

1% Cap Justification per District

School Year 2017-2018

Agua Fria Union High School District 4289

- The AFUHSD has two feeder districts that have a number of kids coming to us already in self-contained programs who have never participated in the AZ Merit assessments. A large percentage of the students are students with Autism and students who are MIID. We have created a high functioning Autism classroom and created math classes like pre-algebra to help facilitate the transition from the self-contained program to the general education classes.

Aguila Elementary School District 4249

- Aguila Elementary School District is a single school district with a very small population of total students. In the 2017-2018 school year only 108 students took the AZMerit. Only 32 students took the AIMS Science. Because of our small school size, our students who qualify with significant disabilities greatly increase our percentage. All the students who qualified to take the Alternate Assessment experience a significant disability. Given the severe nature of the disabilities affecting our Alternate Assessment students at this time, we are unable to lower that number.

Ajo Unified School District 4409

- Ajo Unified District is the only district and school in Ajo Arizona with a total population of 460 students from Pre-K – Year 12 with a total number of 52 students identified with exceptional needs. This condition puts us over the 1% cap for alternate assessment.

Alhambra Elementary School District 4280

- We are continuing to monitor our processes/procedures and understanding of alternative assessment eligibility. We need to continue to monitor our data, and review our needs related to training and professional development to strengthen our practices in this area

Altar Valley Elementary District 4418

- Altar Valley Elementary School district consists of two schools housed in a rural area covering 700+ sq miles and is the only public education available for the families in Three Points.
- We presently have about 420 students in our district that are eligible to take the state assessment at the end of this year.
- In addition, we have approximately 185 students in other high schools that we tuition out due to the lack of a high school in our district.
- As a district, due in part to the low socioeconomic status of our families, our students have many needs and evidence a higher percentage of students that have qualified for special education supports.
- This school year, the numbers are very similar. With such a low population of students participating in the state assessments even one student taking the alternate assessment has an

impact on our percentage. This year we have 11 students (out of the approximately 605) who need to take the alternate assessment.

Amphitheater Unified School District 4406

- In the Amphitheater School S.D. we continue to have tremendous growth in our special education programs, especially children with more significant disabilities. We continue to have new construction in our district and families are moving into the Tucson area for job related reasons. Many of these families have children with significant special needs. We continue to need to expand our continuum of educational services and to open new classrooms for children with more significant disabilities. We have seen this growth starting with our special needs preschool population. Our preschoolers are entering our programs with intense multiple disabilities (PSD) that require extensive direct individualized instruction and a great amount of support in order to meet their individualized IEP goals. This growth continues to affect our 1% cap.
- New teachers to our special needs classrooms have continued to have staff change over and many of our new teachers are either in the first or second year of their “Grow Your Own” teacher preparation programs for Special Education.
- In Amphitheater, we have a Special Program/Center for children who are severely disabled. Currently, we have 89 students who attend Rillito Center. Rillito provides educational programs to children ages 3-22. Having a significant number of severely disabled children impacts our percentage as well.

Antelope Union High School District 4506

- We are a small rural school, with a total student population of 213 9th grade through 12th grade.

Apache Junction Unified School District 4443

Our special education numbers with the district are higher than the state average. Unfortunately, this seems to increase numbers in specific areas such as students who are provided an alternative assessment.

Arizona Autism Charter 91958

- Arizona Autism Charter School, Inc is a public charter school focused on the educational needs of children with Autism. The majority of students enrolled in our school have significant cognitive disabilities associated with their Autism, or a related disorders.
- We offer a specialized program of instruction grounded in the principles of Applied Behavior Analysis (ABA), which attracts a larger percentage of children with significant cognitive disabilities than typical schools.
- Our continuum of services includes three different programs based on the students’ ability level: Academic, Moderate, and Functional. Many our students are in the Functional program, which serves those who are severely impacted by their disability. Students in this program typically have significant intellectual, developmental, and communication deficits, substantially limiting their ability to take standardized assessments.

Arizona School for the Deaf and Blind 6393

- Our participation rate is higher because 100% of our students are in special education and have an IEP. This is based on IDEA, as each student has at least one disability and a documented educational need.
- Therefore, meeting 1% does not accurately reflect our student population and would make testing inaccessible for a percentage of our students.
- In addition, having a sensory impairment and an additional disability can have a multiplicative negative impact on learning and the students' ability to demonstrate their knowledge level of content areas.

Arlington Elementary District 4274

- Our participation rate is greatly affected by the size of our district. Because the total student population for our district at the time of testing during the 2017/2018 academic school year was so low; testing even a select number of students using the alternative assessment resulted in a percentage rate higher than 1%.

Ash Fork Joint Unified School District 4471

- Ash Fork is a small school in rural Arizona. Since our population is so small, it is difficult to stay below the 1% cap. We also have a high percentage of special needs students.

ASU Preparatory Academy Polytechnic Middle School 92327

- ASU Preparatory Academy Polytechnic Middle School is a school with a small student population, serving fifth through eighth grades. Because State testing in Science only occurs at one grade level and the student population is low, even a small number of students testing in alternate assessments skews our participation numbers.
- Based on current 2018-19 enrollment, we expect to meet the 1% Cap for ELA, Math and Science in the current school year.

Avondale Elementary School District 4272

- We have had an increase in level C, self-contained students this year. Most of these students need a level C placement due to cognitive disabilities.

AZ Compass Schools 89869

- We meet the criteria as a small LEA. This fact caused the percentage of students assessed to exceed 1%. Although, in this case, we determined that the documentation and all evidence gathered supported the need to administer the alternate assessment. We plan to meet the 1.0% threshold for Spring 2019 by implementing our Action Plan.

Baboquivari Unified School District 4412

- Baboquivari Unified School district is a small district that sits on tribal land. We have an enrollment of 1100 students on average. We currently have 18% of students with disabilities. This is 6.6% above the Arizona State average.
- Out of 199 students with disabilities we have 10% (20 students) with low incidence disabilities in our two self-contained classrooms. This numbers depending on the student grade causes us to go over the 1% cap.

Bagdad Unified School District 4468

- The current number of students receiving services at this time is slightly higher but should have a reduction in size next year creating a much lower percentage unless we have the unperceivable happen and there is an increase in student enrollment.

Balsz Elementary School District 4268

- BESD is a district consisting of one preschool, three elementary schools grade K-5, and one middle school grades 6-8.
- We serve a very diverse and transient population.
- Our total enrollment is 2,392 students with 332 students eligible for special education. These results reflect an above average rate of 14% of our students are identified with special education needs. These percentages are reflected in the number of students currently eligible for alternative assessments.

Beaver Creek Elementary District 4481

- We are a small one school district. In our small school we have a very high Special Education Population and we only qualify students based on test scores from the MET and their academic abilities.

Bell Canyon Charter 79983

- Imagine Bell Canyon is a small school, and administered the science assessment to fewer than 100 students in grades 4 and 8. Because we have fewer than 100 students in the two grade levels tested, our participation rate exceeded the 1% cap.

Benson Unified School District 79926

- With this being my second full year as the Special Education Director, I have worked hard, as per our action plan last year, to educate our Special Education Teachers on Alternative Testing and the criteria for students to be eligible. In addition, I have reviewed each IEP and the data behind the justification for any alternative assessment. If I see discrepancies in regards to the data and the justification for alternative assessment, I advise the IEP team and adjustments are made.
- In addition, last year, we had a very large student population in our 11th grade, which was more than any other grade level that was alternatively tested. These students have been promoted to the 12th grade this school year, and they will not be alternatively tested.

Bicentennial Union High School District 4515

- Salome High School is a small PEA and one student taking the Alternate Assessments puts us over the 1% Cap.

Bowie Unified School District 4171

- Total student enrollment is less than 100, just 1 student puts us over 1% cap.

Buckeye Elementary 4269

- Buckeye Elementary School District is a growing district; the special education count increased by 120 special education students.

Bullhead City 4378

- Students who are tested all have cognitive delays. There are charter schools who do not take students in the area with cognitive delays, increasing the districts percentages.

Camp Verde Unified 4470

- To justify our exceeding the 1% cap, Camp Verde Unified School District is a small district. Student population is >1500, which reduces the number of students that can meet or exceed on the alternate assessment. We ask that you take into consideration the size of our student population in regards to the 1% cap.

Carden of Tucson 78858

- The reason we have more the 1% for our school is that we have a very small student population and small special education population making it difficult to meet the 1.0% cap.

Cartwright Elementary School District 4282

- Our district's procedural manual states that a school psychologist is required to attend all IEP conferences when alternate assessment eligibility is going to be proposed. However, not all school psychologists in our district followed this directive. Therefore, additional training and monitoring needs to be put in place to ensure a qualified evaluator attends to determine if the student meets each of the indicators needed for alternate assessment participation.

Casa Grande Elementary School District 4446

- We have had an increase in level C, self-contained students from the 2016/2017 school year to the 2017/2018 school year. Most of these students required a level C placement due to cognitive disabilities.

Casa Grande Union High School District 4453

- Our district has a high population of students, 66 of our 446 students, who qualify for the alternate assessment. Casa Grande Union High School District has a high rate of students whose needs include MOID, MIID, MDSSI, and Autism.

Chandler Unified School District 4242

- If Chandler Unified School District had the actual enrollment of students that lived within the boundaries, CUSD would be under the 1%. Approximately 7,000 students within the Chandler Unified School District boundaries attend a charter school. These charters do not provide services for moderate/severe needs. If accounting for those charter students, CUSD believes that the number would be .9% in each subject.
- Possible over-identification for students by the IEP teams

Chinle Unified School District 4158

- I believe that our ESS staff and General Education staff need explanation of the purpose of the alternate assessment and the criterion that allows a student to qualify for this assessment.

Cochise Elementary School District 4177

- We are a small LEA with under 100 student population. We have varied enrollments under 100. As such, we may have the same number of SPED student(s) that qualify for Alternative Assessment, yet our percentage varies.

Colorado City Unified School District 4370

- Surrounding schools (charter and public) and parents of the community are aware of CCUSD's strong special education program, therefore students with significant cognitive disabilities are often enrolled in our school to receive services and supports that they may not receive elsewhere in the community.
- Each student on CCUSD's MSAA roster meets the criteria of having significant cognitive impairment.

Colorado River Union High School District 4381

- Students who are tested all have significant cognitive delays. There are charter schools who do not take students in the area with cognitive delays, increasing our districts percentage of students needing to take the MSAA.

Concho Elementary School District 4160

- We are a tiny rural school in an extremely low socio-economic county. We have always had a disproportionate number of special education compared to typical peers. We have a large number of severely low cognitively impaired students.

Coolidge Unified School District 4442

- During the previous school year, we had a larger number than usual of students identified as needing significant services in special education. By using the alternate assessment criteria, many of these students did qualify for the alternative assessment. Since Coolidge Unified is a fairly small district, adding even one student puts us over the 1% cap.

Crane Unified School District 5401

- As a new director of ESS, it was brought to my attention that the ESS staff was uninformed regarding the criteria required in the IEP for qualifying a student for alternate assessments. We addressed this need through mandatory PD training.
- Through discussion with ESS staff, it was apparent that they were not aware of the 1% Cap and the purpose. This was also addressed in the PD training.
- Staff becomes uninformed regarding important issues because of the large number of new teachers we need to hire each year in which some are not ESS certified. We have prepared for this by narrating all of our Keynote presentations that we have prepared and presented this year and will continue that process. We have made all our ESS trainings mandatory and provide make-up sessions.
- Lastly, we get many transfer students and the appropriateness of alternative assessments was not addressed in transfer IEP meetings.
- 4263 Creighton Elementary School District
- The District conducted an audit of METs/IEPs and found students with an eligibility of Autism were determined eligible for the Alt Assessment and not all should have qualified.

Douglas Unified School District 4174

- DUSD #27 is a school district with a small population. Due to the the amount of students we have, the percentages are much higher with only a small amount of students taking the exams.

Dysart Unified School District 4243

- One of the factors that continues to impact the percentage from Dysart is the number is based off enrollment in the district and not the total eligible students within the boundaries of Dysart. Dysart has a large charter school population (nearly 10,000 students) that are not being included in the calculation for our total enrollment.
- The students who would be eligible for the alternate assessment are not the student traditionally attending our charter schools so our percentage appears higher.

EAGLE College Prep Harmony 91170

- As a small school we have less than 160 students in grades 3-8. The impact of even one student who qualifies for alternative assessment will have a dramatic impact on our percentage towards the 1% cap.
- We are committed to offering quality educational services to all families. We do not decline enrollment or refuse enrollment based on need. These families clearly chose us for our ability to serve their children in a small group environment. This further impacts our percentage numbers.

Edkey Sequoia Charter 6446

- Sequoia Charter School is a small school district with a current student population of 773 students. Of that, approximately 198 students are in the eligible grades to take AIMS Science. Identifying more than one student with Severe Disabilities and/or a large number of eligible students not taking AIMS Science will put us over the 1% Cap.

Edkey Sequoia for the Deaf and Hard of Hearing 81050

- Sequoia School for the Deaf is a small specialized school district that serves Hearing and Vision Impaired, Autistic, Emotionally Disturbed and students with Multiple Disabilities. Currently, the school educates 117 students, 25.6% of that population qualifies for Special Ed services under the eligibility category of MD or MDSSI. Not all 25.6% of those students qualify for Alternate Assessments but many of them do and always will.

Edkey Sequoia Ranch 81052

- Sequoia Ranch is a small educational facility that serves an economically depressed and culturally diverse population that includes homeless families and children. Due to the transient nature of the population many of these students face educational, nutritional and attendance challenges that keep our total numbers for all grade levels small. These total grade level numbers make staying under the 1% Cap difficult, if not impossible. Our number of students that qualify for Alternate Assessments is very small, but given the total number of students, we will always be at or slightly over the 1% cap.

Flagstaff Unified School District 4192

- Flagstaff is a community with many charter schools. Charter schools have absorbed a number of students who participate in the AZMerit test, but have not absorbed our students who qualify for the alternative assessment which gives us a higher percentage.

Flowing Wells Unified District 4405

- Poverty rate in the district based on Free and Reduced Lunch is 71 percent.
- Percentage of special education students is 16.5 percent.
- Percentage of ELL is eight (8) percent.

Fountain Hills Unified School District 4247

- Fountain Hills Unified School District (FHUSD) is a very small school district with an ever-declining enrollment of general education students while our population of self-contained students seem to maintain year-to-year.

Fowler Elementary School District 4273

- We continue to have an influx of students coming into the district with significant cognitive delay who qualify for an alternative assessment.

Franklin Phonetic Primary School 92596

- We are a small charter in our 4th year serving an economically depressed area of Phoenix. Enrollment in our lower grades are improving, but the numbers in our upper grades (4 - 6) are extremely low thus our percentages are skewed.

Fredonia-Moccasin 4195

- The student population is comprised of a majority of Caucasian Students, with the next major population being that of Native American (NA) students, and a small number of Other, approximately 2%. One of the circumstances affecting the participation rate, from what the preparer has been told, is that quite a few students were Home Schooled prior to entering the District, including a majority of the NA students who were being Home Schooled on their respective Tribes, of course causing a lower educational foundation base.
- Additionally, I have researched a trend indicating a number of students entering Kindergarten students coming in very low academically. Despite receiving rigorous instruction once here, it takes some students a few years to reach their full potential.
- We have a Power Reading Program integrated throughout the school day to help, but due to a lack of funding, we are unable to provide intense after school tutoring in ELA, Math, and Science. The lack of funding to provide students with additional academic tools is a huge part of the problem as far as being able to help improve things now

Gadsden 4505

- At this time, many unknown variables are present to obtain the current outcome. We must address this statistical anomaly with data after careful review of all variables. We will consider our student population demographics in our targeted study.

Ganado Unified School District 4157

- This past school year we had student(s) whom were categorized in categories that didn't seem to fit the criteria for Alternate Assessment and had taken the alternate assessment in previous years because the IEP team felt that taking this assessment was more at their level. It was very difficult for the team to determine if the student(s) could take a regular state assessment on their own. Therefore, in previous years, including the 2018 SY, it was shown that the student(s) met the guidelines of needing to take the Alternate Assessment.

Gilbert Unified School District 4239

- The District has many highly desirable programs specifically designed for students with cognitive delays which lead to an increase in this particular population. In addition to attracting families with students who have cognitive delays, the District is also simultaneously facing a declining general education student enrollment. This unique set of circumstances shifts the testing percentages.

Glendale Elementary School District 4271

- District wide enrollment decreasing
- Student with special needs staying the same and/or increasing

Glendale Union High School District 4285

- 2018 was the first year we implemented new plan and focused on 10th grade students since they had not tested in our system. This year, we focused on both 10th & 11th grade students and their eligibility requirements.

Globe Unified School District 4208

- Examining a breakdown of our expected testing numbers for spring of 2019, we see that the number of students who will be taking the alternative ELA and Math assessments have actually increased overall, due primarily to additional eligible students at the youngest testing levels. Our expected science participants remain the same for alternative science, while the general population taking the standard science test is decreased.
- As a rural school, there are no reasonably near options for parents of students with significant cognitive disabilities to enroll students, other than the district school. We have a relatively small student population. A small bubble of students meeting the criteria for alternative assessments is a big percentage moving up from grade to grade. Seldom are significant cognitive or adaptive abilities determined beyond the earliest school years, with the exception of resulting from physical or medical trauma. Students moving in or out of the district may also impact our population of alternate test takers.
- In our town we also have one charter school that enrolls over 300 K- 8 students. They will seldom accept a student with a disability. They will not accept a student with the kinds of severe cognitive impairment that qualifies for alternative assessment eligibility. Additionally, we have students who qualify for eligibility, who move back and forth between the neighboring districts of Globe and Miami. Parents generally approve of our programs for severely impaired students. When we are able, and when in the best interests of our students, we work with parents to allow students to continue attending our programs when feasible.
- The problem of maternal drug use is acutely felt in Gila County. Among the state's 13 rural counties, Gila County has the highest rate of babies born suffering from opioid withdrawal, or neonatal abstinence syndrome (NAS), between 2008 and 2016. (53 infants per 10,000 births born with NAS, almost one and half times greater than the statewide rate of 38 infants per 10,000 births.)
- All of the above, especially in a small system, impact the resulting percentages of students with alternative assessment eligibility.

Higley Unified 4248

- Recent increase in high needs foster homes in our area has increased our students with MOID, MDSSI, and MD diagnosis.

Hirsch Academy A Challenge Foundation Academy 91275

- For the school year 2017-2018, Hirsch Academy had very few students assessed using the MSAA. This small population had taken the MSAA at Hirsch Academy for the last 3 school years. The Child Study Team and Special Education Director identified these few students as being eligible for this exam based on their significant cognitive disabilities.

Holbrook Unified School District 4389

- The school district is relatively small and we have had a number of students move in to our boundaries who qualify for alternate assessment. These issues are unavoidable and out of district control.

Humboldt Unified School District 4469

- We are a smaller size district, about 5,500 students, in a community with a large percentage of economically disadvantaged families. This leads to poorer health care conditions and students that have extreme learning difficulties. We also have several students with Mild to Moderate and Severe Cognitive disabilities within our special education population.
- There are many charter schools within our district boundaries that pull many typical students or students with mild disabilities to their schools. This does leave us with a larger portion of students with moderate to severe disabilities.

Imagine Prep Sunrise 89790

- Due to the fact that we traditionally have less than 100 students in each of our grade levels in the High School, even one student taking an alternate assessment would put the percentage over one.

Integrity Education Incorporated 5174

- We are a small charter school that having a small population of students testing will lead to a high percentage rate.

Isaac School District 4259

- Through analysis of district data of students with special needs who participate in the Alternate State Assessment, qualification trends at specific school sites have been identified. Two schools within the district, Joseph Zito Elementary and Isaac Middle School were identified as having higher than average qualification rates. Both sites house two or more special education cross categorical self-contained programs; however, evidence for the qualification of those students who participate is not poor.
- Within the two sites, there are few cases of teams qualifying students who do not meet the first eligibility criteria (i.e. “evidence of a significant cognitive disability”).
- Additionally, upon review of data derived from an internal, random, audit of the files of those students who qualify from participation in the Alternate State Assessment, there is a significant amount of evidence to support that this is a district-wide trend and is not only problematic at the two school sites listed above.
- Many of our school teams tend to over-qualifying students with learning disabilities who are functioning “significantly below grade level” but who are not necessarily functioning like a student with ID across all areas. This over-qualification trend is one that has the potential to artificially inflate the number of students who participate in the Alternate State Assessment and will be one of the foci of our Action Plan to reduce our overall percentage.
- Also, it has been identified that when receiving transfer students, teams are not conducting a thorough review of the IEP and MET paperwork. The teams are simply accepting transfer IEPs

“as is” without revisions. There have been multiple instances of teams receiving IEPs where students are found eligible from other districts but the students do not meet eligibility criteria.

JO Combs 4445

- While there was some professional Development provided in the areas of alternate assessment last year beyond the ADE mandate, there was not really any one on one discussions with those who teach students identified as having an intellectual disability. This area of need has been identified by the Alternate Assessment Coordinator and some tough discussions have already begun.
- Ongoing professional development will be needed as well as there are some teachers new to the district or position. We will implement increased professional development and have the tough conversations with teachers.

Joseph City Unified School District 4388

- Joseph City Unified School District is located in rural Arizona. We only have a little over 400 students in our entire District. This causes only a few students that take the Alternate Assessment to push our percentages up. The about 2.2% percentage take the Alternate AIMS Assessment represents only very small percentage in our entire District taking the assessment.

Kayenta Unified School District 4396

- The percentage of students with ow-incidence disabilities is higher at Kayenta Unified School District. This may be attributed to the open enrollment policy, the rural areas and the large geographical area within the Kayenta Unified School District’s LEA.

Kingman Academy of Learning 4383

- We are a small school with a high percentage of students with significant cognitive disabilities. Our IEP teams annually review the student’s eligibility for alternate assessments.

Kingman Unified School District 79598

- Kingman Unified School District has a participation rate of over one percent based upon the special education population in rural Mohave County. Currently at KUSD Approximately 17% of the student population is comprised of students with special needs. With our special needs population, the percentage of students with significant cognitive disabilities is increasing leading to a higher percentage of students being qualified for the alternative assessment. Based upon the high percentage of students with significant cognitive difficulties the district is in need of developing a protocol for staff on the criteria for eligibility for students to participate in the alternative assessment.

Kirkland Elementary School District 4480

- Kirkland School is a small K-8 public school. The district has historically had a higher than state average special education population. Special education evaluation and IEP teams work collaboratively to ensure that students are properly and accurately identified. Kirkland School

District has a diverse student and family population with approximately 80% qualifying for free and reduced lunch.

Kyrene Elementary School District 4267

- Higher than expected numbers of 4th and 8th grade students taking the AIMS A Science.

Laveen Elementary School District 4726

- Laveen Elementary School District is in the southwest Valley of the Sun. We serve an underserved community. The school district, along with churches and charity organizations, provide for the social needs of the community. Poverty is a significant challenge as over 70% of our students are identified as living in a “free/reduced” household. This number is over the state average by 21 percent. While our community has very few social services available, our community is highly needy. There are multiple group homes and foster homes located in Laveen. We have double the state average regarding the number of foster students affiliated with our district. Members of our alternate assessment student population have been placed in foster homes in the Laveen community.
- Our community exceeds average adult and juvenile crime rates in comparison to Maricopa County.
- Our community members have less education than others: Fewer residents have high school diplomas in comparison to Maricopa County averages.
- Our community has high mobility with students frequently changing schools during the year and a high rate of students qualifying for McKinney-Vento homeless supports. Mobility is a concern as many of our students were identified in previous districts as needing to participate in alternative assessments. In fact, some students were only with us during the months coinciding with the test window. They did not start the year or end the year as Laveen students.
- Finally, Laveen is a community that now hosts multiple charter schools. Although it is not a legal practice, these charter schools routinely engage in practices that discourage enrollment of special needs students and encourages parents of children with disabilities to enroll in “District Programs.” The net effect of these practices in our District is the increase in the number of children with intellectual disabilities while reducing the number of more typically-developing students.

Liberty High School 4216

- Our ELA and Math Department will research, adopt, and implement more evidence based supplements.
- Benchmark assessments will be created and administered quarterly.
- Pre and posts tests will be monitored and assessments given to address level of mastery for each student.
- Instructional strengths and needs will be identified.
- Teachers will be given additional professional development opportunities.
- The LEA will create more opportunities for parent/family involvement.

Litchfield 4281

- We have parents come in to register who state they have researched districts in the area and specifically move into the LESD due to the special education programming. Our program numbers currently are increasing with these transfer students.
- Last year from May-Dec 2018 we added 54 students to our existing self-contained programs. In review of previous years, it was an average growth of 5 (student enrollment/withdrawals).
- We are continuing to monitor this growth to determine if there is a pattern and the projection.

Littlefield 4374

- Being a small school and the way the percentage is figured, it puts us over the 1% cap.

Mammoth-San Manuel Unified School District 4439

- Mammoth San Manuel USD is a very small school district. During this testing cycle we had a small number of students with significant disabilities move into the school district. Although this increase in students is a small amount, it represents the difference between being below the 1% cap and exceeding that cap for a district of our size.

Marana Unified School District 4404

- MSAA: ELA and Math- As of 11/16/18, there were 99 students in grades 3rd-8th and 11th, combined, enrolled in our Intellectual Disabilities Cluster Programs ("ID Programs"). This represents **1.52% of the District's total enrollment** in those grades, a **6.6% increase** over last year's percentage of 1.42%. These programs constitute our most intensive and restrictive instructional setting for students with significant cognitive disabilities, although not all students meet eligibility requirements and participate in alternate testing.
- AIMS A Science-As of 11/16/18, there were 43 students in grade 3rd-8th and 11th, combined, who were enrolled in our ID Programs. This represents **1.52% of the District's total enrollment** in those grades, a **25% increase** over last year's percentage of 1.14%.
- There are additional students in the District who clearly meet the eligibility criteria for "significant cognitive disability" and participate in alternate testing, but are not placed in our ID Cluster Programs per parental requests and IEP team decisions.

Maricopa 4441

- The Maricopa Unified School District (MUSD) is located just southwest of the Phoenix metro area. It is a city with a "small town" feel that attracts a lot of families to move here from out of state. Our housing is more affordable than other parts of the valley so a lot of families that are relocating from out of state, choose to come to the City of Maricopa. They are used to commuting in other areas of the country and it doesn't seem like a big deal to drive up the road for work to live in a place that has a strong sense of community where they can purchase a larger home. The cost of housing has also contributed to a rise in group homes and foster families choosing to relocate to Maricopa.
- A number of charter schools function in the City of Maricopa. Staff at MUSD have been told on multiple occasions that some of the charter schools decline enrollment to students with

significant needs and those families are advised to seek enrollment at MUSD. In addition to this factor, the Kyrene Elementary School District and the Tempe Union High School District send busses into the City of Maricopa daily and provide transportation to approximately 1000 students to attend those districts on open enrollment. There have been families that have revoked consent for special education services in order to obtain enrollment in the Charter Schools and/or open enrollment in Kyrene and Tempe Union. I do not know the circumstances that have surrounded the requests, just what the parents report about needing the revocation in order to move forward in either school system. To my knowledge, Kyrene and Tempe Union have only taken students who do not have significant disabilities or who are general education on open enrollment.

- Currently, MUSD has approximately 7,300 students enrolled in Preschool through 12th grade. Of those enrolled, 1,304 are identified as having special education services. That puts MUSD as having 17.8% of the population in our schools identified as special education. The District has a significant percentage of students who are identified with disabilities; however, the District consistently examines its practices and there is not any indication that there is an issue with over identification of students. We have a high instance of transient families who are in and out of our schools. To date for the 2018-2019 school year, MUSD has had 361 students who are new or returning to the district with an IEP enroll since the first day of school. This is the highest it's been in the last seven years. Typically, the district has had at least 100 new students with IEPs enroll every fall semester. Last year the District had almost 250 new students to the District enroll. It is difficult to plan for students coming. There has been a significant increase in the enrollment of students who need the supports special education and related services, specifically of a self-contained environment. Currently, all of the self-contained functional classrooms have at least 11 students enrolled, not all who take the alternate assessment.
- The Exceptional Student Services (ESS) Leadership Team consists of the Director and two Program Specialists. They meet weekly to review department processes. The ESS Leadership Team meets monthly with the Psychologists to review issues and continue to work on ensuring that students are not being over identified. The school psychologists have gone through a specific training in order to be able to utilize the new method of looking for patterns of strengths and weaknesses for student identification. The Program Specialists meet with school staff regularly for support and implementation of best practices. The staff is trained every year and reminded that they need to utilize the checklist for eligibility for the alternate assessments at each annual IEP.

McNary Unified School District 4163

- We are a small school of 126 students. Our special education population is 22 students. We have students with speech and language impairment only, learning disabilities, emotional disabilities, and mild intellectual disabilities. We are experiencing an increase in the number of students with mild intellectual disabilities.
- All of our special education students spend time in their general education classroom. Students are included or pulled out of class depending on their IEP's. Expectations in accessing the general curriculum may be accommodated or modified depending on the level of cognitive ability.

- In the special education classrooms, goals are established using the Arizona standards or the Common Core Connectors, again based on individual ability. Those students taking the Alternate Assessment have goals based on the common core connectors.
- Our special education students take the Galileo benchmark assessments, Star reading and math assessments and the Dibels benchmark assessments unless they function too far below. We use that data to help determine if the student should take the state assessment.

McNeal Elementary School District 4181

- Our participation rate has been affected due to the number of students needing accommodations for testing. The amount of ADM for our district requires zero students test under accommodations to meet the 1% cap limitation.

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Mesa Unified School District 4235

- Mesa Unified District's total special education population is slightly higher than the typical 3% of total population. Since those with SCDs are a percentage of this population and taking into count that Mesa Unified School District is well known for providing excellent services for those with Disabilities, we often have a slightly higher % of students with SCDs.

Mingus Springs Charter 4493

- We have a very small school so our percentage only allows for a very small number of students to be eligible to take an alternate assessment. We do not have any control over who gets enrolled in our school and we have never had a huge percentage of students taking the test so we feel that this is acceptable. The students that we have determined as eligible have documented evidence that supports their eligibility to take the alternate assessment. Our team has double checked to be sure that the criteria is used with fidelity and have completed our twostep process to ensure that we are not making students eligible who do not need to take the alternate.

Mingus Union High School District 4488

- Mingus Union High School is the largest high school located in the Verde Valley (out of 3 high schools). Many students from the surrounding area come to our school, as Mingus has the most resources to meet the individual needs of our special needs population. With a student population of roughly 1300, and a greater number of special needs students being sent to Mingus, this may also be a cause for the greater percentage of students taking the alternative assessment. Additionally, it should be noted that some years (depending on the numbers from sending schools), there are simply more students sent than other years. This causes a fluctuation in our percentage rates for the alternative assessment each year.

Mohave Accelerated Elementary 85516

- Our Elementary Charter is a small LEA with a current total of 416 students K-5th. Each grade level has three classes with up to 25 students in each class. The low participation in Alternative Assessment and AIMS A lead to us being .1% over the 1% cap for Aims A Science.

Mohawk Valley Unified School District 4503

- Mohawk Valley's current FY19 ADM is approximately 113 students in grades 3-8. Data can easily be skewed due to our small size with the perception that too many students being identified in this category.
- In the last five years, more than fifty students have transferred into our district from a neighboring district. Due to open enrollment we have to accept all students, even those with severe disabilities. Our district is a Title I school with a high percent of students coming to school lacking academic preparedness. Assessment Participation Decision Documents were completed for each student that qualified for the alternative assessment through careful examination of their evaluation data and IEP placement. The Special Education Director/Special Education Teacher and Superintendent viewed webinars and other information from ADE prior to completing Participation Decision Document.

Nogales Unified School District 4457

- All students had an eligibility form on file as determined by their IEP teams, but the eligibility criteria was not followed correctly on some students.

Open Doors Community School 91789

- Our student enrollment is small. A few students were tested in the Alternative Assessment, MSAA which exceeded the 1% cap.

Oracle School District 4444

- The Oracle School District is located in a small rural community with one public school. We currently have a student population of 426 students' preschool through eighth grade.
- While our school district has seen an increase in our school enrollment during the 2018-19 school year, our special education population has remained above the state average. We currently have 88 students on IEPs, preschool through eighth grade. The few students who have been identified as having significant cognitive disabilities; by their IEP teams place us above the 1% cap for alternative assessments.
- Our special education department consist of 2 full time special education teacher, 1 full time speech pathologist, contracted part time occupational and physical therapist and a contracted as needed school psychologist.

Parker Unified School District 4510

- Parker Unified School District (PUSD) is in the small, rural community of Parker, Arizona. Our community also consists of the Colorado River Indian Tribes reservation. Parker demographics include: Hispanic 48.34%; Native American 28.72%; White 16.98%; and Other 5.96%.

- While there are many positives about a rural community, there are also some areas of concern. One of these areas of concern is our poverty level. According to the American Community Survey, as provided to the most recent First Things First Colorado River Indian Tribes Regional Council Needs and Asset Report, the percentage of people living in poverty in La Paz County (20%) was higher than the state as a whole (17%). Colorado River Indian Tribes Region residents who reside on the reservation have a poverty rate (27%) higher than the county and the state overall. Therefore, the students that enter into PUSD, are often not exposed to literacy during the birth through five years when the brain is most malleable for learning. As a school psychologist in this district, there are often times I screen many children who have never even been read a book. Lack of literacy impacts brain development which in turn causes our students in preschool and kindergarten to start their educational career already behind the state expectations for the Arizona state standards.
- According to the most recent First Things First Colorado River Indian Tribes Regional Council Needs and Asset Report, of the 2,256 tribal members living within the reservation boundaries, 146 were children ages birth to five. In the Colorado River Indian Tribes Region, about 74 percent of children are living with at least one parent according 2010 Census data. This is a lower proportion than the statewide percentage (81%), but substantially higher than the proportion of children living with their parents across all Arizona reservations (46%) (Figure 4). The majority of the remaining 26 percent of children (24%) are living with relatives other than their parents (such as grandparents, uncles, or aunts).
- Multigenerational households may also have different needs and strengths. For example, they may be more likely to have grandparents provide home-based child care. Having grandparents help with child care may create greater employment opportunities for parents. However, this can also result in families being less connected with outside support services available to them.
- There are also considerable challenges that grandparents can face when they become the primary source of care for their grandchildren not because of choice, but because parents become unable to provide care due to the parent's death, physical or mental illness, substance abuse, incarceration, unemployment or underemployment or because of domestic violence or child neglect in the family. An even greater challenge to grandparents, who may be in need of specialized assistance and resources to support their grandchildren. In addition, parenting can be a challenge for aging grandparents, whose homes may not be set up for children, who may be unfamiliar with resources for families with young children, and who themselves may be facing health and resource limitations. They also are not likely to have a natural support network for dealing with the issues that arise in raising young children. While the community of Parker has many resources for our caregivers, many just simply are unaware of what they are, did not know they are in our community, may be too ill themselves, or lack the transportation to get the help that they need. This in turn impacts our students entering into our schools, already behind academically with gaps very difficult to catch up.
- Parker also has a high unemployment rate, especially in Poston, AZ on the reservation. According to the most recent First Things First Colorado River Indian Tribes Regional Council Needs and Asset Report, data shows that Poston continues to have the highest unemployment rate (20%), closer to the combined rate of all Arizona reservations. Family dynamics can be negatively impacted by job loss as reflected in higher levels of parental stress, family conflict and more punitive parenting behaviors. Parental job loss can also impact

children's school performance (i.e. lower test scores, poorer attendance, higher risk of grade repetition, suspension or expulsion among children whose parents have lost their jobs).

- Parker also has a high rate of substance abuse. According to the most recent First Things First Colorado River Indian Tribes Regional Council Needs and Asset Report, key informants indicated that substance abuse is one of the main challenges faced by families in our region. According to key informants, there are not enough programs to support mothers in this situation, neither within the region nor in La Paz County. Mothers must go outside of La Paz County for treatment and have to petition to bring their children with them. Another major challenge related to substance abuse in the region is in-utero substance exposure and its impact in the babies' and children's health. Key informants expressed concern about children experiencing developmental delays that may be related to fetal alcohol syndrome. Often parents in our region will deny this use and children are not diagnosed. In-utero substance exposure impacts a child's brain development. Therefore, the higher rate of Mild Intellectual Disabilities that our district exhibits is often in direct correlation to this substance abuse by the child's parent(s).
- Within the past five years, PUSD has seen an overall increase in the number of preschool children and AzEIP transition students that are non-verbal with significant cognitive and adaptive behavior delays transitioning into school age-services. This increase has had a significant impact upon our MET/IEP teams qualifying our students as eligible with Mild Intellectual Disabilities; which in turn has raised the percent of students eligible for the alternate assessments.

Payson Unified School District 4209

- There is no justification for the % of students that participate in the alternate assessment. There are no special circumstances

Peach Springs Unified School District 4369

- During 2017-2018 school year, Peach Springs Unified School District students who participated in alternate assessments exceeded the 1% cap. The students who participated are considered to manifest significant cognitive disability, as per perusal and review on their individual evaluation reports. The IEP team reviewed their files and found them to be eligible to participate in alternate assessments.
- In addition, these students that participate in alternate assessments require instructions that geared on the application of state standards through functional education and life skills.

Peoria Unified School District 4237

- Peoria Unified is proud of the specialized programs that are available for students with intellectual disabilities in the district. We have a large open enrollment student population which increases our overall enrollment. Specialized programs for students with Intellectual and Multiple Disabilities are tailored to meet student needs throughout the day with their specially designed instruction as determined by each IEP team. The success and community recognition of our programs draw families into our district as we border some districts that do not offer such opportunities. Our IEP teams are guided to follow procedures including consideration of alternate assessment for each individual student. Our teams do not consider the 1% cap when determining what is best for the student.

Phoenix Union High School District 4286

- Phoenix Union High School District prides itself on being diverse, and inclusive, for all students.

2018-2019 Statistics on District Diversity

Hispanic: 81.7%

Anglo: 4.4%

African American: 8.3%

Native American: 2.4%

Asian: 1.6%

Other: 1.6%

<https://www.phoenixunion.org/Page/106>

- We have a large immigrant and refugee population, representing 71 Primary Home Languages, with more than half of our students coming from homes where English is not the primary language spoken (52.2%). We also have a large amount of students living in group homes or are “in transition.”
- PUHSD has over 3,000 students eligible under the IDEA for requiring special education and related services. Here is the current breakdown of the number of students in the ESS Program by School as of January 25, 2019:

<u>COMPREHENSIVE CAMPUSES</u>	
ALHAMBRA	286
BETTY FAIRFAX	210
CAMELBACK	284
CARL HAYDEN	253
CENTRAL	226
CESAR CHAVEZ	285
MARYVALE	286
METRO TECH	247
NORTH	216
SOUTH MOUNTAIN	241
TREVOR BROWNE	318
Other Schools/Programs.	188
Total	3, 040

- Our ESS population makes up 10.9% of the total student population. With 13 feeder district partners and over 70 charters that feed in to PUHSD, our students are predominantly found eligible for special education and related services well before entering high school as ninth graders. Each of our feeder districts and charters employ varying multi-tiered systems of prevention, intervention and support; evaluation and eligibility guidelines; and service delivery models and methods to support their ESS learners.
- Through quarterly articulation meetings with our feeder partners, which began in the 2016 - 2017, some of our partner districts continue to self-disclose that they self- contain a larger than needed number of students with a variety of disabilities, including students with learning disabilities, autism, emotional disabilities, and speech-only eligible students. They recognize, and we see firsthand when students enter our schools, the impact of such an education

placement and the implications not only in accessing the general curriculum and state assessment but more importantly their preparation for career, college and life.

- We continue to receive students enrolling in our schools after being self-contained for many years in their elementary school years. As a result, some students are ill equipped for high school both academically and socially. Through ongoing, transparent dialogue, our feeder schools are learning what the high school experience is like. This clear vision, we believe, will help their teachers and school communities more effectively prepare students and families for the changes in how PUHSD supports students academically, socially, communicatively, and holistically.
- Our feeder schools are shifting their instructional practices surrounding supporting students in the least restrictive environment through in-class support, co-teaching, increasing the rigor of math standards, and overall awareness of the impact of graduation being tied to earning academic credits in the core academic areas, and we continue to provide professional development opportunities in which we invite them to participate.
- We have communicated with our feeder school districts, reaching out to all 13 of them, for our quarterly articulation meetings, but with regular attendance and engagement from Alhambra, Balsz, Cartwright, Creighton, Murphy, Phoenix, Riverside, and Roosevelt. We are going to be making visits to those that do not attend our quarterly articulation meetings (Isaac, Madison, Osborn, Wilson) to try to improve communication strategies that help with the freshman experience.
- When looking at our PEAs 1% Cap Report, we separated the number of students from different disability categories compared with total population (by school). The numbers from the past 2 years of data show very little change in the number of students who qualified for and took the alternate assessment at PUHSD.
- Our largest category of students who were selected for alternate assessment continues to be our students with the primary disability category of MIID. We also continue to have a sizable number of students with Autism on the list. Further investigation into not only the evaluation and eligibility of MIID or Autism, both which would be aligned with having a significant cognitive disability, but also in the provision of FAPE and programming per IEP needs were explored, and ADE found no disproportionality in our student tester list.
- We had a large number of students who receive services outside of our district schools qualify for alternate assessment. This is an interesting conundrum. We as the LEA who have the ultimate responsibility for compliance and assurance of provisions of FAPE are removed from the selection and test administration for the MSAA and AIMS A Science. While we would hold IEP teams accountable for addressing MSAA eligibility in completing the form correctly, we do not have the direct oversight for ensuring accountability is followed at each of our private day partners as we do for our schools where I as testing coordinator verify data sets, train personnel, and oversee the complete testing process.
- The students selected may have had primary disability labels other than intellectual disabilities, but many of them had an intellectual disability as a second (or third) area of qualification. For those who had no intellectual disability, we had assurances from each school team (including the ESS Facilitator, who serves as the district LEA representative, and the school psychologists) that each student met the requirements of a student with a significant cognitive disability. However, upon further investigation, we discovered that some IEP/MET teams were still not completing the Alternate Assessment Eligibility Forms with IEP teams at meetings.
- There have been significant measures implemented this year that will have a profound impact on our 1% data in the years to come. However, we recognize systems change that truly is about

change takes 3-5 years, and we will have some barriers to work through during this journey, including how students access the general curriculum and required state assessments.

- We are excited for this Action Plan to help us continue to improve our programming and services to students in Phoenix Union High School District. We are committed to creating the best environment for every single student within our boundaries, preparing them for college, career and life.

Pine Forest Education Association 4201

- We currently have 160 students (Grades 3-8) scheduled to take the AzMERIT ELA & Math assessments and 57 students (Grades 4 & 8) who will take the AIMS-Science assessment in Spring 2019. Our total number of test takers places us in a position to be over the 1% cap if we have more than one student taking alternative assessments in all three areas or if we have at least one student taking the AIMS-Science assessment.

Pine Strawberry Elementary District 4214

- At Pine Strawberry School for the year 2017-2018 we have a low student population taking the test and even a very few students taking the alternate assessment can skew our numbers.

Pinon Unified School District 4930

- Our school district is a small district in a rural community of the Navajo Nation with 1,066 enrolled students. We have 126 students receiving special education and related services.
- Due to the high turnover of our teachers, we have 5 out of 9 special education teachers that are new to our ESS program, which is about 56% of our teachers being new this school year.

Pioneer Preparatory School 90140

- Pioneer Prep's mission is to provide a rigorous and relevant curriculum with balanced support from the staff and provide scholars the knowledge to ensure their success as lifelong learners.
- Pioneer Preparatory School is A Challenge Foundation Academy and is a tuition-free, public charter school in Phoenix, Arizona's Maryvale neighborhood serving grades K-6. Our open enrollment policy allows us to take families who are interested in becoming part of our learning community.
- The enrollment for Pioneer Prep for the 2017/2018 school year was approximately 562 students attending. The special education enrollment for the school was at 9% with 53 students in program. Most of our learning community comes right from Maryvale with a small portion of students coming from Glendale and Phoenix.

Portable Practical Educational Preparation 78405

- Arizona Virtual Academy is an online school that has open enrollment. Most of the students who enroll with our school already have been identified as eligible for the alternative assessment.
- We do review eligibility upon enrollment and adjustments are made if the student does not meet eligibility criteria. In the last five years, the number of AA eligible students enrolled has doubled.

Prescott Unified School District 4466

- There are many charter schools within Prescott who have impacted the enrollment of our general education students within PUSD. They typically are unable to provide services to our more cognitively impaired students. Thus, we have a higher enrollment of these students, who qualify for Alternate Assessment.
- Within PUSD we have 8 specialized programs which support our students in the following disability categories: Autism; Severe/Moderate/Mild Intellectual Disabilities.
- Some of our neighboring districts do not provide the level of services we are able to provide. Therefore, we have several families who have chosen to move to Prescott for the educational opportunities we are able to provide.
- The number of students taking the Alternate Assessment within the last 2 years (2016-2017; 2017-2018) has remained the same. There has been a slight increase due to student movement through grade levels.

Quartzsite Elementary 4511

- The science percentage will decrease as there will be no students in grades 4 or 8 that qualify for the alternate assessments this year.
- ELA and Math assessments are given to those students that are in the self-contained ESD classroom that are non-verbal autistic or MIID. Due to the extent of their disabilities, the alternate assessment gives the opportunity to measure their growth from year to year.
- Because we have a small population of students in our district (138), if even two (2) students test on the MSAA, it will put us over the cap.

Ray Unified School District 4438

- During the 2017/2018 school year, our district experienced special circumstances by having students that met the eligibility requirements for alternate assessment. Due to the high number of students with significant cognitive disabilities our participation rate exceeded the 1% cap.

Ridgeline Academy 4301

- Please note, students were within the grade and age level for Alternative AIMS Science Assessment; However, Science is assessed in grades 4 and 8 where Ridgeline has a student count of 120 pupils. Therefore, our few alternative assessment students raised our CAP percentage based on student population for 4th and 8th grade.

Roosevelt Elementary School District 4279

- Our district has a significant number of students with multiple disabilities and medical needs that reside in group homes and health care residencies within our boundary.
- Additionally, we have some new teachers who may not have a full understanding of the criteria through which alternate assessments is determined.
- With the increasing abundance of foster and group homes that specialize in cognitive disabilities, trauma, and behavioral needs, Roosevelt experiences a high level of student

mobility and need. According to internal data, transient students are often meeting the criteria for alternate assessment.

Sacaton Elementary School District 4449

- Sacaton Elementary School District currently has a large population of students eligible under categories that encompass a cognitive disability. Currently, we have:
- MIID: 5.4% of our sped population
- MOID: .9% of our sped population
- Autism: 13.8% of our sped population
- TBI (primary with other elig.): .9% of our sped population
- Sacaton Elementary School District has seen an influx of students that have cognitive disabilities due to the BIE schools located on in the Gila River Indian Community not providing adequate services and informing parents that they need to withdraw and enroll in SESD.
- We have a significant issue with drug and alcohol abuse while pregnant within the GRIC. Children are being born with significant cognitive delays and severe medical needs.
- While not all of our students with Autism have a cognitive disability, there is a large number that do. The ESS office double checks all alternate assessment eligibility forms to ensure that all students meet the cognitive eligibility criteria.

Saddle Mountain Unified School District 4254

- The District has experienced an influx of special needs students that have enrolled already identified as high needs (Autistic, MIID, MD, SID, MDSSI, MOID). These students have continued to stay enrolled, with additional high needs students joining the district as the overall enrollment of the district grows.

Salome Consolidated Elementary District 4514

- Salome Elementary School is a small rural school district located in the Northwestern part of the state. Currently there are 140 students attending the school, grades K-8. Only 83 of these students are in grade 3-8. Having even one student who qualifies for the alternate assessment puts the school over the 1% cap. The 1% goal percentage covers the possibility that additional students will move into the district who qualify to take the State Assessment and no additional students are found to meet the criteria of a student in need of alternate assessment. This likely is an unrealistic goal as there are students who frequently transfer in and out from neighboring districts.

San Carlos Unified School District 4210

- We have an extremely homogenous population which struggles with larger community issues including significant poverty, substance abuse, and domestic violence, which have roots in generational and historical trauma. As a result, we have a higher percentage of students with severe disabilities when compared to a community of similar size.

Sanders Unified School District 4156

- Sanders USD is a rural district that has three schools (elementary, middle and high school) with approximately 750 students; therefore, the very few students who participate in alternate assessment put us over the 1% cap.
- In the past, our district has had an issue with over identification of students to special education. Implementing systems such as Response to Intervention, Professional Learning Communities, and establishing effective IEP teams has help to alleviate the over-identification.
- We are working to ensure that students with special needs get referred (under identification).
- Our school district is working to effectively instruct all students within the general education curriculum.
- We have high turnover of certified staff each year. The district is working to have effective referral protocols in place so the process is not disrupted when personnel overseeing programs leave.

Santa Cruz Valley Opportunities in Education 79066

- We do not have special circumstances that affect our participation rate beyond having less than 100 total students enrolled.

Santa Cruz Valley Unified School District 4458

- Identification of students that meet the criteria and participation requirements has increased.

Sedona-Oak Creek Unified School District 4467

- We are a small LEA with a declining enrollment. This past year, our district enrollment has declined to the extent that we have had to close one of our two elementary schools. While our population of students with special needs is constant, there is an ebb and flow in our overall SPED enrollment numbers with said fluctuation affecting our ability to remain under or at the 1% cap.
- We are diligent in identifying students who may be eligible for Alternate Assessment and are conscientious in examining the appropriate assigning of eligibility. Each of our identified students has a severe enough disability as to be incapable of participating in regular standardized testing and needs to participate in alternate assessments.

Seligman Unified 4472

- Seligman Unified School District is a small, rural school district. Currently there are 101 students attending the school, grades K-12. Having even one student who qualifies for the alternate assessment puts the school over the 1% cap.
- The 2% goal percentage covers the possibility that even one student who qualifies for the alternate assessment may be currently attending or transfer to the school in the next year.
- Seligman has a large number of students who attend from outside the district, as well as several foster families. It is not uncommon for students to come into the district already eligible for the alternate assessments.

Sierra Vista Unified School District 4175

- All students that were submitted to participate in Alternate Assessments met the eligibility criteria. Sierra Vista Unified School district had an influx of special education students in year 2017-2018.

Skull Valley Elementary School District 4478

- Skull Valley Elementary is a small, rural school that is categorized as extremely small. Due to limited enrollment, even one student attending who qualifies for MSAA creates an inflated number.

Snowflake School District 4391

- The school district is relatively small and we have had a number of students move in to our boundaries who qualify for alternate assessment. These issues are unavoidable and out of district control.

St Johns Unified School District 4153

- Our percentage is low considering our rural location, small school population, and environmental influences. Our school district is located in Apache Co. It is the county where welfare benefits are the easiest to acquire for the entire state. We also have a prison 15 miles outside of our town and we have families move here who are low income and have been welfare or inmate families for generations.
- We also are surrounded by land that is being sold in 40 acre parcels. The land is cheap with no running water or electricity. We have a lot of families buy these parcels and live off the land in homemade structures and substandard conditions. Many of these families have special needs children. We are not trying to stereotype but research shows that the incidents of special needs children are higher among the poor. * See (Newacheck and McManus 1988; McNeil 1993).
- Additionally, we are surrounded by three Indian reservations on the north and east and south where there is high alcohol and drug use. This is aligned in real ways to cognitive delays.
- We continue to have students from our district attending specialized schools in Show Low and Snowflake, to provide FAPE.
- We lost our full-time school Psychologist this year and have implemented Response to Intervention at each of our three school campuses to possibly and legitimately lower the need for special education testing, when concentrated, intentional instruction will meet a student's educational needs and allow them to progress and access the general curriculum. However, the students who respond well to intervention are usually not the students who end up qualifying for the alternative assessment.

St. David Unified School District 4173

- We are a small PK-12 grade district in rural Southeastern Arizona. We have a fairly large special education population overall, but a small number of students with significant cognitive disabilities. 7% of our 10th grade students do have significant disabilities and were eligible for alternate assessments in 10th grade and this makes our schoolwide % above the 1% level. In a

small school district when you have a few students that do qualify for Alternate Assessments it is difficult to stay under the 1% Cap.

Stanfield Elementary School District 4451

- Stanfield Elementary was the first school in Pinal County to desegregate in 1952, the school and the town flourished over the next nearly 50 years. According to census data from the year 2000, there were 651 people, 187 households, and 146 families residing in the CDP. The racial makeup of the CDP was 50.69% [White](#), 3.99% [Black](#) or [African American](#), 11.37% [Native American](#), 0.92% [Pacific Islander](#), 30.88% from [other races](#), and 2.15% from two or more races. 61.60% of the population were [Hispanic](#) or [Latino](#) of any race.
- In 2015, census data revealed a population decrease of 69% from 2010 data, the average decrease in the state of Arizona was 3.9% during the same time period. The average median household income of the CDP in 2015 was \$4,511 annually with 65% of our population living in poverty.
- In 2014 Stanfield's zip code, 85172, was rated as the 9th most stressful place to live in America with an unemployment rate of over 14%, and about half of income spent on rent each month. Additionally, the average worker in Stanfield has a 40-minute commute to work and works an average of 45.7 hours/week, with 37.5% of residents not having health insurance.
- Stanfield Elementary School District encompasses an area of just over 600 square miles, roughly half the size of the state of Rhode Island and has a student population of just under 500 students. Our student population consists of roughly 20% Native American students, 75% Hispanic students, and 5% of all other races. Over 96% of our student population lives below the poverty level. 93% of the student population receive or are eligible to participate in free or reduced lunch programs.
- Since 2004, the average salary of a Stanfield teacher has increased from \$34,400 to \$38,000, an annual average increase of \$276 per year, nearly 2% lower than the annual cost of living increase in Arizona.
- Stanfield is an economically depressed community and Stanfield Elementary School District serves this high-risk student population. There has been a near 50% turnover rate in 2017, highly related to lack of competitive salary as compared to other districts; the following year, our turnover rate dropped to 5%, mostly due to retirement / relocation..

Success School 79453

- Arizona Charter Academy is a single site charter school. Our tested population is relatively small (about 400 students). As a charter school, our small class sizes make us an appealing choice for families in our area with students with disabilities and therefore we had an influx of students with high needs enter the school last year since we are currently expanding. Each of the students who took the alternate assessment show a significant, documented cognitive impairment, have been instructed on content related to state standards and require substantial assistance and supports to make measurable gains.

Sunnyside Unified School District 4407

- Sunnyside is a unique School District in southern Tucson AZ. We are a Title I school district and based on the 2018-19 school year demographics, 13,553 (80%) students qualified to receive free and reduced-price meals, 2,688 (17%) of students are classified as English Language Learners and approximately 142 (.9%) of Sunnyside's students are identified as homeless. Another 2,098 students (13%) receive Special Education services. Based on this data it is evident, the majority of our student's families have an income below the poverty level and limited resources to include consistent healthcare especially prenatal.
- In addition to low socioeconomics of our families, our student population is highly mobile, frequently moving in and out of district and we have a high number of homes with children in the foster system.
- We have the Pasqua Yaqui/Tohono O'odam Native American reservation within our school boundary and work closely with the tribe in providing additional supports for this population.
- Many of our students are also McKinney-Vento approved due to homeless status.
- We have a community easily accessible to Davis-Monthan Air Force base that provides affordable housing for service members and their families with children with severe disabilities. Davis-Monthan (DM), like most military bases do not have appropriate resources to accommodate military families with a child, or children, with severe disabilities. However, the surrounding school districts like Sunnyside Unified, do offer educational opportunities to meet the needs of the children who require educational support. Therefore, service men and women are stationed at bases like DM because of the close proximity of LEAs that can serve a diverse population and meet the needs of the students. This has had an impact on the number of students with severe disabilities moving into our school boundaries.
- EPA has declared much of the land within our district boundary to have high concentration of industrial chemicals that leached into the land for the past few decades. In addition, this last year several of the schools were found to have lead in the water. All of the schools are required to have bottled water for consumption due to the known chemical impact of the well and tap water. Families in the Sunnyside community have been exposed to these chemicals for many decades.
- Many of our students with severe cognitive impairment stay in the school setting until they age out at 21, our programs are not grade level specific but our district student information program is. Therefore, many students repeat grade levels throughout elementary, middle school, and high school. These students are required to participate at least twice, sometimes three times, taking tests in middle school and high school grade levels. This impacts our total count with duplication of assessments for as many as 10-15 students each year.
- Our district, historically, does not turn away open enrollment students and if they are currently enrolled and move we do not require them to move to their home district until the end of the year. They remain with us. Many parents find an address in our district in order to remain in our programs once they have experienced success.
- The increase in incidence in children with autism has had an impact on the enrollment in the self-contained autism program. Enrollment of boys to girls is 6 times higher in our elementary K-6 level alone. Middle School boys with autism to girls with autism is more than 3 times and High School is 2 times higher boys with autism to girls with autism. This is reflective of the

increase in incidence and proportionally reported nationally. The number of boys in the 3rd grade self-contained autism program last year was 4 to 1. Students in the MIID, MOID and MD programs are more proportionally equivalent.

Tempe Union High School District 4237

- In 2018, The Tempe Union High School District, (TUHSD), percentages decreased in our percentage of special education students tested with alternative assessments in ELA (1.0% to 0.9%) and Math (2.09% to 0.9%). However, AIMS-A Science percentage increased from (0.9% to 1.1%) in 2019.
- TUHSD identified an increased number of students transferring from our feeder school districts that prior IEP Teams identified as students that qualify for the alternative assessment.
- TUHSD identified a lack of alignment with standards and/or classroom material(s) and/or assessments for special education students being served in our self-contained special education classrooms.
- The 1% Cap Student List provided by ADE assisted our District with identifying students who were possibly over identified, and students who tested highly proficient in one or more areas. For example, the number of students identified as Specific Learning Disability that we tested last year were higher than anticipated. Over identification and higher proficiency levels have been identified as possible causes for the increase with the AIMS-A Science.

Tolleson Elementary School District 4264

- The district enrolled an influx of students with significant disabilities who moved into Tolleson Elementary district boundaries.
- Also, the district has Inter -Governmental Agreements (IGA) with surrounding districts, to provide FAPE to their students with significant disabilities due to other districts not having trained staff and other unique resources, equipment and services. Currently the district provide special education services to .21% of student through IGAs.

Toltec School District 4450

- We have a large special education population, approximately 20% of our students. Many of our new students have a significant cognitive delay.

Tombstone School District 4168

- Tombstone School District is located in a rural area and we accept students under Open Enrollment. We do not and can't deny students based on disability.
- Any student who takes the Alternative Assessment, Participation Decision Documents were utilized to ensure students who participate in the Alternative Assessment have significant cognitive disabilities. The students who qualify for Alternative Assessment all have 1:1 paraeducators, severe cognitive disabilities and they require extensive, repetitive individualized instruction. This support is not temporary. All students who take the Alternative Assessment have significant severe cognitive disabilities. There was no disproportionality identified and all of the decisions for students to take the Alternative Assessments were team decisions in IEP and MET meetings. IEP teams are not over-qualifying students.

- Socioeconomic issues are a concern in our district as well. We have a high needs population in our district.

Tonto Basin Elementary School District 4215

- Due to a low population, even testing one student will put our LEA over the 1% cap.

Topock Elementary 4376

- Topock Elementary School is a small rural school district. Currently, there are 115 students attending the school, grades K-6. Only 64 of these students are in grades 3-6. Having even one student who qualifies for the alternate assessment puts the school over the 1% cap. The 3% goal percentage covers the possibility that two students who qualify for the alternate assessment may be currently attending or transfer to the school in the next year.
- In addition, Topock Elementary School has students who frequently transfer in and out from neighboring districts, and a number of students who are living in temporary situations, such as foster families, who transfer in and out frequently.

Tuba City Unified School District 4197

- The students in Tuba City Unified School District are 97% Native American.
- 16% of students have IEPs in the District.
- The students attend from within Tuba City and the outlying rural area. The students attend from the outlying areas due to the services provided and Tuba City Unified School District provides the services for students with significant needs that other schools within the area do not provide.

Tucson Unified 4403

- When comparing the number of students with disabilities to general population of students, Tucson unified has a higher than average percentage. Currently Tucson Unified has a total K-12 enrollment of 43,845 with 6,233 students identified with disabilities, or 14% of the total population. The current number of students identified with intellectual disabilities is 545 or 1.24% of the total population. The number of students identified with autism spectrum disorder is 536 or 1.222% of the total student population. These numbers do not take into account the number of students with severe medical conditions that result in the student functioning like a student with a severe cognitive disability. Similarly, students with a traumatic brain injury may function like a student with a significant cognitive disability. This puts the potential students who may be considered for alternate assessment closer to 2% of the total testing population.
- The city of Tucson is large urban area offering a wide variety of educational opportunities including multiple school districts, private schools, parochial schools and charter schools. These opportunities are most often taken advantage of by "typical;" general education students who will leave Tucson Unified to explore their options. Students with more significant disabilities do not often find the same opportunities open to them outside of their home school or home school district. Therefore, students with significant disabilities within the Tucson Unified School district boundaries enroll in district and stay throughout their educational career.

Vail Unified School District 4413

- The district has been experiencing overall growth for several years, specifically for student receiving special education services. Within the special education department, we have also experienced rapid growth in the number of students with the category of Autism. In 2009 the district had 92 students with Autism. In 2016 the district served 182 students with Autism and in 2017, we served 216 students with a category of eligibility of Autism. As of today, January 22, 2019, we currently serve 227 students with Autism.
- Many of our new students are students who are moving into the area and have previously qualified to take the alternative assessment. In addition, the Vail School District serves many families connected with Davis-Monthan Air Force Base. We also have many families that move into our district as a result of our reputation for using inclusive practices and our history of success serving students with low incidence disabilities. These factors continue to affect our participation rate.

Vernon Elementary School District 4162

- Vernon Elementary is a small, rural school with a total K-8 student body of less than 110. We are a Title One, 100% Free and Reduced lunches school. Due to our remote geographic location, we have very limited resources. We have a small number of our student population with significant cognitive disabilities. These students qualified for the Alternative Assessment based on qualifications met by their testing results and IEP data.

Vista College Prep 91948

- Vista College Prep has a very small tested population so while a small percentage of students qualified, the cap was exceeded. The students who participated in the alternate assessment have documented profound cognitive disabilities that would prevent them from taking the AZMerit assessment successfully. The students are instructed on standards based content and require extensive, intensive supports to make measurable progress. It is unlikely that we will be able to reduce the percent of students who take the alternate assessment but we will take steps to ensure that we are extremely mindful about determining eligibility and ensuring that students meet the criteria.

Washington Elementary School District 4260

- The Washington Elementary School District has a large population of students with special needs. This includes students with severe and profound disabilities that attend our CCD programs. WESD provides specialized instruction within multiple programs throughout our district including Cross Categorical Functional (CCF), Cross Categorical Academic (CCA), Cross Categorical Developmental (CCD), Autism, and our Resource programs.
- In the past there has been some misunderstanding regarding how students qualify to take the alternative assessment. We previously focused on training teachers and not the rest of our special education staff (for example school psychologists). We collected information submitted by teachers so that we could provide the information to ADE. We ensured the eligibility checklist was completed but did not go a step further to verify the information reflected what was in each students' MET report.

Wellton Elementary School District 4504

- Wes is a small school district. We have approximately 200 students enrolled from Preschool to 8th grade, with 125 of those students being in grades 3-8. Any more than one student taking the Alternate Assessment, puts us over the 1% Cap.

West Gilbert Charter Middle School 79990

- We have a small population of students in our middle school, so even one student eligible puts us over the 1% cap.

Whiteriver Unified School District 4394

- Essa reaffirmed that the alternative assessment is an appropriate assessment for students with the most significant cognitive disabilities to demonstrate their knowledge and skills, but rather than placing a cap on accountability proficiency rates for the alternative assessment, ESSA places a 1% cap on alternative assessment participation. With that said, all of the students in the Whiteriver Unified School District who participated in the Alternative Assessment were eligible under IDEA.
- The Whiteriver Unified School District is located in rural northeast Arizona on the White Mountain Apache Indian Reservation. The district is comprised of 3 elementary schools, one junior high school and one high school. Approximately 2,400 students attend WUSD, 98.458% of the students are Native American.
- There is a strong sense of community and a desire to support culture and language within the context of the school system. Local unemployment is 70% with 8+/- of students district-wide qualifying for free lunch. As a result, a high percentage of students attending WUSD demonstrate a need for strong social emotional supports in order to demonstrate academic success.
- Teacher-turn-over is high (10 to 20%) some years due to the rural location and challenges of educating children in poverty.

Wilcox Unified School District 4170

- Alternate assessment participation decreased from over 2.5% in FY 2017, to approximately 1.5% in FY 2018. As a small, rural district, a relatively small number of students has a large impact on our percentages.
- We are the main high school for two K-8 districts, and one of the main high schools for a third K-8 district. Since several districts around us have 100 students or less, we are able to provide a wider range of special education services and supports. These factors impact the number of special education students we serve, especially at the high school level. The Science alternate assessment percentage will be larger in FY2019, as only 3 grade levels are tested, and one of those grade levels has a higher percentage of students with significant cognitive disabilities.

Window Rock Unified School District 4154

- The percentage of students with low-incidence disabilities is higher at Window Rock Unified School District. This may be attributed to the open enrollment policy and the rural areas within Window Rock Unified School District.

Winslow Unified School District 4387

- Students move to our district already qualifying for Alt Assessmts. Eval scores support eligibility requirements.

Yarnell Elementary School District 4485

- Small LEA district, 36 was our total population of students, severity of characteristics of disability and qualification Alternate Testing were driving forces in exceeding 1%, also failure to submit the Aims A Science test once test was completed gave us the 1% score.

Yuma Elementary School District 4499

- Yuma School District One is the largest elementary district in Yuma County. Within our district's boundaries are all of the private/parochial schools and all but two charter schools in the entire county. For the most part, our local charter schools and parochial/private will not accept or service students with significant cognitive disabilities so our numbers may be somewhat disproportionate in terms of alternate assessments since we accept and serve all students who enroll in our district.
- In addition, our district embraces our open enrollment policy for all students as well, if our programs are not at capacity, including those children with severe cognitive disabilities residing in neighboring districts.

Yuma Union High School District 4507

- YUHSD serves a diverse population of students with various needs. We continually provide training to our teachers on inclusionary practices for all students in the general curriculum to meet their individual needs. The decision to make recommendations for alternate assessment participation is based by IEP teams after careful consideration of all the factors affecting students' abilities. The district has been striving effortlessly to meet the 1% requirement.