

ARKANSAS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
WAIVER EXTENSION REQUEST
PURSUANT TO 34 C.F.R. §200.6(c)(4)
September 18, 2019

Pursuant to 34 C.F.R. §200.6(c)(4), the Arkansas Department of Education (now the Division of Elementary and Secondary Education) is seeking a waiver extension of 34 C.F.R. §200.6(c)(2) for the 2019-20 school year from the Secretary for the United States Department of Education. This regulation limits the total number of students assessed in a subject area using an alternate assessment to no more than one percent (1.0%) of the total number of students assessed in the state.

Specifically, 34 C.F.R. §200.6(c)(2) provides:

For each subject for which assessments are administered under §200.2(a)(1), the total number of students assessed in that subject using an alternate assessment with alternate academic achievement standards under paragraph (c)(1) of this section may not exceed 1.0 % of the total number of students in the State who are assessed in that subject.

NOTICE OF PUBLIC COMMENT PERIOD

Any individual or organization may submit written comments on the proposed waiver pursuant to 34 C.F.R. §200.6(c)(4). Written comments shall be accepted from September 18, 2019, to October 18, 2019.

You may send written comments on the proposed waiver to: Robin Stripling, Curriculum and Assessment Coordinator; Arkansas Department of Education; 1401 West Capitol, Suite 450; Little Rock, Arkansas 72201. Ms. Stripling may be reached by telephone at 501-682-4221, by fax at 501-682-4248, or via email at robin.stripling@arkansas.gov.

The requirements for a state education agency to seek a waiver extension are set forth in 34 C.F.R. §200.6(c)(4) and reproduced below. The Arkansas Division of Elementary and Secondary Education (DESE) is requesting a waiver extension in response to the requirements set forth in 34 C.F.R. §200.6(c)(4) because the most recent data on the percentage of students participating in Arkansas's alternate assessments is 1.32% in literacy, 1.32% in mathematics, and 1.29% in science. These percentages are higher than the previous year because the alternate assessment data includes one additional grade level assessed for English Language Arts (ELA) and Mathematics, and five additional grade levels assessed in Science. The DESE has transitioned from the Multi-State Alternate Assessment (MSAA) to the Dynamic Learning Maps (DLM). During the 2017-18 school year, the MSAA was administered to grades three through eight and one grade in high school (grade eleven) for ELA and mathematics. During the 2017-18 school year, a portfolio assessment was utilized in grades five, seven, and ten for science*.

During the 2018-19 school year, the DLM was administered to grades three through eight and two grades in high school (grades nine and ten) for ELA, mathematics, and science. This change allowed the grades and subjects alternately assessed to align with the grades and subjects assessed on the general assessment. The ACT Aspire, Arkansas's general assessment is administered in grades three through ten for ELA, mathematics, and science. The ACT Aspire was administered in eight grade levels in both 2017-18 and 2018-19. The addition of one grade level of alternate assessment administration in ELA and mathematics and five additional grade levels in science has caused our overall alternate assessment percentages to rise when compared to the previous year. However, by comparing data for each assessed grade in 2018-19 with data from the same group of students the previous year, it is evident that Arkansas has made progress in lowering the percentages of students participating in the alternate assessment for each group of students.

For example, the 2017-18 ELA alternate percentage for third graders was 1.43%. The 2018-19 percentage for that same group of students as fourth graders was 1.36%.

2018 % ELA Alt	2019 % ELA Alt
3rd - 1.43	4th - 1.36

Percentages for all 2017-18 and 2018-19 assessed grades levels are in the table below.

2018 % ELA Alt	2019 % ELA Alt	2018 % Math Alt	2019 % Math Alt	2018 % Science Alt	2019 % Science Alt
Seven Grade Levels Tested	Eight Grade Levels Tested	Seven Grade Levels Tested	Eight Grade Levels Tested	Three Grade Levels Tested	Eight Grade Levels Tested
2nd - no statewide test	3rd - 1.43	2nd - no statewide test	3rd - 1.43	2nd - no statewide test	3rd - 1.4
3rd - 1.43	4th - 1.36	3rd - 1.42	4th - 1.36	3rd - Alt Not Tested	4th - 1.34
4th - 1.42	5th - 1.32	4th - 1.41	5th - 1.32	4th - Alt Not Tested	5th - 1.3
5th - 1.51	6th - 1.39	5th - 1.5	6th - 1.39	5th - 1.51	6th - 1.37
6th - 1.41	7th - 1.35	6th - 1.41	7th - 1.35	6th - Alt Not Tested	7th - 1.32
7th - 1.26	8th - 1.16	7th - 1.27	8th - 1.15	7th - 1.26	8th - 1.13
8th - 1.32	9th - 1.2	8th - 1.32	9th - 1.21	8th - Alt Not Tested	9th - 1.17
9th - Alt Not Tested	10th - 1.36	9th - Alt Not Tested	10th - 1.35	9th - Alt Not Tested	10th - 1.32
10th - Alt Not Tested	11th - Alt Not Tested	10th - Alt Not Tested	11th - Alt Not Tested	10th - 1.46	11th - Not Tested
11th - 1.27	12th - Not Tested	11th - 1.26	12th - Not Tested	11th - Not Tested	12th - Not Tested
Total - 1.21 Seven Grade Levels Tested	Total - 1.32 Eight Grade Levels Tested	Total - 1.2 Seven Grade Levels Tested	Total - 1.32 Eight Grade Levels Tested	Total - 0.54 Three Grade Levels Tested	Total - 1.29 Eight Grade Levels Tested

Note: Bold font indicates grades that were newly tested grades in 2019.

Ninth graders were not alternately assessed in 2017-18. If ninth graders were not included in the 2018-19 calculation, the participation rate for ELA and Mathematics would have been 1.18% and 1.15% in Science as shown in the table below.

Comparison of Participation Rate Percentages for 2017-18 and 2018-19 School Years:

Content Area	AA Participation Rate Percentage 2017-18 Grades 3-8 and 11 Seven Grade Levels	AA Participation Rate Percentage 2018-19 Grades 3-10 Eight Grade Levels	2018-19 AA Participation Rate of 3-8 and 10 (Ninth Graders Excluded) Seven Grade Levels
ELA	1.21	1.32	1.18
Math	1.20	1.32	1.18
Science	*0.54% (three grade levels)	1.29	1.15

If a State anticipates that it will exceed the cap under paragraph (c)(2) of this section with respect to any subject for which assessments are administered under § 200.2(a)(1) in any school year, the State may request that the Secretary waive the cap for the relevant subject, pursuant to section 8401 of the Act, for one year. Such request must—

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

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

The DESE is submitting a waiver extension request to the U.S. Department of Education 90 days prior to the start of Arkansas's spring testing window for its alternate assessment in the areas it was over 1.0%. The subject areas are literacy, mathematics, and science. The spring alternate assessment window start date for each subject will be February 3, 2020.

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

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

(A) The number and percentage of students in each subgroup of students defined in section 1111(c)(2)(A), (B), and (D) of the Act who took the alternate assessment aligned with alternate academic achievement standards; and

Count of students participating in the Arkansas Alternate Assessment in school year 2018-19 by subgroups and subject matter:

Subject	Alternate Assessment Student Count	Federal Race Category							Gender		English Learner Status		Free/Reduced Lunch Status		Migrant Status		Homeless Status	
		Number	Hispanic	American Indian/ Alaska Native	Asian	Black	Hawaiian/ Pacific Islander	White	Two or More Races	Male	Female	Yes	No	Yes	No	Yes	No	Yes
Reading Language Arts	3912	486	17	44	1046	31	2188	100	2597	1315	327	3585	2981	931	23	3899	146	3766
Math	3908	486	17	43	1045	31	2187	99	2595	1313	326	3582	2980	928	23	3885	145	3763
Science	3831	473	16	43	1026	31	2143	99	1018	549	106	1461	1234	333	9	1553	48	1514

Percent of students participating in the Arkansas Alternate Assessment in school year 2018-19 by subgroups and subject matter:

Subject	Alternate Assessment Student Count	Federal Race Category							Gender		English Learner Status		Free/Reduced Lunch Status		Migrant Status		Homeless Status	
		Percentage (%)	Hispanic	American Indian/ Alaska Native	Asian	Black	Hawaiian/ Pacific Islander	White	Two or More Races	Male	Female	Yes	No	Yes	No	Yes	No	Yes
Reading Language Arts	1.21	1.05	1.39	1.03	1.58	1.07	1.13	1.04	1.57	0.84	1.16	1.21	1.45	0.79	1.09	1.20	1.41	1.20
Math	1.20	1.04	1.34	1.05	1.56	1.07	1.13	1.04	1.56	0.83	1.15	1.21	1.44	0.78	1.09	1.20	1.42	1.19
Science	0.54	0.45	0.43	0.36	0.72	0.46	0.50	0.51	0.68	0.38	0.45	0.54	0.66	0.32	0.43	0.53	0.58	0.53

(B) *The State has measured the achievement of at least 95 percent of all students and 95 percent of students in the children with disabilities subgroup under section 1111(c)(2)(C) of the Act who are enrolled in grades for which the assessment is required under § 200.5(a);*

Arkansas requires that all students enrolled in public schools be assessed with the general assessment, the general assessment with accommodations, or with an alternate assessment. Arkansas follows the federal participation requirement and, to date, has met or exceeded the federal guidelines set at 95% participation. See chart below for evidence.

Percent of students participating in the general assessment, the general assessment with accommodations, or with an alternate assessment in school year 2018-19:

Subgroups grade 3-10	Percent of Students Tested ELA	Percent of Students Tested in Math	Percent of Students Tested in Science
All Students	99.13	99.19	99.06
Hispanic	99.29	99.36	99.25
Black	98.7	98.82	98.63
White	99.24	99.29	99.17
English Learner Status	99.33	99.41	99.32
Free/Reduced Lunch Status	99.01	99.09	98.93
Special Education	98.71	98.84	97.95
Migrant	98.54	98.64	98.64
Homeless	97.85	97.91	97.74
Foster Children	96.27	96.49	95.75
Male	99.01	99.08	98.91
Female	99.26	99.31	99.22

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

(iii) *Include assurances from the State that it has verified each LEA that the State anticipates will assess more than 1.0 percent of its assessed students in any subject for which assessments are administered under § 200.2(a)(1) in that school year using an alternate assessment aligned with alternate academic achievement standards—*

(A) *Followed each of the State's guidelines under paragraph (d) of this section, except paragraph (d)(6); and*

LEAs that assessed more than 1.0% of their tested population in 2018-19 with the alternate assessment have submitted justification for those assessment decisions. As part of this justification, LEAs were asked to confirm the use of the Guidance for IEP Teams on Participation Decisions for the Arkansas Alternate Assessment Program for making assessment determinations for students, including the Participation Decision Documentation form. This document provides guidelines for qualifying students to take the Alternate Assessment and states --

IEP Team Statement of Assurance: Our decision was based on multiple pieces of evidence that, when taken together, demonstrated that the Arkansas Alternate Assessment Program is the most appropriate assessment for this student; that his/her academic instruction will be based on the Essential Elements linked to the Arkansas Academic Standards; that the Additional Considerations listed above were not used to make this decision; and that any additional implications of this decision were discussed thoroughly. Each of us agrees with the participation decision in the Arkansas Alternate Assessment Program: *(signatures of participants)*

Based on the LEA justifications submitted this fall, a tiered set of actions will be required for the LEAs that anticipate assessing more than 1.0% of their tested population in 2019-20. After completing the required actions, the district's special education supervisor and the district's superintendent must provide signatures assuring that all required actions have been completed and, "All special education teachers who guide IEP teams in making alternate assessment decisions use the alternate assessment guidelines with fidelity."

(B) *Will address any disproportionality in the percentage of students in any subgroup under section 1111(c)(2)(A), (B), or (D) of the Act taking an alternate assessment aligned with alternate academic achievement standards;*

The DESE gathered district data on the current and previous years' participation rates for the alternate assessment. It is important for the DESE to identify whether students taking Arkansas's alternate assessment are students clustered in "subgroups," such as racial/ethnic groups, gender, English learner status, or economically disadvantaged. The DESE will continue to review data collected through the State reporting system on the demographics of students participating in the alternate assessment to identify patterns and outliers such as educational environment, disability type, EL status, etc., for purposes of analysis. For districts that are over the 1.0% threshold, this data will help the DESE identify any trends that may contribute to potential disproportionality in specific subgroups and grade levels of students taking alternate assessments.

The DESE will address any disproportionate representation of students taking the alternate assessment by undertaking the following activities:

- Monitoring alternate assessment data;
- Requiring justification from districts that exceed the one percent threshold; and
- Providing training to districts on participation guidelines for alternate assessments.

The 1% disproportionality methodology will follow the NCEO guidelines

- Alternate Assessment compared to Regular Assessment

- Calculate the percentage of each for focal group
- % in alternate divided by the % in regular; resulting in a relative risk.
- Relative risk > 3
- Secondary criteria: Must have at least 15 students taking the alternate assessment in the district and more than 5 students in the analysis subgroup. The 15 N size aligns with the ESSA subgroup

The Focal groups will include:

- Race/ethnicity
- FRL
- English Learner status
- Homeless Status
- Migrant Status
- Gender

Data Examples:

Race	H (1)	N (2)	A (3)	B (4)	P (5)	W (6)	T (7)	Total (8)
Alternate #								
% Alternate	H (1) / Total (8)	N (2) / Total (8)	A (3) / Total (8)	B (4) / Total (8)	P (5) / Total (8)	W (6) / Total (8)	T (7) / Total (8)	
	%	%	%	%	%	%	%	
Race	H (9)	N (10)	A (11)	B (12)	P (13)	W (14)	T (15)	Total (16)
Regular #								
% Regular	H (9) / Total (16)	N (10) / Total (16)	A (11) / Total (16)	B (12) / Total (16)	P (13) / Total (16)	W (14) / Total (16)	T (15) / Total (16)	
	%	%	%	%	%	%	%	
Relative Risk	Alt%/Reg%	Alt%/Reg%	Alt%/Reg%	Alt%/Reg%	Alt%/Reg%	Alt%/Reg%	Alt%/Reg%	Alt%/Reg%

H=Hispanic N=Native American/Alaskan A=Asian B=Black (non-Hispanic)
P=Hawaiian/Pacific Islander W=White (non-Hispanic) T=Two or more races (non-Hispanic)

Example for all others

FRL or EL or HS or MS	Alternate Focal Group = Y (17)	Regular Focal Groups = Y (18)
Counts		
	Alt Focal group (17) / Total (8)	Regular Focal group (18) / Total (16)
Percentages		
Relative Risk	Alt % / Reg %	

Requirement 4 (§200.6(c)(4) State Plan and Timeline

(iv) Include a plan and timeline by which—

(A) The State will improve the implementation of its guidelines under paragraph (d) of this section, including by reviewing and, if necessary, revising its definition under paragraph (d)(1), so that the State meets the cap in paragraph (c)(2) of this section in each subject for which assessments are administered under § 200.2(a)(1) in future school years;

In fall 2017 and spring 2018, the DESE convened an advisory group of stakeholders to update the state definition of Students with the Most Significant Cognitive Disabilities who participate in alternate assessments. Additionally, the advisory group recommended revisions to the DESE’s participation guidelines used to determine if a student meets the criteria to participate in the alternate assessment. In the past year, the guidelines have been updated to provide more specific guidance regarding deficits in adaptive behavior and the two-prong definition of Students with the Most Significant Cognitive Disabilities.

The DESE provided professional learning opportunities for IEP team members and other educators. These trainings included information pertaining to the nature of the alternate assessment and the students who are eligible to participate under the revised Guidance for IEP Teams on Participation Decisions for the Arkansas Alternate Assessment Program. These trainings, presented at educational service cooperatives across the state, were provided on the following dates during the summer of 2019: June 10, June 11, June 12, June 13, July 8, July 9, July 10, July 11, July 15, July 16, July 17, July 18, July 22, July 23, July 24, July 25, July 26, and August 6.

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

During the fall of 2019, the DESE will continue to provide professional learning opportunities for IEP team members and other educators. These learning opportunities will focus on the purpose of the alternate assessment, the characteristics of students who are eligible to participate in the alternate assessment based on the revised Guidance for IEP Teams on Participation Decisions for the Arkansas Alternate Assessment Program, instructional supports for students with significant cognitive disabilities, and inclusive practices. The

dates of these trainings will be September 17, September 18, September 19, September 20, September 25, September 27, September 30, October 1, October 3, October 15, October 16, October 18, October 22, October 23, and October 25.

All educators, including those who are not currently members of IEP teams, must have a solid understanding of how to make appropriate instruction and assessment decisions for all students, including students who may be candidates to participate in an alternate assessment. The DESE has made resources available on the accessibility features and accommodations for the general assessment, as those features and accommodations enable most students with disabilities to meaningfully participate in the general assessment.

The DESE has made informational resources available to parents of students with disabilities regarding the assessment in which their child will participate so parents can contribute to the IEP decision-making process. Parent informational resources include:

- “A Family’s Guide to Special Education in Arkansas”
- Requirements of the alternate assessment; and
- Accommodations that enable students to participate in the general assessment.

The DESE will continue to monitor data and require annual justifications from LEAs that exceed the 1.0% cap. Those LEAs that are significantly over the 1.0% threshold and those that do not provide adequate justification will receive more intensive monitoring and technical assistance. Based on each local school district’s justification documentation and anticipated percentage of students who will take the alternate assessment in 2019-20, levels of required actions have been put into place:

- Districts will provide training for all special education staff. This training shall include the State’s definition of students with the most significant cognitive disability with specific guidance pertaining to deficits in adaptive skills and the State’s alternate assessment guidance document: *Guidance for IEP Teams on Participation Decisions for the Arkansas Alternate Assessment Program*.
- Districts will complete a student information document for each student who participates in the alternate assessment. The following student information will be submitted:
 - IDEA eligibility category
 - An indication of whether or not the student’s IDEA eligibility category includes intellectual or cognitive impairment as a characteristic
 - Adaptive skill deficits and the instrument(s) used to determine adaptive skill deficits
 - An answer to the question, “Did the IEP team determine that the student will likely be unable to live independently?”
- Districts who are significantly over the 1% will have an onsite monitoring. District staff and the DESE Special Education Unit staff will review assessment decision documentation for students who are anticipated to take the alternate assessment in 2019-20.
- In collaboration with the DESE Special Education Unit staff, districts will review student data to determine any disproportionality in the group of students who will participate in the alternate assessment.

(C) The State will address any disproportionality in the percentage of students taking an alternate assessment aligned with alternate academic achievement standards as identified through the data provided in accordance with paragraph (c)(4)(ii)(A) of this section; and

As indicated above, the DESE will analyze alternate assessment data to determine whether disproportionality exists for students participating in the alternate assessment. Analysis will consist of reviewing alternate assessment participation rates to determine if assessment decisions are consistently made regardless of eligibility category, race, gender, economic status, English learner status, homeless status, or migrant status.

For LEAs whose data indicate disproportionate representation, intensive monitoring and/or technical assistance will be provided. The DESE Special Education Unit staff will review assessment decision documentation with LEAs for students who will participate in the alternate assessment in the 2019-20 school year. The review will include:

- Race
- Gender
- English learner status
- Economic status
- Homeless status
- Migrant status

Additionally, LEAs with disproportionate representation will be required to attend the 2020 Disproportionality Institute. This institute will be hosted by IDEA Data and Research at the University of Arkansas at Little Rock in conjunction with the DESE Special Education Unit. The LEAs will be required to complete a self-assessment to help them identify if policies, procedures, or practices lead to the disproportionate representation in the alternative assessment. A preliminary investigation identified two districts as having disproportionate representation in the subgroup of Homeless for the alternate assessment.

Requirement 5 (§200.6(c)(4)(v)): Substantial Progress

(v) If the State is requesting to extend a waiver for an additional year, meet the requirements in paragraph (c)(4)(i) through (iv) of this section and demonstrate substantial progress towards achieving each component of the prior year’s plan and timeline required under paragraph (c)(4)(iv) of this section.

As stated above, in 2018-19, Arkansas administered the alternate assessment to one additional grade level in ELA and Mathematics and five additional grade levels in Science while the grade levels for the general assessment stayed the same. This caused our overall percentages to increase. If, however, Arkansas had administered the alternate assessment in ELA and mathematics to the same number of grades as in the previous year, the percentages would have gone down.

Comparison of Participation Rate Percentages for 2017-18 and 2018-19 School Years:

Content Area	AA Participation Rate Percentage 2017-18 Grades 3-8 and 11 Seven Grade Levels	AA Participation Rate Percentage 2018-19 Grades 3-10 Eight Grade Levels	2018-19 AA Participation Rate of 3-8 and 10 (Ninth Graders Excluded) Seven Grade Levels
ELA	1.21	1.32	1.18
Math	1.20	1.32	1.18
Science	0.54% (three grade levels)	1.29	1.15

The number of LEAs administering the alternate assessment to more than 1% of students decreased significantly in ELA and mathematics. (In 2017-18 the alternate assessment in science consisted of a portfolio in grades five, seven, and ten. In 2018-19, the alternate assessment in science was the DLM which was administered in grades three through ten.)

Comparison of Districts exceeding 1.0% cap for 2017-18 and 2018-19 School Years:

Content Area	Number of LEAs Exceeding 1.0% cap in 2017-18	Number of LEAs Exceeding 1.0% cap in 2018-19	Difference in Number
ELA	140	120	-20
Math	140	120	-20
Science	0	115	+115

Comparison of *ELA* Arkansas AA Participation rate Percentages for 2017-18 and 2018-19:

Student Sub-Group	AA Participation Rate Percentage 2017-2018	AA Participation Rate Percentage 2018-2019	Difference in Percentage
All Students	1.21	1.32	0.11
Hispanic	1.05	1.21	0.16
American Indian/Alaskan Native	1.39	0.94	-0.45
Asian	1.03	0.91	-0.12
Black	1.58	1.79	0.21
Hawaiian/Pacific Islander	1.07	1.18	0.11
White	1.13	1.22	0.09
Two or more races	1.04	1.22	0.18
English Learner Status	1.23	1.31	0.08
Free/Reduced Lunch Status	1.67	1.56	-0.11
Male	1.76	1.80	0.04
Female	0.96	0.87	-0.09
Migrant	1.09	1.10	0.01
Homeless	1.41	1.74	0.33

Comparison of *MATH* Arkansas AA Participation rate Percentages for 2017-18 and 2018-19:

Student Sub-Group	AA Participation Rate Percentage 2017-2018	AA Participation Rate Percentage 2018-2019	Difference in Percentage
All Students	1.20	1.32	0.12
Hispanic	1.04	1.21	0.17
American Indian/Alaskan Native	1.34	0.94	-0.40
Asian	1.05	0.88	-0.17
Black	1.56	1.78	0.22
Hawaiian/Pacific Islander	1.07	1.17	0.10
White	1.13	1.22	0.09
Two or more races	1.04	1.21	0.17
English Learner Status	1.15	1.49	0.34
Free/Reduced Lunch Status	1.44	1.55	0.11
Male	1.56	1.80	0.24
Female	0.84	0.87	0.03
Migrant	1.09	1.10	0.01
Homeless	1.42	1.73	0.31

Comparison of *SCIENCE* Arkansas AA Participation rate Percentages for 2017-18 and 2018-19:

Student Sub-Group	AA Participation Rate Percentage 2017-2018	AA Participation Rate Percentage 2018-2019	Difference in Percentage
All Students	0.54%	1.30	1.29
Hispanic	0.45%	1.18	1.18
American Indian/Alaskan Native	0.43%	0.88	0.88
Asian	0.36%	0.88	0.88
Black	0.72%	1.75	1.74
Hawaiian/Pacific Islander	0.46%	1.17	1.17
White	0.50%	1.19	1.19
Two or more races	0.51%	1.21	1.20
English Learner Status	0.45	0.48	0.03
Free/Reduced Lunch Status	0.66	0.64	-0.02
Male	0.68	0.71	0.03
Female	0.38	0.36	-0.02
Migrant	0.43	0.43	0.00
Homeless	0.58	0.57	-0.01

In addition, data analysis revealed the following changes in the number and percentages of students assessed with the Arkansas Alternate Assessment.

- Number of Districts that *exceeded* the 1.0% cap in 2017-18, but *did not exceed* the cap in 2018-19:
 - ELA: 38
 - Math: 38
- Number of Districts that *did not exceed* the 1.0% cap in 2017-18, but *did exceed* the cap in 2018-19:
 - ELA: 19
 - Math: 20
- Number of Districts that *exceeded* the 1.0% cap in the 2018-19 School Year but *reduced* their AA participation rates in 2019-20.
 - ELA: 76
 - Math: 76

- Number of Districts that *exceeded* the 1.0% cap in the 2018-19 School Year but *increased* their AA participation rates in 2019-20.
 - ELA: 61
 - Math:62

While the number of districts that increased their AA participation rates was significant, it is important to remember that one additional grade participated in the AA for ELA and Math.