual Disabilities, and Other Health Impairments.	No	Yes	Yes	No	Yes
Linden City Schools	Yes	Yes	Yes	Yes	N/A	Yes	Students participating in the ACAP Alternate Assessment demonstrate cognitive functioning and adaptive behavior across environments, which is significantly below age expectations even with accommodations, program modifications, and adaptations. The decision for a student to participate in the ACAP Alternate Assessment is not due to excessive absences, visual or auditory disabilities, social, cultural, or economic differences, poor academic performance, an administrator's or single individual's unilateral decision, poor performance related to behavior, concerns for the impact of scores on the accountability system, or the need for the student to have accommodations for the assessment. The decision for a student to participate in the ACAP Alternate Assessment is an independent IEP team decision made following the guidance provided by the SDE using the available data. Decisions are reviewed annually (at a minimum). In some instances, IEP teams follow the appropriate processes to collect additional information to ensure informed decision making. The LEA has utilized the Decision-Making Tool for each student and provided training and resources for IEP teams, including parents, to make informed decisions relative to the ACAP alternate assessment.	After a deep-dive into the data: From 2018-2019 to 2021-2022, the data for students assessed with the AAA or the ACAP Alternate Assessment was reviewed. Of the students assessed or those who would have been assessed, and/or those to be assessed with the alternate assessment (depending on the year) from 2018-2019 to 2021-2022, a total of 19 of the students were transfer students who moved into the district. These students were either in state or out of state transfers. During the same period of time, the number of students assessed with the AAA or the ACAP Alternate Assessment who had only attended a school in ***** was 11. Sixteen (16) students will be assessed with the ACAP Alternate Assessment for 2021-2022. A total of six (6) Black or African American students are participating in the 2021-2022 ACAP Alternate Assessment, of which four (4) are students who moved into the district. A total of three (3) Hispanic students are participating in 2021-2022 ACAP Alternate Assessment. Two (2) of the three (3) Hispanic students moved or transferred into the district. A total of seven (7) students participating in the 2021-2022 ACAP Alternate Assessment are categorized in the White subgroup. Of those seven (7) students, three (3) were students who had moved in or transferred at some point. Nine (9) of the 16 students to be evaluated with the ACAP Alternate Assessment for 2021-2022 had moved into the district. During the 2022-2023 school year, the data showed eight (8) of the 25 students originated in Leeds. The 17 other students transferred or moved in from another school district. The two (2) with an IQ above 55 had been evaluated in the previous district and IEP decisions were made prior to the transfer to ***** Schools. Both students scored "56" on the measure of intelligence, were previously identified in the area of Intellectual Disability, and exhibited deficits in adaptive behavior across environments. Thirteen (13) of the 25 students were White- 52%; eight (8) of the 25 students were Black- 32%; and four (4) of the 25 students were Hispanic- 16%. 84% are categorized as eligible for free meals; 8% are eligible for reduced meals; and 8% are categorized as paid meals. For 2021-2022, nine (9) of the 16 students assessed with the ACAP Alternate Assessment were considered Economically Disadvantaged and fall into the category of Free or Reduced Meals. The 2022-2023 data documents that 92% of the students assessed with the ACAP Alternate Assessment are considered Economically Disadvantaged and fall into the category of Free or Reduced Meals. The City of ***** has much to offer its residents including quality education and affordable housing options. Access to quality education and affordable housing may contribute to the increase in ACAP Alternate Assessment participants. ***** Schools remains committed to following the rules, regulations, and guidelines set forth by the State of Alabama regarding the ACAP Alternate Assessment.	Yes	Yes	Yes	Yes	No
Monroe	No	No	No	Yes	N/A	No	Provided training on the ACAP Decision-Making Process using the Decision-Making Tool. Sent information to SPED Teachers for the ALSDE webinar. Teachers were to access the webinar for more detailed guidance.	The***** operates an online/*****. Review of the data indicates problems with participation rates and students identified to participate in the Alternate Assessment.	No	Yes	Yes	Yes	Yes
Roanoke City Schools	Yes	Yes	Yes	Yes	N/A	Yes	The district reviews student data, and student performance data (assessment and IEP) to ensure that only students who qualify for the ACAP Alternate are being assessed using the ACAP Alternate assessment.	Students who participate in the ACAP Alternate have been identified properly as ACAP Alternate participants.	Yes	Yes	Yes	Yes	No
Perry County	Yes	Yes	Yes	No	N/A	No	All students who participate in the AAA Assessment in the***** have a significant cognitive disability that affects his/her performance in the general education curriculum. The student's deficits negatively impact their educational, intellectual, and adaptive functioning skills.	n/a	No	Yes	Yes	No	Yes
Clarke	Yes	Yes	No	Yes	N/A	Yes	The district makes great effort to ensure only students with the greatest need participate on the alternate pathway. Training is provided to ensure teachers are equipped to hold IEP meetings to meet to discuss the individual needs of the students and the pathway that most accurately reflect those needs.	We have a small district enrollment.	Yes	Yes	Yes	Yes	Yes
Troy City Schools	Yes	Yes	Yes	Yes	For the 2022-23 SY *****	No	**Yearly training for Special Education Staff regarding the ACAP Alternate Decision Making Guide. **Assistance provided to IEP teams in guiding the completion of the ACAP Alternate Decision Making Guide for students with IQs above 55. **Training for Special Education Contacts on the ACAP Alternate Decision Making Guide. This group includes the special education teachers who serve as department heads and the special education administrators. **Review of all students with IQs above 55 with school administrative staff to have those students participate in the ACAP Summative Practice Test. **Principal training and communication regarding the process of determining whether a student can be placed on the ACAP Alternate. **Increase in special education teachers in every school to support education for students who are Mildly or Moderately Intellectually Disabled in the general education standards and on the Essential Pathway for students in high school.	**There is only one category for students with intellectual disabilities. If there were three or four levels of ID, it would be much easier to say, students with Mild Intellectual Disabilities cannot be on Alternate Standards or take the ACAP Alternate, this would help prevent the over identification. **The certification routes for teachers of SWD should be reviewed. Teachers of students who are mildly intellectually disabled (IQ for 55-70) must have additional certification beyond just collaborative special education to provide their instruction. Mild ID students frequently need a smaller class where general education standards are provided at a slower pace, such as a resource class. However, a special education teacher cannot provide this instruction unless they are dually certified.	No	Yes	Yes	Yes	No
Baldwin	No	No	Yes	Yes	N/A	No	We've accomplished this by providing administrators and special education personnel with training on the criteria required for students to qualify to participate in the ACAP Alternate Assessment. We also use the Decision-Making-Tool.	We've accomplished this by providing administrators and special education personnel with training on the criteria required for students to qualify to participate in the ACAP Alternate Assessment. We also use the Decision-Making-Tool.	No	Yes	Yes	No	Yes
Talladega City Schools	No	No	Yes	No	N/A	Yes	We will continue to use the Decision making tool training and the exceptional education case manager will review the ACAP Alternate decision making tool with the IEP team to ensure that only students who are on alternate achievement standards will be administered the test.	Due to limited number of students enrolled in the school - we had only one student that qualified for alternate assessment	Yes	Yes	Yes	Yes	Yes
Piedmont City	Yes	Yes	Yes	Yes	N/A	No	***** is in fulfillment of the ASAP training requirement which provides direction to teachers on the Decision Making Tool for ACAP Alternate.	Decisions were made by the IEP team based upon the cognitive needs of the student.	Yes	Yes	Yes	Yes	Yes
Etowah County	Yes	Yes	Yes	No	N/A	No	The IEP team of each student meets & utilizes the Alternate Participant Decision making tools to determine the most appropriate assessment.	The number of students with an IQ of 55 or below	No	Yes	Yes	Yes	No

Russell County	Yes	Yes	Yes	Yes	*****	No	The district requires quarterly collaborative learning sessions for teachers to attend with consistent professional development covering the criteria, eligibility, and ACAP Alternate Decision-Making Process to ensure only students with the most significant cognitive disabilities are participating in the Alternate Assessment. Monitoring of data and criteria components is conducted quarterly to ensure guidelines and procedures are followed.	The ***** System has 92 schools across the district. The diversity of student need is vast due to the size of the school system. The system consists of over 52,000 students with approximately 700 students working toward the Alternate Achievement Standards. This contributes to the number of students with the most significant cognitive disabilities.	No	Yes	Yes	Yes	No
St. Clair County Schools	Yes	Yes	Yes	Yes	N/A	Yes	We are providing intense intervention and reevaluating students since covid to be sure we have up to date data for each student. Then we use the decision making tool to be certain they should be taking the alternate assessment.	Our rural area causes lack of exposure to organized preschool programs during the early years. The preschool programs within our system are limited. We live in a low socio-economic community with limited resources and a high unemployment rate.	No	Yes	Yes	Yes	Yes
Montgomery County	Yes	Yes	Yes	No	*****	No	Training is provided on the following: ASAP Manual; ACAP Alternate Participation Decision-Making Tool; Selecting the Most Appropriate Diploma Pathway; IEP development and implementation; Bi-Monthly training on legal strategies and services for students with disabilities; we identify and provide IQ testing to accurately determine eligible students for ACAP Alternate participation.	*****	Yes	Yes	Yes	Yes	No
Wilcox County	Yes	Yes	Yes	Yes	N/A	No	Each year ***** Schools provides training for all special education teachers on the alternate assessment decision making tool. Teachers are also trained yearly on the continuum of services that must be followed before a student is considered for alternate standards/assessment. This includes increasing a students' special education services if there is a need and modifying the general education curriculum if increased services are not sufficient to meet the student's needs. *** ** schools now requires director or coordinator involvement if a school still needs to consider alternate standards/assessment after all the previously mentioned supports have been put in place. The director or coordinator will observe the student in order to be an informed team member when important decisions are made.	***** Schools' overall Child Count dropped this year, causing those students on the alternate assessment to represent a higher percentage of the students receiving special education services. Additionally, *****Schools has seen an increase in the number of severely disabled students entering school.	No	Yes	Yes	Yes	Yes
Butler	No	No	Yes	Yes	N/A	No	Our IEP teams use the Decision-Making Tool during every IEP meeting for students on the AAS. We have quarterly department meetings where this tool and these decisions are discussed. This is discussed with administrators during our principals' meetings. During our New SpEd Teacher Orientation, this document and how children are impacted by this decision are discussed. Our counselors are also involved on the opportunities for each pathway when teams discuss the most appropriate pathway form.	Environmental concerns, socio-economic status, non-participation in early intervening services, and our district has a variety of community/health services and resources as well as STCs and the jail.	Yes	Yes	Yes	Yes	No
Leeds City	No	No	Yes	Yes	N/A	No	OCS has trained staff on the Decision Making Tool. Our psychometrists have also reviewed each student's eligibility criteria and are updating testing for those students who need updated data to make appropriate decisions.	Additional students have entered our district that have an IQ lower than 55, increasing our overall number for Alternate students.	Yes	Yes	Yes	Yes	No
Cullman County Schools	Yes	Yes	Yes	Yes	N/A	No	As a district, we do the following: 1. Participate in the 1% training annually. 2. We annually train on the Decision Making Tool with staff. 3. All students who are placed on alternate standards must have a Decision Making Tool that has been completed by the IEP team at the IEP meeting to ensure the decision is appropriate.	Contributing factors include a high number of students with autism or other medical diagnoses that contribute to them meeting the criteria for placement on alternate standards.	Yes	Yes	Yes	Yes	Yes
Franklin County	Yes	No	No	Yes	N/A	No	There is a high level of significantly impaired students in the ***** District. Many of these children have autism and are nonverbal. There is no IQ score for them as an IQ score is not required for eligibility of services under the area of Autism. There are also students with rare genetic disorders or chromosome deletions that cause them to function in the ID range cognitively. The decision-making tool must be completed and used to determine if the student meets the criteria to participate in the ACAP Alternate. If there is a question, the special education case manager must contact the program specialist or the special education director for clarification and guidance.	There is a high level of significantly impaired students in the ***** District. Many of these children have autism and are nonverbal. There is no IQ score for them as an IQ score is not required for eligibility of services under the area of Autism. There are also students with rare genetic disorders or chromosome deletions that cause them to function in the ID range cognitively. Many times students are nonverbal and can not be assessed using a verbal or nonverbal IQ assessment. In each case, the IEP team makes the best decision for the student based on their knowledge of the student and his/her abilities.	No	Yes	Yes	Yes	No
DeKalb County	Yes	Yes	Yes	Yes	N/A	No	Every year, all students participating in the Alternate Assessments have a Decision Making Tool completed and submitted with supporting data to the SE Director to verify they meet the criteria. The district has also added to the Testing Support Form a space for the IQ along with the exceptionality to be included for Case Managers to complete.	Those with autism was included and others that did have an IQ score higher than 55 but classroom data and approval had to be reviewed and approved by the Special Education Coordinator	No	Yes	Yes	Yes	Yes

Elmore County	Yes	Yes	Yes	No	N/A	Yes	Our district has reviewed current and passed data, retested in the past, and revisited assessment data to ensure all factors were considered and the best decision for each individual student was implemented.	We are a small district.	Yes	Yes	Yes	Yes	Yes
Walker County	Yes	Yes	Yes	No	*****	Yes	**** has worked to improve program practices through professional development for teachers, updated guidelines and collaboration with special education teachers, staff and parents.	***** has experienced a consistent decline in enrollment across the school system. The numbers of students requiring intensive special education services has increased but the total district enrollment has been on steady decline.	Yes	Yes	Yes	Yes	No
University Charter School	No	No	Yes	Yes	N/A	Yes	We have worked hard as a district to improve our practices to ensure only students with the most significant cognitive disabilities are participating in the Alternate Assessment.	We are a small district with less than 80 students per grade. If you have more than one student per grade level on alternate standards, you are over the 1%	Yes	Yes	Yes	Yes	No
Randolph	Yes	Yes	Yes	Yes	N/A	No	The district has hired a School Psychometrist to evaluate students who may have significant cognitive deficits using a traditional and a non-traditional instrument. Also, student records are being monitored to ensure all data pieces are available to make appropriate decisions.	Some factors that contributed to the district exceeding the one Percent Cap requirement for participating in the ACAP Alternate Assessment is some students did not have adequate evaluations available to make appropriate decisions.	No	Yes	Yes	Yes	No
Enterprise City Schools	Yes	Yes	Yes	Yes	N/A	Yes	IEP Teams use the Decision Making Tool when determining that the alternate assessment should be administered. The IEP team encourages students to select the highest most appropriate pathway. We have attempted to move students from alternate standards to general standards when a student's progress indicates that he/she might be successful in the general education setting.	All of our students who participate in Alternate standards attend one high school or one elementary/middle school in the district. We have several students who transferred in to our system. We have numerous students who have been identified with Autism who have behavior and/or social emotional issues that impedes their ability to learn in the general education environment.	Yes	Yes	Yes	Yes	No
Hoover City Schools	Yes	Yes	Yes	Yes	N/A	Yes	***** provides training to all faculty on the decision-making tool for alternate participation. Special education teachers and the special education director attend professional development opportunities that furthers education and knowledge of the alternate assessment and IEP process and procedures. The IEP team uses multiple points of data including academic and behavioral progress, medical diagnosis, evaluations, teacher/parent input, etc. when looking at the decision-making tool to determine whether a student meets criteria to participate on the alternate assessment.	***** Schools is a small rural school district. We also accept out of zone attendees when classroom caps have not been met.	Yes	Yes	Yes	Yes	No
Colbert County	Yes	No	No	No	*****	No	The district uses the "Guidance for IEP Teams on Participation Decisions for the ACAP Alternate Assessment and Alternate Achievement Standards" to determine student participation in the ACAP Alternate Assessment. This process is monitored via periodic desk audit by the director of special education.	The district has had a disproportionate influx of students with significant cognitive disabilities communication challenges.	No	Yes	Yes	Yes	No
Marion County Schools	Yes	No	Yes	No	N/A	Yes	A Decision-Making Tool is developed for students eligible to take the ACAP Alternate during each student's spring IEP meeting. The special education coordinator also monitors data to ensure that all students participating in the ACAP Alternate have the appropriate documentation that meets the qualifications for a student with the most significant cognitive disability. Training is provided annually to special education teachers and administrators on the qualifications for alternate assessment and disproportionality.	Increased number of special education students meeting the ACAP Alternate participation qualifications.	No	Yes	Yes	Yes	No
Magic City Acceptance Academy	Yes	Yes	Yes	Yes	N/A	District enrollment less than 3500	The LEA strives to equip teachers and administrators with the knowledge necessary to make informed decisions – - multiple sources of student data are analyzed by the IEP team. - Integrated training are provided throughout the school year from new teacher orientation to annual IEP compliance trainings with the Decision-Making Tool being an essential component. - school teams value parental input and ensure parents are informed with respect to IEP decisions for placement and assessment.	***** Schools is a high achieving school district with a growing reputation for educational excellence. As a result, families moving to the area often express having conducted research on special programs in the hope their child(ren) will benefit from a move to *****. Additionally, ***** Schools is a relatively small district with special populations not necessarily evenly distributed between grade levels/schools which contributes to the percentage over the 1% cap assessed using the ACAP Alternate.	Yes	Yes	Yes	Yes	No
Madison County School System	Yes	No	No	Yes	N/A	Yes	Special education teachers/case managers and IEP team members have been provided training on appropriately determining student participation in Alternate Assessments. Additionally, special education teachers alert the special education coordinator when concerns arise about a student who may require alternate instruction. The coordinator conducts observations of the student, thoroughly reviews the student's record, and facilitates the ACAP Decision-Making Tool during the student's IEP meeting.	We are a small district with less than 1,500 students enrolled. The district's high school did not exceed the 1% cap requirement, but the district's elementary school did. The elementary school has experienced an increase in the enrollment of students participating in the alternate assessment due to families moving into the district.	Yes	Yes	Yes	No	No
Decatur City Schools	Yes	No	No	Yes	*****	No	We have reviewed all student records. We only have 4 students with an IQ of over 55. Of the 4 students, the highest IQ was a 60. We train annually on the Decision Making Tool and the teachers understand the expectations.	**** is high poverty with low prenatal care. We are severely economically disadvantaged.	Yes	Yes	Yes	Yes	No
Limestone County	Yes	Yes	Yes	No	N/A	Yes	The district utilizes the Alternate ACAP Decision Making Tool at every IEP meeting for students identified as eligible for and participating in the alternate assessment. We review all sections of the tool, along with supporting documentation - to ensure that ONLY students with the most significant cognitive disabilities are deemed eligible. When students transfer in with an IEP that indicates the student will participate in the Alternate Assessment - the new IEP team reviews the previous records and/or completes a new Decision Making Tool to ensure that the student's previous eligibility for participation is accurate.	Small district enrollment is the biggest factor contributing to our district exceeding the 1% Cap requirement.	Yes	Yes	Yes	Yes	No
Marshall County Schools	Yes	No	Yes	Yes	*****	No	Training is provided to all teachers, administrators and coordinators. Accommodations are provided for students with cognitive delays and all efforts are made to strive for standard/essentials diploma options. The decision document is used in IEP meetings. Testing is monitored by the district data manager and special education coordinator to check for numbers of students on the Alternate Assessment.	The district operates a specialized school (*****). **** is widely regarded as a good place for families of students with special needs, and many families move to ***** for that reason.	Yes	Yes	Yes	Yes	No
Pelham City Schools	Yes	Yes	No	Yes	N/A	Yes	We train our staff annually in the Decision-Making Tool and discuss the importance of teaching to and expecting standards based progress (alternate and general). The expectation and increasing requirements of data collection, progress monitoring, etc. has reduced the over identification of students on the alternate pathway as well as the expectation of tiered instruction.	We have a high number of therapeutic and specialized foster homes where counties/DHR other than ***are placing children from ***, ***, and *** counties.	No	Yes	Yes	No	Yes

Eufaula City Schools	Yes	No	Yes	Yes	N/A	***** had 985 students and 138 are special services.	***** uses the guidelines from the Alabama Administrative Code as well as the ALSDE SES Decision-Making Tool when determining eligibility for the Alternate Assessment.	The factors that contributed to ***** exceeding the One percent Cap requirement for students participating in the ACAP Alternate Assessment are as follows: District Enrollment, Number of students in special programs, and students that have an IQ of 55 or below.	Yes	Yes	Yes	Yes	Yes
Autauga County	Yes	Yes	Yes	No	N/A	Yes	Each eligibility is reviewed to make sure students have had an intellectual assessment and IEPs are reviewed to make sure students require instruction on alternate standards.	na	Yes	Yes	Yes	Yes	No
Saraland City Schools	Yes	No	No	Yes	N/A	Yes	***** School's Special Education Teachers are trained on the requirements for participation in the Alternate Assessment utilizing the Decision Making Tool. Our District Testing Coordinator provides training as well.	We have a small district and several students with cognitive deficits who truly qualify for the Alabama Alternate Pathway.	No	Yes	Yes	Yes	Yes
Tuscaloosa County School System	Yes	Yes	Yes	Yes	N/A	No	LEA has conducted district-wide training utilizing the Decision Making Tool. Individual schools have identified students who were assessed by the Alternate Achievement in the past school year and reviewed the data that would support or reject testing on the Alternate Achievement.	Students who participated in the Alternate Assessment met the definition of students with significant disabilities, specifically with IQs of 55 or below, and/or the IEP team reviewed historical and instructional data through the Decision-Making Tool. The LEA looked at data from the Decision-Making Tool to determine participation in the Alternate Assessment.	Yes	Yes	Yes	Yes	No
Henry County	Yes	Yes	Yes	Yes	N/A	No	We have provided thorough training on the decision making tool for both SpEd and Gen Ed teachers. We consider all evaluations conducted when looking at possible participation in the Alternate Assessment. This includes IQ, achievement, behavior, adaptive behavior, Related services if available (Speech, OT, PT), observations, work samples, grades, ACAP scores if available (either summative or alternate or both), assistive technology needs, parent and teacher input, medical information, and any other relative information available. The decision for AAS placement is an IEP team decision and all other options are considered.	1. Our Middle School and High School have all grades evaluated with the exception of 9th grade. This means that more of the students are taking the Alternate Assessment than our Elementary School (Pre-K, K & 1 are not evaluated). 2. We've had 8 students move into our district in the last 2 years that were already placed on alternate standards, including some out of state students. We have not placed any new students to take the Alternate Assessment that have been in our system prior to the placement in several years.	Yes	Yes	Yes	Yes	No
Dothan City Schools	No	No	Yes	Yes	N/A	Yes	Training with Special Education leadership team and specialized training for all Special Education personnel.	N/A - answer is on question #9	Yes	Yes	Yes	Yes	Yes
Hartselle City	No	No	Yes	No	N/A	Yes	The decision making tool is utilized for every IEP each year for students that participate in Alternate Assessment. IEP teams also consider modifications of curriculum before considering Alternate Standards. Our most significant students are the only students that participate in Alternate Assessment.	Our district is small and 8 students participated.	No	Yes	Yes	Yes	No
Winston County	No	No	Yes	Yes	N/A	Yes	All staff members are trained on the decision making tool as a part of the annual awareness trainings conducted at the beginning of each school year. The district's school psychologist attends every eligibility meeting to be sure that the team understands each piece of the student's data and walks thoughtfully through the decision making tool before determining that a student will participate in instruction on the alternate standards.	Our district has a small enrollment size, and we have parents move to our attendance zone after hearing about the strong services we provide to our students with special needs.	Yes	Yes	Yes	Yes	No
Pike County Schools	Yes	No	Yes	Yes	N/A	Yes	IEP teams are trained to utilize the ACAP Alternative Participation Decision Making Tool and additional data to determine placement for special education students in the least restrictive environment. MTSS-RTI guidelines are followed to ensure interventions, services, and supports are in place and data is collected over a period of time (6 weeks) prior to considering student placement on alternative standards. Regularly scheduled data collaboration meetings are held at each school to analyze data in order to determine appropriate placement in the LRE.	The district has experienced growth in the number of students with complex disabilities that include significant cognitive, adaptive, and behavioral skills deficits; and who are not able to progress in the general education curriculum even with accommodations and supports in place.	No	Yes	Yes	Yes	Yes
Opelika City Schools	Yes	Yes	Yes	Yes	N/A	No	Conduct IEP meetings while completing the decision-making tool. Reviewed all IEPs of students with an IQ greater than 55. Reconvened all IEP meetings of students with an IQ greater than 55 to review and discuss possible amendment of the IEP. Conducted professional development with special education teachers.	Enrollment at the district level increased as well as the enrollment of students with disabilities, increased number of students with an IQ of 55 and below.	No	Yes	Yes	No	No
Conecuh County	Yes	Yes	Yes	Yes	*****	No	The district has provided training to all special education teachers, related service providers, and administrators in the area of selecting the most appropriate assessment and instructional standards to address individual student needs to ensure progress.	The factors that contributed ***** to exceed the One Percent Cap requirement include: a center based school that operates solely for students with significant cognitive disabilities and students with Autism that may not have an IQ score but teams utilized other information for decision making.	No	Yes	Yes	Yes	Yes
Mobile County Public Schools	Yes	No	Yes	Yes	N/A	Yes	The district has worked to improve alternated assessment by using research-based practices and methods for all core subjects. Students are monitored every 4 and a half weeks by observation, work samples, and adaptive and social work samples/task completion. Regarding the IEP, the district uses AAA standards for all academic goals. The ACAP Alternated Guide and Item Specs are also used to instruct and inform teachers and parents on skills being assessed. The use of the item specs provides guidance on the content and method of how students will be assessed on the standard and also provides clarification on how to instruct the student based on the standard.	One factor that has contributed to the district exceeding One percent a an increase in students enrolling within the district that met the qualifications of the AAA pathway.	Yes	Yes	Yes	Yes	No

Macon County	Yes	Yes	Yes	Yes	N/A	Yes	<p>***** School has reviewed student records, eligibility reports, disability determinations, IQ scores, adaptive behavior, student supports needed for each individual student, the need for direct support, the need for specially designed instruction across multiple settings, cognitive functioning, student present level of performance, current annual goals, current course of study, each student's ability to access the general education curriculum and environment, and how the student's disability and its characteristics negatively impact the student's learning and functioning in regards to acquiring and executing skills that are necessary and appropriate in a variety of settings. *** has reviewed each student's disability needs and each student has an ACAP Alternate Participation Decision-Making Tool that was completed during the annual IEP meeting. Students whose functional and academic skills and abilities did not align with the majority of the components for each section of the Decision-Making Tool, were reevaluated and changes to the IEPs and placements were made.</p> <p>***** provides annual training to Special Education staff, General Education Teachers, and the District Test Coordinator. The Special Education Coordinator receives annual trainings from professional developments and the Alabama State Department of Education.</p>	<p>***** has a specific number of students they are allowed to enroll each year. This number is based on the amount of seats available for each grade level. Students wishing to enroll at **** are required to complete an application for enrollment. Students who reside in ***** County are granted the opportunity for acceptance of enrollment, if there are available seats for that student's grade level. ***** accepts students based on priority of applications and the order in which applications are received. ***** follows these guidelines and accepts students for enrollment when seats become available, regardless of whether or not the student has a disability. **** is a small school, grades Pre-K through 12. It is located in a very rural area with limited options for school choices. Therefore, the number of significantly disabled students enroll in our district with the opportunity to receive a quality education to their fullest ability.</p>	Yes	Yes	Yes	Yes	No
Breakthrough Charter School	Yes	Yes	Yes	Yes	N/A	No	<p>The district has provided on-going professional development to administrators, general education staff and special education staff that focuses on state assessments, alternate assessments and the ACAP Alternate Decision Making Tool. The training focuses on discussions regarding the determination of students with a most significant cognitive disability.</p>	<p>***** Schools exceeds the one percent (1%) cap for students participating in alternate assessments due to the increased number of students with significant cognitive deficits whom also exhibit significant deficiencies in overall adaptive functioning.</p>	Yes	Yes	Yes	Yes	No
Birmingham City Schools	Yes	Yes	Yes	Yes	N/A	Yes	<p>The district has provided training on the 1% guide to determining Alternate participation. The district also continually reviews individual student files to make sure students are placed in the correct curriculum, where in some cases re-evaluations have been necessary.</p>	<p>The district's programmatic decisions results in a more concentrated population of students with the most significant cognitive disabilities housed in four of the seven schools in the district.</p>	Yes	Yes	Yes	Yes	No
Jefferson County Board of Education	Yes	Yes	Yes	No	N/A	No	<p>The IEP team reviews each student that are participating in the the Alternate Assessment to ensure that the appropriate standards/state assessments are selected for each student.</p>	<p>limited experiential background and instructional factors</p>	Yes	Yes	Yes	Yes	No
Ozark City Schools	Yes	Yes	Yes	Yes	N/A	Yes	<p>Educators and staff receive comprehensive training and ongoing professional development to understand and implement best practices for working with students having significant cognitive disabilities. This includes training on ACAP Alternate Participation assessment tool, IEP development, and instructional strategies.</p>	<p>The escalation in enrollment of students presenting specific needs within our district's demographic contributes to surpassing the One Percent Cap. Families, particularly those with students manifesting significant cognitive disabilities, are relocating to our district, seeking access to the specialized resources and support offered by our urban educational establishment for their children.</p>	No	Yes	Yes	No	Yes
Crenshaw County	Yes	Yes	Yes	Yes	N/A	Yes	<p>Trainings have been provided to special education teachers on in-service days. Additionally, ALSDE emails and forms pertaining to the Alternate Assessment are sent to all special education teachers and building principals. Special Education teachers are provided reminders throughout the school year about the definition of a student with significant cognitive disability and the importance of completing the appropriate forms and checklists during IEP meetings as these forms provide guidance for the team to make the most appropriate decision for a student.</p>	<p>Our district did not exceed the 1% cap in 2022-2023. Due to our small district size and an unusually high rate of transfer students that had been previously identified as special needs and assigned to participate in the Alternate Assessment by the previous serving schools and IEP team we are predicted to be over the 1% cap for 2023-2024..</p>	No	Yes	Yes	Yes	No

If yes to #15, who would need the training?	How many students participating on alternate standards are identified as Speech or Language Impairment (SLI)?	How many students participating on alternate standards are identified as Specific Learning Disability (SLD)?	Are there any students participating on alternate standards who do not have a documented IQ score?	If yes to #18, what information was used to make the determination to place the student(s) on alternate standards?	What is the reason for not having a documented IQ score?	For those students who do have a documented IQ score on record, how many have an IQ score that is higher than 55?	How many English learner students are participating on alternate achievement standards?	If you have English learner students participating on alternate achievement standards, were they administered IQ tests in their native language?	How are Special Education Teachers/Case Managers/Special Education Facilitators trained and prepared to discuss with parents/guardians the long term limited post high school opportunities for stud...	Each student identified to participate on the ACAP Alternate has a Decision Making Tool included within the appropriate student folder	This district has conducted a thorough review of the Disproportionality Data provided by Student Assessment.	Districts identified as having a significant issue with disproportionality will identify staff to participate in the Disproportionality Training provided by Student Assessment.
All special ed teachers would benefit from a detailed training from ALSDE staff to be able to share with general education staff they work with to help them better understand what the criteria is for making this determination. Also, Administration and instructional coaches would benefit from a training so they could understand why all students with significant cognitive deficits cannot be on the Alternate pathway.	1	0	Yes	Standardized comprehensive achievement evaluations and Adaptive functioning skills as well as work samples, anecdotal data, and overall performance level of the student.	Diagnosis such as Autism, TBI, Severe Multiple Disabilities, and OHI-Medical with severe medical needs that are unable to participate in standardized intellectual evaluations and/or the test would not be a valid reflection of the student's skills due to factors impacting their ability to attend/understand the evaluation procedures.	2	7	yes if they have not demonstrated mastery of the English language based on comprehension of English directions and tasks as well as ACCESS scores	During Back to School PD as well as individual/small group meetings with the Special Ed Coordinator, Elementary Special Ed Coach, Secondary Special Ed Coach and School Psychometrist, special ed teachers are provided guidance for diploma pathways, decision making tool for alternate standards instruction, and during meetings with our job coach and Voc Rehab counselor to provide guidance and resources for both school and family to have access to.	Yes	Yes	Yes
N/A	0	0	Yes	Developmental Scales, medical reports or diagnosis and the Decision-Making Tool	Visually impaired, developmental delay, autism, OHI/medically fragile	1	25	No	They are trained at Special Education Faculty meetings. In addition, the transition teacher and coach meet with parents to discuss post-high school opportunities. The district has also created a **** Facebook that provides parents with post-high school opportunities, resources for all ages.	Yes	Yes	Yes
N/A	0	0	No	N/A	We have documented IQ scores.	0	0	We do not have English learner students participating on alternate achievement standards.	They are trained by our Special Education Director.	Yes	Yes	Yes
N/A	0	0	Yes	N/A	We have one student that was placed on Alternate Standards using developmental scales (BDI & DAYC-2). Developmental scales were more appropriate at the time of referral and the exceptionality of Autism does not require and IQ for placement.	11	0	N/A	All special education teachers and those serving in an LEA capacity have been repeatedly given guidance and training on the pathways and the Decision-Making Tool. Each IEP Team utilizes the Decision-Making Tool when determining the most appropriate assessment pathway so that all participants, including the parent/guardian are fully aware of the decision's impact.	Yes	Yes	Yes
N/A	0	0	No	N/A	N/A	1	0	N/A	At the beginning of the school year, the Special Education Director conducts training/review of the ACAP Alternate Decision Making Tool. Part of this training speaks to the parent signature and their understanding of the results of moving to Alternate Standards. The principals from the elementary, middle, and high schools are trained by the Special Education Director on how to speak to parents about the pending results of moving their child to the Alternate Standards.	Yes	Yes	Yes
Special education teachers (this will be conducted during our January 2024 in-service)	0	0	Yes	Cognitive scores from developmental assessment were used to determine participation	The student's inability to be conditioned to test.	0	4	No (given a non-verbal)	During annual IEP meetings SPED staff discuss diploma pathways and options for future. Annually *** offer a parent engagement opportunity to learn more about career and educational options. *** also provide students in grades 11, 12, 12+ with 18 hours of community-based work experience. The parents are also required to sign the Decision-Making Tool to acknowledge they understand and agree. District leadership often attends these sensitive meetings to support local staff.	Yes	Yes	Yes
N/A	1	1	Yes	Low achievement. Difficulty with learning. Language barrier. Struggled with gen ed-requiring extensive accommodations, reformatting. EL- couldn't connect with any language. AAS- since elementary.	Unable to condition to test. ADOS information. Look at student language scores, adaptive scores, cognitive from pre k, teacher input, work samples, was child previously on program modifications and still unsuccessful.	48	25	No but an interpreter is always present for testing	Teachers are provided training annually where we go through every section of the Decision Making Tool to ensure they understand the requirements of the document. They are provided opportunities to ask questions. This begins in K and is done through high school.	Yes	Yes	Yes
N/A	0	0	No	N/A	N/A	0	1	No	Special Education Teachers, Case Managers, and Special Education Facilitators undergo thorough training to discuss with parents or guardians the limited post-high school opportunities for students participating in alternate standards. This training covers in-depth knowledge of alternate standards, legal and regulatory requirements, individualized education program (IEP) development, effective communication skills, transition planning, collaboration with support services, counseling, cultural competency, and ongoing professional development. The goal is to empower educators with the tools and expertise needed to engage in open, supportive, and informed discussions, enabling parents to make well-informed decisions aligned with their child's unique needs and aspirations.	Yes	Yes	No
Building Level Administrators	0	0	No	N/A	N/A	7	2	Yes	Special education teachers receive annual training on the Alternate Participation Decision-Making Tool. During the training, teachers are instructed to discuss the long-term goal(s) for the student and inform parents of the limited post-high school opportunities if this pathway is chosen for the student.	No	Yes	Yes
General Education Teachers and Administrators need this training as well.	0	1	Yes	Severe cognitive deficits	Unable to condition for testing... cognitive challenges	3	1	yes	Case Managers are prepared to talk about pathways beginning in the middle school years and each year of high school	Yes	Yes	Yes

Special Education Teachers	0	2	No	N/A	N/A	0	6	Yes	Teachers are trained yearly to discuss the effects of how students are identified and on what educational pathway they are participating in and the effects of that decision. They are required to use standardized assessments along with progress monitoring data as ongoing monitoring of students progress and if the data supports the reason for the students learning on alternate standards. Parents are also encourage to participate in ongoing parental engagement training on transition as early as the student transitioning to middle school to develop understanding of what opportunities the student will have post high school. There are also collaborations with vocational rehabilitation services to support this effort.	Yes	Yes	Yes
All new special education teachers, new administrators, and all general education teachers who participate in IEP meetings should be trained.	0	1	Yes	Other information used includes adaptive behavior scores, achievement scores, and the Decision Making Tool.	An IQ score is not required for the disability areas of autism or other health impaired.	10	3	Nonverbal IQ tests are used or a translator is present to rule out language barriers.	Training on diploma pathways and state department flyers are provided annually to special education case managers. These topics are discussed with parents during IEP meetings annually.	No	Yes	Yes
District Testing Coordinator	0	0	No	N/A	N/A	0	0	N/A	Sensitivity training and professional developments are provided to the teachers on how to appropriately communicate with parents the facts but also how to be sensitive to their feelings on the matter of their child.	Yes	Yes	Yes
N/A	0	0	No	N/A	N/A	0	0	N/A	SPED staff trains teachers at the beginning of each year and during the Spring SPED meeting as to the eccentricities of the Decision Making Tool. In addition, our PreETS Specialist connects our students and parents with services through ADRS in juxtaposition with our teachers' services and SPED staff's support and recommendations. All of the aforementioned attend training and offer turnaround training to parents at any time throughout the year as requested in person or through our **** FB page.	Yes	Yes	Yes
N/A	0	0	No	N/A	N/A	0	2	Yes	Special education teachers receive training on how to effectively conduct Transition Assessment for students who are taking the alternate assessment. They also learn how to discuss the assessment results during the IEP meeting with both the parent and the student. The Transition Assessment covers various areas such s self-awareness, career awareness and exploration, identification of post-school outcome goal statements, annual goals and objectives , as well as the development of a career profile. It is important to note that parents are actively involved in the development of all post-school goals.	Yes	Yes	Yes
Special Education teachers who are new to our county or who have an Emergency Teaching Certificate need this training.	0	0	Yes	There are multiple students who participate in the Alternate Assessments who do not possess an IQ score. For example, some of our students diagnosed with autism who are nonverbal and low functioning do not require an IQ Score. We used the following tools to determine eligibility: The Autism Observation Tool, ADOS, GARS Rating Scale. In addition OHI students with severe disabilities provide the appropriate medical documentation.	Some non-verbal and low functioning students are assessed using the instruments listed in #20. OHI students with a severe medical diagnosis do not require an IQ score for eligibility.	2	0	N/A	Special Education Teachers, Case Managers, and Special Education Facilitators are trained yearly by our Special Education Director to communicate the limited post-high school opportunities before the team decides on Alternate placement using the Decision Making Tool as prescribed by the State.	No	Yes	Yes
All General Education Teachers, School Principals, Assistant Principals, School Guidance Counselors	0	0	Yes	N/A	The student(s) have significant deficits in functional communication and adaptive behavior and/or the student was unable to be conditioned to test.	5	0	n/a	The District provides training specifically on the definition of a student with significant cognitive disability, the Alternate Decision-Making Tool, and the ACAF 1% ALSDE training.	Yes	Yes	Yes
N/A	0	0	Yes	We have four students on the Alternate without documented IQ's	The students have exceptionalities of Autism and an IQ score is not required by the Alabama Administrative Code for eligibility	3	1	Yes	Training is conducted annually before Spring IEP meetings. When conducting eligibility meetings, the LEA or psychometrist will have those conversations with the parent explaining what the IQ, Achievement and Adaptive scores reveal. At the end of the 8th grade year at the annual IEP meeting, parents are informed and must sign a copy of: Selecting the Most Appropriate Alabama High School Diploma Pathway. The LEA and or the case manager will explain Alabama's three diploma options: General Education Pathway, Essentials Pathway, and the Alternate Achievement Standards Pathway. Course requirements for each pathway along with a credit earning checklist. Postsecondary goals are discussed as to what is appropriate for each pathway. Lastly, it is explained that a student with a disability who has not earned the Alabama High School Diploma by completing requirements of the pathways is entitled to FAPE until the age of 21.	Yes	Yes	Yes
N/A	0	0	Yes	For younger students, we looked at the cognitive portion of the developmental scales. For some, we used the scores on the language assessments. For those unable to condition to test, we looked at the decision-making tool and criteria outlined there.	Most were unable to condition to test.	6	1	Unsure; student transferred into our district this year (23-24)	IEP training is held annually and this process is discussed at length during this training. Additionally, approximately 4 times per year, teachers who work with our students on the alternate standards meet to discuss qualifications, activities, standards, assessment, etc.	Yes	Yes	Yes

General education teachers and principals	0	0	Yes	Age, eligibility category, documentation of developmental delay	In the absence of an IQ score, the team considers achievement scores, the category of eligibility, developmental scores, and other information that is considered following the decision making tool.	5	0	N/A	Training is delivered by the special ed coordinator utilizing mastering the maze, the most appropriate diploma pathway document, and the decision making tool. This is done during the eligibility and IEP meetings.	Yes	Yes	Yes
N/A	0	0	Yes	Those 3 students were given the Development Assessments and have a cognitive and adaptive behavior score below 55.	These 3 students are 2nd graders who were given the Development Assessments and have a cognitive and adaptive behavior score below 55.	5	0	N/A	Special education teachers undergo specialized training to effectively communicate with parents regarding the long-term, limited post-high school opportunities for students on the alternate standards. This training includes equipping teachers with in-depth knowledge of valuable post-high school options, such as vocational training programs and supported employment. Additionally, teachers are trained in empathetic communication to discuss these opportunities sensitively with parents, emphasizing the importance of individualized plans within the framework of the students' abilities and aspirations. Ongoing professional development ensures that special education teachers stay informed about evolving opportunities and can guide parents in making informed decisions for their child's future.	Yes	Yes	Yes
N/A	0	0	Yes	Student is qualified under the exceptionality of developmental delay. Student requires constant adult supervision and assistance to navigate his environment. Student has very few words and does not communicate through other means other than gesture and some verbalizations. Student has had access to technology however is not able to score on Aimsweb assessments and is not consistently using a **** board.	The student is qualified under the exceptionality of developmental delay. The student was referred to the system very early and is very young and continues to meet the requirements for special education under this exceptionality. This student requires constant adult supervision and will be referred for a comprehensive battery of assessments when he is older.	3	0	N/A	This is discussed at special education staff faculty meetings. Along with discussing the criteria for the Alabama Alternate Assessment, the staff discusses the diploma choices that are available for high school students. Each diploma choice and the post-secondary opportunities for those students are discussed. The staff is made aware of the opportunities that would be limited for the students should they be placed on the Alternate track.	Yes	Yes	Yes
N/A	0	0	Yes	N/A	Students' disability and/or communication skills are too significant to obtain a valid IQ score.	5	0	n/a	Special Education staff are trained annually to prepare to discuss transition and post-high school opportunities for students participating on the alternate standards and alternate diploma pathway. Special Education staff also receive professional development on transition and post high school opportunities for students served by the alternate pathway. Special Education Coordinator also trains school guidance counselors annually at the beginning of each school year.	Yes	Yes	Yes
N/A	0	2	Yes	Developmental Scales	Not of Age for IQ Test	2	1	Student not of Age for IQ Testing	All SPED are trained to understand all aspects of alternate standards and help parents understand in IEP meetings	Yes	Yes	No
ALSDE Office of Special Education & Student Assessment	0	0	Yes	N/A	Students meeting the AAC for Developmental Delay and Autism is the reason for not having a documented IQ.	2	0	N/A	The special education teachers are trained by the special education coordinator on post-high school opportunities for students participating in the Alabama Alternate Achievement standards. Teachers discuss this annually during the annual IEP meeting.	Yes	Yes	No
N/A	0	0	No	N/A	N/A	4	0	n/a	Staff are trained and prepared to discuss with parents/guardians the long term limited post-high school opportunities for students participating on alternate standards during annual training and through direct modeling provided by the District Special Education Director while supporting IEP meetings.	Yes	Yes	Yes
Yes, all special education teachers and LEA's need training in the Decision-Making Tool.	0	0	Yes	N/A	Four of the students have been identified as students with Autism. This disability does not require an IQ for consideration of educational disability. One of the students is OHI and is medically fragile along with current academic and functional performance levels are significantly and consistently below grade level. Neither of these eligibility categories require an IQ to determine eligible for special education services.	10	2	No, they were given a non-verbal IQ test.	Teachers have been trained in the past from the Special Education Coordinator.	Yes	Yes	Yes
It would be helpful for teachers and principals to have this training to help them better understand AAA.	2, but those were marked in error. The case manager inadvertently checked the box for AAA under special instructional factors, but the student was not actually participating in AAA. Those IEPs are being amended to correct this.	0	Yes	N/A	The students that do not have a documented IQ score are eligible under the areas of OHI (Medical), Autism, Orthopedic Impairment, Multiple Disability, and Developmental Delay. According to AAC guidelines, an IQ test is not required for these disability areas.	11	7	This question was given to the district psychometrist who report that there has not been a need identified to have the EL students that are also AAA to be evaluated in any language besides English.	The special education teachers/case managers are provided a copy of the Diploma Pathway options document and instructed to review the documentation with parents and the IEP team annually. Using this document, the teacher explains what each of the pathways are. The IEP team signs off on this document each year. Additionally, we have instructed our middle school teachers to begin discussing the different diploma pathways while the students are in middle school.	No	Yes	Yes
Our Special Education Coordinator is retiring in December, so the new Special Education Coordinator will need to be trained once hired.	0	0	Yes	Autism students with significantly deficient behavior, language and/or communication scores	IQ scores are not required for Autism services	1	0	N/A	They are given a detailed walkthrough of the Decision Making Tool and it is emphasized that a traditional High School Diploma will not be a possibility if alternate standards are being pursued.	Yes	Yes	Yes

If all General Education Teachers require the training, I would request support to deliver this training to a wider audience.	0	0	Yes	Three students were administered other assessments.	Each are eligible for services under the exceptionality of Autism, which according to ALSDE CVF does not require an IQ score.	0	0	N/A	Special Education Teachers/Case Managers are presented with face-to-face professional development annually to review the criteria and Decision Making Tool as a part of our annual training requirements. Case managers role must demonstrate their understanding and ability to apply the information through a standard role play activity or under supervision by the Special Education Coordinator.	Yes	Yes	Yes
N/A	0	0	Yes	Developmental scales, adaptive behavior scores, present level of performance, products, interviews and observations.	Eligibility category did not require an IQ, ex. developmental delay, autism.	33	36	Yes, with translator.	Annual Training is provided by the Special Education Team on the decision making tool and the limited post-high school opportunities for students on the alternate diploma pathway.	Yes	Yes	Yes
General Education Teachers and Test Coordinators	0	0	Yes	Most recent eligibility report, observations, teacher/parent reports, cumulative records, medical records and psychological evaluation reports	Students identified in the areas of Visual Impairment and Autism. An intelligence test may have been attempted, however, due to the student's disability a valid Full-Scale IQ could not be obtained.	18	12	The IQ test was administered using a non-verbal assessment, or the student had been administered a developmental scales due to age.	During annual Case Manager training, information is shared regarding post-high school opportunities for students. The Pre-Employment Transition Specialist works with the Special Education Teachers and students regarding employment opportunities available, as well as assisting with placement and training.	No	Yes	No
N/A	0	0	Yes	The Decision-Making Tool along with consideration of the severity and impact of the disability was used to make the determination to place the students on alternate standards. Also, other data including each student's IEP, instructional data, and historical data from evaluations for eligibility or continued eligibility was used.	The students have an exceptionality of Autism or Orthopedic Impairment, which does not require an IQ score to determine eligibility for special education services.	3	2	English Learner students are administered non-verbal IQ tests.	Special Education Teachers/Case Managers receive annual training and are prepared to discuss the different pathways with parents during IEP Meetings. Parents are thoroughly informed of the difference between grade level academic achievement standards and alternate achievement standards and how participation in the alternate achievement standards may limit the student's post high school opportunities.	Yes	Yes	Yes
N/A	0	0	Yes	adaptive scores, language scores, and achievement scores (as well as progress monitoring)	The student may have been found eligible in the areas of OHI (medical), MD, or AUT	13	4	yes	Staff training is provided through the TalentED training portal as well as in person to discuss how to share the information with parents annually, explaining these pathways using layman's terms.	Yes	Yes	Yes
N/A	0	2	Yes	All but one of these students qualifies under the exceptionality of Autism, and their documentation includes GARS3 and ADOS2 rating scales. One student qualifies under OI and has extensive medical documentation.	The eligibility reports document the student could not be conditioned to test.	36	4	Yes	District meetings and trainings are provided using the information provided by the State Special Education Services Department.	Yes	Yes	Yes
N/A	0	0	No	N/A	N/A	1	0	N/A	**** special education teachers/casemanagers/special education facilitators are trained annually on the long term limited post-high school opportunities for students participating on alternate standards. In addition, our teachers and staff have attended professional development provided by the SDE, the Alabama Department of Mental Health, Alabama Department of Rehabilitation Services, and local Adult Daycare staff.	Yes	Yes	Yes

I feel that each build administrator should participate in the training with the general education teachers.	0	0	Yes	N/A	For students that have an exceptionality of Autism, an IQ is not a required SDE assessment for eligibility. Historically, an IQ test is not viewed as a valid indicator for a student identified with Autism. When considering a student with Autism to be assessed using the Alternate Assessment, we will look at the student's full language score, adaptive behavior rating scale, achievement scores, and/or other performance measures when making the determination.	0	0	N/A	Staff are trained through SDE provided materials and training. Staff is trained through face to face sessions and/or webinars. Parents are told by their child's case manager during the IEP meeting or during a conference.	Yes	Yes	Yes
N/A	0	0	No	N/A	N/A	0	0	N/A	The director of special education trains all special education staff annually on discussing post-secondary opportunities for students participating on alternate standards. We also work closely with the Alabama Department of Rehabilitation Services in order to ensure all stakeholders are informed of post secondary opportunities for students participating in the alternate standards.	Yes	Yes	Yes
N/A	0	0	Yes	Developmental Testing, medical diagnoses, language testing, adaptive/behavioral testing, observation, progress monitoring, teacher/parent input	Students qualified for special education services under the category of Developmental Delay and results of the Cognitive Domain testing as well as all components noted in 16a supported the decision. Other students have significant medical conditions that are not conducive to conducting a formal intelligence assessment.	37	3	Yes	Special Education Staff were trained in the 2022-2023 school year via "IEP Boot Camp" developed and conducted by the Special Education Director. Staff are also guided through presentation of the information during IEP meetings. This information is also reviewed as part of the training on the Decision Making Tool.	No	Yes	Yes
Special Education Teachers, Test Coordinator, Special Education Coordinator	0	0	Yes	N/A	Students with no documented IQ score are determined eligible under Developmental Delay and Autism categories. IQ scores are not required under the categories according to ALSDE guidelines.	1	1	No	Teachers are prepared to discuss the difference between alternate and general education standards as to instruction delivery by a highly qualified teacher. For secondary students, teachers are trained to understand and explain the most appropriate pathway by using the "Selecting the Highest-Most-Appropriate Pathway" form. Teachers discuss post school transition opportunities as they related to alternate standards and pathway.	Yes	Yes	Yes
N/A	0	0	Yes	Adaptive behavior rating scales, developmental scales, language assessments and other evaluations were used.	IQ test was attempted and child was unable to participate or child was developmentally delayed and IQ test was not required.	6	0	N/A	Special education teachers/case managers participate in professional development related to transition planning for students with disabilities. The also receive training on the IEP process which includes writing goals, determining appropriate accommodations and identifying post-high school transition plans.	Yes	Yes	Yes
N/A	0	0	Yes	The Decision-Making Tool is used to guide the IEP team in conducting an analysis of each student including analyzing data from language assessments, achievement assessments, behavior rating scales and data, medical information, historical data, students' present level of educational performance, need for specially designed instruction, instructional data, current goals and supports.	Due to some students' significant cognitive deficits, it is difficult to condition them to take an intellectual assessment.	3	0	N/A	They are trained on the standards, graduation requirements in addition to using the form Selecting the Highest, Most Appropriate Alabama High School Diploma Pathway. Our Career Tech Director or designee attends IEP meetings to discuss opportunities, as well as, our Pre-Employment Transition Specialist and VocRehab Counselor.	Yes	Yes	Yes
N/A	0	0	Yes	The students are severe autistic who have low adaptive behavior, low developmental behavior and exhibit extreme autistic behaviors. Documentation from classroom observations, conducted by SPE teachers, SLI teachers, and BCBA was used in determining alternate standards.	Developmental testing was the most appropriate testing for the students at the time. Evaluations were completed. The student's cognitive assessment from the DD testing is below 55, adaptive behaviors are below 55, and exhibit extreme autistic behaviors that lend to the inability to respond appropriately to test items.	0	3	No, they were given a non-verbal IQ assessment	All are trained each year on the most appropriate diploma pathway and the Alternate Achievement Decision Making Tool prior to spring IEPs and at the beginning of each school year.	Yes	Yes	Yes
N/A	2	3	Yes	The decision to determine placement of students on alternate standards was an IEP decision based on a number of factors such as: achievement test scores, behavioral issues, and progress monitoring data	Because certain areas of exceptionalities do not require it for eligibility purposes.	6	20	No	Training is provided by the Special Education Coordinator on the Decision-Making Tool and communicating information to parents and other team members.	Yes	Yes	Yes
N/A	0	1	Yes	developmental scales, achievement test, adaptive rating scales, language assessments, observations, and medical information	Students are too young, are to medically fragile, and/or autistic	11	4	No-nonverbal IQ assessment was used	System training, state training, and online webinars provided by the state.	Yes	Yes	Yes
N/A	0	0	No	N/A	N/A	2	0	N/A	For every student with an IEP for grades nine and higher (grade 9's IEP is written at the end of eighth grade), the form entitled "Selecting the Highest, Most Appropriate Pathway Leading to the Alabama High School Diploma" is completed each and every year. Special education teachers are trained on this form on an annual basis especially any changes that may have occurred (ex: four or more Essential classes changed to one). At the IEP meeting, each diploma pathway is discussed beginning with the General Education Pathway and ending with the Alternate Achievement Standards Pathway (order of the form).	Yes	Yes	Yes
N/A	0	0	Yes	achievement scores, adaptive behavior scores, medical diagnosis and ACAP Alternate Decision Making Tool	student had a medical diagnosis and IQ score was not required	5	0	N/A	SPED teachers, case managers and SPED facilitators are trained by the SPED Coordinator/Supervisor and given follow up PD throughout the school year. SPED Coordinator mentors SPED teachers and SPED Facilitators work with novice teachers to prepare them for meetings with parents regarding the long-term limited post-high school opportunities for students participating on alternate standards.	Yes	Yes	Yes
Special Education Teachers, General Education Teachers, Test Coordinators, Special Education Director	0	0	No	N/A	N/A	2	0	N/A	A training was previously provided to the self-contained special education teacher.	Yes	Yes	Yes

Administrators	0	0	No	N/A	N/A	0	0	N/A	All parties listed are trained on the Decision Making Tool using the ACAP Alt resources provided by ALSDE. Then, the Special Education Coordinator mentors the Case Managers through modeling conversations during parent meetings in a "I do, We do, you do" format.	Yes	Yes	Yes	
N/A	0	0	Yes	N/A	A student transferred to the District in August. It is documented that an intelligence test was attempted but the student is not conditioned. An additional intelligence test will be attempted once the student's behavior is better managed.	0	0	N/A	Local SES training along with support from the Special Education Director	Yes	Yes	No	
N/A	0	0	No	N/A	N/A	0	0	N/A	Teachers are trained annually on post transition outcome opportunities. We also work closely with the department or rehabilitation services. They come in throughout the year and offer classes for students as well as parents.	Yes	Yes	Yes	
N/A	0	0	Yes	N/A	Students have a diagnosis of Autism with outside data to support cognitive abilities/	0	2	no	Teachers participate in a fall and spring IEP trainings that prepares them to communicate post school options with the parents.	Yes	Yes	No	
N/A	0	0	Yes	N/A	The student's IEP team reviewed the current evaluations for each individual student as well as the Alternate ACAP participation guide to determine that the alternate assessment was appropriate. These individual students qualified for services with exceptionalities that do not require an IQ to be performed based on the Alabama Administrative Code. These exceptionalities include: autism, deaf/blindness, and VI. The individual students have significant delays in conceptual, social, and practical skills that require extensive accommodations/modifications. These supports are necessary for skills well below grade level.	not required per the AAC eligibility requirements and the IEP team determined that it was not in the best interest of the student to have these assessments completed	2	1	the student does not show proficiency in their native language and is non-verbal, therefore, a non-verbal IQ was administered	staff meetings and on-going discussions with the special education administrators	Yes	Yes	Yes
N/A	0	0	Yes	N/A	Some students are conditioned to participate with IQ test. Some students do require an IQ for eligibility requirements.	10	22	No	*** conducts annual training which is required of Exceptional Education staff.	Yes	Yes	Yes	
Administrators need more training so that the expectation will not be for students with behavior problems be considered AAS.	0	0	No	N/A	N/A	0	0	N/A	Spring IEP training provides training/ training on the decision making tool and diploma options are discussed.	Yes	Yes	Yes	
N/A	0	0	No	N/A	N/A	0	19	yes	District and state training; community meetings with stakeholders and parents as well as community agencies, ADRS, Voc Rehab, and local businesses	Yes	Yes	Yes	
N/A	0	0	Yes	N/A	Students with Autism are not required to have an IQ score.	2	0	N/A	SPE teachers and facilitators attend MEGA and Transition conference yearly to acquire Professional Development on discussing the long term opportunities of the alternate standards.	Yes	Yes	Yes	
N/A	3	0	Yes	N/A	Medical diagnosis, Autism Diagnosis, adaptive behavior scales, language scales, developmental scales.	Students are unable to take a standardized IQ measure due to significant delays in levels of functioning to include significant language delays, significant motor delays, vision and / or hearing disabilities. Raw scores fall below normal table. Also, some students were administered a developmental measure.	81: 41 students with IQs scores between 55 and 60; 37 students with IQ scores between 60 and 70; 2 students with IQ scores between 70 and 71; 1 student with a non-verbal IQ score of 84 (YCAT was 49, TOLD was 52, SB-5 upon re-eval for IEP change was a 46).	15	No. Nonverbal IQ assessments are administered. Although these students are identified as ESL, they speak and understand English.	Training on "transition", training on the use of the "Selecting the Highest, Most Appropriate Pathway Leading to the Alabama High School Diploma"	Yes	Yes	Yes
N/A	0	0	Yes	N/A	The students' cognitive and functional abilities as documented on the eligibility report and IEP.	The exceptionalities of those students do not require a documented IQ score.	4	0	N/A	School counselors and Special Ed. Coordinator discuss this process at the district level with all case managers during the Spring training session for creating and implementing IEP's.	Yes	Yes	Yes
We feel a refresher training is in order for our Special Education Teachers, especially those who are case managers for students most likely to participate in the alternate assessment.	0	0	Yes	N/A	There are currently two students participating on alternate standards who do not have a documented IQ score. The determination to place the students on alternate standards was made using data including a documented diagnosis of Autism Spectrum Disorder, significant impairments in language and adaptive skills, and a high level of support required for completion of tasks. The team took into consideration the overall academic and functional levels of the students.	Both students meet the SDE criteria for eligibility under the category of Autism, and an IQ score is not required for that particular disability area.	1	0	N/A	We are a very small district, so the Special Education Coordinator works closely with the Special Education Teachers when the possibility of placing a student on alternate standards is considered. The Special Education Teacher is then prepared to discuss the different long-term trajectories with parents and other IEP team members as appropriate.	No	Yes	Yes
N/A	0	0	No	N/A	N/A	1	0	N/A	The staff are trained through professional development within the district and with vocational rehabilitation staff for post school outcomes.	No	Yes	Yes	

General Education Teachers	0	0	No	N/A	N/A	0	0	N/a	Face-to-face training is conducted annually for the special education department. During the annual IEP meetings, the tool is reviewed by the team, which include the parent and general education teachers, in order to determine the most appropriate assessment and pathway.	Yes	Yes	Yes
General education teachers and more in depth training from ALSDE would benefit all teachers.	0	2	Yes	Language scores, adaptive behavior scores, achievement scores, and observations	If a student has Autism or a severe disability, one may be attempted, but unable to be completed.	17	3	2 have Autism so an IQ was not attempted. The other a non-verbal test was attempted, but not completed	Teachers attend transition trainings put on by the county and state. They also conduct parent trainings	Yes	Yes	Yes
N/A	0	0	Yes	Multiple sources of data were used by the IEP teams to determine if students should participate in the ACAP Alternate Assessment including the following: demonstrate cognitive functioning and adaptive behavior across environments, which is significantly below age expectations even with accommodations, program modifications, and adaptations. Skills demonstrated across conceptual, social, and practical domains.	Based upon the child's unique needs, medical condition(s), and/or disabilities, the child could not be conditioned to standardized testing.	2	1	Tests are administered with an interpreter and nonverbal evaluations are administered. However, there are situations where students may not be able to be conditioned to standardized testing.	Teachers are trained in person and online using the materials and guidance provided by the SDE.	Yes	Yes	Yes
**** Administrators, Building Test Coordinators, and SDE Teachers/Case Managers,	0	2	Yes	Use of the Decision-Making Tool in order to make appropriate determinations	Not all students with disabilities were required to have an IQ test for eligibility.	26	4	yes	SPED Teachers/Case Managers are trained to share information regarding the long term limited post-school opportunities for students on the Alternate standards through SPED Teacher training and Transition training.	No	Yes	No
N/A	0	5	No	N/A	N/A	3	0	N/A	The SPED coordinator conducted training with SPED. teachers in order for them to receive training on how to discuss long term limited post-high school opportunities for students participating on alternate standards. Discussions are help during IEP meetings.	Yes	Yes	Yes
All special education teachers	0	0	No	N/A	N/A	0	0	N/A	They all take a professional development three times during the year. We role play of how we should explain the alternate assessments to the parent/guardian.	Yes	Yes	No
Special Education Teachers (New Hires)	0	1	No	Using the Decision Making Tool, the IEP team came to the consensus that it would be best suited to meet the individual needs of the student.	N/A	2	1	No	Special Education personnel are trained on the ACAP Decision Making Tool which helps guide the discussion with parents regarding the participation on the alternat	No	Yes	No
N/A	1	1	Yes	Individually administered achievement assessments, adaptive behavior rating scales, classroom observations	Age of child (DD), unable to obtain an accurate score due to ability.	52	0	N/A	Conversations with parents during annual IEP meetings while completing the decision making guide.	Yes	Yes	Yes
District Test Coordinator	0	1	Yes	The Decision-Making Tool	Some students were unable to be conditioned to the IQ test.	47	1	No	Special Education Teachers/Case Managers/Special Education Facilitators participate in district-wide training that includes how to use the Decision-Making Tool and the information that is required to be shared with parents/guardians regarding long-term ramifications of moving a student to the alternate standards pathway.	Yes	Yes	Yes
DTC, Exceptional Education case managers and special education coordinator	0	0	No	N/A	N/A	0	1	no	In the IEP meeting the exceptional ed case manager discusses upcoming transition services that are included in the IEP pertaining to post secondary living, education, and employment options.	Yes	Yes	Yes
Teachers in grades K and 1	0	0	Yes	Yes, observation work samples and behavior rating scales were used to make the determination.	IQ tests were attempted but students were unable to complete due to communication, cognitive, attention and behavior barriers.	1	2	Non-verbal with translator	All sped dept. members participate in intense training throughout the school year. The special education director participates in IEP meetings and informs parents of alternate standard implications.	Yes	Yes	Yes
N/A	0	0	No	N/A	N/A	0	8	yes	45	Yes	Yes	No

N/A	1	7	Yes	A combination of current and historical data, results from documented modifications, academic, functional, and social/developmental data from a variety of sources and in depth IEP team input.	Most of these students with significant cognitive deficits were unable to be conditioned for testing which resulted in the inability to receive an IQ score. For some Autistic students, the team used data driven from testing reports and social/developmental, communication, and academic domains to support their need for AAS.	157	14	YES: Administered with a trained and certified interpreter to translate for the student.	**** School System provides in depth professional development regarding the Alternate Achievement Standards (AAS) and participation in the ACAP Alternate. The PD Sessions include detailed guidance and resources to train and assist staff in discussions with parents regarding the long term limited post high school opportunities. In addition to providing on-going and recurrent PD to foster the understanding of long-term pathway decisions regarding the Alternate Achievement Standards, the district also requires a representative from Special Services to attend all initial meetings when this change of pathway to AAS is being considered to ensure parents and families in combination with all team members carefully evaluate and review all information and long-term effects.	Yes	Yes	Yes
Administrators	1	0	Yes	developmental scales, medical records and progress monitoring data	Some students have developmental scale scores that are more age appropriate. Some students were unable to respond/ unable to attend to task and no response from multiple disability students (wheelchair, nonverbal, etc).	8	0	n/a	Transition coordinator trains/guides/supports teachers, administrators, parents and students on diploma pathway determination and post-secondary goals.	Yes	Yes	Yes
N/A	0	0	No	N/A	We have documented IQ Scores for all students in this population.	0	21	Yes	Yes. The diploma pathways are reviewed annually during the spring IEP meeting. The case managers utilize the ALSDE Selecting the Highest, Most Appropriate Pathway Leading to the Alabama High School Diploma form to explain the pathways to the parents and students.	Yes	Yes	Yes
School administrators, counselors, and EL teachers	0	0	Yes	The IEP team considered developmental scales, adaptive behavior, social behavior, communication, and all factors addressed on the decision making tool. The team considers the whole child if they are not able to obtain an IQ score.	A student may not have a documented IQ score if they are identified as having autism or other health impairment.	11	2	no	Each spring **** Schools includes this information in the yearly IEP training with all special education teachers. When discussing diploma pathway options as well as the decision making tool, we detail the post-high school limitations for students who were on alternate standards including limits on education and workforce opportunities. For these students, teachers are asked to be very clear with parents from the first time the decision making tool is considered regarding limitations on long-range opportunities for their child if he/she is placed on alternate standards and assessment.	Yes	Yes	Yes
N/A	1	0	Yes	We used adaptive behavior, language testing, and achievement testing as part of the IEP team decision.	The area of disability does not require an IQ as a part of the eligibility determination, therefore the IEP team uses other data to determine participation in the ACAP-A.	6	4	No - They received a non-verbal IQ assessment.	We train Prek through High School SpEd Teachers/Case Managers during our quarterly department meetings. Progression from Prek to High School, as it pertains to limited post-high school opportunities (i.e. college, military, work force), are discussed with all parents of students who will potentially be placed on the AAS.	Yes	Yes	Yes
N/A	0	0	Yes	Developmental scores and use of the decision making tool along with documented deficits in adaptive & functional skills.	For one student, the parent has refused an IQ assessment. Others are currently under re-evaluation and have a previous developmental score instead of an IQ assessment.	2	6	A translator is provided for the assessments to translate assessment direction and information provided to the students throughout the assessment..	Staff are trained throughout the year at district wide meetings on the implications for students participating on the Alternate Standards pathway. District Staff also meet with casemanagers and review data to ensure appropriate placement decisions are considered in IEP team meetings for students with significant disabilities.	Yes	Yes	Yes
Building administrators and building leads	0	0	Yes	Medical diagnoses, adaptive scores, behavior rating scores, parent and teacher input	IQ scores were unable to be obtained due to the student's adaptive levels i.e. students were non response to the examiner.	20	0	n/a	Special Education Teachers/Case Managers receive annual training on the documentation needed to place students on alternate standars. Parents participate in completing the Decision Making Tool during the IEP meeting. The tool is completed while looking at the the students' data as outlined in his/her eligibility to support/refute placing a student on alternate standards.	Yes	Yes	Yes
N/A	1	0	Yes	N/A	Students who are eligible for services under the area of AUTISM do not have to have an IQ score for eligibility purposes. Many times, these students are nonverbal and even though we attempt an IQ assessment, they are not able to be assessed to gain a true IQ score.	9	3	yes	We begin these discussions with parents early, especially in the middle and high school years as we begin to discuss diploma pathways, transitions, and credits needed to graduate. We also share resources that are available within our area to help prepare their student for life after high school and to help families learn of opportunities for community based programs that will benefit the student.	Yes	Yes	Yes
General Education Teachers need training on how to support students with above 55 IQ on the General Standards. Special Education teachers need training on data/evidence used to support students as well as how to help support General Ed teachers.	0	0	Yes	Classroom Data	Autism does not required IQ	9	0	N/A	Selecting the highest most appropriate pathway K-8 and 9-12th. Annual Training on the Decision Making Tool as well as annual training on the ASAP Manual for Testing. Annual Training is also given on modified curriculum and pathways	Yes	Yes	No

New employees to our district may need training.	0	0	No	N/A	N/A	0	0	N/A	Our teachers regularly review state and federal regulations, and laws. We also attend transitions meetings and webinars when they are offered. We are able to expound and share expertise with family as needed.	Yes	Yes	Yes
N/A	0	0	Yes	N/A	The students couldn't be conditioned to get an accurate IQ score.	0	0	N/A	***** Schools partners with the Alabama Department of Rehab Services to help parents and students transition into to post-high school activities. We also follow the Alabama Transition Standards and utilize the **** transition curriculum to provide authentic community based experiences.	Yes	Yes	Yes
N/A	0	0	Yes	Medical records and achievement checklists.	One student did not have an IQ score; had multiple disabilities	0	0	n/a	Case managers began talking with the parents about pre and post graduation training for students on Alternate Standards when students are in middle school. Students take an interest inventory. The students then spend time when they enter high school working through modules in fields they are interested in. Once the students enter high school, vocational rehabilitation becomes part of the team and helps the school assist students in job preparation and placement throughout their high school years.	Yes	Yes	Yes
N/A	0	0	Yes	N/A	Intelligence Quotient was not a required area of assessment to determine eligibility to receive special education services.	4	0	N/A	All stakeholders are provided training on the long term limited post-high school opportunities through in-service training and communications provided from SDE.	Yes	Yes	Yes
N/A	0	0	Yes	N/A	Some Students who are identified as Autistic do not have IQ scores.	6	3	1-was administered an IQ in the native language, 1-transferred in and is identified as Autistic and did not have an IQ score, 1-has both English and Spanish spoken at home	Training is provided during IEP training. Pathways are discussed along with how long term participation in alternate standards may affect post high school opportunities.	Yes	Yes	Yes
N/A	0	0	Yes	IEP Team decision based on decision-making tool, Medical Diagnosis, Developmental Scales, Evaluations, Progress Monitoring, Academic and Behavioral Progress	Some students are considered too young for an IQ score to be valid and reliable. Developmental scales were conducted and IQ will be evaluated when found to be more age appropriate. Other students have severe medical and/or physical impairments that make them eligible without an IQ score according to the AAC..	6	0	N/A	**** Schools special education teachers are well-versed in opportunities available to students participating on alternate standards and are prepared to speak with parents/guardians on this matter. They attend training on alternate standards as well as work with the transition team to prepare for these meetings.	Yes	Yes	Yes
N/A	0	0	Yes	N/A	Students without an IQ score have very limited cognitive and communication skills making it very difficult to get a true IQ score	0	0	N/A	All Special Education Teachers, Case Managers, Special Education Facilitators are trained twice a year by the Special Education Director on the "Guidance for IEP Teams on Participation Decisions for the ACAP Alternate Assessment and Alternate Achievement Standards".	Yes	Yes	Yes
N/A	0	0	Yes	Achievement, adaptive or other developmental/academic scales are some of the data sources the IEP team uses to determine a significant cognitive disability for a student identified as AUT without a documented IQ score.	Documented IQ score is not required for a student identified as AUT or DD.	0	3	Yes	Annual training is conducted and documented by the ***** School's special education coordinator.	Yes	Yes	Yes
N/A	0	0	Yes	Is this question referencing question #19? or #18? If referencing the question pertaining to students who do not have a documented IQ score (#19) - The IQ score is not a requirement for the student's disability category.	Significant deficits in the student's adaptive functioning and/or the need for intensive levels of direct support.	9	0	N/A	Annual trainings with designated staff prepare ****employees for such conversations. Additionally, ***Schools employs a transition coach whose job duties include connecting students with significant cognitive deficits and their families with post-high school opportunities.	Yes	Yes	Yes
N/A	0	0	Yes	Special Education Teachers/Case Managers/Special Education Facilitators are provided annual training on the post-high school options available for special education students based on each of the diploma pathways. The training specifically reviews the long-term limited post-high school opportunities for students participating in the alternate standards and how to discuss this with parents.	One student qualified for services under DD and all developmental areas are significantly below average. The other student had an attempted IQ test, but would not condition to the test requirements.	4	0	N/A	Special Education Teachers/Case Managers/Special Education Facilitators are provided annual training on the post-high school options available for special education students based on each of the diploma pathways. The training specifically reviews the long-term limited post-high school opportunities for students participating in the alternate standards and how to discuss this with parents.	Yes	Yes	Yes
N/A	0	1	No	N/A	N/A	4	0	N/A	The Special Education Director arranges annual training to discuss diploma pathways.	Yes	Yes	Yes
N/A	0	0	No	N/A	N/A	0	0	N/A	High School special education teachers are trained annually on using the decision making tool and also on using the required Graduation Options form. Representative from ADRS meet with special education staff annually and provide additional guidance to teachers, parents, and students on possible supports to guide students on the alternate standard pathway toward meaningful postschool outcomes.	Yes	Yes	Yes
N/A	3	1	Yes	Language, achievement, and adaptive scores	Many students are identified as having Autism or other cognitive disorders that severely impact their ability to communicate and cannot be conditioned to the testing environment. (Most are nonverbal). The code does not require an IQ for eligibility for these students, and the IEP team determined it was not appropriate to attempt to obtain an IQ score.	54	7	Yes	This is a decision the district does not take lightly. Many conversations take place with parents before a decision is made for a student to participate on alternate standards. The three diploma options are discussed in detail. Parents are made aware of post secondary options available for each diploma option. We ensure that parents understand their child will not be able to attend a 4 year university with an alternate diploma. We explain other program options available in the district (Project Search, GROW, Falcon Flight), as well as training and career options outside of the district after the student exits (typically at age 21).	Yes	Yes	Yes
District test coordinators, All administrators including central office and superintendents as well as counselors.	0	0	Yes	Some students disabilities were so significant the student could not be conditioned or no score was yielded. The team used all other existing data including adaptive, developmental, language etc to make the best decision for students.	Either the student could not be conditioned or no score could be obtained, but the tests were attempted and the psychometrist, psychologist, or psychiatrist vewrified the inability to obtain a score.	7	1	yes	We have a team member that trains all Special Education staff on the process and available options. We know the most valuable information comes from our collaboration from sources like United Ability, ADRS, etc.	Yes	Yes	Yes

To ensure that all personnel understand the Decision-Making Tool, I would like for the special education teachers and administrators receive additional training.	0	0	Yes	N/A	The students who are participating on the alternate assessment who do not have a documented IQ score could not condition for testing to obtain a score.	1	0	There are not any English learner students are participating on alternate achievement standards.	The Special Education Teachers/Case Managers/Special Education Facilitators are trained and prepared to discuss with parents/guardians the long term limited post-high school opportunities for students participating on alternate standards by using the Most Appropriate Pathway documentation and explaining each option to the parents along with using the student's current data. If the parents/guardians request additional evaluations or guidance these options are provided as well.	Yes	Yes	Yes
N/A	1	0	No	N/A	N/A	0	0	N/A	When discussing long term post-high school opportunities, parents and families are made aware of the impact on future career and higher education choices. Particularly at the transition to high school meeting, the discussion about diploma pathways and the impact on the future plans is thoroughly reviewed.	Yes	Yes	Yes
The Special Education Teachers and Building Testing Coordinators.	0	0	Yes	The eligibility data, classroom data and documentation, and IEP team decision.	There are a few students that could not be conditioned to respond on IQ test due to them being non-verbal.	7	1	Yes	All of the Special Education Teachers receive an overview training of the Alabama High Graduation Pathways. Teachers who teach students in grades 8-12 received more in depth training. They were instructed to inform parents of each Pathway and explain in depth to parents the difference between the pathways and the post high school opportunities related to each pathway.	No	Yes	Yes
N/A	0	0	No	N/A	N/A	5	2	no	This LEA has a Specialist who created a binder for each case manager with the required documentation/forms. Each leader pattern school was trained by the Specialist. The Special Education Coordinator trained all Principals and Assistant Principals on the Alternate Pathway checklist and Parental Letter upon making this decision.	Yes	Yes	Yes
N/A	0	0	No	N/A	N/A	3	2	No, they were administered a nonverbal IQ test which does not require the use of language.	SpEd teachers at the elementary school level are trained on the decision making tool and are trained to inform parents that placement on alternate standards will lead to changes to the high school diploma. If the parent has more questions about it, the SpEd Coordinator will explain in more detail to the parent. SpEd teachers at the middle school and high school level are not only trained on the decision making tool, but also on the diploma path document that is completed for all SpEd students starting with their 9th grade IEP. If any parents need additional information, the SpEd Coordinator and/or guidance counselors will meet with them to explain the limitations of the AAS diploma option.	Yes	Yes	No
January 4, 2024. The entire district, including certified teachers and administrators through ALSDE Live Binder	0	0	Yes	decision was made from work samples.	the student could not be conditioned	3	1	N/A	Utilizing ALSDE's Live Binder decision making tool training.	Yes	Yes	Yes
N/A	0	0	Yes	N/A	The students that do not have an IQ administered are those students that cannot be conditioned to take a standardized instrument. They have no language skills and cannot care for themselves without support. The administering of an IQ assessment would hold no value.	0	0	N/A	Great consideration is taken when talking with parents about the limited post high school opportunities. Our parents are very aware that their child will require home care when graduating from high school and their support will continue post high school by family.	Yes	Yes	Yes
N/A	0	0	Yes	N/A	For each of the 7 students without a documented IQ score, the most appropriate exceptionality was OHI (1) or AUT (6).	6	0	N/A	The special education teachers/case managers along with the school psychometrist are trained to move methodically through the decision making tool and to emphasize that students participating in instruction on alternate standards will not receive instruction on the traditional Alabama Courses of Study required by many post secondary schools and job postings.	Yes	Yes	Yes
General Education Teachers, Counselors, and Administrators	1	0	Yes	The ACAP Alternate Participation Decision Making Tool and adaptive-functional, social-emotional, and behavioral data	The student would not adhere to test procedures.	15	3	yes	Special Education Teachers/Case Managers/Special Education Facilitators participate in district, state, and regional training on post-high school opportunities for students on alternate standards. The district's job development coach leads regional transition training and initiatives that inform staff, families, and community organizations on post-high school opportunities for alternate standards students.	Yes	Yes	Yes
N/A	1	0	Yes	N/A	Students with documented developmental testing (ie. Battelle Developmental Inventory, Developmental Assessment of Young Children, Language testing and adaptive scales.	12	5	Yes	SPE teachers, case managers and special education facilitators are trained two times per year at the beginning of each semester in the area of post-high school opportunities.	Yes	Yes	Yes
special education teachers	0	0	Yes	Adaptive behavior rating scales, achievement test scores, medical records/reports	age, complex medical condition or unable to be conditioned for testing	45	1	No	The district provides training to all special education teachers on how to discuss with parents the importance of making individual decisions based on the unique circumstances of a student and aiming for the highest instructional standard with accommodations. The district provided a flyer to parents that explains the decision making process when a student has a significant cognitive disability. Teachers are also encouraged to hold parent teacher conferences during the year to discuss progress and get input from parent when developing the annual IEP which includes parents' long term goals for their student.	Yes	Yes	Yes
N/A	0	0	Yes	N/A	Child is severely autistic and nonverbal so we used the documentation of the Autism Rating Scale, academic interventions and behavioral therapy documentation to determine the need to participate in the alternate assessment.	0	0	N/A	The Special Education Director provides training for all Special Education Teachers at the beginning of each school year and also provides a review session before Spring IEPs. The Special Education Director provides professional development for teachers and parents on community resources available for post-high school students. When needed, the Special Education Director will contact Vocational Rehabilitation to ensure the Special Education Teacher has the information needed to support those post-high school students and parents.	Yes	Yes	No

N/A	0	0	Yes	N/A	Reasons for students not having a documented IQ score are due to the nature and severity of the student's disability. Students who are non-verbal, who have severe cognitive disabilities with limited understanding and functionality, as well as IQ scores not being required for certain disability areas, are also reasons for not having a documented IQ score.	2	0	N/A	Special Education Teachers, Case Managers, and Special Education Facilitators are trained and prepared to discuss the long term limited post-high school opportunities with parents and guardians by receiving and completing professional development training through ALSDE webinars, as well as departmental trainings and discussions on utilizing the ACAP Alternate Participation Decision-Making Tool. Opportunities for fluent knowledge of criteria to identify students significant cognitive disabilities are provided at a local level through quarterly scheduled departmental meetings. The necessary school staff and personnel are required to attend the quarterly meetings, and other scheduled professional developments and trainings that are provided through outside facilitators and institutions, in order to be knowledgeable and prepared when discussing diploma pathways and how being placed on the alternate standards may delay completion of high school requirements. Training and information related to vocational rehab services, as well as other institutions and programs that specialize in assisting individuals with significant cognitive disabilities, are provided and reviewed twice annually. Special Education Staff are trained in criteria required for all diploma pathways, and opportunities, services, and programs available in and around the community to assist with individuals with limited knowledge and cognitive disabilities. Special Education Staff are trained and knowledgeable in reviewing student records, IEPs, IQ scores, adaptive behaviors, functional abilities, the ability to acquire, maintain, and transfer skills and tasks to accomplish tasks in the workforce, ability and appropriate skills needed for social and age-appropriate interaction, as well as the behaviors and abilities to be able to learn and utilize skills to become independent and functional within society.	Yes	Yes	Yes
N/A	0	0	Yes	The IEP team reviews data regarding the student's ability to communicate, apply academic tasks, engage in interpersonal social interactions and their ability to address their basic personal and health needs.	We have a few students who transferred into our district without a documented IQ score. IEP teams have met and are in the process of collecting additional data including an IQ score. In addition to these students, we have two students who have significant medical needs.	11	1	No. The student was administered a non-verbal assessment in English.	Special Education Teachers/Case Managers/Special Education Facilitators are provided with on-going training in person multiple times a year. This training focuses on IEP development, alternate standards and assessments. The training also includes an in-depth review and guidance of the ACAP Decision Making Tool. Through this training attendees review and discuss the long term post-high school opportunities for students participating in alternate standards.	Yes	Yes	Yes
N/A	0	1	Yes	Along with the Decision Making Tool, other information used to make the decision to determine placement were autism evaluation results, coupled with Battelle evaluation results, achievement scores, and other norm-referenced tests.	At the time of placement the student was not old enough to administer an IQ assessment, but presented other areas of disability that determined placement.	12	0	n/a	Annual training is conducted in August of each school year on the Decision-Making Tool as well as the graduation pathways.	Yes	Yes	Yes
N/A	0	0	No	N/A	N/A	0	0	N/A	Special Education Teachers/Case Managers are trained on transition standards. Also, during the IEP meeting, when a student is in middle school transitioning to the high school, the Special Education Teacher discusses all of the pathways for graduation. The Special Education Teachers also use the Selecting the Highest, Most Appropriate Pathway Leading to the Alabama High School Diploma Form.	Yes	Yes	Yes
General education teachers, integral members of the Individualized Education Program (IEP) team, are expected to possess familiarity with the decision-making tools utilized in the determination of student pathway, curriculum, accommodations and support measures.	0	0	Yes	N/A	IQ is not required on compliance verification forms for Autism, OHI, and/or developmental delay eligibilities.	1	0	N/A	A district's transition specialist delivers comprehensive information and training sessions to educators and facilitators. Moreover, the presence of the transition specialist, career coach, and local vocational rehabilitation service coordinators is encouraged at IEP meetings to furnish supplementary information for parents.	Yes	Yes	Yes
N/A	0	1	Yes	The appropriate forms and checklists are completed during IEP meetings as these forms provide guidance for the team to make the most appropriate decision for a student.	Students who do not have a documented IQ score have severe autism or are nonverbal. Appropriate IQ tests are administered to students who are nonverbal and whose parents consent for the IQ.	5	0	N/A	Special education teachers review all training materials provided by the ALSDE at the beginning of the school year SPED training. Training documents and checklists are uploaded to a shared folder that is accessible at all times by special education teachers. Training on the Highest/Most Appropriate Pathway form is also included during this training so teachers at all grade levels understand the impact and long term limited post-high school opportunities for students participating on the Alternate Standards.	Yes	Yes	No

We understand that the submitted justification will be available publicly in accordance with federal regulations.

We acknowledge that the information provided is valid and accurate and can provide supporting documentation or clarification regarding the content within the justification.

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