

ATTACHMENT H

Nancy S. Grasmick  
State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD

May 31, 2005

Mr. Raymond Simon, Assistant Secretary  
Office of Elementary and Secondary Education  
400 Maryland Avenue, S.W.  
Washington DC 20202-6100

Dear Mr. Simon:

As we indicated to you in our letter of April 11, 2005, we wish to request approval for additional changes in Maryland's State Accountability Plan based on our meeting with Secretary Spellings on Thursday, April 7 and based on subsequent information we received from USDE regarding the revised direction that the Department is taking in regard to State, school system, and school accountability.

We are grateful for the leadership the Department is taking to ensure the integrity and accuracy of No Child Left Behind accountability requirements and look forward to working with you and your staff to make improvements to Maryland's plan according to your recent guidelines and advice. With this letter, we are requesting permission to take advantage of the interim AYP flexibility for students with disabilities for 2004-2005 and to move forward with developing a modified assessment that would meet all of the specifications USDE has outlined for those assessments.

### **Timeline Requirements**

We have now completed our 2005 testing, and it is our intention to release student test data results and AYP results with Schools in Improvement for elementary and middle schools around June 1. The current timeline will permit the 30-day appeal process to be completed in a timely manner and will provide parents with the time they need to make appropriate decisions about their children. **In order to adhere to our projected timeline, we would very much appreciate your response to our requests as soon as possible.**

### **Renewed Request from March 23**

Additionally, we are renewing our request for those accountability plan revisions contained in our letter to you dated March 23, 2005 and listed below. We believe these modifications will improve our process of identifying schools and school systems in need of improvement and will help us target our resources in ways that will better improve student achievement. Specifically, we first wish to continue our request for approval for the following modifications contained in our March 23 letter:

- Changing from a Reading 10 Assessment to an English Assessment,



- Revising the rules governing the way a school system that does not achieve Adequate Yearly Progress (AYP) is identified for improvement, and
- Changing the calculation for Participation Rate and making provisions for students with emergency medical conditions.

The above requests are consistent with permissions you have given to other states for their accountability plans and would enhance the Maryland plan in key areas. Because we wish to facilitate your handling of our requests, we are less interested in pursuing our original request to alter subgroup inclusion policies at the school, system and State levels. However, we may want to continue our discussion of this policy at some future time.

The flexibility for LEP students that USDE provided last year was helpful, and we are continuing to monitor our assessment results for these students. Pending our analysis of this year's results, we believe we may need to ask for additional flexibility for students who are new to this country by the time we post AYP results in 2006.

### **New Request for Flexibility**

We are requesting permission for interim flexibility to begin development of modified achievement and content standards and associated modified assessments that would complement our current assessment system. We believe Maryland has met all the criteria for Core Principles and Student Achievement outlined in your guidance document of May 10, 2005 entitled "Accountability for Students with Disabilities: Accountability Plan Amendments for 2004-2005. (See *Attachment A: AYP Addendum Worksheet: Core Principles* for supporting information.)

We believe that Maryland fully qualifies for the new flexibility because of the work we have done to ensure accountability for all schools and school systems for NCLB. As you know, we have established a minimum group size for subgroup accountability at five students. This minimum group size is the smallest in the nation and truly meets the intent of NCLB that no child is left behind. *Appendix B: Student Performance Summary* highlights some of the results from the 2003 and 2004 Maryland School Assessments, showing the growth in student performance Maryland has experienced. We believe that you will find this information supports our petition for these accountability plan changes. If you desire additional information, please refer to our report card website, [www.mdreportcard.org](http://www.mdreportcard.org).

### **Modified Assessments**

We are requesting permission to take advantage of the interim AYP flexibility with respect to students with disabilities for at least the 2004-2005 school year. We know that USDE plans to release further guidance in this area, and we will modify our anticipated course of action in accordance with that forthcoming direction. Meanwhile, we are planning to move forward with developing modified academic achievement standards and modified assessments for students with persistent academic disabilities and served under the Individuals with Disabilities Education Act based on our current understanding of USDE intentions. Beginning as early as the 2005-2006 school year and no later than the 2006-2007 school year, Maryland would include the proficient scores from the modified assessments in calculating AYP and cap the scores at 2% of the total tested population as indicated in your May 10, 2005 published papers. While we are awaiting your approval to pursue the development of modified assessments and standards, we



have begun preliminary work on the assessments. Our preparations include discussions with our psychometric experts, experts on IDEA, and experts in instruction and assessment of students with disabilities. We plan for our modified assessments based on modified achievement standards to be in place no later than the 2006-2007 school year. The modified achievement standards will be aligned with the State's content standards, promote access to the general grade level curriculum, and reflect professional judgment on the highest achievement standards possible as required by 34 CFR §200.1(d).

Maryland has taken an aggressive approach to ensure that students with disabilities have access to the general grade level curriculum and are tested appropriately and that educators maintain high expectations for students with disabilities. Maryland will continue to use alternate assessments based on alternate achievement standards for students with the most significant cognitive disabilities. Proficient scores from these assessments will still be capped at 1% of the total tested population for making AYP decisions.

### **Proposed Interim AYP Calculations**

We have completed our spring 2005 administration of the Maryland School Assessments (MSA) and are preparing for the public release of student results in early June. We wish to modify our existing process for appealing Adequate Yearly Progress and School Improvement status decisions based on the spring 2005 MSA data. It is important for Maryland to be able to name schools as early in June as possible to provide adequate time for appeals of decisions and ultimately for the notification of parents about the status of schools. Our interim appeal proposal considers the impact that the planned modified assessments would have had on AYP and School Improvement status this year if a modified assessment had been administered in March 2005.

Details of Maryland's interim AYP proposal are contained in *Attachment C: Proposed 2004-2005 School Year Interim Flexibility Plan* and in *Attachment D: Procedures for Appealing School AYP and School Improvement Status Decisions*. *Attachment E: Identification of Students with Disabilities for the Mod-MSA* describes the rubric for qualifying students for the modified assessment.

### **Summary of Proposed Changes in AYP Calculations**

AYP calculations would be modified for schools, school systems, and the State. The modifications include a proposed interim appeal process to be used until the modified assessment is in place.

The following chart compares and contrasts the current AYP calculation model with the proposed models:

AYP Models	First Implemented	Percent of All Students Taking the Assessments		
		MSA	Mod-MSA*	Alt-MSA*
Current AYP	2003	99%	0%	1%
Proposed Interim AYP	2005	99%	Allow AYP and School Improvement status appeals for schools on the basis of students with IEP's who have documented evidence that indicates the students would have qualified to take a modified assessment.	1%
Proposed Future AYP	2006 or 2007	97%	2%	1%

\*Student IEP's must document that students qualify to take these tests.

More specifically, the following describes the differences between the current AYP calculation method and the proposed future method:

- **Current AYP Approach**
  - Used with AYP decisions for testing in spring 2003 and 2004.
  - 99% of students are tested with MSA.
  - 1% of students are tested with Alt-MSA.
  - MSA and Alt-MSA results are combined to determine the percent of students who are proficient in reading and mathematics.
- **Proposed Interim AYP Approach for 2005**
  - To be used with AYP decisions for testing in spring 2005 and possibly for 2006.
  - 99% of students are still tested with MSA.
  - 1% of students would be tested with Alt-MSA.
  - Under rules to be approved by USDE, school AYP and School Improvement status may be appealed if there is documented evidence through the student IEP's that the school would have achieved AYP if the student(s) could have taken a modified assessment. AYP and School Improvement status will be adjusted accordingly when school appeals are approved.
- **Proposed Permanent AYP Approach for 2006-2007**
  - To be used as early as spring 2006 and no later than the spring 2007 assessments and after.
  - 97% of students are still tested with MSA.
  - 2% of students would now be tested with the Modified MSA (Mod-MSA).



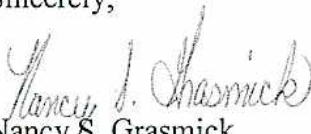
- 1% of students would continue to be tested with the Alt-MSA.
- MSA, Mod-MSA, and Alt-MSA results would be combined to determine the percent of students who are proficient in reading and mathematics.

Again, we are grateful for USDE's support of Maryland as we work through these challenging issues. We appreciate the new direction we are receiving for No Child Left Behind and your assistance in helping us refine our accountability provisions while we improve student achievement for all of our students. We have worked hard to sustain the integrity of our accountability system while recognizing the value a modified assessment will bring to our system. We have worked with local special education directors to ensure the procedures accurately identify qualifying students and are capable of being implemented in a school. Most importantly, if you find areas of our proposal are in need of enhancement, we will be happy to work with your staff to achieve approval.

Meanwhile, in anticipation of approval we will prepare to send you by June 15 further details about our planned modified achievement standards and modified assessment as required. We recognize that the Department may ultimately alter its guidance on this issue. Consequently, we are prepared to adjust our proposals accordingly.

Please contact me or Dr. Ronald Peiffer, Deputy State Superintendent for Academic Policy, at 410-767-0473 if you have any questions.

Sincerely,

  
Nancy S. Grasmick  
State Superintendent of Schools

NSG:sks

Attachments A-E

c: Meredith Miller, U.S. Department of Education

*Attachment A*

**AYP Addendum Worksheet: Core Principles**

1. **Participation Rates for students with disabilities.** In Maryland **ALL** students are required to participate in AYP assessments in either the primary or make-up test windows. Students who are absent from both testing windows are assigned the LOSS (lowest obtainable scale score) for the purpose of calculating AYP. Thus, 100% of students are included in accountability decisions. This is a powerful incentive for schools to fully include students with disabilities in instructional programs. Even when those students with disabilities who were assigned the LOSS were subtracted from the participation rate calculation, the participation rate of students with disabilities is 98%.
2. **Availability of alternate assessments.** Maryland's alternate assessment for students with the most significant cognitive disabilities is the Alternate Maryland School Assessment (Alt-MSA). In 2004-2005 the Alt-MSA was administered at grades 3-8 and 10 and student's reading and mathematics performance was determined. Maryland included Alt-MSA assessment technical documentation as part of the State's submission for the USDE Peer Review of state standards and assessments.
3. **Reporting of results from alternate assessments.** Alt-MSA scores in reading and math are used in school, school system, and State accountability decisions and reported on school, school system, and State report cards and on [www.mdreportcard.org](http://www.mdreportcard.org) – the state's online report card. Parent home reports for Alt-MSA are produced and distributed annually. In addition, at the start of the school year schools are asked to include parents in reviewing and identifying "mastery objectives" for their child's reading and math Alt-MSA portfolio and to also include parents in reviewing the end-of-school-year performance of their child on those mastery objectives.
4. **Availability of appropriate accommodations for students with disabilities.** Testing accommodations are described in Maryland's "Requirements for Accommodating, Excusing, and Exempting Students in Maryland Assessment Programs." This document is reviewed and revised annually by Maryland State Department of Education staff in special education, instruction, and assessment. It is reviewed by the Psychometric Council (Maryland's Technical Advisory Committee) and published as both hard copy and electronic copy. It is used by IEP teams when determining appropriate accommodations. MSDE annually conducts audits of accommodations and monitors implementation during testing.
5. **Minimum group sizes for making AYP decisions.** Maryland uses **5** as a minimum group size for **ALL** AYP subgroup accountability decisions.

*Attachment B*  
**Student Performance Summary**

Maryland State Department of Education  
 Special Education Student Performance

**Maryland School Assessment (MSA)**  
 Percent Proficient

<b>Grade</b>	<b>Subject</b>	<b>2003</b>	<b>2004</b>
3	Reading	25.0	42.9
	Math	37.1	42.1
5	Reading	35.1	37.7
	Math	23.3	29.6
8	Reading	20.1	20.7
	Math	8.3	10.8
10	Reading	21.6	27.1
	Math	14.1	15.9

**Alternate Maryland School Assessment (Alt-MSA)**  
 Percent Proficient

<b>Grade</b>	<b>Subject</b>	<b>2003</b>	<b>2004</b>
3	Reading	52.7	70.8
	Math	57.0	67.6
5	Reading	54.3	74.9
	Math	60.3	73.2
8	Reading	47.3	74.4
	Math	53.2	70.3
10	Reading	Na	65.5
	Math	Na	62.2

Note: In 2003 the Alt-MSA was administered at 11<sup>th</sup> grade as MSDE transitioned to all test administrations at 10<sup>th</sup> grade.



*Attachment C*  
**Proposed 2004-2005 School Year Interim Flexibility Plan**

**Introduction**

Maryland proposes an interim procedure for 2004-2005 AYP, which differs from Option 1 offered by the United States Department of Education in its May 10, 2005 announcement. An analysis of the impact of the Option 1 as offered by the Department indicates a minimal advantage for Maryland. The analysis illustrates the appropriateness for an alternative method that we believe is consistent with the intent of USDE in offering this flexibility to states. It is also consistent with the previously approved AYP procedures and closely mirrors the estimated impact of an operational modified assessment in 2005-2006.

**Proposed Interim Flexibility**

Maryland proposes to implement a modified assessment based on modified achievement standards for certain students with disabilities as early as 2005-06. The modified assessment would more accurately reflect the performance of 2% of students with disabilities who are academically challenged but who are not among the 1% of students who take the Alternate MSA.

For 2005, until a modified assessment is implemented, we propose that a school's AYP and School Improvement status could be appealed if the school did not achieve AYP in special education subgroups only. School IEP teams, using the rubric detailed in *Attachment E*, will review individual student IEP's to affirm the identity of those students who might have received proficient scores on a modified assessment if one had been available. The appeal must include documentation supporting the likelihood that such students would have received all of the assistance outlined in the rubric (*Attachment E*).

Maryland will cap the student eligibility at 2% of these students in the calculation of AYP results for schools, school systems, and the state. If the appeal is successful, the school's AYP and School Improvement status will be adjusted accordingly. Details of the appeal procedure are contained in *Attachment D*.

**Projection for Option 1: Mod-MSA Appeals**

We have no exact estimate of the impact of this option on AYP for 2005, but it is a more exact model because it is based on real students and real IEP's. Discussion with local school system special education directors indicates that students who would qualify to take a modified assessment are not evenly distributed across the schools and may, in fact, be concentrated in a few schools. In practice, we believe this appeal process may affect a very limited number of schools. Local special education directors involved in the review of the rubric feel that the rubric is manageable and that it accurately captures the characteristics of students who would be eligible to take the Mod-MSA. We believe that this method of simulating the likely impact of a modified assessment avails flexibility to the correct schools according to their make-up.



*Attachment D*

**Procedures for Appealing School AYP and School Improvement Status Decisions**

The following list of events identifies the sequence of activities for the release of both the preliminary and final AYP and School Improvement Status for individual schools *and* the process for school systems to use to appeal the status of an individual school:

**1. 2005 Maryland School Assessment (MSA) results published for elementary and middle schools.**

The results of the MSAs administered in March 2005 will be released to schools, school systems, and the public. Results will show percent basic, percent proficient, and percent advanced for each school, school system, and the State for reading and mathematics in grades 3 through 8.

**2. 2005 attendance rates for elementary and middle schools published.**

Attendance results will also be published at this time as the "other academic measure" for both elementary and middle schools.

**3. 2005 AYP results published.**

Shortly after the 2005 MSA results and 2004-2005 attendance rates are released, MSDE will release the preliminary AYP status for those schools for which *all* AYP data are available.

**4. 2005 appeals procedures for local school systems published in two parts.**

**PART I (Based on existing AYP rules)**

When preliminary 2005 AYP determinations for individual schools are released, local school systems will receive the procedures for filing appeals with MSDE if they wish to appeal the status of an individual school or schools. These procedures are the same as those used in previous years. School systems will receive specific criteria for appeals, procedures for filing, and a timetable for responses. Part I appeals procedures will be based on the rules for appeals that were in effect as of January 1, 2005. This process includes appeals based on a re-examination of student records, including those of special education students, who may have been incorrectly identified as receiving or not receiving special services, etc.

**PART II (Based on proposed new AYP rules)**

While appeals based on Part I criteria and procedures are in process, MSDE will release the procedures for filing appeals on the basis of any additional changes in the AYP rules once they are approved by USDE. This Part II process allows appeals of school AYP and School Improvement status on the basis of the performance of special education students only and only when student IEP's indicate such students could have achieved proficient



scores on a modified assessment. Also included in Part II appeals would be cases based on medical appeals.

### **Explanation for Part II Appeals**

MSDE wishes to implement a modified assessment in 2006 based on modified grade level content standards. In the interim, for 2005, MSDE would give school systems the opportunity to appeal the AYP status for an individual school if that school did not achieve AYP in special education subgroups only. Schools failing to achieve AYP for multiple subgroups would not be permitted to appeal. Schools whose 2005 AYP status directly affects their 2006 School Improvement status would be eligible for appeal as well as schools that did not achieve AYP for a special education subgroup for the first time in 2005.

The 2005 interim AYP determination (announced by USDE on May 10, 2005) introduces a procedure that essentially simulates the impact a modified assessment might have had on AYP results for 2005 only. It permits a school to determine if its failure to achieve AYP in the special education subgroups (reading and mathematics) is due to students who would have been eligible to take the modified assessment if it had been in place in 2005.

The school will receive a detailed rubric (*Attachment E*) to use in determining if it has students who would have been eligible to take the modified assessment. If a school has not met AYP because of a special education subgroup only, then the school IEP team may examine the IEP's for students with disabilities and determine if any student IEP's indicate student eligibility for the Mod-MSA.

### **Summary of Rules**

If the school meets the following criteria, the local school system may submit an appeal of the school's AYP status with supporting evidence:

- It did not make AYP in 2004 and is either in School Improvement or poised to enter School Improvement in 2005-2006 school year,
- It did not achieve AYP in 2005 for special education subgroup(s) only,
- It has students who would have been eligible to take the modified assessment, and
- The number of students eligible to take the modified MSA and not passing the MSA is adequate to have caused the school to achieve AYP had those students achieved a passing score on the modified assessment.

A detailed rubric (*Attachment E*) identifies the specific instructional record and components that must be present in a student's IEP to substantiate the student's qualification to take the Mod-MSA. The supporting documentation provided by the school's IEP team must be sufficient to substantiate that the student is qualified to take the Mod-MSA.

The appeal will be reviewed by MSDE, and if it is determined that documentation is adequate to prove that the students in question are eligible to take the Mod-MSA, and if the AYP recalculation shows that the school now meets AYP, then the school will be declared as making AYP. School Improvement decisions will be made based on existing decision rules using the updated AYP status.



*Attachment E*

**Identification of Students with Disabilities for the Modified-Maryland School Assessment and Interim Plan**

In Maryland, consistent with IDEA and the requirements of the Individuals with Disabilities Education Act and Section 1111 of the Elementary and Secondary Education Act (No Child Left Behind Act), all students with disabilities are included in all general state and district wide assessments. IDEA emphasizes providing students with disabilities access to the general curriculum and to educational reforms as an effective means of ensuring better results. All students, including students with disabilities, are expected to receive instruction consistent with Maryland's Voluntary State Curriculum (VSC), based on the Maryland Content Standards and Core Learning Goals, and must be assessed on their attainment of grade level reading and math content. To determine adequate yearly progress (AYP) under NCLB, all students, including students with disabilities, are assessed in reading and math in grades 3 through 8, and during the high school grade.

Alternate assessments must be available for those students who cannot participate in the MSA with accommodations as indicated in their IEPs. Any alternate assessments must be available for students with disabilities consistent with the State's academic content standards. The alternate assessments include the following:

- Alt-MSA for students with significant cognitive disabilities who are participating on alternate academic achievement standards (limited to reporting 1% of those scoring proficient); or
- Mod-MSA (Modified MSA) for students with academic disabilities who with access to the general education curriculum will participate in modified academic content and achievement standards (limited to reporting 2% of those scoring proficient).

**Summary of Revised Federal Policy Alternate Assessments for Students with Disabilities**  
(Based in U. S. Department of Education documents released 4/7/05 and 5/10/02)

**Policy** "State may develop modified academic achievement standards and use alternate assessments based on those modified achievement standards for students with persistent academic disabilities and served under the Individuals with Disabilities Education Act. States may include proficient scores from such assessments in making adequate yearly progress (AYP) decisions but those scores will be capped at 2.0% of the total tested population. This provision does not limit how many students may be assessed against modified achievement standards."

**Maryland's Implementation Procedures:**

Students with disabilities are to participate and progress in the general education curriculum. It is the responsibility of each student's IEP team to consider accommodations, supplementary aids, services, and supports to enable the student to participate and progress in the general curriculum with non-disabled peers to the maximum extent appropriate.

The Maryland State Department of Education has met with local directors of special education as well as parents and advocates to develop and review the process for identification of students with disabilities who may be eligible to participate in the Mod-MSA. Consistent with the

requirements of the Individualized Education Program (IEP) process, the IEP Team would apply the proposed policy (*E.1*) and the attached rubric (*E.2*) to a review of the IEP's to determine that the students identified as eligible would be identified based on their individual evaluation information and the instructional and service information on their IEP's. To ensure that the students eligible to participate in the Mod-MSA have received access to the general curriculum and content standards, a rigorous process has been developed, reviewed, and revised to reflect the federal guidance.

Specific types of interventions are to be documented by the IEP Team to ensure direct instruction in reading and mathematics on the Maryland Content Standards, as well as individualized instruction using scientifically based models. In addition, other models of instruction and professional development for staff are to include:

- Response to interventions models which are research-based and focus on individual instruction for students with disabilities in reading and math,
- Professional development with an emphasis on coaching and mentoring;
- Availability of co-teaching models with general and special education teachers providing access to the general curriculum and core content.



*Attachment E.1*  
[Proposed Guidelines for Local School Systems]

## **Identification of Students with Disabilities for Participation in Mod-MSA**

The Modified Maryland School Assessment (Mod-MSA) is based on modified academic content standards for students with disabilities. These are students who are not proficient, even with full access to the general education curriculum. These students will be able to be assessed using modified assessments based on those modified academic content standards. Students who participate in the Mod-MSA in grades 3-8 and score proficient will be capped at 2%.

Mod-MSA results are to be reported at three proficiency levels (Basic, Proficient, and Advanced) as part of the State accountability program. Results from the Mod-MSA will be aggregated with those from the MSA and Alt-MSA for accountability purposes.

### **Mod-MSA Participation Guidelines**

Students with disabilities in grades 3-8 must participate in either MSA, Mod-MSA, or Alt-MSA. Each student's IEP team will make the decision as to which assessment is appropriate for an individual student. A student who will be instructed and assessed using modified academic content standards must meet each of the following criteria:

- The student is learning using modified academic content standards in reading and mathematics.  
**AND**
- The student requires modifications during assessments and instruction, in addition to accommodations. These testing/assessment and instructional modifications may include: reduced complexity of language, reduced number of test items, reduced amount of content to learn, paraphrasing of reading passages, embedded scaffolding for a written response such as sentence stems, guided response outline, guided questioning to generate response, software such as Co-Writer and Write Outloud, use of calculator, and spell check.  
**AND**
- The student requires the use of a modified general curriculum. The curriculum for the student is aligned with the Maryland Content Standards for the student's grade level but is modified (reduced amount to learn, reduced complexity, reduced output) so the student can access the content and demonstrate what he/she has learned.  
**AND**
- The student must have had at least three consecutive years of individualized intensive instruction in reading and mathematics consistent with his/her IEP (beginning with the most recent), and although progress toward grade level standards was made, he/she is not making progress at grade level.  
**AND**
- The student must demonstrate that his/her cannot attain proficiency in actual grade level MSA, even with accommodations.

## **IEP Team Decision-Making Model**

This decision-making model should be utilized by IEP Teams in schools that did not meet AYP (during the 2004-2005 administration of the MSA) based solely on special education as a subgroup, if the local school system determines it will appeal AYP for individual schools. For students with IEP's enrolled in these schools, IEP Team meetings must be convened prior to the end of this current school year. The purpose of this IEP Team meeting is to utilize the IEP Team Decision-Making Model to consider the student's eligibility and participation in Mod-MSA. Beginning with the 2005-2006 school year, students who meet the criteria below may be eligible to participate in the Mod-MSA program.

The IEP Team must determine if:

- ✓ The student is learning using modified academic content standards in reading and mathematics.
- ✓ The student requires modifications during assessments and instruction, in addition to accommodations. These testing/assessment and instructional modifications may include: reduced complexity of language, reduced number of test items, reduced amount of content to learn, paraphrasing of reading passages, embedded scaffolding for a written response such as sentence stems, guided response outline, guided questioning to generate response, software such as Co-Writer and Write Outloud, use of calculator, and spell check.
- ✓ The student requires the use of a modified general curriculum. The curriculum for the student is aligned with the Maryland Content Standards for the student's grade level, but is modified (reduced amount to learn, reduced complexity, reduced output) so the student can access the content and demonstrate what he/she has learned.
- ✓ The student must have had at least three consecutive years of individualized intensive instruction in reading and mathematics consistent with his/her IEP, and although progress toward grade level standards was made, he/she is not making progress at grade level.
- ✓ The student must demonstrate that he/she cannot attain proficiency in their actual grade level MSA, even with accommodations.

In addition the IEP Team is required to respond to the following in detail:

- **Alt-MSA:** This student is not eligible to participate in the Alt-MSA.
  - Yes
  - No



- **General Curriculum:** How the student's disability affects involvement and progress in the general curriculum.
  - List page of IEP that reflects this consideration \_\_\_\_\_
  
- **Modified General Curriculum:** The goals and objectives on the student's IEP require a modified general curriculum in:
  - Reading List pages of IEP that reflect modifications \_\_\_\_\_
  - Math List pages of IEP that reflect modifications \_\_\_\_\_
  
- **Grade Level Proficiency:** The instructional performance grade levels identified on the IEP, as measured by formalized assessment instruments or district-wide assessments that are designed for standardized assessment of achievement, are substantially below grade level.
  - Yes
  - No
  
- **Content Standards:** The goals on the student's IEP are aligned with the Maryland Content Standards.
  - Reading List IEP pages that reflect these goals \_\_\_\_\_
  - Math List IEP pages that reflect these goals \_\_\_\_\_
  
- **General Education Interventions:** The following instruction, general education interventions, and special education and related services have been provided to the student:
  - Instruction in the general education curriculum for \_\_\_\_\_ number of years.
  - Intensive reading interventions have been provided for \_\_\_\_ years.  
List school-based intervention  
\_\_\_\_\_  
\_\_\_\_\_
  - Intensive mathematics interventions have been provided for \_\_\_\_ years  
List school-based intervention  
\_\_\_\_\_  
\_\_\_\_\_
  - List related services provided:
 

Service _____	Years _____	Frequency _____
Service _____	Years _____	Frequency _____
Service _____	Years _____	Frequency _____
  - Student has received special education instruction provided by qualified special education personnel outside the regular classroom for \_\_\_\_\_ number of years and \_\_\_\_\_ hours per day.

- One to one special education instruction with qualified special education personnel for \_\_\_\_\_ number of years and \_\_\_\_\_ hours per day.
- Resource room instruction by qualified special education personnel for \_\_\_\_\_ number of years and \_\_\_\_\_ hours per day.
- Other research-based interventions provided to the student, including:  
\_\_\_\_\_  
\_\_\_\_\_

- **Grade Level Progress:** The student made progress toward grade level standards in the following areas and is not performing at grade level in the following areas:
  - Reading
  - Math
- **Instruction:** The student has had at least three years of individualized intensive instruction consistent with the IEP in the following areas:
  - Reading List years that reading goals are included in IEP \_\_\_\_\_
  - Math List years that math goals are included in IEP \_\_\_\_\_
- **Accommodations:** During instruction /assessment the student receives accommodations as indicated on the IEP in the area of:
  - Reading List pages of IEP that reflect accommodations \_\_\_\_\_
  - Math List pages of IEP that reflect accommodations \_\_\_\_\_
- **Supplementary Aids and Services:** The student has been provided with supplementary aids and services as indicated on the IEP in the areas of:
  - Reading List pages of IEP that reflect supplementary aids and services \_\_\_\_\_
  - Math List pages of IEP that reflect supplementary aids and services \_\_\_\_\_

**Students meeting each of the above criteria with supporting documentation and not participating in the Alt-MSA will participate in the Mod-MSA.**

Date: \_\_\_\_\_

Jurisdiction: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Student Name: \_\_\_\_\_ ID #: \_\_\_\_\_

D.O.B. \_\_\_\_\_

IEP Team Chair: \_\_\_\_\_



Team Members:

General Education Teacher: \_\_\_\_\_

Special Education Teacher: \_\_\_\_\_

Individual to Interpret Assessment Results: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Others: \_\_\_\_\_