

Nearing the Target in Disaggregated Subgroup Reporting to the Public on 2004-2005 Assessment Results



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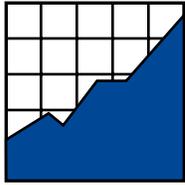
Nearing the Target in Disaggregated Subgroup Reporting to the Public on 2004-2005 Assessment Results

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April 2007

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Executive Summary

This report marks the ninth analysis conducted by the National Center on Educational Outcomes (NCEO) of the public reporting of state assessment results for students with disabilities. This is the fourth analysis that NCEO has conducted since the passage of the federal No Child Left Behind Act of 2001 (NCLB). Overall, all 50 states and 5 unique states reported some disaggregated assessment results for students with disabilities for the 2004-2005 school year. Thirty-six states reported participation and performance data for all their general assessments, 12 reported participation and performance data for some of their general assessments, and 2 reported only performance data. When considering only assessments that were part of states' NCLB accountability systems, more states reported all assessment data publicly: 44 states reported participation and performance data for all these assessments, 4 reported participation and performance data for some of these assessments, and 2 reported only performance data for all of these assessments. For alternate assessments, 47 states reported some disaggregated assessment results for students with disabilities. Forty-one states reported both participation and performance data for their alternate assessments, 2 states reported these data for some of their alternate assessments, 3 states reported only participation data, and 1 state reported only performance data for their alternate assessments. Three states did not report participation or performance data about their alternate assessment.

When reporting general assessment participation data for students with disabilities, 43 states reported the number of students tested, the most common way of reporting participation information, while 35 states reported either the percent of students tested or not tested for at least one of their assessments. For states' alternate assessments, the most common way of reporting participation information was to give the number of students tested; this was the approach of 41 states. Thirty-eight states gave a percentage (either a percent tested or percent not tested).

In terms of reporting general assessment performance data, all 50 states reported on the percent of students with disabilities who were proficient, and 40 states reported the number of students with disabilities in each achievement level. For states' alternate assessments, 42 states reported on the percent of students with disabilities who were proficient, while 27 states reported the number of students with disabilities in each achievement level. When we examined student performance on general assessments, we found that sizeable and variable gaps existed between students with disabilities and general education students. Gaps in the percentage of participating students reported as proficient tended to be larger at higher grades; however, meaningful comparison of these gaps across grade levels is limited by differences across grade levels in both the composition of the compared subgroups (Bielinski & Ysseldyke, 2000) and by differences in the assessments themselves at different grades. This difference by grade level in the gap in rate of proficiency was not present in the alternate assessment performance data. Percentages of students with disabilities achieving proficiency on the alternate assessment were typically higher

than on the general assessment. In examining seven years of data from states that had publicly reported information using the same assessment (11 states), we found that, in general, there was a trend in both reading and math toward higher rates of proficiency among participating students with disabilities.

Overall, this report reinforces what was found in 2003-2004. States continue to improve their public reporting practices, especially for alternate assessments, but it is gradual, and there are still improvements to be made. This report discusses the results of the study and provides recommendations for how states can continue to improve their public reporting practices.

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Overview

The end of the twentieth century saw education shift toward holding all students to high standards, and holding all schools and school districts accountable for students' progress toward those standards (Goertz & Duffy, 2003). For example, Title I of the Improving America's Schools Act (IASA) of 1994 required states to create assessment systems aligned with high standards to measure student progress at least once in elementary, middle, and high school in both reading and mathematics (Goertz & Duffy, 2003). Also in 1994, the Elementary and Secondary Education Act (ESEA) required that students with disabilities be included in standards-based assessment systems, answering a call from researchers that stressed the importance of including all students (McGrew, Thurlow, Shriner, & Spiegel, 1992; Zlatos, 1994).

It was not until 2001, when ESEA was reauthorized as the No Child Left Behind Act (NCLB), that standards-based assessment and accountability solidified its presence in the educational landscape. Under NCLB, by the 2005-2006 school year, any school accepting federal dollars must demonstrate adequate yearly progress in the number of students meeting proficiency standards in the areas of reading and mathematics in grades 3 through 8 and once between grades 10 and 12 (Peterson & Young, 2004). The ultimate goal is to have all students achieve proficiency by 2013-2014 (Goertz & Duffy, 2003). Further, these results must be disaggregated by student group (i.e., gender, disability, limited English proficient, ethnicity, economic status, migrant status); included in the state's accountability system; and publicly reported in a clear, timely, and useful manner (Peterson & Young, 2004). "Public reporting is the most basic form of accountability" (Goertz & Duffy, 2003, p.6) in that it allows for public knowledge of and school responsibility for student achievement. Public reporting of state assessment participation and performance information for students with disabilities has been tracked by the National Center on Educational Outcomes (NCEO) since 1997.

Not surprisingly, since the passage of NCLB, there has been an increase in the number of states that publicly reported participation and performance data for all of their assessments; there was a jump following implementation from 28 in 2000-2001 to 35 in 2001-2002. This reporting hit a plateau in 2002-2003 and 2003-2004 (36 and 35 states reporting, respectively) (Klein, Wiley, & Thurlow, 2006; Thurlow & Wiley, 2004; Thurlow, Wiley, & Bielinski, 2003; Wiley, Thurlow, & Klein, 2005). The number of states that reported these data for all of their alternate assessments has also shown considerable improvement. For example, while 22 states reported this information in 2001-2002, 33 states reported it in 2003-2004 (Klein et al., 2006; Thurlow & Wiley, 2004).

The 2004-2005 school year was the third year that states were required to report on the performance of students with disabilities on standards-based assessments, and the last year before states were required to test in all grades 3 through 8, and once between grades 10 and 12. This

report marks the ninth in a line of NCEO reports that document state public reporting practices, and pays particular attention to present and upcoming federal requirements in public reporting. Additional analyses were conducted as well, including an examination of accommodations reporting, a look at disaggregated student group reporting, and a Web site analysis to determine the accessibility of states' public reporting of participation and performance data.

Method

We began our search for information by reviewing every state's Department of Education Web site as well as the Web sites for the 11 unique states (i.e., American Samoa, Bureau of Indian Affairs, Commonwealth of Northern Mariana Islands, Department of Defense Education Activity, District of Columbia, Federated States of Micronesia, Guam, Palau, Puerto Rico, Republic of the Marshall Islands, Virgin Islands). We began collecting data in October 2005 and collected information for the 2004-2005 school year. We recorded the names and other information about the assessments that were administered, documented whether participation and performance information were reported for students with disabilities, and noted any other subgroups that were included in disaggregated reporting. We also examined the way in which participation and performance were reported, whether participation and performance information were reported for students who took the test with accommodations, and how many "clicks" it took to arrive at disaggregated assessment results from the Department of Education Web site homepage. In our initial review, a little over half of the states had already posted their 2004-2005 assessment data online in a way that made the data easy to locate and understand.

On February 10, 2006 we mailed a letter to each state director of assessment (see Appendix A) outlining our findings from the state's Web site. We asked directors to review our findings, correct any misinformation, and provide the public document or Web page in which the correct information was available. We asked that they send us these changes by March 3, 2006. We received replies via fax, e-mail, letters, or phone calls. Many states directed us to a Web page that we had not found in our search. While a few sent paper copies of information, we were able to find this information on state Web sites as well. A few states gave us dates by which they expected their disaggregated assessment results to be posted. Overall, we received responses from 22 directors of assessment.

To ensure that our findings were as accurate as possible, we followed up these efforts with a letter to each state's director of special education (see Appendix B). These letters were mailed on March 24, 2006. The letters asked the directors to review our findings and make any changes by April 14, 2006. For the 17 states from which we had already received a response from the director of assessment, we noted that in the letter by stating that "these tables have been veri-

fied by your state’s Assessment Director; please notify me if you have anything to add.” For states from which we did not hear from the director of assessment, we sent the same letter to the director of special education as we had sent to the director of assessment. Of the 50 states and 11 unique states to which we sent letters, 32 responded with either corrections or to verify that the information was correct.

Finally, there were still 10 states and 7 unique states for which we had heard back from neither the director of assessment nor the director of special education. For 9 of these states we found information on students with disabilities for all of their general and alternate assessments. For the remaining state, we reported all of the information we could find on its Web site. The unique states were not included in the full analysis. Also, a few states directed us to their Part B State Performance Plan (SPP) for information. The 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA; PL 108-446) required states to create a long-term special education performance plan and:

Make the State’s performance plan available through public means, including by posting on the website of the State educational agency, distribution to the media, and distribution through public agencies. [Section 616©(ii)(I)]

Indicator number three of Part B includes the participation and performance of children with disabilities on statewide assessments, providing a form of reporting of these data. In this report, data from SPPs are provided only for states that specifically asked us to review their SPP.

Results

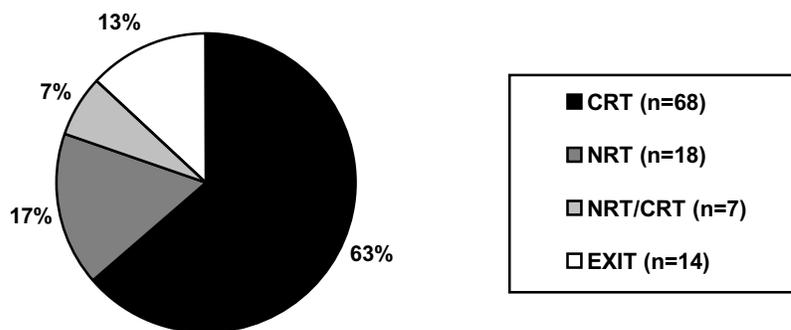
Characteristics of State Assessment Systems

Appendix C lists all the 2004-2005 state mandated general assessments that we identified for the 50 states and the 11 unique states. This list includes the state, the name of the test, the grades and content areas tested, whether the state had publicly available disaggregated participation and performance data for students with disabilities, and whether the assessment results were used for state accountability purposes. For the 50 states, we identified 97 different statewide assessments and 107 assessments total. (Ten are repeat assessments – three Terra Novas and seven ITBSs.) Thirty-three states had more than one general assessment. For the 11 unique states, six different assessments and eight total assessment systems were found; only one of these unique states gave more than one general assessment.

Because few unique states publicly reported complete assessment data, the following results include only information from the 50 regular states. Figure 1 breaks down the 107 testing systems by type: norm-referenced tests (NRT), criterion-referenced tests (CRT), exit tests used as a gate

for graduation or earning a particular type of diploma (EXIT), and hybrid tests that combined standardized NRTs with additional state-developed test items (NRT/CRT). Exit exams were included in a separate category only if the state had a distinct test designed specifically for high school completion requirements. However, it should be noted that some states' CRTs or NRTs also include an EXIT component.

Figure 1. Types of General Assessments



Criterion-referenced tests (CRTs) comprised 63% of all the assessments that states administered in 2004-2005. In fact, only seven states (Arizona, Delaware, Florida, Iowa, Missouri, North Dakota, and South Dakota) did not administer a separate CRT, though six of those states administered a NRT/CRT hybrid test (only Iowa administered solely an NRT). Norm-referenced tests comprised 17% of the assessments, exit exams comprised 13%, and 7% were a NRT/CRT hybrid. These numbers are similar to the 2003-2004 assessment pattern in which 61% of the assessments were CRTs, 16% were NRTs, 16% were exit exams, and 7% were hybrids (Klein et al., 2006).

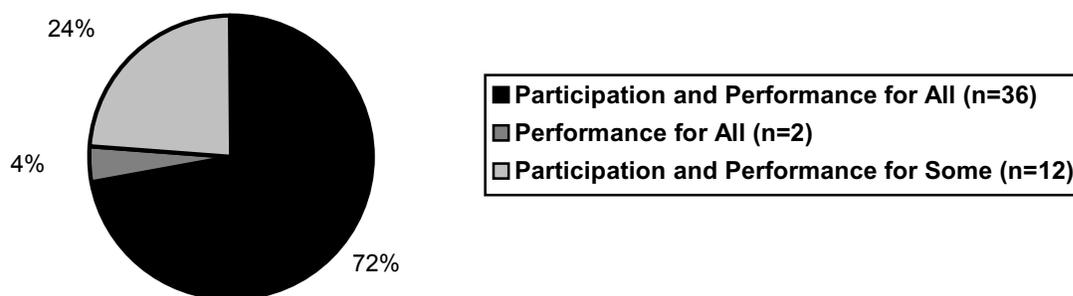
States That Reported Disaggregated Regular Assessment Data for Students with Disabilities

Figure 2 summarizes the different ways in which regular assessment data were reported in all 50 states. Overall, 72% percent of states reported disaggregated participation and performance data for students with disabilities for all their assessments, 4% percent reported performance data for all assessments (but not participation data), and 24% percent reported participation and performance data for some, but not all, of their assessments. Figure 3 indicates how each of the 50 states reported their disaggregated participation and performance data for students with disabilities.

Figure 4 shows the number of states that reported participation and performance data for the assessments that were included in their statewide accountability systems. In many states, only a subset of assessments was part of their NCLB accountability system. When we examined just

the NCLB assessments, we found that 44 states reported participation and performance data for students with disabilities on all of these assessments. The states that reported disaggregated data for their regular accountability assessments did so regardless of whether they had just one assessment or multiple assessments (i.e., 21 of the 44 had more than one assessment included in their accountability system), and regardless of whether they tested in just a few grades or in as many as 10 grades. Of the four states that reported participation and performance information for some of their accountability assessments, Mississippi, Montana, and Utah were missing participation data for at least one test.

Figure 2. States that Disaggregated Assessment Results for Students with Disabilities



Unique States That Reported Disaggregated Assessment Data for Students with Disabilities

This report is only the second to include unique states in the analysis of publicly reported data for students with disabilities. Because many of the unique states did not have information that was found to be publicly reported, we will only briefly mention them here. Table 1 contains a summary of the unique states and whether they reported participation or performance data for students with disabilities. More detailed information is included in Appendix C for general assessments and Appendix D for alternate assessments. Of the 11 unique states, 5 states publicly reported disaggregated data on the participation and performance of students with disabilities on statewide assessments: American Samoa, Bureau of Indian Affairs, Commonwealth of the Northern Mariana Islands, District of Columbia, and Guam. For all of these unique states, with the exception of Guam, these data were gleaned from the SPPs.

Almost all of the unique states administered an NRT, such as the Stanford Achievement Test, 9th Edition (District of Columbia) or 10th Edition (American Samoa, the Commonwealth of the Northern Mariana Islands, Guam). The only unique state to administer a CRT was the Commonwealth of Northern Mariana Islands. In looking at the reporting practices of the five unique states that reported participation and performance data for students with disabilities, all reported the number and percent of students with disabilities who participated in statewide assessments. American Samoa, the Commonwealth of Northern Mariana Islands, and Guam all reported both

Figure 3. States that Reported 2004-2005 Disaggregated Regular Assessment Results for Students with Disabilities

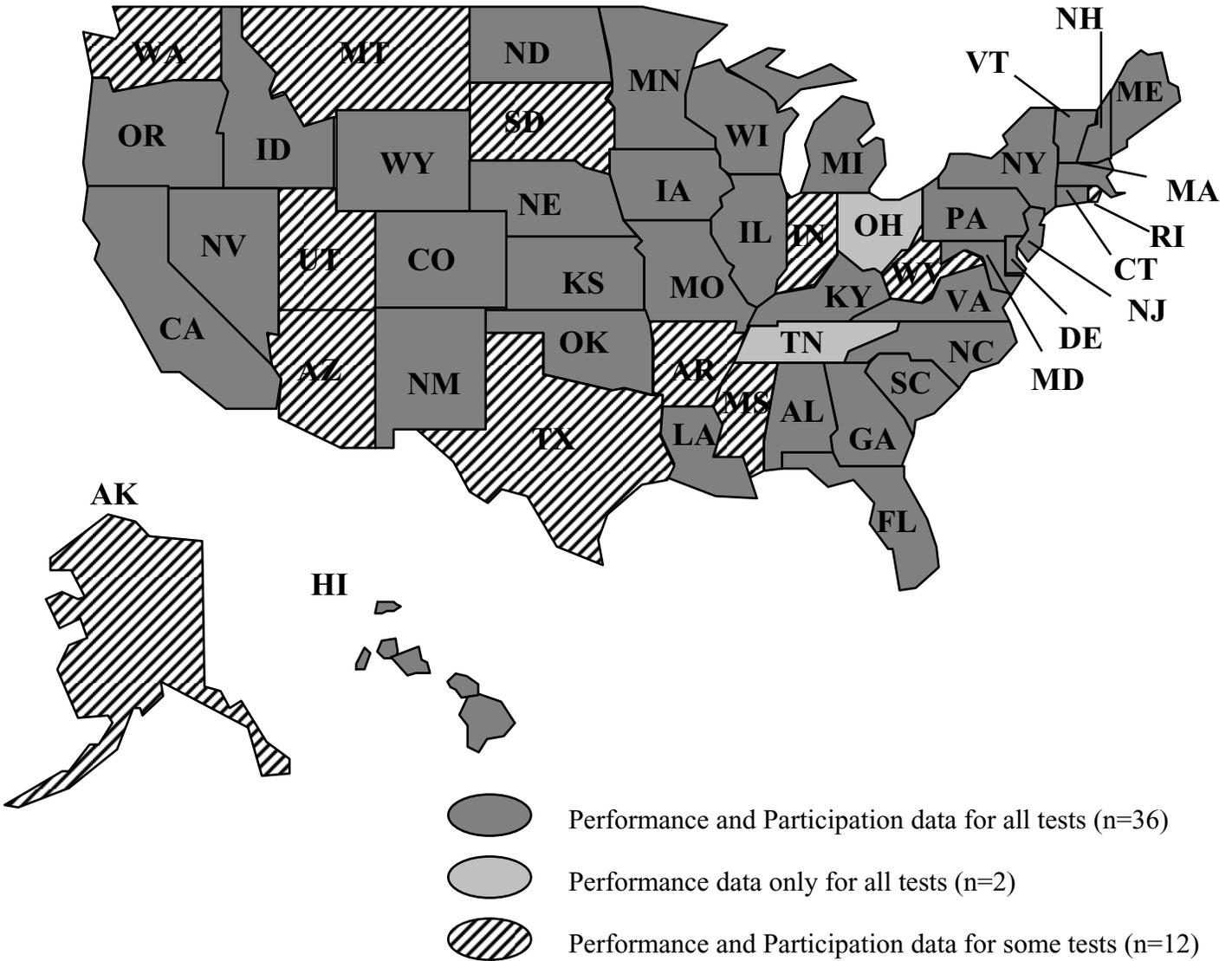
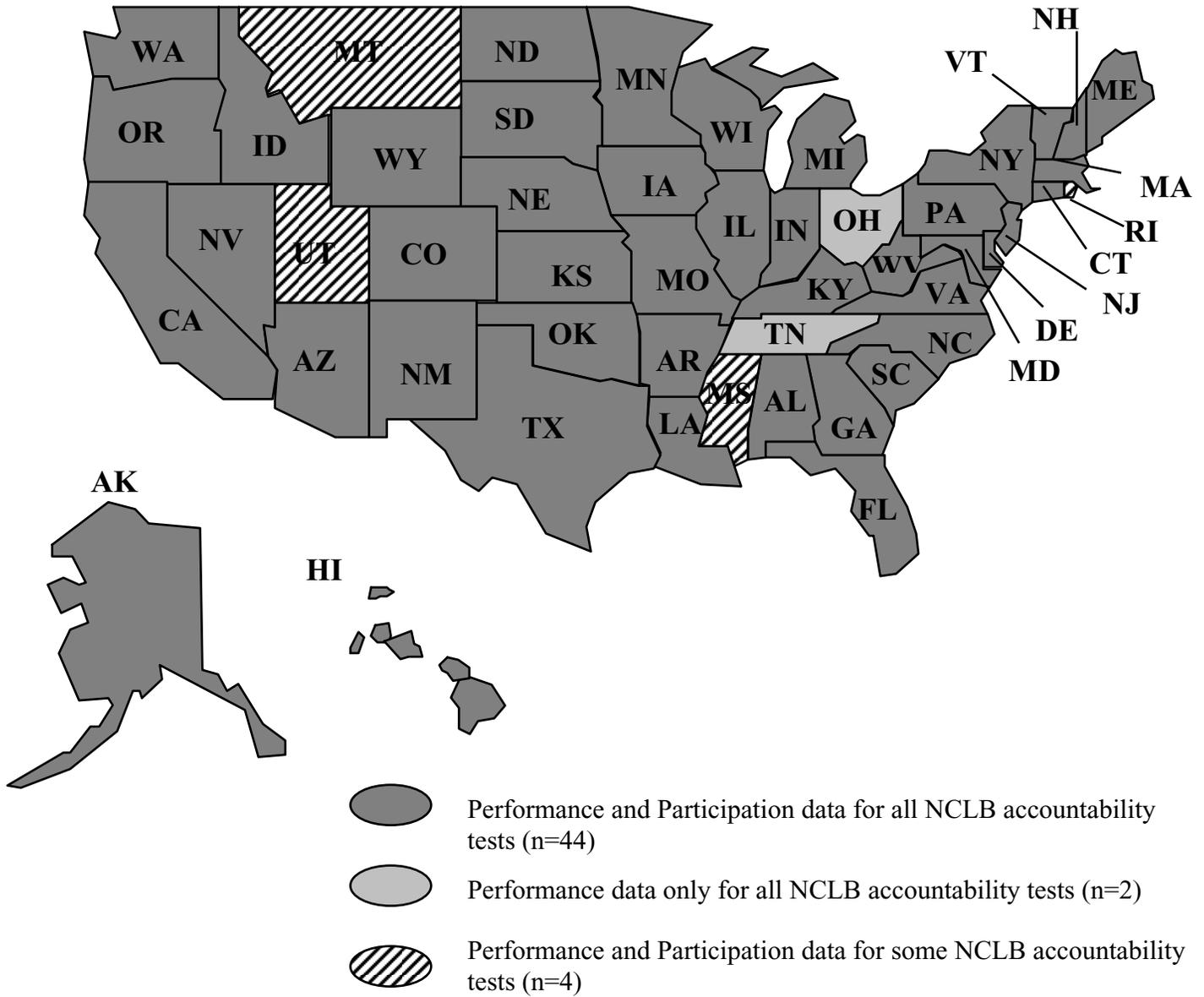


Figure 4. States that Reported 2004-2005 Disaggregated Results for Students with Disabilities in their NCLB Accountability Systems



the number and percentage of students with disabilities who were proficient, while the Bureau of Indian Affairs and the District of Columbia reported only a percent. Further, American Samoa, the Commonwealth of Northern Mariana Islands, the District of Columbia, and Guam all administered an alternate assessment for students with disabilities covering the same content areas and grade levels as the regular assessment.

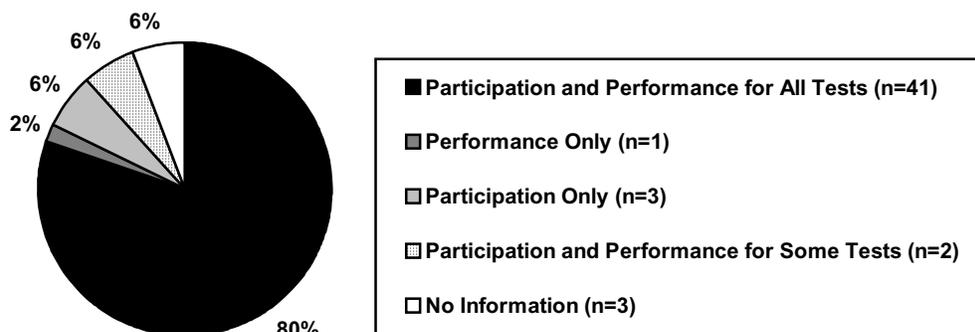
Table 1. Unique States that Reported Disaggregated Participation and Performance Data for Students with Disabilities

State	Regular Assessment		Alternate Assessment	
	Participation	Performance	Participation	Performance
American Samoa	Yes	Yes	Yes	Yes
Bureau of Indian Affairs	Yes	Yes		
Commonwealth of the Northern Mariana Islands	Yes	Yes	Yes	Yes
Department of Defense Education Activity	No	No		
District of Columbia	Yes	Yes	No	No
Federated States of Micronesia	No	No		
Guam	Yes	Yes	Yes	Yes
Palau	No	No		
Puerto Rico	No	No		
Republic of the Marshall Islands	No	No		
Virgin Islands	No	No		

States That Reported Disaggregated Alternate Assessment Data for Students with Disabilities

Appendix D lists all the 2004-2005 state mandated alternate assessments that we identified. A total of 47 states reported some data for students with disabilities' participation or performance on an alternate assessment. There were a total of 59 different alternate assessments administered in 2004-2005; six states administered more than one alternate assessment. As shown in Figure 5, results from our Web searches and mailings revealed that 41 regular states publicly reported both participation and performance data at the state-level for their alternate assessment. An additional three states reported participation only, one state reported only performance data, and two states reported some participation or performance data. Three states (i.e., 6% of all states) did not report any type of information about their alternate assessment. However, 80% of states did report both participation and performance for their alternate assessment, which is an increase over 66% in the 2003-2004 school year. Figure 6 illustrates how each state reported alternate assessment participation and performance data.

Figure 5. States That Disaggregated Alternate Assessment Results for Students with Disabilities



Assessment Participation in 2004-2005

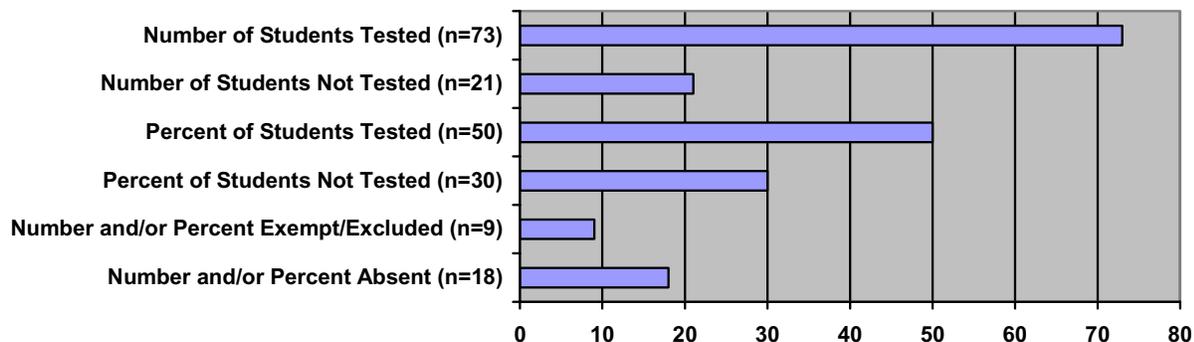
General Assessment Disaggregated Participation Results for Students with Disabilities

Among the states identified as providing participation data for students with disabilities, the way in which this information was reported varied (see Appendix E). Figure 7 illustrates the number of assessments with disaggregated participation data and how those participation data were reported. Information is presented in terms of the number of assessments for which participation data were available, not in terms of the number of states. For example, in Alabama there are four assessments and each is counted separately. We used this approach because not all states report participation in the same way across assessments. For instance, one state might report only a count of students tested for one assessment, but for another assessment it might report a count tested, a percent tested, and a percent not tested.

Thirty-seven states (59 assessments total) reported either the percent of students tested or the percent not tested for at least one of their assessments, which is a slight increase from the thirty-four that reported rates in 2003-2004. For 50 of those assessments, the percent of students tested was given, and for 30 assessments the percent of students not tested was given. For 21 assessments, both percent tested and percent not tested were provided. Forty-three states (73 assessments) provided the number of students tested, making this the most frequent way of reporting participation data. Sixteen states (21 assessments) provided the number of students not tested. The number or percent of students who were exempt or excluded from assessments was given in seven states (9 assessments) and the number or percent of students absent was given in 12 states (18 assessments).

Figure 8 illustrates the participation rates reported in those states for which this information

Figure 7. Participation Reporting Approaches for General Assessments



was clearly reported. It is important that states report the percentage of students tested, in addition to just a count, because this presents a more accurate picture of how many students are participating. To summarize participation rate information, we selected one grade, 8th grade, and one subject, math, to portray in Figure 8. This grade and subject area were chosen to remain consistent with past years' reports. In one state (Kansas) the math assessment was administered in 7th grade; that participation rate was used here. However, not all states provided data broken down in this way. Some states provided math assessment participation data but multiple grade levels were aggregated; or a rate was provided but it was a percent of all students tested who were students with disabilities, rather than a percent of all students with disabilities who were tested. Some states that otherwise reported clear participation rates for students with disabilities did not administer a middle school level math test. States which for any of these reasons did not report clear participation rates for the 8th grade math test are not included in Figure 8. During the 2004-2005 academic year, participation rates ranged from 83% to 100%; 10 of the 20 states had participation rates of 95% or higher.

Alternate Assessment Disaggregated Participation Results for Students with Disabilities

Figure 9 illustrates how states reported participation for their alternate assessments. Many more states provided participation information this year compared to the previous testing year, 2003-2004, in which only 35 states provided participation data. In 2004-2005, 46 states provided participation information for some or all of their alternate assessments, for a total of 53 assessments. Appendix F outlines in more detail the methods used in reporting this information.

Similar to reporting for the regular assessment, the most common way of reporting participation information for the alternate assessment was to give the number of students tested. This was done by 41 states on their 46 alternate assessments and the number of students not tested

Figure 8. Percentages of Students with Disabilities Participating in Middle School Regular Math Assessments in Those States with Clear Reporting of Participation Rates

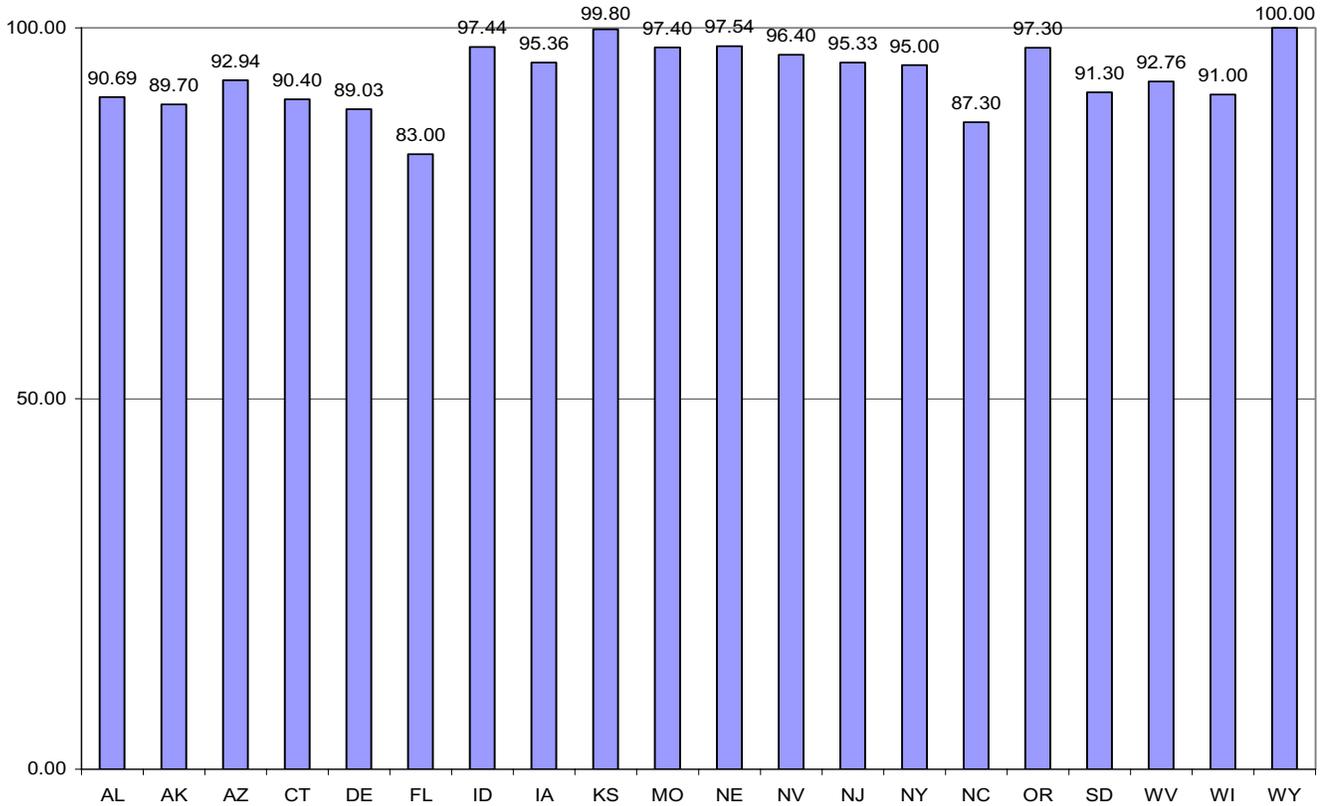
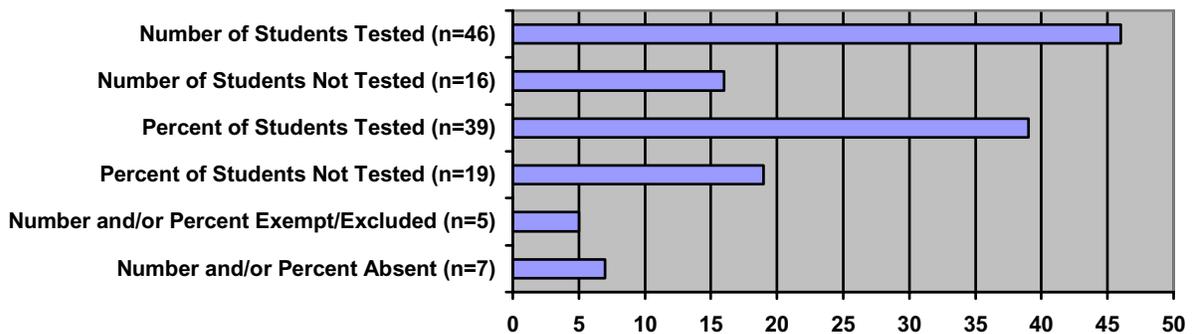


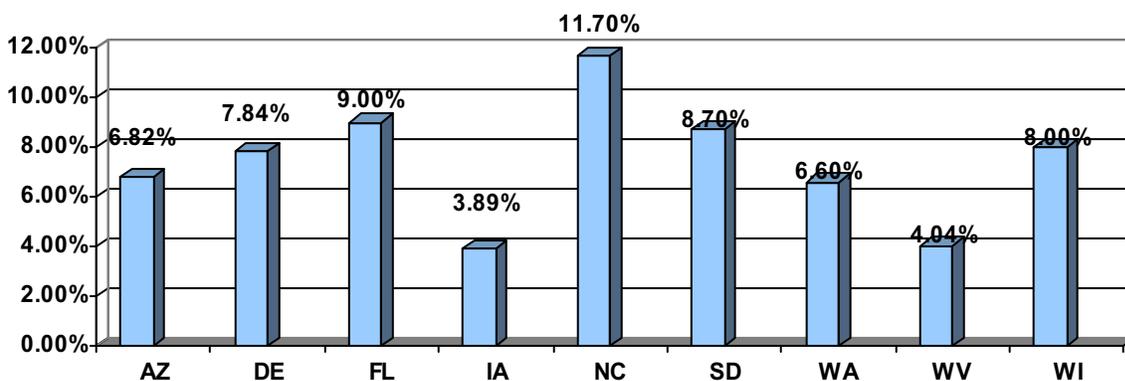
Figure 9. Participation Reporting Approaches for Alternate Assessments



was reported by 15 states on their 16 alternate assessments. Thirty-eight states gave a percentage, which was either the percent of students tested (reported for 39 alternate assessments), not tested (reported for 19 alternate assessments), or both. Five states provided the number or percent of students who were exempt or excluded on their five alternate assessments, and seven states provided either the number or percent of students who were absent for their seven alternate assessments.

Thirty-eight states provided a percentage of either students tested or not tested. However, not all of these states reported the data clearly for each grade and content area, either aggregating across grade or content, or presenting the percent of all students tested who were students taking the alternate assessment. Figure 10 displays the participation rates for students with disabilities for the 8th grade math test in those states that provided clear participation rates. The nine states shown provided information on the percent of students with disabilities who participated in the alternate assessment out of all students with disabilities. (Note: Washington’s data were from a 7th grade assessment).

Figure 10. Percentages of Students with Disabilities Assessed with the Alternate Assessment out of the Total Number of Students with Disabilities



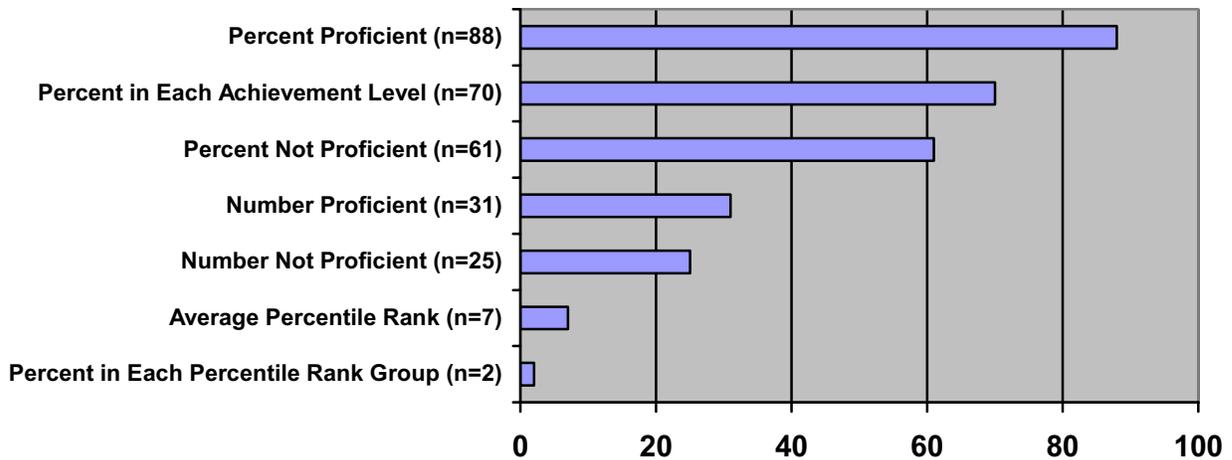
Assessment Performance in 2004-2005

Regular Assessment Performance Results

As with participation data, the way in which states provided performance data for students with disabilities varied (see Appendix G). Figure 11 illustrates the number of assessments with disaggregated performance data and how those performance data were reported. Information is again presented in terms of the number of assessments for which performance data were available, not in terms of the number of states.

All 50 states (88 assessments total) reported a rate of proficiency, such as percent of students with disabilities who are proficient, which was also the most common performance reporting method. Reporting the percent of students with disabilities in each achievement level was the next most common method, used by 40 states (70 assessments). The number proficient, used by 20 states (31 assessments), and number not proficient, used by 18 states (25 assessments), were much less widely used as a reporting method. The NRT reporting methods, representing percentile ranks rather than proficiency status, were the least frequently used, probably because only 7% of the state assessments were NRTs.

Figure 11. Performance Reporting Approaches for Regular Assessments



For all states that clearly disaggregated performance data for students with disabilities, we examined both the performance of general education students and students with disabilities. When examining performance across states, it is important to remember that state assessments are different, in terms of both content and proficiency levels. The assessments may emphasize different standards and are likely to differ in difficulty. In addition, there is variability across states in the percentage of students with disabilities whose scores are reported. Thus, it is not appropriate to compare performance across states. It is possible, however, to examine the differences in percent of students with and without disabilities achieving proficiency within each state, although it should be noted that this gap is also affected by variability between the participation rates of the two groups. Clearly, comparisons of the gaps across states are also inappropriate.

Performance results are reported for both reading and math assessments because these content domains are the ones assessed by most states and are the first content areas required by NCLB to be assessed, reported, and included in accountability. We included English language arts assessments as reading if the state did not have a specific reading assessment. All of the assessments were CRTs except in Iowa, which used an NRT. For 2004-2005, we do not report performance on exit exams because the distinct exit exams do not include all of the exams used to hold students accountable for graduation requirements. Many of the other graduation requirement exams are also used for NCLB accountability requirements, and we have reported results along with the regular statewide exams used for accountability.

We separated grade levels into three categories: elementary (3-5), middle (6-8), and high school (9-12). For our summary, we chose to present only one grade for each level. When available, 4th grade was used to represent the elementary level, 8th grade to represent the middle school level, and 10th grade to represent the high school level. These grades were chosen because they

are the grades at which the most states test students. If data from those grades were not available, the next grades used were 5, 7, and 11. The 3rd grade assessment was used for Missouri's elementary level reading performance data. Additionally, some of the high school assessments did not specify grade level; these results were included as 10th grade. (See Appendix K for the actual grade used.)

Although most states reported the performance of general education students and then the performance of subgroups—such as students with disabilities—some states did not report the performance of general education students as a specific group. When these data were not available, the performance of all students was given. This distinction is important when considering gaps between these groups and students with disabilities because the performance of all students includes students with disabilities and may be slightly lower than the performance of general education students. States that reported performance data for all students in place of general education students were the following: Arkansas, Georgia (elementary and middle school), Iowa, Kansas, Nebraska, Nevada, New York (high school), Oregon, Pennsylvania, Rhode Island (high school), South Dakota, Tennessee (high school), and West Virginia.

Reading Performance. Figures 12-14 present the reading performance of students. The performance of students with disabilities in reading is generally much lower than the performance of general education students. At the elementary level, New York had the largest difference in percent proficient (49 percentage points) between general education students and students with disabilities. At the middle school level, Alabama had the largest difference in rates of proficiency (58 percentage points). At the high school level, the largest difference in rate (45 percentage points) was shown by Alabama. The states with the smallest difference in percent of students with and without disabilities achieving proficiency were Texas at the elementary level (11 percentage points), Nebraska and Texas at the middle school level (23 percentage points), and Pennsylvania at the high school level (16 percentage points). In general, the reported gaps in student proficiency rates are variable with few evident patterns. One evident pattern is that the gaps increase with grade level. Such a trend must be interpreted with caution, given differences in composition of the two compared groups across increasing grade level (Bielinski & Ysseldyke, 2000). Additionally, there are observably lower proficiency rates in reading at the middle school level than at elementary; however, the assessments at different grade levels may differ in terms of both content and proficiency levels, making comparisons of proficiency rate across grades inappropriate.

Mathematics Performance. Performance of general education students and students with disabilities on states' 2004-2005 mathematics assessments is shown in Figures 15-17. In general, the gaps in proficiency rates between students with disabilities and general education students on math assessments were quite similar to the gaps found for reading assessments; they vary considerably from state to state. In elementary grades, the largest difference in the reported percent

Figure 12. Elementary School Reading Performance on the Regular Assessment

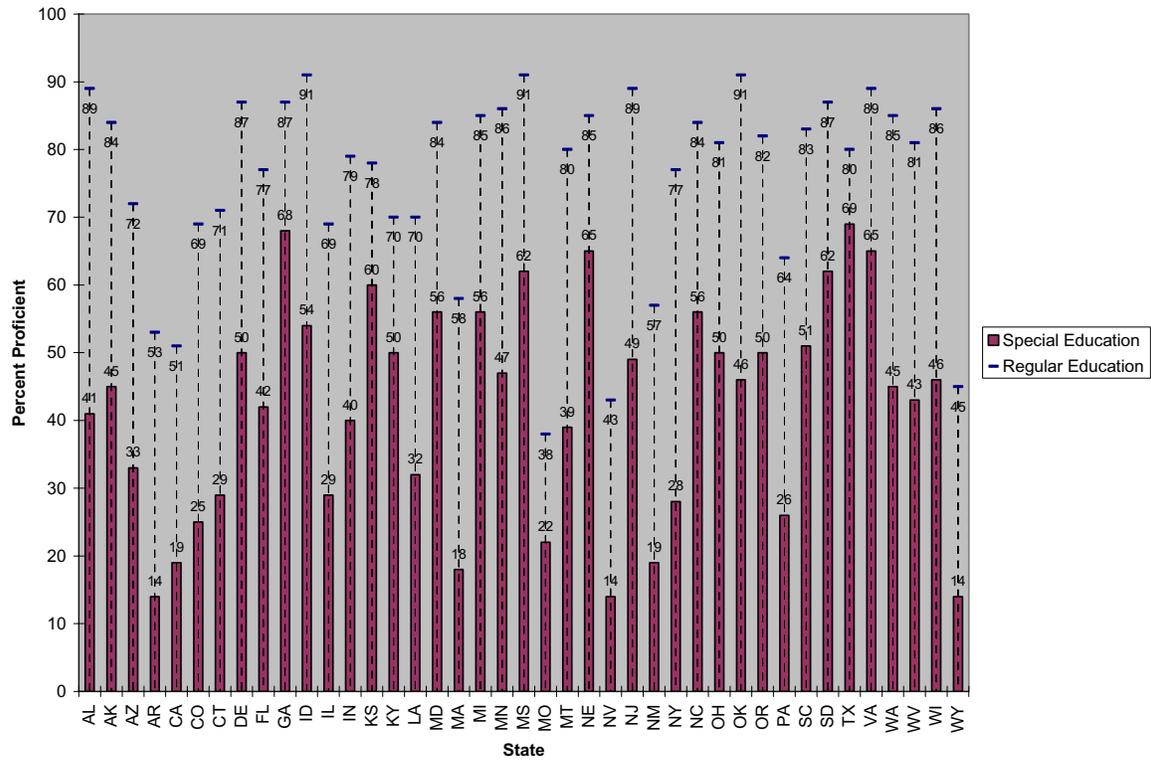


Figure 13. Middle School Reading Performance on the Regular Assessment

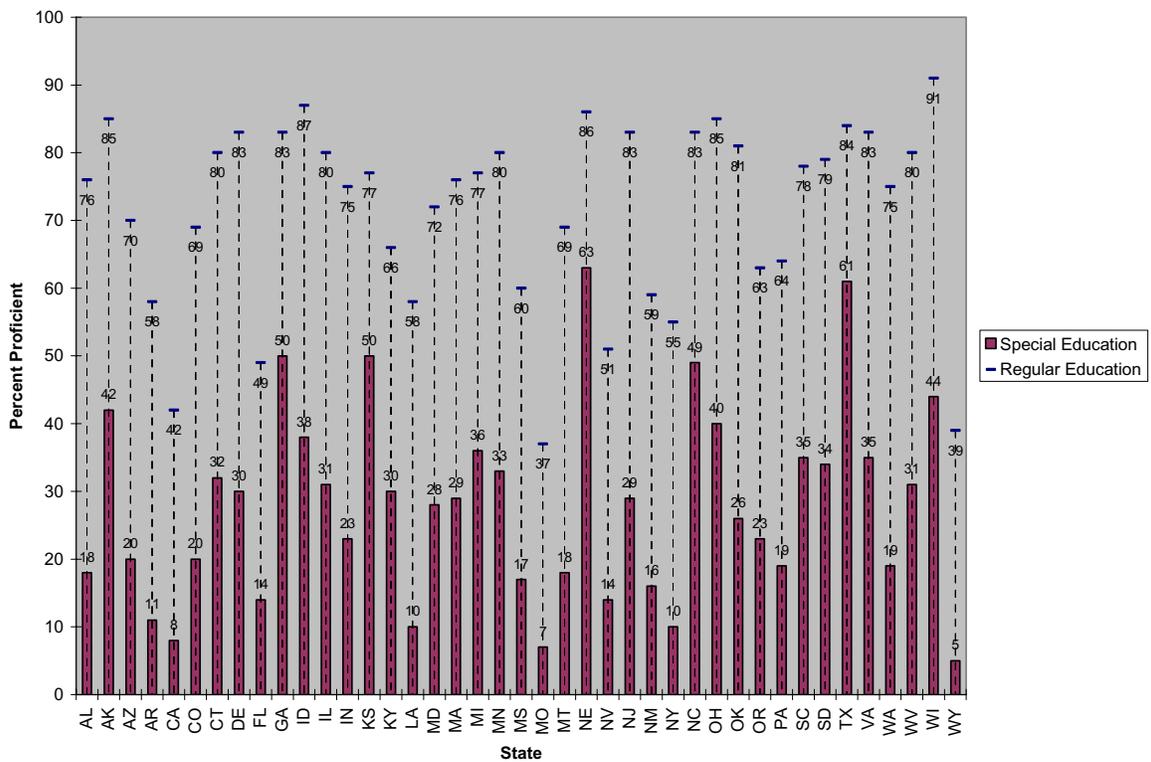
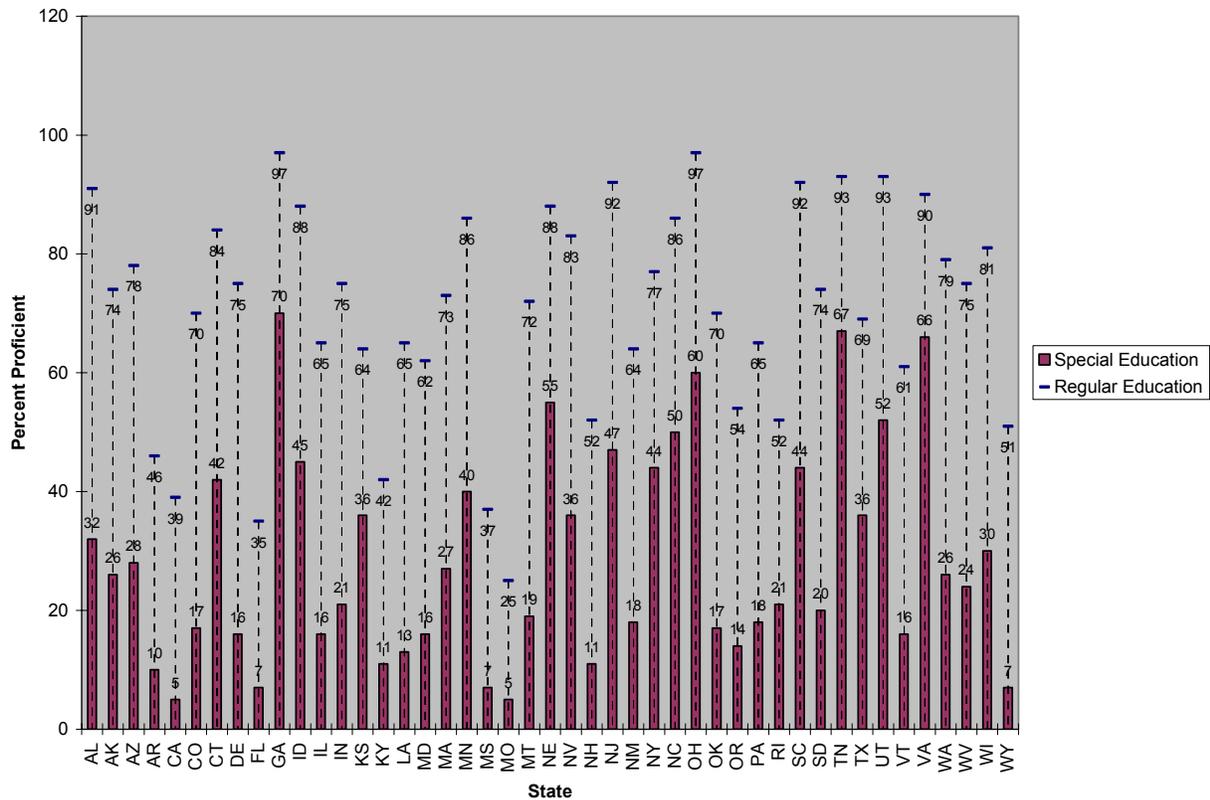


Figure 14. High School Reading Performance on the Regular Assessment



of students achieving proficiency was 45 percentage points in Alabama. In middle school, the largest difference was 51 percentage points, shared by Alabama and Wisconsin; in high school it was 60 percentage points in Alabama. The states with the smallest differences in percentage of students with and without disabilities reported as proficient were Texas at the elementary level (10 percentage points), Missouri at the middle school level (12 percentage points), and Missouri at the high school level (17 percentage points). As on the reading assessments, the percent of students both with and without disabilities who achieve proficiency is observably lower at middle school than an elementary; interpretation of this trend is again limited by differences in the assessment used at different grade levels.

Alternate Assessment Performance Results

Figure 18 illustrates the number of alternate assessments with disaggregated performance data and how those performance data were reported. Information is again presented in terms of the number of assessments for which performance data were available, not in terms of the number of states. Appendix H provides details about the assessments and reporting for each of the alternate assessments.

Figure 15. Elementary School Mathematics Performance on the Regular Assessment

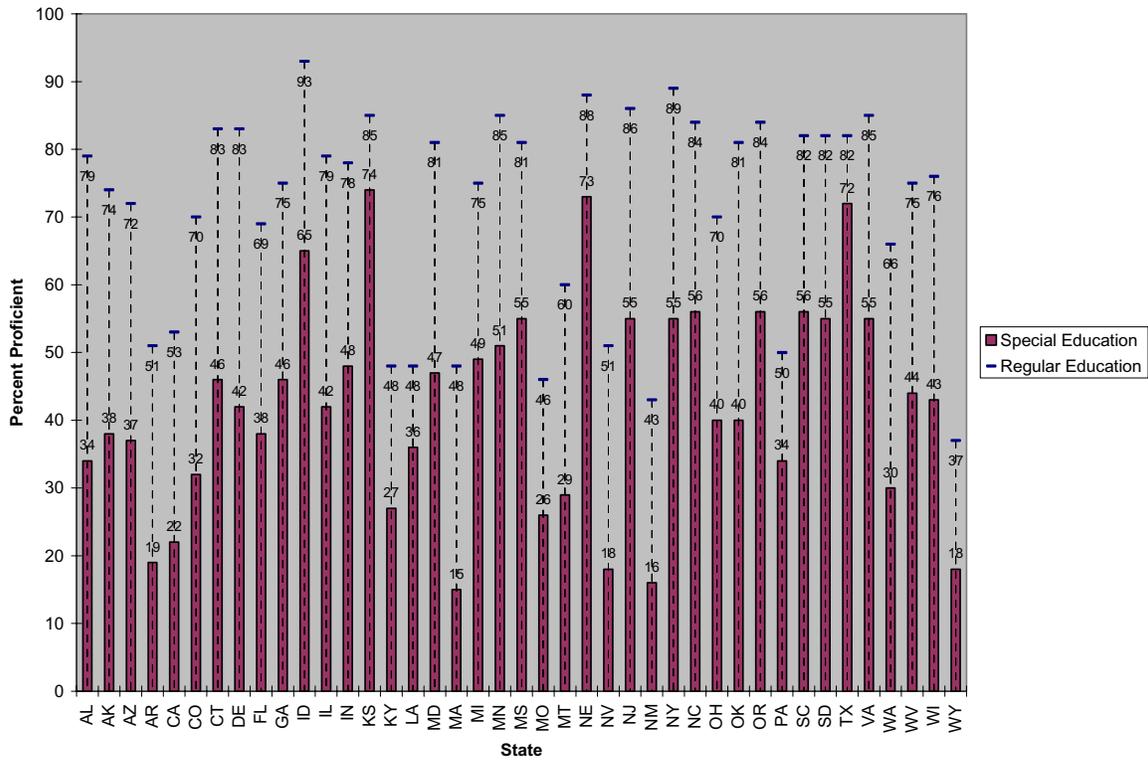


Figure 16. Middle School Mathematics Performance on the Regular Assessment

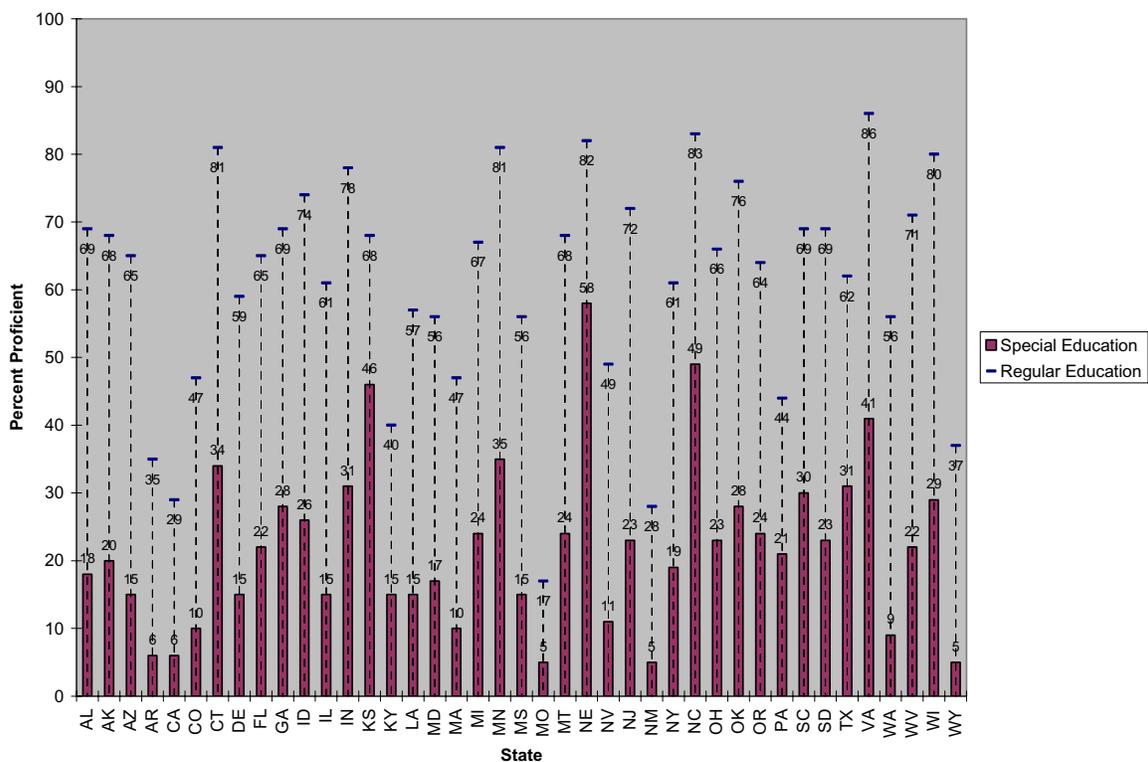


Figure 17: High School Mathematics Performance on the Regular Assessment

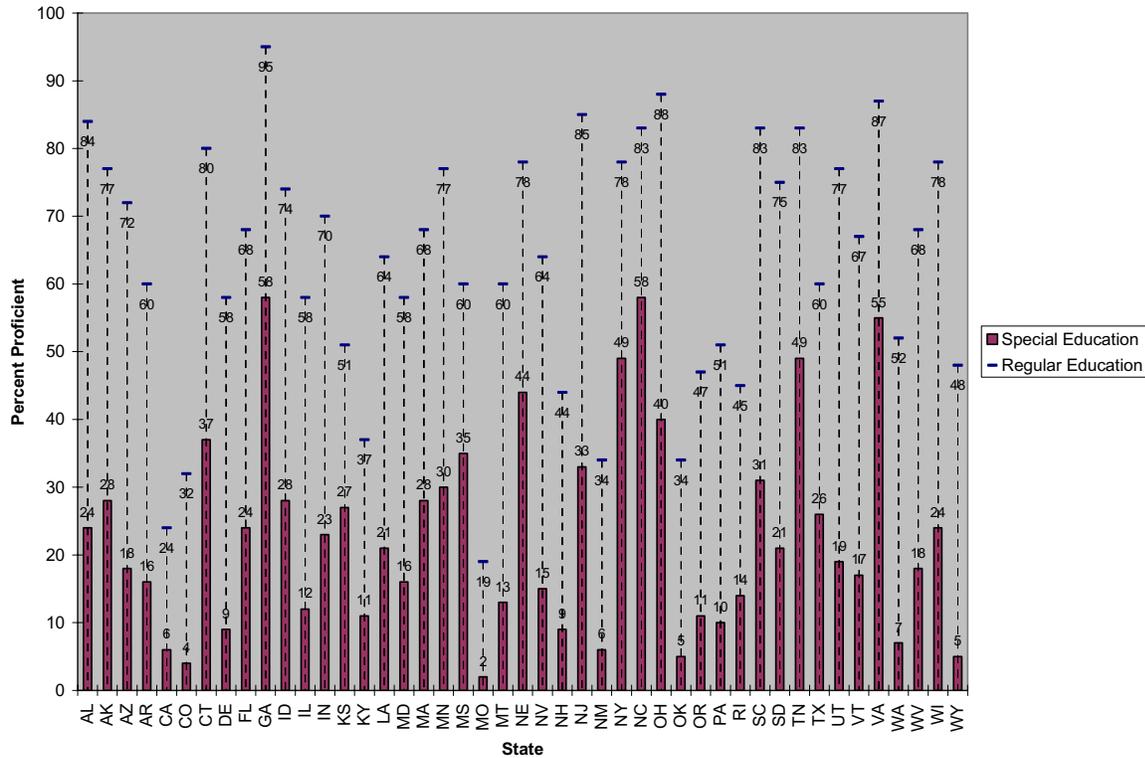
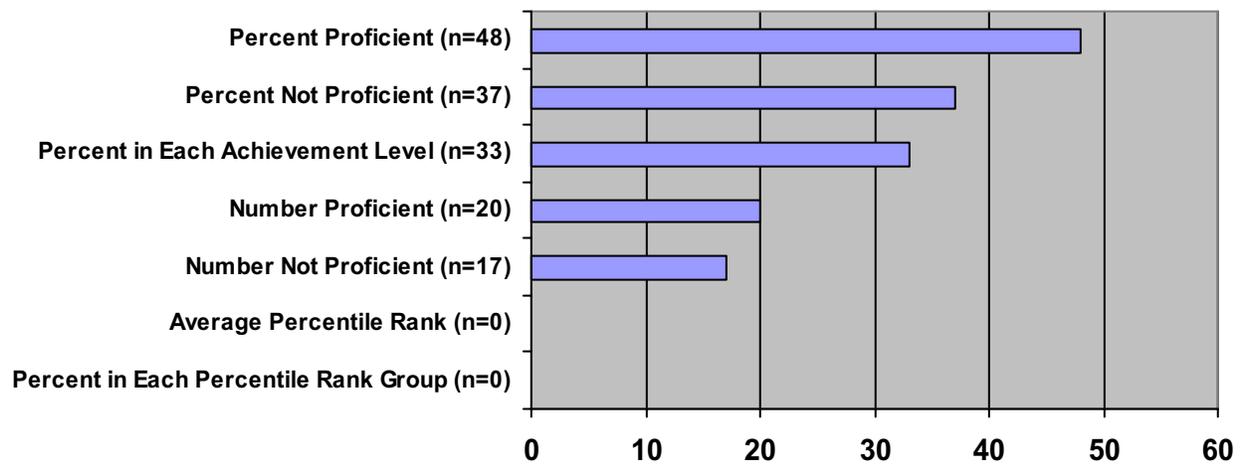


Figure 18. Performance Reporting Approaches for Alternate Assessments (Number of Tests = 59)



Forty-two states (48 assessments) reported a rate of proficiency—such as percent of students with disabilities who are proficient—which was also the most common performance reporting method. Reporting the percent of students with disabilities in each achievement level was the next most common method for 27 states (33 assessments). The number proficient (20 assessments) and number not proficient (17 assessments) were much less widely used as a reporting method. There were no NRT alternate assessments.

We examined alternate assessment performance data for all states that clearly disaggregated (i.e., by grade level and content area) these data for students with disabilities. Figures representing reading and math performance on the alternate assessment are included in Appendix I. On average, students with disabilities achieved higher rates of proficiency on the alternate assessment than on the general assessment. On the alternate assessment, there were no observable general differences in rates of proficiency across grade levels.

Assessment Performance: Trends

In an earlier analysis (Thurlow et al., 2003), the performance of students with disabilities for states that had at least three years of publicly reported data was examined. In 2000-2001, 13 states had publicly reported information on their statewide assessments for the past three years (California, Delaware, Indiana, Kentucky, Louisiana, Maryland, Minnesota, Missouri, New Jersey, New York, Texas, Utah, and Washington) for both math and reading. Colorado reported three years of information only for the reading assessment and Kansas reported information only for the math assessment. For the current period ending with 2004-2005, 11 states have seven years of publicly reported information on their statewide assessments (California, Colorado, Delaware, Indiana, Kansas, Kentucky, Louisiana, Missouri, New Jersey, New York, and Washington). For Colorado, full data for this period is available for the reading assessment only, and for Kansas for the math assessment only. States included in the trend analysis for 2000-2001 but excluded from the current analysis were the following: Texas and Maryland, which have since changed their assessments and cannot be included in the analysis; Minnesota, which did not report performance information in 2002-2003 (Wiley et al., 2005); and Utah, which aggregated its performance information across all grades in 2003-2004 (Klein et al., 2006).

Reading Tests. Figures 19-21 show the percentage of participating students with disabilities who achieved proficiency on statewide reading assessments at the elementary, middle, and high school levels over the past seven years. In general, the rate of proficiency for participating elementary school students with disabilities continues to increase in reading; 80% of the states included in this analysis have shown such an increase compared to the 2003-2004 school year and most of the states show an overall trend toward greater rates of proficiency for participat-

ing students. A few states have spikes or drops in the data across time (California, Louisiana), which may reflect altering assessments for NCLB. At the middle school level, all of the states reported a higher percentage of participating students achieving proficiency than in 2003-2004. While there are evident spikes in 2001-2002 for most states, and other years in California and Louisiana, several states show a trend across these years of increasing rates of proficiency among participating middle school students with disabilities. At the high school level, each of the three states with complete data demonstrate a trend across years toward higher rates of proficiency among those participating.

Figure 19. Seven-Year Trends of the Percentage of Elementary Students with Disabilities who Achieved Proficiency on Statewide Reading Exams

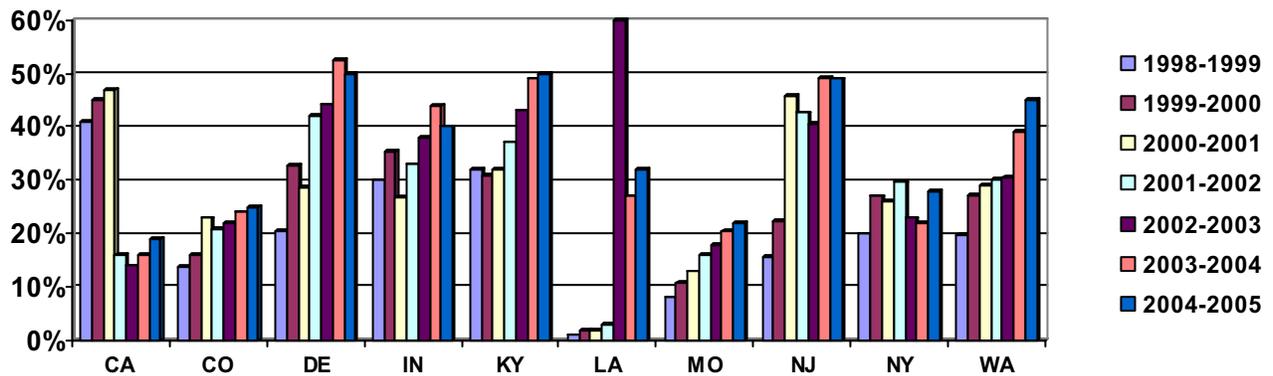


Figure 20. Seven-Year Trends of the Percentage of Middle School Students with Disabilities who Achieved Proficiency on Statewide Reading Exams

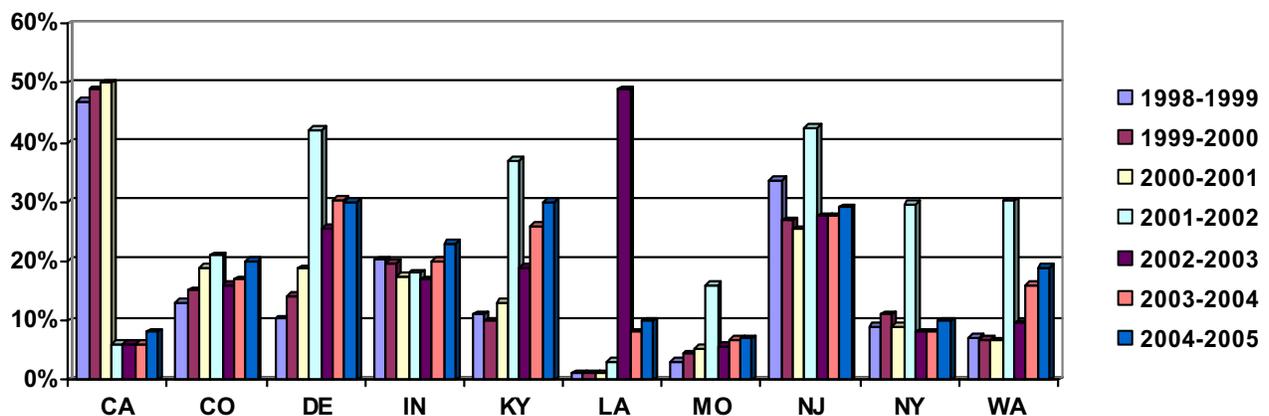
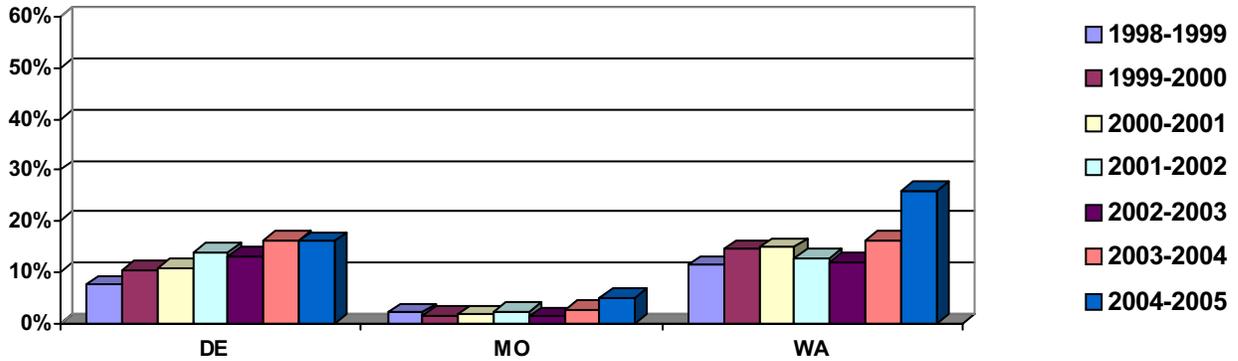


Figure 21. Seven-Year Trends of the Percentage of High School Students with Disabilities who Achieved Proficiency on Statewide Reading Exams



Math Tests. Figures 22-24 show the percentage of participating students with disabilities who achieved proficiency on statewide assessments at the elementary, middle, and high school levels for math over the past seven years. The math trends are similar to the trends noticed in reading performance. In general, it appears that rates of proficiency for participating elementary school students with disabilities continue to increase in reading: 90% of the states included in this analysis report higher rates of proficiency than in 2003-2004, and most of the states show a trend across these years of higher rates of proficiency for participating students. Again, data from some states show spikes or drops (California, Delaware, and Louisiana) that do not support a trend. At the middle school level, 70% of the states had a higher percentage of participating students achieving proficiency than in 2003-2004, and most states show an overall trend across these years of increasing rates of proficiency among participating students with disabilities. At the high school level, all four states with complete data show an overall trend across years of increasing rates of proficiency among participants.

Figure 22. Seven-Year Trends of the Percentage of Elementary Students with Disabilities who Achieved Proficiency on Statewide Mathematics Exams

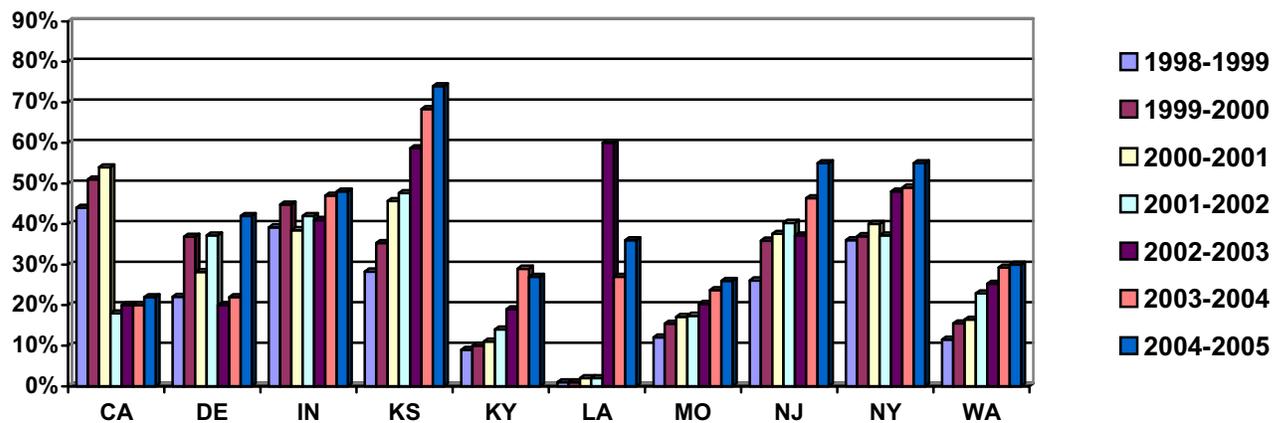


Figure 23. Seven-Year Trends of the Percentage of Middle School Students with Disabilities who Achieved Proficiency on Statewide Mathematics Exams

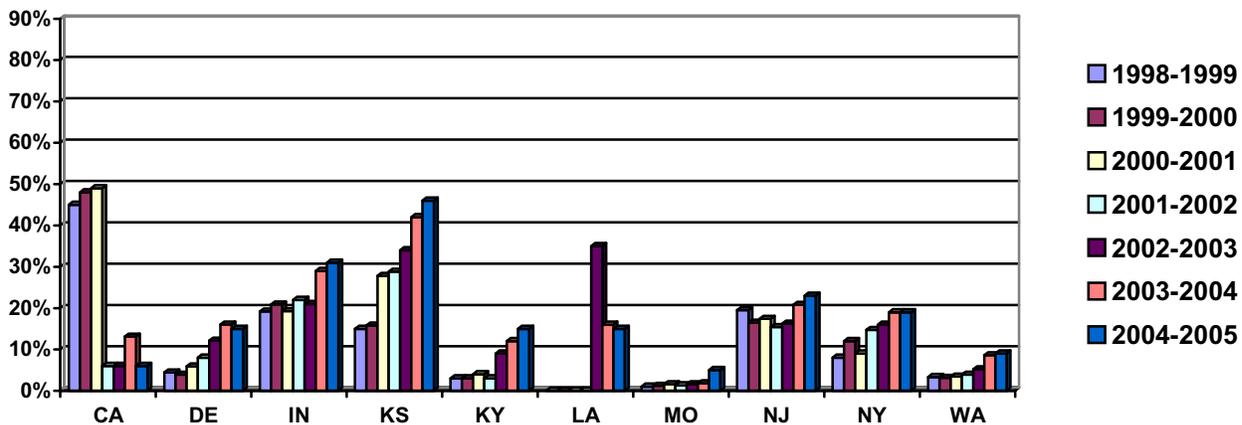
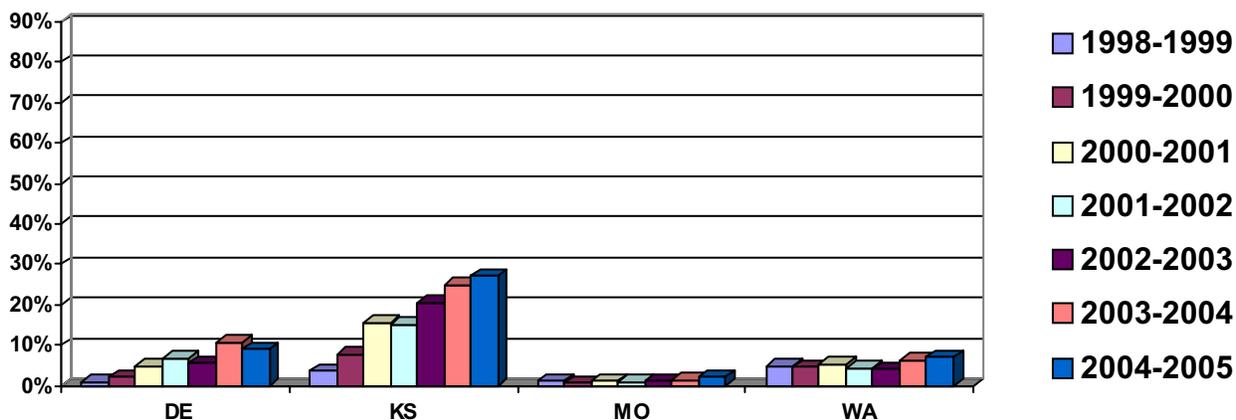


Figure 24. Seven-Year Trends of the Percentage of High School Students with Disabilities who Achieved Proficiency on Statewide Mathematics Exams



Other Information Collected for 2004-2005

In our analysis of state reporting for 2004-2005, we looked at additional characteristics of states' publicly reported information. Specifically, we looked at information available on accommodations used and how states publicly reported disaggregated student group assessment data. We also conducted a "click" analysis to determine the ease of access to Web-based reporting.

Accommodations

Sixteen states provided state-level information about students who took the general assessment with an accommodation. The same number of states provided accommodations information in

2003-2004. In some cases, states reported on standard accommodations (those considered appropriate and not ones that change the constructs measured by the assessment). In other cases they reported on nonstandard accommodations (which generally were considered to change the constructs measured—and might be referred to as “non-allowed” accommodations or “modifications”—although IEP teams could select them). Last, some states reported on both or did not specify which.

Table 2 summarizes the information the 16 states provided. Appendix J contains additional information about the data provided by these states, with details about the participation and

Table 2. States that Reported State-Level Information about Accommodations

State	Terminology Used	By Content/ Grade?	Participation	Performance	Comments
Colorado	Specific Accommodations ¹	Yes/Yes	Yes	Yes	
	Non-Approved Accommod/Mod	Yes/Yes	Yes	No	
Idaho	Accommodations	Yes/Yes	Yes	Yes	Reading only; Provides information for Fall 2004 and Winter 2005SWD
	Adaptation	Yes/Yes	Yes		
Indiana	Accommodations	Yes/Yes	Yes	Yes	Includes only “special ed”
Kansas ²	Accommodations	Yes/No	No	Yes	Includes on IEP students
Kentucky	Accommodations	Yes/Yes	Yes	Yes	End of Primary and Gr 6 only
Louisiana	“Calculator Used”	Yes/Yes	Yes	Yes	Only on ITBS
Michigan	Standard Accommodations	Yes/Yes	Yes	Yes	Data broken down by All students, Non sp ed students, and sp ed students & ALL
	Non-Standard Accommodations	Yes/Yes	Yes	Yes	
Mississippi	Specific Accommodations ¹	No/No	Yes	No	
Missouri	Accommodations	Yes/Yes	Yes	No	
Nebraska	Accommodations	Yes/Yes	Yes	No	ALL
Nevada	Not-Tested: Modified	Yes/Yes	Yes	No	ALL
New Mexico	Specific Accommodations ¹	Yes/No	No ³	Yes	Provides data for both SPED and Non-SPED
North Carolina	Specific Accommodations ¹	Yes/Yes	Yes	Yes	ALL
Oklahoma ²	Accommodations	Yes/No	Yes	Yes	
Utah ²	Accommodations	Yes/No	Yes	Yes	
West Virginia	Accommodations	Yes/Yes	Yes	No	SWD

¹ Report by specific accommodation (e.g., Braille version, Scribe, Assistive communication device, etc.).

² From State Performance Plan.

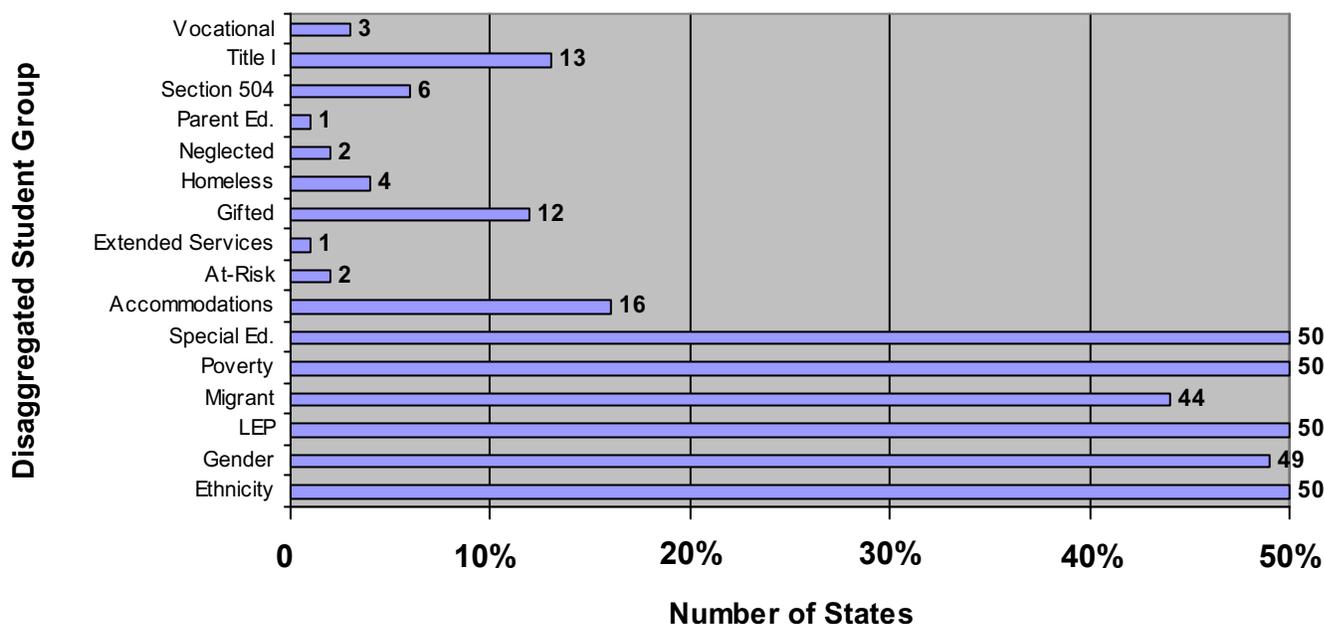
³ Numbers are provided, but without a denominator.

performance of students. Five states reported student participation and performance by specific accommodation (e.g., directions read orally, braille, extended time), and three states indicated that this information was available in their SPP.

Assessment Data Disaggregated By Student Group

In addition to the six required reporting categories under NCLB—ethnicity, gender, limited English proficiency (LEP), migrant, poverty/low-income, and special education—some states provided assessment data about other disaggregated student groups. Figure 25 displays the number of states that provided participation or performance data for each disaggregated student group. All 50 states reported on four of the NCLB categories: ethnicity, LEP, poverty, and special education. One state did not report by gender, and six states did not report by migrant status. The most common other disaggregated student groups on which states reported assessment results were accommodations (16 states), Title I (13 states), and gifted and talented (12 states).

Figure 25. Number of States that Provided Disaggregated Assessment Data for Each Student Group

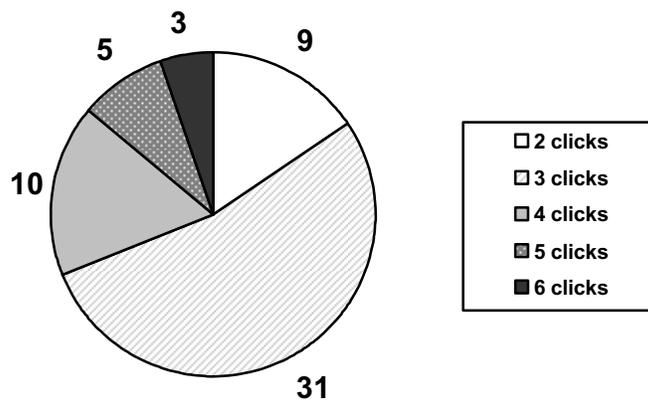


“Click” Analysis of Web-based Reporting

As we analyzed the participation and performance reporting on states’ Department of Education Web sites, it became evident that some states’ data were easier to find than others. Because the Web is used to provide publicly accessible assessment data in most states, it is crucial that these data be clear and easy to access; we therefore examined the ease-of-access to these data.

It is important to note, however, that because Web sites are frequently updated, it is possible that some of our findings no longer hold true. It took an average of 3.4 mouse clicks to navigate from the states' Department of Education homepage to actual data on students with disabilities' participation and performance on state assessments. Overall, we arrived at disaggregated assessment data in three clicks or less for 41 states. Figure 26 shows the numbers of states in each "click" category.

Figure 26. Number of States in Each "Click" Category



Discussion

Overall, all 50 states reported some disaggregated assessment results for students with disabilities, which was an increase from 48 in 2003-2004. Thirty-six states reported participation and performance data for all their general assessments, 12 reported participation and performance data for some of their general assessments, and 2 reported only performance data. When considering only assessments that were part of states' NCLB accountability systems, more states reported all assessment data publicly: 44 states reported participation and performance data for all these assessments, 4 reported participation and performance data for some of these assessments, and 2 reported only performance data for all of these assessments. There were no states that failed to report some form of disaggregated assessment data for students with disabilities, which was an improvement over two states that did not report these data in 2003-2004. For alternate assessments, 47 states reported some disaggregated assessment results for students with disabilities, a large jump from 36 states in 2003-2004. Forty-one states reported both participation and performance data for their alternate assessments, 2 states reported these data for some of their alternate assessments, 3 states reported only participation data, and 1 state reported only performance data for their alternate assessments. Three states did not report participation or performance data about their alternate assessment, much fewer than the 14 states that did not do so in 2003-2004.

When reporting general assessment participation data for students with disabilities, 43 states reported the number of students tested, the most common way of reporting participation information, while 35 states reported either the percent of students tested or not tested for at least one of their assessments. These numbers did not differ significantly from 2003-2004. However, there was increase in alternate assessment participation data reporting in 2004-2005. The most common way of reporting participation information was to give the number of students tested; this was the approach of 41 states compared to 32 states in 2003-2004. Thirty-eight states gave a percentage (either a percent tested or percent not tested) compared to 20 in 2003-2004.

In terms of reporting regular assessment performance data, all 50 states reported on the percent of students with disabilities who were proficient, and 40 states reported the number of students with disabilities in each achievement level. For states' alternate assessments, 42 states reported on the percent of students with disabilities who were proficient, while 27 states reported the number of students with disabilities in each achievement level. When we examined student performance on regular assessments, we found that sizeable and variable gaps existed between students with disabilities and general education students. Gaps in percentage of participating students reported as proficient tended to be larger at higher grades; however, meaningful comparison of these gaps across grade levels is limited by differences across grade levels in both the composition of the compared subgroups (Bielinski & Ysseldyke, 2000) and by differences in the assessments themselves at different grades. This difference by grade level in the gap in rate of proficiency was not present in the alternate assessment performance data. Percentages of students with disabilities achieving proficiency on the alternate assessment were typically higher than on the general assessment. In examining seven years of data from states that had publicly reported information using the same assessment (11 states), we found that, in general, there was a trend in both reading and math towards higher rates of proficiency among participating students with disabilities.

Recommendations for Reporting

With the push to provide assessment results in a clear, accessible, and timely manner, Web-based reporting has clearly become the primary vehicle for sharing data with the public. Based on our analyses of publicly reported assessment data, especially disaggregated results for students with disabilities, we make the following recommendations:

1. **Report results clearly for each test, subject area, and grade level.** One of the most common issues we encountered was locating disaggregated assessment data which was not disaggregated to a level where it was useful. This was especially true for states' alternate assessments. For example, one state provided disaggregated assessment results for students with disabilities for reading and math, but the results were collapsed across all grade levels.

We could not use these data in our analyses, and we assume that these data were of little use to educators, parents, and other stakeholders as well. For this report, we categorized the assessment data as disaggregated if the results for students with disabilities were separated out in any manner, but in future years the results must be clearly disaggregated not only by the student group “students with disabilities” but also by test, subject, and grade level to be considered fully disaggregated.

2. **Report the percentage of students tested in each student group.** Reporting a percentage provides a more accurate picture of participation in the state assessment system than simply reporting on the number of students tested. However, for a group such as students with disabilities with a relatively small number of students, using total grade level enrollment as the denominator provides a very small and less useful percentage. States improve the utility of their data when they provide a percentage with the total subgroup grade level enrollment as the denominator: the percent of 3rd grade students with disabilities tested out of the total number of 3rd grade students with disabilities, for example. Reporting that 95% of students with disabilities participated in the state assessment system is more useful than reporting that 6% of students who participated in the state assessment system were students with disabilities.
3. **Clearly report proficiency levels.** States vary in their terminology for levels of proficiency. Some states are very clear as to which levels indicate proficiency and which levels indicate non-proficiency, while some states use terminology that makes it difficult to determine this distinction. We recommend clearly labeling each level as “proficient” or “not proficient.” States could add additional levels to this dichotomous system (e.g., highly proficient, well below proficient) as long as the “proficient” and “not proficient” distinctions are obvious.
4. **Report the number and percent of students with disabilities using accommodations.** This recommendation remains from the 2003-2004 report as no progress was noted in this area. Many students with disabilities are not able to take the general assessment in the standard format, and thus are provided with accommodations. Many states consider the scores of some of these accommodated assessments either to not count or to count as “not-proficient” because they are non-standard accommodations. In some states, the number of students participating using non-standard accommodations is quite high. If these numbers are not reported, then the picture painted of how all students are doing will be inaccurate. It is important to know the extent to which students are using accommodations, and specifically those accommodations that result in the removal of their scores.
5. **Clearly label state assessment results on the states’ Department of Education homepage.** To ensure easily accessible Web-reported state assessment data, states should have a clearly labeled link to these data from the states’ Department of Education homepage. For

example, the link on the homepage could read “2004-2005 State Assessment Results” and lead to the assessment results page, which in turn could have a clear link to disaggregated assessment results for students with disabilities (e.g., “Assessment Results for Students with Disabilities”).

6. **Report on all statewide assessments. Some states purposefully asked us not to include certain non-accountability assessments in our analysis.** Though this request may have been made for a number of reasons, the most obvious reason was that there was little or no publicly reported data for these assessments. We recommend that states publicly report all statewide assessment data, whether or not the assessment is part of the accountability system. These data may be very useful for educators, administrators, parents, and researchers, and should be readily available.

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Appendix A

Verification Letter to State Assessment Director

The National Center on Educational Outcomes is examining states' public reports on **2004-2005** school year assessment results. Our goal is to (a) identify all components of each state's testing system, (b) determine whether each state reports **disaggregated** test results for students with disabilities, (c) describe the way participation and performance information is presented, and (d) describe how states report results for students who took the test with accommodations or modifications.

We have reviewed your Web site for test information, including both participation and performance data on your statewide assessments. Enclose are tables highlighting our findings from that review. A blank field indicates that we did not find information in that area. **Please verify all included information and provide us with information that we could not find on your Web site. Also, if there is publicly reported information available for your state, please provide us with the public document and/or website that contains the accurate information.** Address your responses to Gretchen VanGetson at the above address or via fax at (612) 624-0879.

If you have any questions about our request, please call Gretchen VanGetson at (612) 626-0658 or email: vang0603@umn.edu. If we do **not** hear from you by **March 3, 2006**, we will assume there is no additional publicly available information.

Thank you for taking the time to provide this information.

Sincerely,

Gretchen VanGetson
Graduate Research Assistant

Martha Thurlow
Director

Table 1: Tests Administered and Results Found

Please review this table for its accuracy, make any changes (if necessary), and fill in any blank fields.

State	Test	Grades Tested	Subject Areas	Is Disaggregated Info for Students with Disabilities Reported (Yes/No)		Is this test part of the state accountability system? (Yes/No)
				Participation	Performance	
AL						
	Direct Assessment of Writing (DAW) [CRT]	5,7,10	Holistic Composition, Writing Mechanics, Sentence Formation, Grammar and Usage	Yes	Yes	Yes
	Alabama High School Graduation Exam (AHSGE) [EXIT]	11,12	Reading, Language, Math, Science, Social Studies	Yes	Yes	Yes
	Stanford Achievement Test, 10 th ed. (SAT-10) [NRT]	3-8	Reading, Language, Math, Science (5,7), Social Science (6)	Yes	Yes	No
	Alabama Reading and Mathematics Test (ARMT) [CRT]	3-8	Reading, Math	Yes	Yes	Yes
	Alabama Alternate Assessment (AAA) *AAS	1-8, 10,11	Reading, Math	Yes	Yes	Yes

*AAS=based on alternate achievement standards

*GLAS=based on grade level achievement standards

*Other

Table 2: Participation Information for Students with Disabilities

Please review this table, which describes the way in which participation data are publicly reported in your state. A “Y” indicates information is reported in this way. Please add a “Y” if you know of any other method of participation reporting, and please provide us with the information that is reported in that way (either a hard copy or a Web-link).

State	Test	Number Tested	Number Not Tested	Number Exempt	Number Excluded	% of students tested	% of students not tested	% Exempt	% Excluded	Number and/or Percent Absent
AL	DAW	Y				Y				
	AHSGE	Y				Y				
	SAT-10	Y				Y				
	ARMT	Y				Y				
	AAA	Y				Y				

Table 3: Performance Information for Students with Disabilities

Please review this table, which describes the way in which performance data are publicly reported in your state. A “Y” indicates information is reported in this way. Please add a “Y” if you know of any other method of performance reporting, and please provide us with the information that is reported in that way (either a hard copy or a Web-link).

State	Test	% in each achievement level	% in each PR* group	% proficient	% not proficient	Number proficient	Number not proficient	Avg. PR*
AL	DAW	Y		Y	Y			
	AHSGE	Y		Y	Y			
	SAT-10							Y
	ARMT	Y		Y	Y			
	AAA	Y		Y	Y			

*=Percentile Rank

Table 4: Accommodations

We are interested in examining if and how states report information about students who take assessments using accommodations. Please change our responses (if necessary) to reflect information that is reported for your state. If you do make changes, please provide us with the information (either a hard-copy or a Web-link).

Test	Standard Administration		Nonstandard Administration	
	Participation	Performance	Participation	Performance
DAW	No	No	No	No
AHSGE	No	No	No	No
SAT-10	No	No	No	No
ARMT	No	No	No	No
AAA	No	No	No	No

If yes, complete Table 5

Table 5: Participation and Performance for Students Tested with Accommodations

If there are any “Yes” responses in Table 4, please review this table for its accuracy and make any changes (if necessary).

Grade	Subject	Accommodation	Participation	Percent Proficient

Figure 1: Disaggregated Reporting Groups by State

This figure includes the different student groups for which your state publicly reports disaggregated data. Please change our responses (if necessary) to reflect information that is reported for your state. If you do make changes, please provide us with the information

(either a hard-copy or a Web-link).

YES Special Education or Disability

YES Gender

YES Ethnicity

YES Migrant/Enrollment Mobility/Less than One Year

YES Limited English Proficiency

YES Poverty, Low-Income, Economically Disadvantaged, Free/Reduced Lunch

NO Gifted and Talented

NO Accommodations

NO Title I

NO Neglected or Delinquent

NO Homeless

NO Extended School Services

NO Parent Education

NO Section 504 Plan

NO At-Risk/Targeted Assistance

NO High School Vocational/Career/Technology

Appendix B

Letters to State Directors of Special Education

(Two forms depending on input from Assessment Director. Example here is if letter was verified by the Assessment Director. If no verification, letter was the same as in Appendix A. Also, the table format is the same as in Appendix A.)

The National Center on Educational Outcomes is examining states' public reports on **2004-2005** school year assessment results. Our goal is to (a) identify all components of each state's testing system, (b) determine whether each state reports **disaggregated** test results for students with disabilities, (c) describe the way participation and performance information is presented, and (d) describe how states report results for students who took the test with accommodations or modifications. We have reviewed your state's Web site for test information, including both participation and performance data on your statewide assessments. Enclosed are tables highlighting our findings from that review. A blank field indicates that we did not find information in that area. **These tables have been verified by your state's Assessment Director; please notify me if you have anything to add.**

Please verify all included information and provide us with information that we could not find on your Web site. Also, if there is additional publicly reported information available for your state, please provide us with the public document and/or Web site that contains the accurate information. Address your responses to Gretchen VanGetson at the above address or via fax at (612) 624-0879.

If you have any questions about our request, please call Gretchen VanGetson at (612) 626-0658 or email: vang0603@umn.edu. If we do **not** hear from you by **April 14, 2006**, we will assume there is no additional publicly available information. Thank you for taking the time to provide this information.

Sincerely,

Gretchen VanGetson
Graduate Research Assistant

Martha Thurlow
Director

Appendix C

2004-2005 State Assessment Systems and Status of Disaggregated Data

State	Assessment Component	Grades	Subject	Disaggregated Special Education Data		Test Used for State Accountability Purposes
				Part	Perf	
Alabama	Direct Assessment of Writing (DAW) [CRT]	5,7,10	Holistic Composition, Writing Mechanics, Sentence Formation, Grammar and Usage	Yes	Yes	Yes
	Alabama High School Graduation Exam (AHSGE) [EXIT]	11,12	Reading, Language, Math, Science, Social Studies	Yes	Yes	Yes
	Stanford Achievement Test, 10 th ed. (SAT-10) [NRT]	3-8	Reading, Language, Math, Science (5,7), Social Studies (6)	Yes	Yes	No
	Alabama Reading and Mathematics Test (ARMT) [CRT]	3-8	Reading, Math	Yes	Yes	Yes
Alaska	Standards Based Assessment (SBA) [CRT]	3-9	Reading, Math, Writing	Yes	Yes	Yes
	High School Graduation Qualifying Exam (HSGQE) [EXIT]	10	Reading, Math, Writing	Yes	Yes	Yes
	TerraNova/CAT-6 [NRT]	5,7	Reading, Language Arts, Math, Science, Social Studies	No	No	No
Arizona	TerraNova [NRT]	2,9	Reading/Language Arts, Math	No	No	No
	Arizona Instrument to Measure Standards (AIMS) [CRT/NRT]	3-8	Reading, Math, Writing	Yes	Yes	Yes
	AIMS High School (AIMS HS) [EXIT]	10 (11,12)	Reading, Math, Writing	Yes	Yes	Yes
Arkansas	Iowa Tests of Basic Skills (ITBS) [NRT]	K-9	Reading Comprehension, Math, Problem Solving	No	No	No
	Arkansas Benchmark Exams (including End-of-Course; ABE) [CRT]	3-8,9,11	Literacy (3-8,11), Math (3-8), EOC–Algebra I (9), EOC–Geometry (9)	Yes	Yes	Yes
California	California Standards Tests (CSTs) [CRT]	2-11	English Language Arts, Math (2-9), Science (5,8), Math End-of-Course (8-11), History-Social Science (8,10,11), Science End-of-Course (9-11)	Yes	Yes	Yes
	Spanish Assessment of Basic Education (SABE/2) [NRT]	2-11	Spanish Reading, Language, Math, Spelling	Yes	Yes	No
	California Achievement Test, 6 th ed. (CAT-6) [NRT]	3,7	Reading, Language, Math, Spelling	Yes	Yes	Yes

State	Assessment Component	Grades	Subject	Disaggregated Special Education Data		Test Used for State Accountability Purposes
				Part	Perf	
Colorado	Colorado Student Assessment Program (CSAP) [CRT]	3-10	Reading, Spanish Reading (3,4), Math, Writing, Spanish Writing (3,4), Science (8)	Yes	Yes	Yes
Connecticut	Connecticut Mastery Test (CMT) [CRT]	4,6,8	Reading, Math, Writing	Yes	Yes	Yes
	Connecticut Academic Performance Test (CAPT) [CRT]	10	Reading, Math, Writing, Science	Yes	Yes	Yes
Delaware	Delaware Student Testing Program (DSTP) [NRT/CRT]	2-11	Reading (2-10), Math (2-10), Writing (2-10), Science (4,6,8,11), Social Studies (4,6,8,11)	Yes	Yes	Yes (for Reading, Writing, and Math in grades 3-8 & 10)
Florida	Florida Comprehensive Assessment Test (FCAT), includes SAT-9 [NRT/CRT]	3-11	Reading (3-10), Math (3-10), Writing (4,8,10), Science (5,8,11)	Yes	Yes	Yes
Georgia	End of Course Tests (EOCT) [CRT]	9-12	English Literature and Composition (9), American Literature and Composition, Algebra, Geometry, Biology, Physical Science, US History, Economics/Business/Free Enterprise	Yes	Yes	No
	Georgia High School Graduation Test (GHS GT) [EXIT]	11	English/Language Arts, Math, Science, Social Studies, Writing	Yes	Yes	Yes (ELA and Math only)
	Criterion-Referenced Competency Tests (CRCT) [CRT]	1-8	Reading, English/Language Arts, Math, Science (3-8), Social Studies (3-8)	Yes	Yes	Yes (Reading, ELA, and Math only)
	Writing Assessment (WA) [CRT]	3,5,8,11	Writing	Yes	Yes	Yes
Hawaii	Hawaii State Assessment (HSA) [CRT]	3-8,10	Reading, Math	Yes	Yes	Yes
Idaho	Idaho Direct Assessments (DMA/DWA) [CRT]	4-9	Math (4,6,8), Writing (5,7,9)	Yes	Yes	No
	Idaho Standards Achievement Tests (ISAT) [CRT]	3-8, 10	Reading, Language Usage, Math, Science (5,7,10)	Yes	Yes	Yes
	Idaho Reading Indicator (IRI) [CRT]	K-3	Reading	Yes	Yes	No

State	Assessment Component	Grades	Subject	Disaggregated Special Education Data		Test Used for State Accountability Purposes
				Part	Perf	
Illinois	Illinois Standards Achievement Test (ISAT) [CRT]	3,4,5,7,8	Reading (3,5,8), Math (3,5,8), Science (4,7)	Yes	Yes	Yes
	Prairie State Achievement Exam (PSAE) [CRT]	11	Reading, Math, Science	Yes	Yes	Yes
	Illinois Measure of Annual Growth in English (IMAGE) [CRT]	3,5,8,11	Reading, Math	Yes	Yes	Yes
Indiana	Indiana Statewide Testing for Educational Progress (ISTEP+) [NRT/CRT]	3-9	English Language Arts, Math, Science (5)	Yes	Yes	Yes
	Graduation Qualifying Exam (GQE) [EXIT]	10	English Language Arts, Math	Yes	Yes	Yes
	Core 40 End-of-Course Assessments (ECAs) [CRT]	Various	English 11, Algebra 1	No	No	No
Iowa	Iowa Tests of Basic Skills/Iowa Tests of Educational Development (ITBS/ITED) [NRT]	3-12 (only report on grades 4,8,11)	Reading, Math, Science (8,11)	Yes	Yes ^a	Yes (Reading and Math only)
Kansas	Kansas Assessment System (KAS) [CRT]	4-8, 10, 11	Reading (5,8,11), Math (4,7,10), Science (4,7,10), Social Studies (6,8,11)	Yes	Yes	Yes
Kentucky	Comprehensive Test of Basic Skills, 5 th ed. (CTBS/5) [NRT]	End of Primary, 6	Reading, Language, Math	Yes	Yes	Yes
	Kentucky Core Content Test (KCCT) [CRT]	4,5,7,8,10, 11	Reading (4,7,10), Math (5,8,11), Writing Portfolio and On-Demand (4,7), Science (4,7,11), Social Studies (5,8,11), Arts & Humanities (5,8), Practical Living & Vocational Studies (5,8)	Yes	Yes	Yes
Louisiana	Louisiana Educational Assessment Program (LEAP 21) [CRT]	4,8	English, Math, Science, Social Studies	Yes	Yes	Yes
	Graduation Exit Exam (GEE 21) [EXIT]	10, 11	English, Math, Science, Social Studies	Yes	Yes	Yes
	Iowa Tests of Basic Skills/Iowa Tests of Educational Development (ITBS/ITED) [NRT]	3,5,6,7,8,9	Reading, Language, Math, Science, Social Studies	Yes	Yes	Yes

State	Assessment Component	Grades	Subject	Disaggregated Special Education Data		Test Used for State Accountability Purposes
				Part	Perf	
Maine	Maine Educational Assessment (MEA) [CRT]	4,8,11	Reading, Math, Writing, Science & Technology	Yes	Yes	Yes
Maryland	Maryland School Assessment (MSA) [CRT]	3-8	Reading, Math	Yes	Yes	Yes
	High School Assessment (HSA) [CRT]	9-12	English 2, Geometry, Biology, Government, Algebra	Yes	Yes	Yes
Massachusetts	Massachusetts Comprehensive Assessment System (MCAS) [CRT]	3-8,10	Reading (3), English Language Arts (4,7,10), Math (4,6,8,10), Science/Technology (5,8)	Yes	Yes	Yes
Michigan	Michigan Educational Assessment Program (MEAP) [CRT]	4,5,7,8	Reading (4,7), Math (4,8), Writing (4,7), Science (5,8), Social Studies (5,8), Listening (4,7)	Yes	Yes	Yes
Minnesota	Minnesota Comprehensive Assessment (MCA) [CRT]	3,5,7,10,11	Reading (3,5,7,10), Math (3,5,7,11), Writing (5,10)	Yes	Yes	Yes
Mississippi	Mississippi Curriculum Test (MCT) [CRT]	2-8	Reading, Language, Math	Yes	Yes	Yes
	TerraNova [NRT]	6	Reading, Language, Math	No	Yes	No
	Writing Assessment (WA) [CRT]	4,7	Writing	No	Yes	No
	Subject Area Testing Program (SATP) [CRT]	9-12	Algebra I, US History, Biology, English II	No	Yes	Yes
Missouri	Missouri Assessment Program (MAP) (<i>TerraNova survey</i>) [NRT/CRT]	3,4,7,8,10,11	Communication Arts (3,7,11), Math (4,8,10), Science (3,7,10), Social Studies (4,8,11)	Yes	Yes	Yes (not science or social studies)
Montana	Iowa Tests of Basic Skills/ Iowa Tests of Educational Development (ITBS/ITED) [NRT]	4,8,11	Reading, Math, Language Arts, Science, Social Studies	Yes	Yes	Yes
	Measured Progress (MP) [CRT]	4,8,10	Reading, Math	No	Yes	Yes
Nebraska	Nebraska Statewide Writing Assessment (NSWA) [CRT]	4,8,11	Writing	Yes	Yes	Yes
	School-based Teacher-led Assessment and Reporting System (STARS) [CRT]	4,8,11	Math, Reading	Yes	Yes	Yes

State	Assessment Component	Grades	Subject	Disaggregated Special Education Data		Test Used for State Accountability Purposes
				Part	Perf	
Nevada	Iowa Tests of Basic Skills/ Iowa Tests of Educational Development (ITBS/ITED) [NRT]	4,7,10	Reading, Math, Science, Language	Yes	Yes	Yes
	Nevada Criterion Referenced Test (NCRT) [CRT]	3,5,8	Reading, Math, Science (5,8)	Yes	Yes	Yes
	High School Proficiency Exam (HSPE) [EXIT]	10-11	Reading, Math, Writing (11)	Yes	Yes	Yes
	Nevada Analytic Writing Examination (NAWE) [CRT]	4,8	Writing	Yes	Yes	Yes
New Hampshire	New Hampshire Educational Improvement and Assessment Program (NHEIAP) [CRT]	3,6,10	Reading, Math	Yes	Yes	Yes
New Jersey	New Jersey Assessment of Skills and Knowledge (NJ-ASK) [CRT]	3,4	Language Arts Literacy, Math, Science (4)	Yes	Yes	Yes
	Grade Eight Proficiency Assessment (GEPA) [CRT]	8	Language Arts Literacy, Math, Science	Yes	Yes	Yes
	High School Proficiency Assessment (HSPA) [EXIT]	11	Language Arts Literacy, Math, Writing	Yes	Yes	Yes
New Mexico	New Mexico Standards Based Assessment (NMSBA) [CRT]	3-9	Reading/Writing, Math, Science	Yes	Yes	Yes
	New Mexico High School Standards Assessment (NMHSSA) [EXIT]	11	Reading/Writing, Math, Science	Yes	Yes	Yes
New York	Regents Comprehensive Exams (RCE) [EXIT]	9-12	English, Foreign Languages, Math, Global History & Geography, US History & Government, Living Environment, Earth Science, Chemistry, Physics	Yes	Yes	Yes (English and Math only)
	Regents Competency Test (RCT) [EXIT]	9-12	Reading, Math, Science, Writing, Global Studies, US Hist & Gov't	Yes	Yes	Yes (Reading, Math, and Writing only)
	New York State Assessment Program (NYSAP) [CRT]	3-8	English Language Arts, Math, Science, Social Studies	Yes	Yes	Yes

State	Assessment Component	Grades	Subject	Disaggregated Special Education Data		Test Used for State Accountability
				Part	Perf	Purposes
North Carolina	End-of-Grade (EOG) [CRT]	3-8	Reading, Math	Yes	Yes	Yes
	End-of-Course (EOC) [CRT]	9-12	Biology, Chemistry, Physics, English I, Physical Science, Algebra I & II, Geometry	Yes	Yes	Yes
	Grade 3 Pretest [CRT]	3	Reading, Math	Yes	Yes	Yes
North Dakota	North Dakota State Assessment (NDSA) [NRT/CRT]	3-8,11	Reading/Language, Math	Yes	Yes	Yes
Ohio	Achievement Tests (AT) [CRT]	3-5,7,8	Reading (3,4,5,8), Math (3,7,8), Writing (4)	No	Yes	Yes
	Ohio Proficiency Tests (OPT) [CRT]	4,6	Reading (6), Math (4,6), Writing (6), Science (4,6), Citizenship (4,6)	No	Yes	Yes
	Ohio Graduation Tests (OGT) [EXIT]	10	Reading, Writing, Math, Science, Social Studies	No	Yes	Yes
Oklahoma	Oklahoma Core Curriculum Tests (OCCT) [CRT]	3,4,5,7,8	Reading (3,4,5,8), Math (3,4,5,8), Science (5,8), Social Studies (5), History/Government (8), Geography (7)	Yes	Yes	Yes
	End-of-Instruction Tests (EOI) [CRT]	9-12	English II, U.S. History, Algebra I, Biology I	Yes	Yes	Yes
Oregon	Oregon Statewide Assessment (OSA) [CRT]	3,4,5,7,8,10	Reading/Literature (3,5,8,10), Math (3,5,8,10), Writing (4,7,10), Science (5,8,10)	Yes	Yes	Yes
Pennsylvania	Pennsylvania System of School Assessment (PSSA) [CRT]	3,5,8,11	Reading, Math, Writing (11)	Yes	Yes	Yes (Reading and Math only)
Rhode Island	New Standards Reference Examinations (NSRE) [CRT]	11	English/Language Arts, Math	Yes	Yes	Yes
	Developmental Reading Assessment (DRA) [CRT]	K,1	Reading	No	No	Yes
South Carolina	Palmetto Achievement Challenge Tests (PACT) [CRT]	3-8	English/Language Arts, Math, Science, Social Studies	Yes	Yes	Yes
	High School Assessment Program (HSAP) [EXIT]	10	English/Language Arts, Math	Yes	Yes	Yes

State	Assessment Component	Grades	Subject	Disaggregated Special Education Data		Test Used for State Accountability Purposes
				Part	Perf	
South Dakota	Dakota STEP Test (STEP) [NRT/CRT]	3-8, 11	Reading, Math	Yes	Yes	Yes
	Stanford Writing Assessment (SWA) [NRT]	5,9	Writing	No	No	No
Tennessee	Tennessee Comprehensive Assessment Program Achievement Test (TCAP-AT) [CRT]	3-8	Reading/Language Arts, Math, Science, Social Studies	No	Yes	Yes
	Writing Test (WT) [CRT]	5,8,11	Writing	No	No	No
	TCAP Secondary Assessments (TCAP-SA) [CRT]	9-12	Algebra I, Biology, English I & II, Math Foundations, Physical Science, US History	No	Yes	Yes
Texas	Texas Assessment of Knowledge and Skills (TAKS) [CRT]	3-11 (Grade 11 Exit Exam)	Reading (3-9), Math, English Language Arts (10,11), Writing (4,7), Science (5,10,11), Social Studies (8,10,11); Spanish version administered in grades 3-6.	Yes	Yes	Yes
	Reading Proficiency Tests in English (RPTE) [CRT]	3-12	English Reading Proficiency	No	No	No
Utah	Iowa Tests of Basic Skills/ Iowa Tests of Educational Development (ITBS/ITED) [NRT]	3,5,8,11	Reading, Language, Math, Science, Social Studies	No	Yes	Yes
	Core Criterion-Referenced Tests (CCRT) [CRT]	1-11	Language Arts, Math, Science (4-11)	Yes	Yes	Yes
	Direct Writing Assessment (DWA) [NRT]	6,9	Writing	No	No	No
	Utah Basic Skills Competency Test (UBSCT) [EXIT]	10 (11 and 12)	Reading, Writing, Math	Yes	Yes	Yes
Vermont	New Standards Reference Exam (NSRE) [CRT]	10	English/ Language Arts, Math	Yes	Yes	Yes
	Vermont Developmental Reading Assessment (DRA) [CRT]	2	Reading	Yes	Yes	Yes
Virginia	Standards of Learning (SOL) [CRT]	3,5,8, High School	English Language Arts, Math, History/Social Science, Science, Content Specific History (high school)	Yes	Yes	Yes

State	Assessment Component	Grades	Subject	Disaggregated Special Education Data		Test Used for State Accountability Purposes
				Part	Perf	
Washington	Washington Assessment of Student Learning (WASL) [CRT]	4,5,7,8,10	Reading (4,7,10), Math (4,7,10), Writing (4,7,10), Science (5,8,10)	Yes	Yes	Yes
	Iowa Tests of Basic Skills/Iowa Tests of Educational Development (ITBS/ITED) [NRT]	3,6,9	Reading, Math, Language (6), Expression (9)	No	No	No
West Virginia	West Virginia Educational Standards Test (WESTEST) [CRT]	3-8 and 10	Reading/Language, Math, Science, Social Studies	Yes	Yes	Yes
	West Virginia Writing Assessment (WVWA) [CRT]	4,7,10	Writing	No	No	No
	ACT EXPLORE [NRT]	8	English, Math, Reading, Science	No	No	No
	ACT PLAN [NRT]	10	English, Math, Reading, Science	No	No	No
Wisconsin	Wisconsin Knowledge and Concepts Exam (WKCE) [CRT]	4,8,10	Reading, Language Arts, Math, Science, Social Studies	Yes	Yes	Yes
	Wisconsin Reading Comprehension Test (WRCT) [CRT]	3	Reading	Yes	Yes	Yes
Wyoming	Wyoming Comprehensive Assessment System (WyCAS) [CRT]	4,8,11	Reading, Writing, Math	Yes	Yes	Yes

^a Data are presented for 2003-04 and 2004-05 combined, and not disaggregated in a way that they can be reported for 2004-05 only.

Unique States

State	Assessment Component	Grades	Subject	Disaggregated Special Education Data		Test Used for State Accountability Purposes
				Part	Perf	
American Samoa	Stanford Achievement Test – 10 th Edition (SAT-10) [NRT]	3-8,10,12	Complete battery	Yes	Yes	Yes
Bureau of Indian Affairs	Students take the assessment of the state in which they live			Yes	Yes	Unknown
Commonwealth of the Northern Mariana Islands	Stanford Achievement Test- 10 th Edition (SAT-10) [NRT]	3,5,6,8,9,11	Reading, Math, Social Science, Science	Yes (Reading and Math)	Yes (Reading and Math)	Yes
	Standards Based Assessment (SBA) [CRT]	3,4,7,8,10, 11	Reading OR Math	Yes	Yes	Yes
Department of Defense Education Activity	TerraNova [NRT]	3-11	Reading, Language Arts, Math, Science, Social Studies	No	No	Unknown
District of Columbia	Stanford Achievement Test- 9 th Edition (SAT-9) [NRT]	1-12	Reading, Math	Yes	Yes	Yes
Federated States of Micronesia	Unknown	Unknown	Unknown	No	No	Unknown
Guam	Stanford Achievement Test- 10 th Edition (SAT-10) [NRT]	1-12	Reading, Math, Language	Yes	Yes	Yes
Palau	Palau Achievement Test [NRT]	4,6,8,10	Reading, Math	No	No	Unknown
Puerto Rico	PPAA	Unknown	Unknown	No	No	Unknown
Republic of the Marshall Islands	Unknown	Unknown	Unknown	No	No	Unknown
Virgin Islands	Unknown	Unknown	Unknown	No	No	Unknown

Appendix D

2004-2005 Alternate Assessments

State	Assessment Component	Standards-Based*	Grades	Subject	Disaggregated Special Education Data		Test Used for State Accountability Purposes
					Part.	Perf.	
Alabama	Alabama Alternate Assessment (AAA)	AAS	1-8,10,11	Reading, Math	Yes	Yes	Yes
Alaska	Alternate Assessment	AAS	3-10	English/Language Arts, Math, Skills for a Healthy Life	Yes	Yes	Yes
	HSGQE Alternative Assessment Program (AAP)	AAS & GLAS	10	Reading, Math, Writing	No	No	No
Arizona	AIMS-Alternate (AIMS-A)	AAS	3-8	Reading, Math, Writing, Listening, Speaking	Yes	Yes	Yes
	AIMS-A HS	AAS	10 (11,12)	Reading, Math, Writing, Listening (Level 1), Speaking (Level 1)	Yes	Yes	Yes
	Alternate State Achievement Test (ASAT)	AAS	2-9	Reading, Math, Writing, Listening, Speaking	No	No	No
Arkansas	Alternate Portfolio Assessment System (APAS)	AAS	3-8,9,11	Literacy (3-8,11), Math (3-8), EOC-Algebra 1 (9), EOC-Geometry (9)	No	No	Yes
California	California Alternate Performance Assessment (CAPA)	AAS	2-11	English Language Arts, Math, Science	Yes	Yes	Yes
Colorado	Colorado Student Assessment Program Alternate (CSAPA)	AAS	3-10	Reading, Math (5-10), Writing, Science (8)	Yes	Yes	Yes
Connecticut	Alternate Assessment	AAS	3-8,10	Reading, Math, Writing	Yes	Yes	Yes
Delaware	Delaware Alternate Portfolio Assessment (DAPA)	AAS	2-11	Reading (2-10), Math (2-10), Writing (2-10), Science (4,6,8,11), Social Studies (4,6,8,11)	Yes	Yes	Yes (for Reading, Writing, and Math in grades 3-8 & 10)
Florida	Florida Alternate Assessment Report (FAAR)	AAS	3-10	Reading, Math	Yes	Yes	Yes
Georgia	Georgia Alternate Assessment (GAA)	AAS	K-12	Communication, Daily Living, Motor, Cog./Functional Academics, Social/Emotional, Community, Vocational, Rec/Leisure	Yes	Yes	Yes
Hawaii	Alternate Assessment	GLAS	3-8,10	Reading, Math	Yes	Yes	Yes
Idaho	Alternate Assessment	AAS	K-10	Reading, Language (2-10), Math (2-10)	Yes	Yes	Yes
Illinois	Illinois Alternate Assessment (IAA)	AAS	3,4,5,7,8,11	Reading (3,5,8,11), Math (3,5,8,11), Science (4,7,11)	Yes	Yes	Yes
Indiana	Indiana Standards Tool for Alternate Reporting (ISTAR)	AAS	3-10	English Language Arts, Math, Functional Achievement	Yes	No	Yes

State	Assessment Component	Standards-Based*	Grades	Subject	Disaggregated Special Education Data		Test Used for State Accountability Purposes
					Part.	Perf.	
Iowa	Alternate Assessment	AAS	4,8,11	Reading, Math	Yes	Yes	Yes
Kansas	Alternate Assessment	AAS	3-8,10,11	Reading (3-8,11) Math (3-8,10)	Yes	Yes	Yes
Kentucky	Alternate Portfolio Assessment	GLAS	4,5,7,8,10,11	Reading (4,7,10), Math (5,8,11), Writing Portfolio and On-Demand (4,7), Science (4,7,11), Soc. St (5,8,11), Arts & Humanities (5,8), Practical Living & Voc Studies (5,8)	Yes	Yes	Yes
Louisiana	Alternate Assessment Levels 1&2	AAS	3-11	English, Math, Science, Social Studies	Yes	Yes	Yes
Maine	Personalized Alternate Assessment Portfolios (PAAP)	AAS	4,8,11	English Language Arts (Reading & Writing), Math, Science & Technology	Yes	Yes	Yes
Maryland	Alternate Maryland School Assessment (ALT-MSA)	AAS	3-8, 10	Reading, Math	Yes	Yes	Yes
Massachusetts	MCAS Alternate Assessment (MCAS-Alt)	Other	3-8, 10	Reading (3), English/Language Arts (4,7,10), Math (4,6,8,10), Science (5,8)	Yes	Yes	Yes
Michigan	Alternate Assessment (MI-Access)	AAS & GLAS	4,7,8,11	5 Performance Expectations	Yes	Yes	Yes
Minnesota	Alternate Assessment	AAS & GLAS	3,5,7,10,11	Reading, Math	Yes	Yes	Yes
Mississippi	Alternate Assessment	Other	3-8	Math, Reading/ Language Arts	Yes	Yes	Yes
Missouri	MAP-Alternate	AAS	4,8,11	Communication Arts (11), Math (4,8)	Yes	Yes	Yes
Montana	Alternate Assessment	AAS	4,8,11 (NRT) & 4,8,10 (CRT)	NRT: Reading, Language Arts, Math, Science, Social Studies CRT: Reading, Math	Yes	Yes	Yes
Nebraska	Alternate Assessment	AAS	4,8,12	Math, Reading/Writing	Yes	Yes	Yes
Nevada	Skills and Competencies Alternate Assessment of Nevada (SCAAN)	AAS	3-12	Language, Math	Yes	Yes	Yes
New Hampshire	Alternate Assessment (NH-Alt)	AAS	2-7,10	Reading, Writing, Math	Yes	Yes	Yes
New Jersey	Alternate Proficiency Assessment (APA)	AAS	3,4,8,11	Language Arts Literacy, Math	Yes	Yes	Yes
New Mexico	Alternate Assessment	AAS	3-9,11	Reading/Writing, Math	Yes	Yes	Yes

State	Assessment Component	Standards-Based*	Grades	Subject	Disaggregated Special Education Data		Test Used for State Accountability Purposes
					Part.	Perf.	
New York	New York State Alternate Assessment (NYSSA)	AAS	4, 8, High School	English Language Arts, Math, Science, Social Studies	Yes	Yes	Yes
North Carolina	North Carolina Alternate Assessment Academic Inventory (NCAAAI) for End-of-Grade	AAS & GLAS	3-8	Reading, Math	Yes	Yes	Yes
	North Carolina Alternate Assessment Academic Inventory (NCAAAI) for End-of-Course	GLAS	9-12	Biology, Chemistry, Physics, English I, Physical Science, Algebra I & II, Geometry	Yes	Yes	Yes
	North Carolina Alternate Assessment Portfolio (NCAAP)	AAS	3-8	Reading, Math	Yes	Yes	Yes
North Dakota	North Dakota Alternate Assessment (NDALT)	AAS	3-8,11	Reading/Language, Math	Yes	No	Yes
Ohio	Alternate Assessment	AAS	3-8, 10	Reading (3-6,8,10), Math (3,4,6-8,10), Writing (4,10), Science (10), Social Studies (10)	No	No	Yes
Oklahoma	Alternate Assessment	AAS	All	Portfolio of required subjects	Yes	Yes	Yes
Oregon	Extended Assessments (EA)	GLAS	3,4,5,7,8, 10	Reading/Literature (3,5,8,10), Writing (4,7,10), Math (3,5,8,10), Science (5,8,10)	Yes	Yes	Yes
Pennsylvania	Pennsylvania Alternate System of Assessment (PASA)	GLAS	3,5,8,11	Reading, Math	Yes	Yes	Yes
Rhode Island	Alternate Assessment	AAS	3-5,8,11	English/Language Arts, Math	Yes	Yes	Yes
South Carolina	PACT Alternate Assessment (PACT-Alt)	AAS	3-8	English/Language Arts, Math, Science, Social Studies	Yes	Yes	Yes
	High School Assessment Program Alternate Assessment (HSAP-Alt)	AAS	10	English/Language Arts, Math	Yes	Yes	Yes
South Dakota	Statewide Team-Led Alternate Assessment & Reporting System (STAARS)	AAS & GLAS	3-8, 11	Reading, Math	Yes	No	Yes
	STAARS Writing	AAS & GLAS	5,9	Writing	No	No	No
Tennessee	TCAP-Alt	AAS	3-12	Reading/Language Arts, Math, Science, Social Studies	No	Yes	Yes

State	Assessment Component	Standards-Based*	Grades	Subject	Disaggregated Special Education Data		Test Used for State Accountability Purposes
					Part.	Perf.	
Texas	State-Developed Alternate Assessment-II (SDAA-II)	AAS & Other	3-10	Reading, Math, Writing, English Language Arts	Yes	Yes	Yes
Utah	Alternate Assessment	AAS	1-12	Language Arts, Math	Yes	Yes	Yes
Vermont	Alternate Assessment	AAS & GLAS	2,4,5, 8-11	Varies by type of assessment	No	No	Yes
Virginia	Virginia Alternate Assessment Program (VAAP)	AAS	3,5,8,11	English Language Arts, Math, Science, History/Social Science, Content Specific History (High School)	Yes	Yes	Yes
	Virginia Grade Level Alternative Assessment (VGLAA)	GLAS	3-8	Collection of Evidence	Yes	Yes	Yes
	Virginia Substitute Evaluation Program (VSEP)	AAS & GLAS	High School	Collection of Evidence	Yes	Yes	Yes
Washington	Washington Alternate Assessment System (WAAS)	AAS	4,5,7,8, 10	Reading, Math, Writing, Science	Yes	Yes	Yes
West Virginia	Alternate Assessment	AAS	3-8, 10	Reading/Language, Math, Science, Social Studies	Yes	Yes	Yes
Wisconsin	Wisconsin Alternate Assessment (WAA)	AAS	4,8,10	Reading, Language Arts, Math, Science, Social Studies	Yes	Yes	Yes
Wyoming	WyCAS Alternate	AAS	4,8,11	Receptive Language, Expressive Language, Math	Yes	Yes	Yes

*AAS = based on alternate achievement standards; GLAS = based on grade level achievement standards; Other = may include a combination of AAS and GLAS or different form, such as an adaptive assessment.

Unique States

State	Assessment Component	Standards-Based*	Grades	Subject	Disaggregated Special Education Data		Test Used for State Accountability Purposes
					Part.	Perf.	
American Samoa	Alternate Assessment	AAS	3-8,10,12	Unknown	Yes	Yes	Yes
Commonwealth of the Northern Mariana Islands	Alternate Assessment	GLAS	3-8,10,11	Reading OR Math	Yes	Yes	Yes
District of Columbia	Alternate Assessment	AAS	1-12	Reading, Math	No	No	Yes
Guam	Alternate Assessment	GLAS	1-12	Reading, Math, Language	Yes	Yes	Yes

*AAS = based on alternate achievement standards; GLAS = based on grade level achievement standards; Other

Appendix E

Disaggregated Participation Information (Given for State-Level Data)*

State	Test	Number of Students Tested	Number of Students Not Tested	Percent of Students Tested	Percent of Students Not Tested	Number and/or Percent Exempt or Excluded	Number and/or Percent Absent
AL	DAW	Y		Y			
	AHSGE	Y		Y			
	SAT-10	Y		Y			
	ARMT	Y		Y			
AK	SBA			Y			
	HSGQE			Y			
	TerraNova						
AZ	TerraNova						
	AIMS	Y		Y			
	AIMS HS	Y		Y			
AR	ITBS						
	ABE			Y			
CA	CSTs	Y		Y			
	SABE/2	Y					
	CAT-6	Y					
CO	CSAP	Y	Y	Y	Y		Y
CT	CMT	Y		Y	Y		Y
	CAPT	Y		Y	Y		Y
DE	DSTP	Y	Y	Y	Y	Y	
FL	FCAT	Y		Y			
GA	EOCT	Y					
	GHS GT	Y					
	CRCT	Y					
	WA	Y					
HI	HSA	Y		Y			
ID	DMA/DWA			Y			
	ISAT	Y		Y			
	IRI	Y		Y			Y
IL	ISAT			Y	Y		
	PSAE			Y	Y		
	IMAGE			Y	Y		
IN	ISTEP+	Y					
	GQE	Y					
	ECAs						
IA	ITBS/ITED	Y		Y			
KS	KAS	Y			Y		

State	Test	Number of Students Tested	Number of Students Not Tested	Percent of Students Tested	Percent of Students Not Tested	Number and/or Percent Exempt or Excluded	Number and/or Percent Absent
KY	CTBS/5	Y		Y			
	KCCT	Y		Y			
LA	LEAP 21	Y					
	GEE 21	Y					
	ITBS/ITED	Y					
ME	MEA	Y		Y			
MD	MSA	Y					
	HSA	Y					
MA	MCAS	Y	Y	Y			
MI	MEAP	Y					
MN	MCA	Y	Y	Y	Y		Y
MS	MCT	Y	Y	Y	Y		
	TerraNova						
	WA						
	SATP						
MO	MAP	Y	Y		Y	Y	Y
MT	ITBS/ITED	Y					
	MP						
NE	NSWA	Y	Y	Y	Y		
	STARS			Y	Y		
NV	ITBS/ITED	Y			Y		Y
	NCRT	Y			Y		Y
	HSPE				Y		
	NAWE	Y			Y		Y
NH	NHEIAP	Y	Y	Y	Y		
NJ	NJ-ASK	Y	Y				Y
	GEPA	Y	Y		Y		Y
	HSPA	Y	Y		Y		
NM	NMSBA	Y					
	NMHSSA	Y					
NY	RCE	Y		Y			
	RCT	Y		Y			
	NYSAP	Y		Y			
NC	EOG	Y	Y	Y	Y	Y	Y
	EOC	Y	Y	Y	Y	Y	Y
	Grade 3	Y	Y	Y	Y	Y	Y
ND	NDSA	Y	Y	Y			
OH	AT						
	OPT						
	OGT						
OK	OCCT	Y		Y			
	EOI	Y		Y		Y	Y

State	Test	Number of Students Tested	Number of Students Not Tested	Percent of Students Tested	Percent of Students Not Tested	Number and/or Percent Exempt or Excluded	Number and/or Percent Absent
OR	OSA	Y		Y			
PA	PSSA	Y					
RI	NSRE	Y	Y	Y	Y	Y	
	DRA						
SC	PACT	Y					
	HSAP	Y					
SD	STEP	Y		Y	Y		
	SWA						
TN	TCAP-AT						
	WT						
	TCAP-SA						
TX	TAKS	Y	Y	Y	Y		Y
	RPTE						
UT	ITBS/ITED						
	CCRT	Y		Y			
	DWA						
	UBSCT	Y					
VT	NSRE	Y					
	DRA	Y					
VA	SOL				Y		
WA	WASL	Y	Y				Y
	ITBS/ITED						
WV	WESTEST	Y	Y	Y	Y	Y	Y
	WVWA						
	ACT E						
	ACT P						
WI	WKCE	Y	Y	Y	Y		
	WRCT	Y	Y	Y	Y	Y	
WY	WyCAS			Y			

*Shaded cells indicate unclear (e.g., aggregated grade level or subject level) reporting.

Appendix F

Disaggregated Alternate Assessment Participation Information (Given for State-Level Data)*

State	Test	Number of Students Tested	Number of Students Not Tested	Percent of Students Tested	Percent of Students Not Tested	Number and/or Percent Exempt or Excluded	Number and/or Percent Absent
AL	AAA	Y		Y			
AK	Alternate			Y			
	AAP						
AZ	AIMS-A	Y		Y			
	AIMS-A HS	Y		Y			
	ASAT						
AR	APAS						
CA	CAPA	Y		Y			
CO	CSAPA	Y	Y	Y	Y		Y
CT	Alternate	Y		Y	Y		Y
DE	DAPA	Y	Y	Y	Y	Y	
FL	FAAR	Y		Y			
GA	GAA	Y		Y			
HI	Alternate	Y		Y			
ID	Alternate	Y		Y			
IL	IAA			Y	Y		
IN	ISTAR	Y		Y			
IA	Alternate	Y		Y			
KS	Alternate	Y	Y	Y			
KY	Alternate	Y		Y			
LA	Alternate	Y					
ME	PAAP	Y		Y			
MD	ALT-MSA	Y					
MA	MCAS-Alt	Y	Y	Y			
MI	MI-Access	Y					
MN	Alternate	Y	Y	Y	Y		Y
MS	Alternate	Y	Y	Y	Y		
MO	Alternate	Y	Y		Y	Y	Y
MT	Alternate	Y					
NE	Alternate			Y	Y		
NV	SCAAN				Y		Y
NH	NH-Alt	Y	Y	Y	Y		
NJ	APA	Y					
NM	Alternate	Y		Y			
NY	NYSAA	Y	Y	Y			

State	Test	Number of Students Tested	Number of Students Not Tested	Percent of Students Tested	Percent of Students Not Tested	Number and/or Percent Exempt or Excluded	Number and/or Percent Absent
NC	NCAAI-EOG	Y		Y	Y		
	NCAAI-EOC	Y		Y	Y		
	NCAAP	Y		Y	Y		
ND	NDALT	Y					
OH	Alternate						
OK	Alternate	Y		Y			
OR	EA	Y		Y			
PA	PASA	Y					
RI	Alternate	Y	Y	Y	Y	Y	
SC	PACT-Alt	Y	Y				
	HSAP-Alt	Y	Y				
SD	STAARS	Y		Y			
	STAARS Writing						
TN	TCAP-Alt						
TX	SDAA-II	Y	Y	Y	Y	Y	Y
UT	Alternate	Y		Y			
VT	Alternate						
VA	VAAP	Y		Y			
	VGLASS	Y		Y			
	VSEP			Y			
WA	WAAS	Y			Y		
WV	Alternate	Y	Y	Y	Y	Y	Y
WI	WAA	Y	Y	Y	Y		
WY	WyCAS-Alt		Y		Y		

*Shaded cells indicate unclear (e.g., aggregated grade level or subject level) reporting.

Appendix G

Disaggregated Performance Information (Given for State-Level Data)*

State	Test	Percent in Each Achievement Level	Percent in Each PR* Group	Percent Proficient	Percent Not Proficient	Number Proficient	Number Not Proficient	Average Percentile Rank
AL	DAW	Y		Y	Y			
	AHSGE	Y		Y	Y			
	SAT-10							Y
	ARMT	Y		Y	Y			
AK	SBA			Y	Y	Y	Y	
	HSGQE			Y	Y	Y	Y	
	TerraNova							
AZ	TerraNova							
	AIMS	Y		Y	Y			
	AIMS HS	Y		Y	Y			
AR	ITBS							
	ABE	Y		Y	Y			
CA	CSTs	Y		Y		Y		
	SABE/2	Y		Y		Y		
	CAT-6		Y					Y
CO	CSAP	Y		Y	Y	Y	Y	
CT	CMT	Y		Y				
	CAPT	Y		Y				
DE	DSTP	Y		Y	Y			
FL	FCAT	Y		Y	Y			Y
GA	EOCT			Y	Y			
	GHS GT			Y	Y			
	CRCT			Y	Y			
	WA			Y	Y			
HI	HSA			Y				
ID	DMA/DWA			Y				
	ISAT	Y		Y				
	IRI	Y		Y				
IL	ISAT	Y		Y				
	PSAE	Y		Y				
	IMAGE	Y		Y				
IN	ISTEP+	Y		Y	Y	Y	Y	
	GQE	Y		Y	Y	Y	Y	
	ECAs							
IA	ITBS/ITED	Y		Y	Y			
KS	KAS			Y	Y	Y	Y	

State	Test	Percent in Each Achievement Level	Percent in Each PR* Group	Percent Proficient	Percent Not Proficient	Number Proficient	Number Not Proficient	Average Percentile Rank
KY	CTBS/5	Y						Y
	KCCT	Y		Y	Y			
LA	LEAP 21	Y		Y				
	GEE 21	Y		Y				
	ITBS/ITED							Y
ME	MEA			Y	Y	Y	Y	
MD	MSA	Y		Y		Y	Y	
	HSA	Y		Y		Y	Y	
MA	MCAS	Y		Y	Y	Y	Y	
MI	MEAP	Y		Y	Y			
MN	MCA	Y		Y	Y	Y	Y	
MS	MCT	Y		Y				
	TerraNova							Y
	WA	Y		Y				
	SATP	Y		Y				
MO	MAP	Y		Y	Y	Y	Y	
MT	ITBS/ITED	Y		Y	Y			
	MP	Y		Y	Y			
NE	NSWA			Y	Y			
	STARS			Y	Y			
NV	ITBS/ITED	Y	Y	Y	Y			
	NCRT	Y		Y	Y			
	HSPE	Y		Y	Y			
	NAWE	Y		Y	Y			
NH	NHEIAP	Y		Y	Y	Y	Y	
NJ	NJ-ASK	Y		Y	Y	Y	Y	
	GEPA	Y		Y	Y			
	HSPA	Y		Y	Y			
NM	NMSBA	Y		Y	Y			
	NMHSSA	Y		Y	Y			
NY	RCE	Y		Y		Y		
	RCT	Y		Y		Y		
	NYSAP	Y		Y		Y		
NC	EOG	Y		Y	Y	Y	Y	
	EOC	Y		Y	Y	Y	Y	
	Grade 3	Y		Y	Y	Y	Y	
ND	NDSA	Y		Y	Y	Y	Y	

State	Test	Percent in Each Achievement Level	Percent in Each PR* Group	Percent Proficient	Percent Not Proficient	Number Proficient	Number Not Proficient	Average Percentile Rank
OH	AT			Y				
	OPT			Y				
	OGT			Y				
OK	OCCT	Y		Y	Y	Y	Y	
	EOI	Y		Y	Y	Y	Y	
OR	OSA	Y		Y	Y	Y	Y	
PA	PSSA	Y		Y	Y			
RI	NSRE			Y				
	DRA							
SC	PACT	Y		Y	Y			
	HSAP	Y		Y	Y			
SD	STEP	Y		Y	Y			
	SWA							
TN	TCAP-AT	Y		Y	Y			
	WT							
	TCAP-SA	Y		Y	Y			
TX	TAKS			Y				
	RPTE							
UT	ITBS/ITED							Y
	CCRT			Y		Y		
	DWA							
	UBSCT			Y	Y	Y	Y	
VT	NSRE	Y		Y	Y			
	DRA	Y		Y	Y			
VA	SOL	Y		Y	Y			
WA	WASL	Y		Y	Y			
	ITBS/ITED							
WV	WESTEST	Y		Y	Y	Y	Y	
	WVWA							
	ACT E							
	ACT P							
WI	WKCE	Y		Y	Y	Y	Y	
	WRCT	Y		Y	Y	Y	Y	
WY	WyCAS	Y		Y	Y			

*Shaded cells indicate unclear (e.g., aggregated grade level or subject level) reporting.

Appendix H

Disaggregated Alternate Assessment Performance Information (Given for State-Level Data)*

State	Test	Percent in Each Achievement Level	Percent in Each PR* Group	Percent Proficient	Percent Not Proficient	Number Proficient	Number Not Proficient	Average Percentile Rank
AL	AAA	Y		Y	Y			
AK	Alternate			Y	Y	Y	Y	
	AAP							
AZ	AIMS-A	Y		Y	Y			
	AIMS-A HS	Y		Y	Y			
	ASAT							
AR	APAS							
CA	CAPA	Y		Y		Y		
CO	CSAPA	Y		Y	Y	Y	Y	
CT	Alternate			Y	Y	Y	Y	
DE	DAPA	Y		Y	Y			
FL	FAAR			Y				
GA	GAA			Y	Y	Y	Y	
HI	Alternate	Y		Y	Y			
ID	Alternate			Y				
IL	IAA	Y		Y				
IN	ISTAR							
IA	Alternate			Y				
KS	Alternate			Y	Y	Y	Y	
KY	Alternate	Y		Y	Y			
LA	Alternate	Y						
ME	PAAP	Y		Y	Y	Y	Y	
MD	ALT-MSA	Y		Y		Y	Y	
MA	MCAS-Alt			Y	Y	Y	Y	
MI	MI-Access	Y		Y	Y			
MN	Alternate			Y	Y	Y	Y	
MS	Alternate	Y		Y				
MO	Alternate	Y		Y	Y	Y	Y	
MT	Alternate	Y		Y	Y			
NE	Alternate			Y	Y			
NV	SCAAN			Y	Y			
NH	NH-Alt	Y		Y	Y	Y	Y	
NJ	APA			Y	Y	Y	Y	
NM	Alternate			Y	Y			
NY	NYSAA	Y		Y		Y		

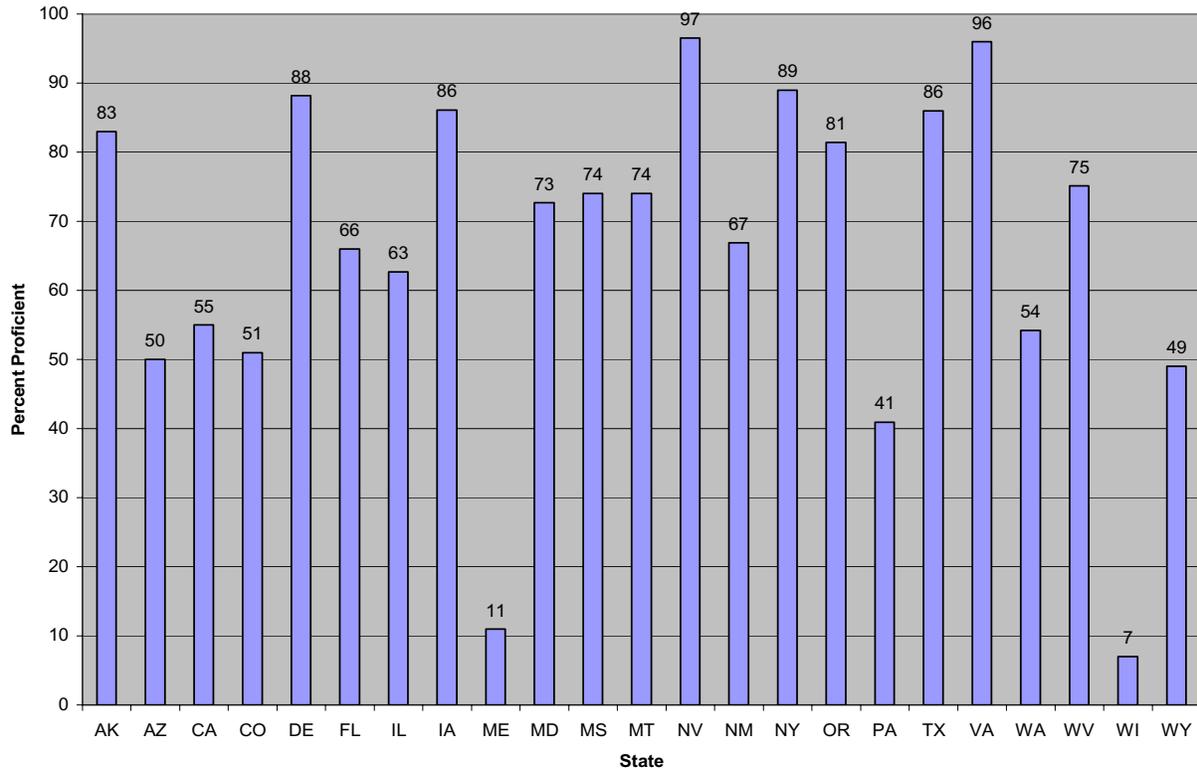
State	Test	Percent in Each Achievement Level	Percent in Each PR* Group	Percent Proficient	Percent Not Proficient	Number Proficient	Number Not Proficient	Average Percentile Rank
NC	NCAAI-EOG	Y		Y	Y			
	NCAAI-EOC	Y		Y	Y			
	NCAAP	Y		Y	Y			
ND	NDALT							
OH	Alternate							
OK	Alternate			Y	Y	Y	Y	
OR	EA	Y		Y	Y	Y	Y	
PA	PASA	Y		Y	Y	Y	Y	
RI	Alternate			Y				
SC	PACT-Alt	Y		Y	Y			
	HSAP-Alt	Y		Y	Y			
SD	STAARS							
	STAARS Writing							
TN	TCAP-Alt	Y		Y	Y			
TX	SDAA-II			Y				
UT	Alternate			Y		Y		
VT	Alternate							
VA	VAAP	Y		Y	Y			
	VGLASS	Y		Y	Y			
	VSEP	Y		Y	Y			
WA	WAAS	Y		Y	Y			
WV	Alternate	Y		Y	Y	Y	Y	
WI	WAA	Y		Y	Y	Y	Y	
WY	WycAS-Alt	Y						

*Shaded cells indicate unclear (e.g., aggregated grade level or subject level) reporting.

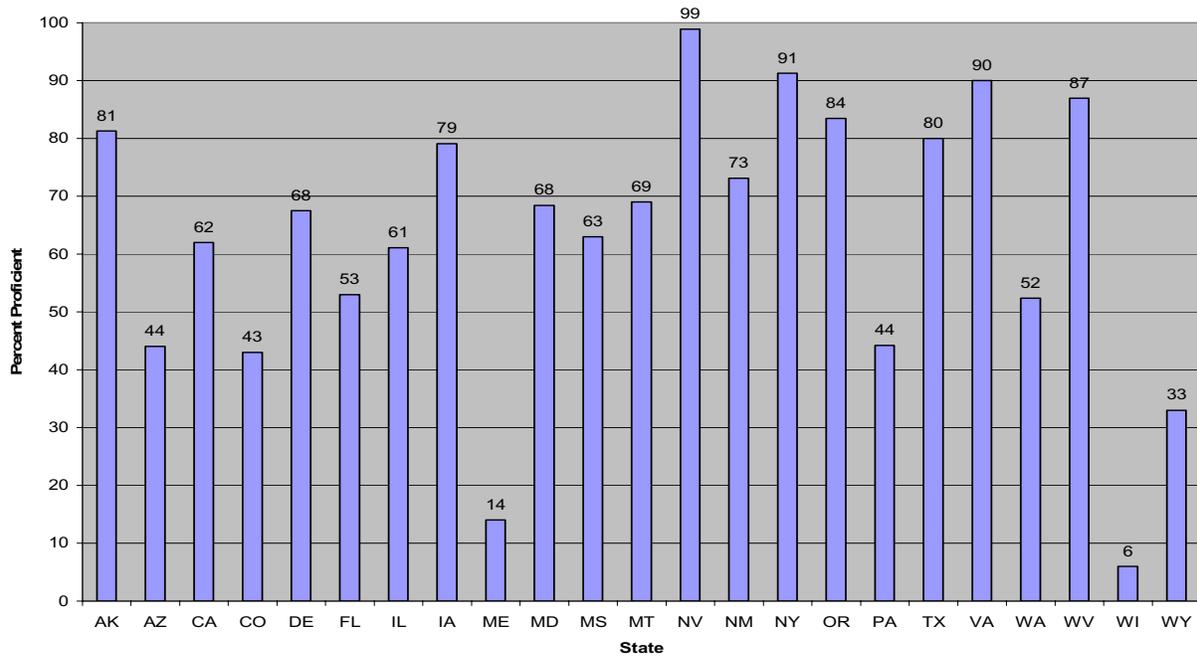
Appendix I

Alternate Assessment Performance

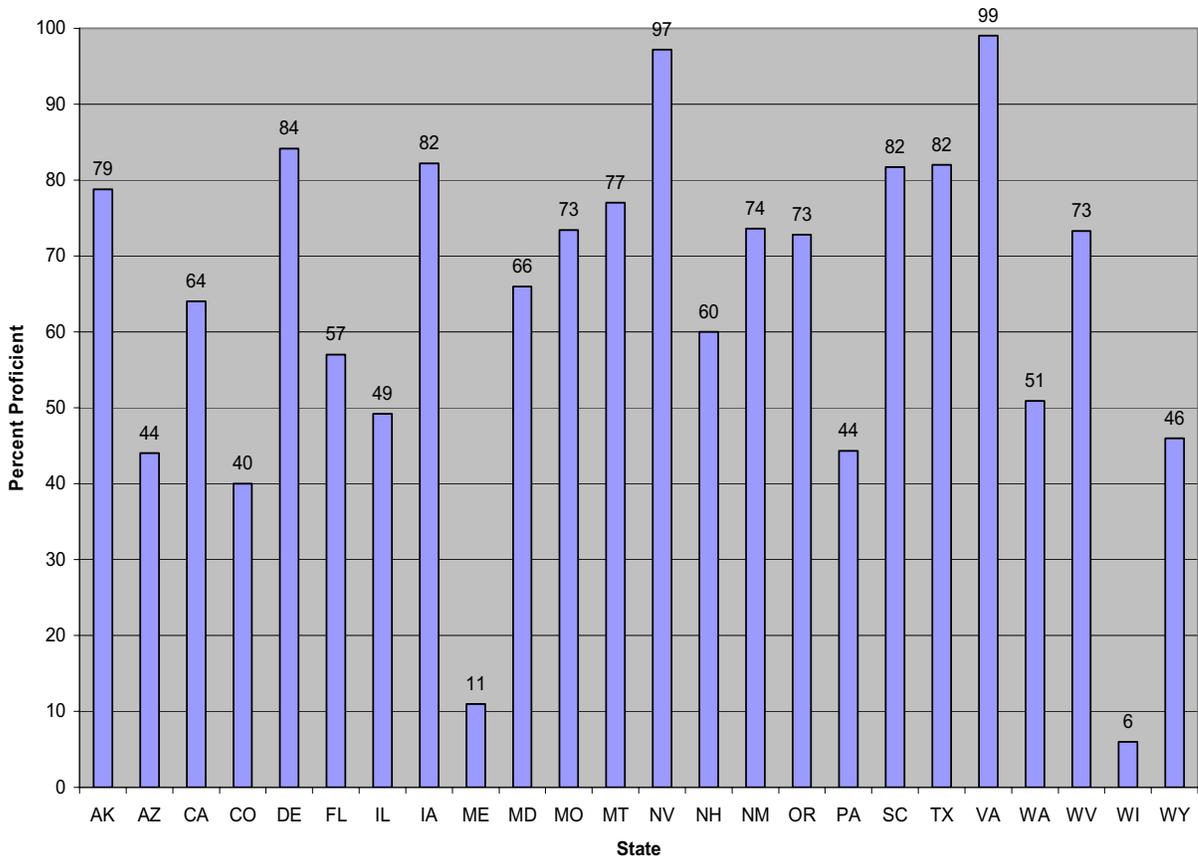
Elementary School Reading Performance on the Alternate Assessment



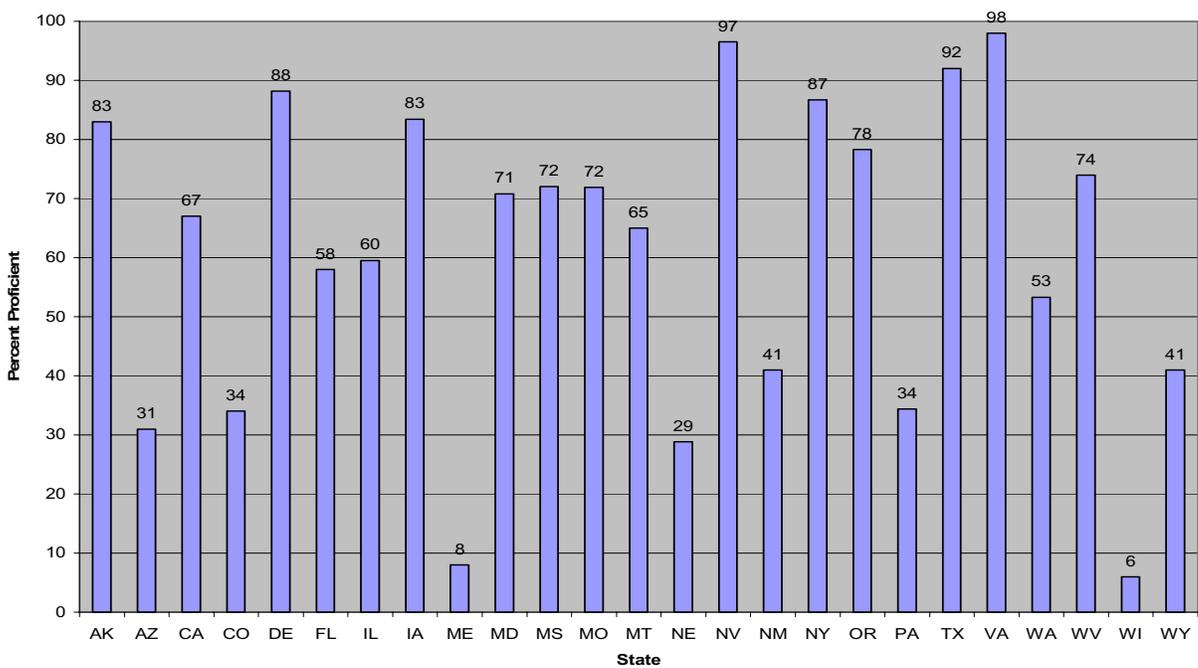
Middle School Reading Performance on the Alternate Assessment.



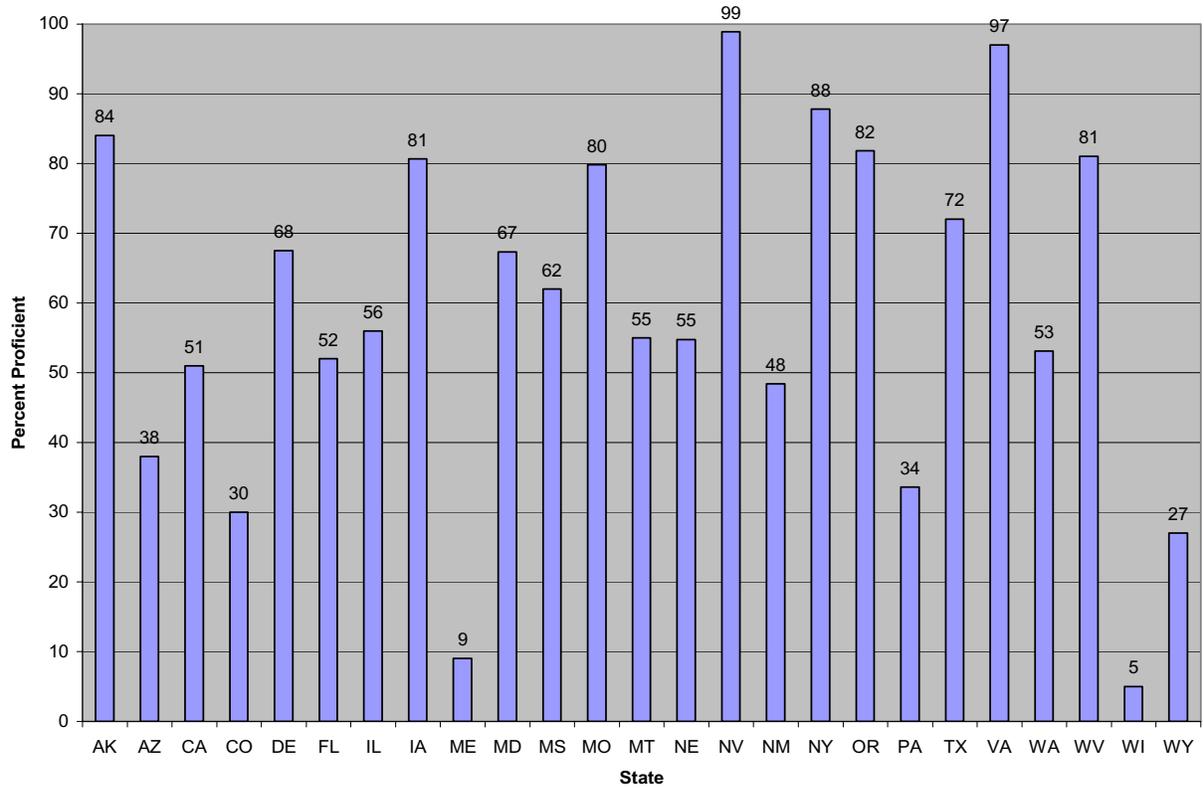
High School Reading Performance on the Alternate Assessment.



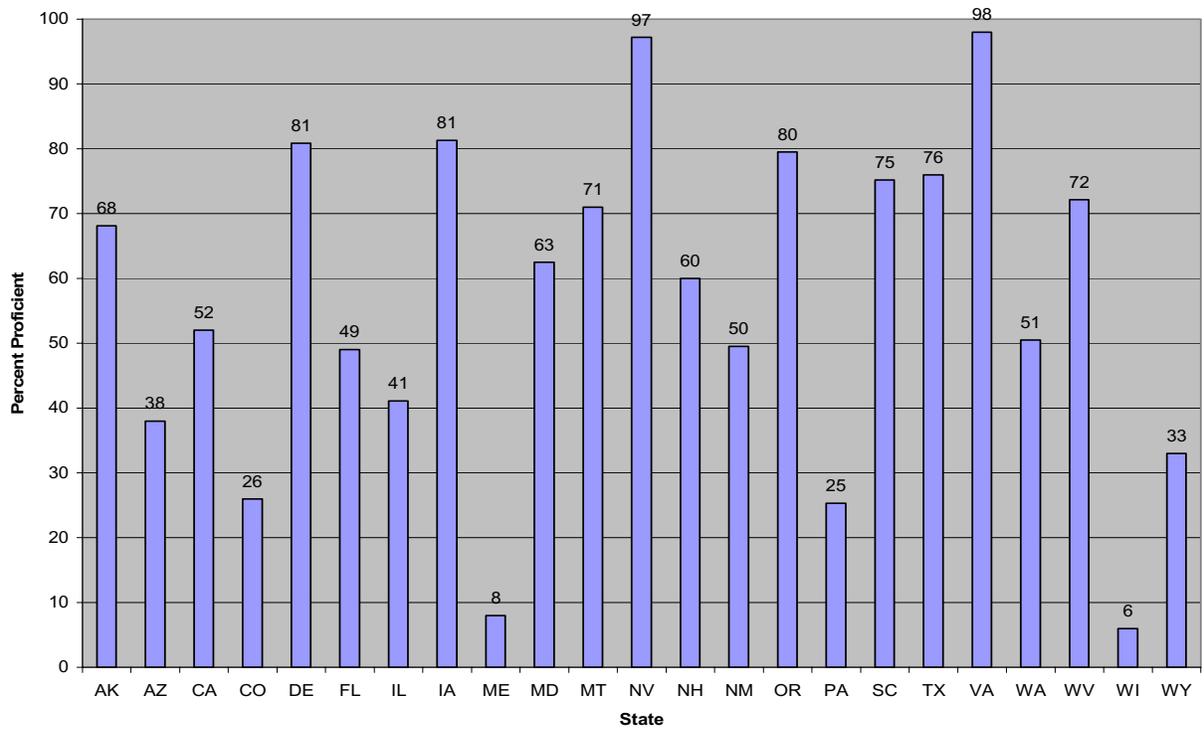
Elementary School Mathematics Performance on the Alternate Assessment.



Middle School Mathematics Performance on the Alternate Assessment.



High School Mathematics Performance on the Alternate Assessment.



Appendix J

Participation and Performance for Students Tested with Accommodations

Grade	Subject	Accommodation	Participation	Proficiency
Colorado: CSAP "Accommodations"				
3	Reading	Braille version	8	-
		Large-print version	37	41%
		Teacher-read directions only	1825	22%
		Scribe	759	33%
		Signing	14	-
		Assistive communication device	7	58%
		Extended timing	6516	53%
4	Reading	Braille version	1	-
		Large-print version	35	29%
		Teacher-read directions only	2045	13%
		Scribe	884	34%
		Signing	19	11%
		Assistive communication device	33	45%
		Extended/modified timing	6270	40%
5	Reading	Braille version	5	-
		Large-print version	35	46%
		Teacher-read directions only	1900	16%
		Scribe	660	42%
		Signing	11	-
		Assistive communication device	45	58%
		Extended/modified timing	6178	45%
6	Reading	Braille version	4	-
		Large-print version	21	24%
		Teacher-read directions only	1625	14%
		Scribe	440	37%
		Signing	23	13%
		Assistive communication device	69	57%
		Extended/modified timing	4474	42%
7	Reading	Braille version	3	-
		Large-print version	25	44%
		Teacher-read directions only	1468	6%
		Scribe	349	31%
		Signing	33	15%
		Assistive communication device	71	42%
		Extended/modified timing	2476	30%
8	Reading	Braille version	6	-
		Large-print version	11	-
		Teacher-read directions only	1262	10%
		Scribe	252	29%
		Signing	29	17%
		Assistive communication device	57	40%
		Extended/modified timing	2333	28%

Grade	Subject	Accommodation	Participation	Proficiency
9	Reading	Braille version	8	-
		Large-print version	12	-
		Teacher-read directions only	523	8%
		Scribe	119	32%
		Signing	21	0
		Assistive communication device	14	-
		Extended/modified timing	1796	22%
10	Reading	Braille version	8	-
		Large-print version	10	-
		Teacher-read directions only	373	8%
		Scribe	97	26%
		Signing	21	5%
		Assistive communication device	7	-
		Extended/modified timing	1351	22%
3	Math	Braille version	6	-
		Large-print version	27	48%
		Teacher-read directions only	781	36%
		Use of manipulative	29	17%
		Scribe	414	45%
		Signing	18	22%
		Assistive communication device	0	-
		Extended timing	2053	47%
		Oral presentation of entire test	3824	33%
4	Math	Braille version	2	-
		Large-print version	28	43%
		Teacher-read directions only	692	24%
		Use of manipulative	21	14%
		Scribe	502	43%
		Signing	16	19%
		Assistive communication device	8	-
		Extended timing	2859	38%
		Oral presentation of entire test	3089	25%
5	Math	Braille version	3	-
		Large-print version	27	37%
		Teacher-read directions only	688	19%
		Use of manipulative	8	-
		Scribe	417	35%
		Signing	12	-
		Assistive communication device	10	-
		Extended timing	3515	40%
		Oral presentation of entire test	2629	20%
6	Math	Braille version	2	-
		Large-print version	21	24%
		Teacher-read directions only	808	12%
		Use of manipulative	7	-
		Scribe	258	28%
		Signing	27	22%
		Assistive communication device	35	23%
		Extended timing	1996	30%
		Oral presentation of entire test	1930	11%

Grade	Subject	Accommodation	Participation	Proficiency
7	Math	Braille version	2	-
		Large-print version	20	15%
		Teacher-read directions only	715	5%
		Use of manipulative	5	-
		Scribe	201	17%
		Signing	25	8%
		Assistive communication device	27	22%
		Extended timing	1852	20%
		Oral presentation of entire test	1306	4%
8	Math	Braille version	5	-
		Large-print version	9	-
		Teacher-read directions only	560	6%
		Use of manipulative	5	-
		Scribe	157	17%
		Signing	23	13%
		Assistive communication device	22	27%
		Extended timing	2023	24%
		Oral presentation of entire test	1272	4%
9	Math	Braille version	9	-
		Large-print version	12	-
		Teacher-read directions only	377	2%
		Use of manipulative	12	-
		Scribe	80	10%
		Signing	20	0
		Assistive communication device	6	-
		Extended timing	1827	14%
		Oral presentation of entire test	461	2%
10	Math	Braille version	7	-
		Large-print version	10	-
		Teacher-read directions only	230	3%
		Use of manipulative	11	-
		Scribe	69	6%
		Signing	23	0
		Assistive communication device	4	-
		Extended timing	1229	10%
		Oral presentation of entire test	367	1%
8	Science	Braille version	7	-
		Large-print version	8	-
		Teacher-read directions only	585	11%
		Scribe	185	30%
		Signing	23	9%
		Assistive communication device	25	44%
		Extended timing	1183	17%
		Oral presentation of entire test	1310	6%
3	Writing	Braille version	11	-
		Large-print version	32	22%
		Teacher-read directions only	985	15%
		Scribe	895	30%
		Signing	24	8%
		Assistive communication device	19	37%
		Extended timing	3013	35%
		Oral presentation of entire test	3017	11%

Grade	Subject	Accommodation	Participation	Proficiency
4	Writing	Braille version	1	-
		Large-print version	31	19%
		Teacher-read directions only	946	9%
		Scribe	872	26%
		Signing	12	-
		Assistive communication device	47	36%
		Extended timing	5231	34%
		Oral presentation of entire test	2743	9%
5	Writing	Braille version	4	-
		Large-print version	30	33%
		Teacher-read directions only	838	12%
		Scribe	694	28%
		Signing	7	-
		Assistive communication device	71	32%
		Extended timing	5079	38%
		Oral presentation of entire test	2556	11%
6	Writing	Braille version	4	-
		Large-print version	20	10%
		Teacher-read directions only	963	9%
		Scribe	443	26%
		Signing	25	8%
		Assistive communication device	97	41%
		Extended timing	2730	32%
		Oral presentation of entire test	1999	9%
7	Writing	Braille version	4	-
		Large-print version	25	32%
		Teacher-read directions only	920	5%
		Scribe	356	21%
		Signing	28	11%
		Assistive communication device	92	32%
		Extended timing	2006	26%
		Oral presentation of entire test	1426	5%
8	Writing	Braille version	7	-
		Large-print version	7	-
		Teacher-read directions only	828	5%
		Scribe	254	17%
		Signing	32	9%
		Assistive communication device	73	30%
		Extended timing	1882	23%
		Oral presentation of entire test	1300	4%
9	Writing	Braille version	7	-
		Large-print version	11	-
		Teacher-read directions only	460	4%
		Scribe	136	18%
		Signing	18	0
		Assistive communication device	18	39%
		Extended timing	1653	13%
		Oral presentation of entire test	414	4%

Grade	Subject	Accommodation	Participation	Proficiency
10	Writing	Braille version	8	-
		Large-print version	9	-
		Teacher-read directions only	278	4%
		Scribe	111	13%
		Signing	20	0
		Assistive communication device	13	-
		Extended timing	1198	11%
		Oral presentation of entire test	337	3%
Colorado: CSAP "Nonapproved Accommodation/Modification"				
3	Reading	Nonapproved Accommodation/Modification	3	-
4	Reading	Nonapproved Accommodation/Modification	12	-
5	Reading	Nonapproved Accommodation/Modification	14	-
6	Reading	Nonapproved Accommodation/Modification	4	-
7	Reading	Nonapproved Accommodation/Modification	5	-
8	Reading	Nonapproved Accommodation/Modification	4	-
9	Reading	Nonapproved Accommodation/Modification	3	-
10	Reading	Nonapproved Accommodation/Modification	4	-
3	Math	Nonapproved Accommodation/Modification	0	-
4	Math	Nonapproved Accommodation/Modification	4	-
5	Math	Nonapproved Accommodation/Modification	2	-
6	Math	Nonapproved Accommodation/Modification	0	-
7	Math	Nonapproved Accommodation/Modification	1	-
8	Math	Nonapproved Accommodation/Modification	1	-
9	Math	Nonapproved Accommodation/Modification	12	-
10	Math	Nonapproved Accommodation/Modification	1	-
8	Science	Nonapproved Accommodation/Modification	7	-
3	Writing	Nonapproved Accommodation/Modification	3	-
4	Writing	Nonapproved Accommodation/Modification	13	-
5	Writing	Nonapproved Accommodation/Modification	14	-
6	Writing	Nonapproved Accommodation/Modification	5	-
7	Writing	Nonapproved Accommodation/Modification	3	-
8	Writing	Nonapproved Accommodation/Modification	3	-
9	Writing	Nonapproved Accommodation/Modification	6	-
10	Writing	Nonapproved Accommodation/Modification	5	-
Idaho: Accommodation for Reading Assessment (IRI)¹				
Kindergarten	Reading	Accommodation: Fall 2004	111	23/44/32
Kindergarten	Reading	Adaptation: Fall 2004	20	0/25/75
First	Reading	Accommodation: Fall 2004	132	48/28/24
First	Reading	Adaptation: Fall 2004	7	29/0/71
Second	Reading	Accommodation: Fall 2004	195	26/33/42
Second	Reading	Adaptation: Fall 2004	14	14/36/50
Kindergarten	Reading	Accommodation: Winter 2005	167	22/43/36
Kindergarten	Reading	Adaptation: Winter 2005	10	20/20/60
First	Reading	Accommodation: Winter 2005	172	45/33/22
First	Reading	Adaptation: Winter 2005	7	14/29/57
Second	Reading	Accommodation: Winter 2005	265	17/28/54
Second	Reading	Adaptation: Winter 2005	28	25/25/50
Kindergarten	Reading	Accommodation: Spring 2005	170	44/28/28
Kindergarten	Reading	Adaptation: Spring 2005	9	44/22/33
First	Reading	Accommodation: Spring 2005	182	27/45/28

Grade	Subject	Accommodation	Participation	Proficiency
First	Reading	Adaptation: Spring 2005	8	25/50/25
Second	Reading	Accommodation: Spring 2005	332	20/30/49
Second	Reading	Adaptation: Spring 2005	17	6/24/71
Indiana: ISTEP+ (Grades 3-9) and GQE (Grade 10) "Special Ed with Accommodations"²				
3	E/LA	Accommodations	5898	23%
4	E/LA	Accommodations	7063	23%
5	E/LA	Accommodations	7846	22%
6	E/LA	Accommodations	8693	21%
7	E/LA	Accommodations	9093	18%
8	E/LA	Accommodations	9230	19%
9	E/LA	Accommodations	8454	15%
10	E/LA	Accommodations	8069	19%
3	Math	Accommodations	5750	28%
4	Math	Accommodations	6891	32%
5	Math	Accommodations	7671	32%
6	Math	Accommodations	8434	33%
7	Math	Accommodations	8856	29%
8	Math	Accommodations	9082	26%
9	Math	Accommodations	8436	25%
10	Math	Accommodations	8062	21%
5	Science	Accommodations	7130	29%
Kansas: "Students with IEPs Taking the Regular Assessment with Accommodations"³				
All	Reading	Accommodations	12,089	19%
All	Math	Accommodations	12,089	27%
Kentucky: KY Core Content Test "Students with Disabilities Tested With Accommodations"²				
4	Reading	Accommodations	5349 (11% of SWDs)	539 (10%)
7	Reading	Accommodations	5238 (10%)	493 (9%)
10	Reading	Accommodations	3755 (8%)	458 (12%)
5	Math	Accommodations	5666 (12%)	540 (10%)
8	Math	Accommodations	5022 (10%)	500 (10%)
11	Math	Accommodations	2,964 (7%)	473 (16%)
4	Science	Accommodations	5349 (11%)	543 (10%)
7	Science	Accommodations	5238 (10%)	484 (9%)
11	Science	Accommodations	2964 (7%)	504 (17%)
5	Soc. St.	Accommodations	5666 (12%)	526 (9%)
8	Soc. St.	Accommodations	5022 (10%)	475 (9%)
11	Soc. St.	Accommodations	2964 (7%)	483 (16%)
4	Writing Portfolio	Accommodations	5290 (11%)	Proficiency levels report.
4	Writing On Demand	Accommodations	5349 (11%)	Proficiency levels report.
7	Writing Portfolio	Accommodations	5166(10%)	Proficiency levels report.
7	Writing On Demand	Accommodations	5238 (10%)	Proficiency levels report.
5	A & H	Accommodations	5666 (12%)	496 (9%)
8	A & H	Accommodations	5022 (10%)	467 (9%)
5	PL/VS	Accommodations	5666(12%)	496 (9%)
8	PL/VS	Accommodations	5022 (10%)	463 (9%)
Kentucky: CTBS/5 "Students with Disabilities Tested With Accommodations"⁴				
End of Primary	Reading	Accommodations	4309 (9%)	NP = 39

Grade	Subject	Accommodation	Participation	Proficiency
6	Reading	Accommodations	4646 (9%)	NP = 29
End of Primary	Math	Accommodations	4309 (9%)	NP = 35
6	Math	Accommodations	4646 (9%)	NP = 22
End of Primary	Language	Accommodations	4309 (9%)	NP = 30
6	Language	Accommodations	4646 (9%)	NP = 25
Louisiana: ITBS "All Students"⁴				
3	Reading	Calculator Used	12226	NP=48
5	Reading	Calculator Used	21709	NP=52
6	Reading	Calculator Used	29723	NP=43
7	Reading	Calculator Used	34400	NP=45
8	Reading	Calculator Used	1411	NP=16
9	Reading	Calculator Used	30827	NP=49
3	Math	Calculator Used	12229	NP=52
5	Math	Calculator Used	21710	NP=60
6	Math	Calculator Used	29728	NP=51
7	Math	Calculator Used	34417	NP=53
8	Math	Calculator Used	1421	NP=21
9	Math	Calculator Used	30886	NP=58
3	Language	Calculator Used	12226	NP=60
5	Language	Calculator Used	21709	NP=67
6	Language	Calculator Used	29718	NP=56
7	Language	Calculator Used	34397	NP=57
8	Language	Calculator Used	1411	NP=23
9	Language	Calculator Used	30841	NP=56
3	Soc. St.	Calculator Used	12221	NP=55
5	Soc. St.	Calculator Used	21704	NP=56
6	Soc. St.	Calculator Used	29707	NP=50
7	Soc. St.	Calculator Used	34384	NP=51
8	Soc. St.	Calculator Used	1405	NP=19
9	Soc. St.	Calculator Used	30839	NP=51
3	Science	Calculator Used	12222	NP=50
5	Science	Calculator Used	21705	NP=60
6	Science	Calculator Used	29706	NP=49
7	Science	Calculator Used	34378	NP=51
8	Science	Calculator Used	1405	NP=19
9	Science	Calculator Used	30841	NP=54
Michigan: MEAP "All Students"				
4	Math	Standard Accommodations	7598	43%
		Non-Standard Accommodations	37	-
4	Reading	Standard Accommodations	3255	45%
		Non-Standard Accommodations	60	-
4	Writing	Standard Accommodations	3005	21%
		Non-Standard Accommodations	90	-
4	Listening	Standard Accommodations	1471	54%
		Non-Standard Accommodations	27	-
Michigan: MEAP "Non Special Education"				
4	Math	Standard Accommodations	2380	54%
		Non-Standard Accommodations	<10	-
4	Reading	Standard Accommodations	869	48%
		Non-Standard Accommodations	14	-
4	Writing	Standard Accommodations	774	28%
		Non-Standard Accommodations	65	-

Grade	Subject	Accommodation	Participation	Proficiency
4	Listening	Standard Accommodations	264	52%
		Non-Standard Accommodations	<10	-
Michigan: MEAP "Special Education"				
4	Math	Standard Accommodations	5218	38%
		Non-Standard Accommodations	30	-
4	Reading	Standard Accommodations	2386	44%
		Non-Standard Accommodations	46	-
4	Writing	Standard Accommodations	2231	19%
		Non-Standard Accommodations	25	-
4	Listening	Standard Accommodations	1207	54%
		Non-Standard Accommodations	21	-
Michigan: MEAP "All Students"				
5	Science	Standard Accommodations	9132	58%
		Non-Standard Accommodations	46	-
5	Soc. St.	Standard Accommodations	8195	7%
		Non-Standard Accommodations	37	-
Michigan: MEAP "Non Special Education"				
5	Science	Standard Accommodations	2079	60%
		Non-Standard Accommodations	<10	-
5	Soc. St.	Standard Accommodations	1222	10%
		Non-Standard Accommodations	<10	-
Michigan: MEAP "Special Education"				
5	Science	Standard Accommodations	7053	58%
		Non-Standard Accommodations	41	-
5	Soc. St.	Standard Accommodations	6973	7%
		Non-Standard Accommodations	32	-
Michigan: MEAP "All Students"				
7	Reading	Standard Accommodations	3031	35%
		Non-Standard Accommodations	30	-
7	Writing	Standard Accommodations	2954	25%
		Non-Standard Accommodations	12	-
7	Listening	Standard Accommodations	1298	27%
		Non-Standard Accommodations	<10	-
Michigan: MEAP "Non Special Education"				
7	Reading	Standard Accommodations	655	35%
		Non-Standard Accommodations	<10	-
7	Writing	Standard Accommodations	650	32%
		Non-Standard Accommodations	<10	-
7	Listening	Standard Accommodations	212	25%
		Non-Standard Accommodations	<10	-
Michigan: MEAP "Special Education"				
7	Reading	Standard Accommodations	2376	35%
		Non-Standard Accommodations	26	-
7	Writing	Standard Accommodations	2304	23%
		Non-Standard Accommodations	<10	-
7	Listening	Standard Accommodations	1086	27%
		Non-Standard Accommodations	<10	-
Michigan: MEAP "All Students"				
8	Math	Standard Accommodations	6818	22%
		Non-Standard Accommodations	18	-
8	Science	Standard Accommodations	7313	30%
		Non-Standard Accommodations	24	-

Grade	Subject	Accommodation	Participation	Proficiency
8	Soc. St.	Standard Accommodations	7222	6%
		Non-Standard Accommodations	17	-
Michigan: MEAP "Non Special Education"				
8	Math	Standard Accommodations	1195	34%
		Non-Standard Accommodations	<10	-
8	Science	Standard Accommodations	1246	29%
		Non-Standard Accommodations	<10	-
8	Soc. St.	Standard Accommodations	1252	10%
		Non-Standard Accommodations	<10	-
Michigan: MEAP "Special Education"				
8	Math	Standard Accommodations	5623	19%
		Non-Standard Accommodations	14	-
8	Science	Standard Accommodations	6067	31%
		Non-Standard Accommodations	15	-
8	Soc. St.	Standard Accommodations	5970	5%
		Non-Standard Accommodations	13	-
Mississippi: Testing Accommodations used in 2004/2005				
-	-	Read directions and items (repeating & paraphrasing)	12,899 (24.4%)	-
-	-	Administered in a small group setting	8454 (16.0%)	-
-	-	Read directions (repeating & paraphrasing)	6295 (11.9%)	-
-	-	Reminders to stay on task	5026 (9.5%)	-
-	-	Administered by a familiar teacher	4515 (8.5%)	-
-	-	Allowing extra time to complete test	3405 (6.4%)	-
-	-	Use of allowable memory aids	2585 (4.9%)	-
-	-	Administered in a familiar room	2112 (4.0%)	-
-	-	Sitting at the front of the class	2112 (4.0%)	-
-	-	Facing the test administrator	1573 (3.0%)	-
-	-	Read directions and items (repeating; not paraphrasing)	888 (1.7%)	-
-	-	Read directions and items (no repeating or paraphrasing)	495 (0.9%)	-
-	-	Highlighting	415 (0.8%)	-
-	-	Read directions (repeating; not paraphrasing)	352 (0.6%)	-
-	-	Individual administration	320 (0.6%)	-
-	-	Native Language Dictionary	286 (0.5%)	-
-	-	Read directions (without repeating or paraphrasing)	275 (0.5%)	-
-	-	Scheduled rest breaks	183 (0.3%)	-
-	-	Student dictates answers	161 (0.3%)	-
-	-	Cues	115 (0.2%)	-
Missouri: Subset of Students with Disabilities Who Took the Assessment with Accommodations				
3	Math	-	0	-
4	Math	-	7240	-
5	Math	-	0	-
6	Math	-	0	-
7	Math	-	0	-
8	Math	-	8770	-
10	Math	-	6740	-
3	Reading	-	6383	-

Grade	Subject	Accommodation	Participation	Proficiency
4	Reading	-	0	-
5	Reading	-	0	-
6	Reading	-	0	-
7	Reading	-	8740	-
8	Reading	-	0	-
11	Reading	-	5484	-
Nebraska: Statewide Writing Assessment "All Students"				
4	Writing	Receiving Accommodations	1487 (7.5%)	-
8	Writing	Receiving Accommodations	1331 (6.2%)	-
11	Writing	Receiving Accommodations	835 (4.2%)	-
Nebraska: Statewide Writing Assessment "Special Education"				
4	Writing	Receiving Accommodations	1200 (37.5%)	-
8	Writing	Receiving Accommodations	1158 (39.5%)	-
11	Writing	Receiving Accommodations	715 (34.9%)	-
Nevada: Reasons for Students Not Tested: Modified: ITBS/ITED				
4	Language	-	8	-
4	Math	-	4	-
4	Reading	-	29	-
4	Science	-	5	-
7	Language	-	65	-
7	Math	-	68	-
7	Reading	-	89	-
7	Science	-	65	-
10	Language	-	23	-
10	Math	-	25	-
10	Reading	-	23	-
10	Science	-	25	-
Nevada: Reasons for Students Not Tested: Modified: CRT				
3	Math	-	23	-
3	Reading	-	35	-
5	Math	-	13	-
5	Reading	-	46	-
5	Science	-	0	-
8	Math	-	33	-
8	Reading	-	28	-
8	Science	-	0	-
Nevada: Reasons for Students Not Tested: Modified: NAWÉ				
4	Writing	-	24	-
8	Writing	-	19	-
New Mexico: NMSBA and NMHSSA Combined				
-	Reading	Timing/Scheduling: Non-SPED	-	587 (38%)
-	Reading	Timing/Scheduling: SPED	-	144 (6%)
-	Reading	Response: Non-SPED	-	34 (31%)
-	Reading	Response: SPED	-	32 (18%)
-	Reading	Response & Timing/Scheduling: Non-SPED	-	6 (25%)
-	Reading	Response & Timing/Scheduling: SPED	-	13 (7%)
-	Reading	Presentation: Non-SPED	-	875 (20%)
-	Reading	Presentation: SPED	-	318 (6%)
-	Reading	Presentation & Timing/Scheduling: Non-SPED	-	231 (32%)
-	Reading	Presentation & Timing/Scheduling: SPED	-	137 (7%)
-	Reading	Response & Presentation: Non-SPED	-	94 (27%)

Grade	Subject	Accommodation	Participation	Proficiency
-	Reading	Response & Presentation: SPED	-	71 (12%)
-	Reading	Response, Presentation, & Timing/Scheduling: Non-SPED	-	175 (27%)
-	Reading	Response, Presentation, & Timing/Scheduling: SPED	-	92 (7%)
-	Math	Timing/Scheduling: Non-SPED	-	329 (24%)
-	Math	Timing/Scheduling: SPED	-	36 (4%)
-	Math	Response: Non-SPED	-	19 (37%)
-	Math	Response: SPED	-	7 (12%)
-	Math	Response & Timing/Scheduling: Non-SPED	-	4 (16%)
-	Math	Response & Timing/Scheduling: SPED	-	3 (4%)
-	Math	Presentation: Non-SPED	-	848 (14%)
-	Math	Presentation: SPED	-	391 (4%)
-	Math	Presentation & Timing/Scheduling: Non-SPED	-	181 (22%)
-	Math	Presentation & Timing/Scheduling: SPED	-	110 (4%)
-	Math	Response & Presentation: Non-SPED	-	269 (16%)
-	Math	Response & Presentation: SPED	-	94 (7%)
-	Math	Response, Presentation, & Timing/Scheduling: Non-SPED	-	117 (17%)
-	Math	Response, Presentation, & Timing/Scheduling: SPED	-	58 (4%)
North Carolina: "Students with Accommodations"				
Grade 3 Pretest	Reading	Braille Edition	19	74%
		Large Print Edition	38	45%
		Assistive Technology Devices	32	69%
		Braille Writer/Slate and Stylus	6	50%
		Cranmer Abacus	4	-
		Dictation to Scribe	59	32%
		Interpreter Signs/Cues Tests	13	39%
		Magnification Devices	16	63%
		Marks Answers in Test Book	5121	36%
		Reads Test Aloud (in English)	6534	32%
		Keyboarding Devices	1	-
		Hospital/Home Testing	2	-
		Multiple Testing Sessions	2516	35%
		Scheduled Extended Time	7645	38%
		Testing in a Separate Room	7095	36%
		Dictionary/Electronic Translator	203	42%
One Test Item Per Page Edition	28	29%		
Accommodation Notification Form	15	33%		
Grade 3 Pretest	Math (participation is an estimate from the reading test)	Braille Edition	19	95%
		Large Print Edition	38	63%
		Assistive Technology Devices	32	72%
		Braille Writer/Slate and Stylus	6	67%
		Cranmer Abacus	4	-
		Dictation to Scribe	59	66%
		Interpreter Signs/Cues Tests	13	59%
		Magnification Devices	16	69%
		Marks Answers in Test Book	5121	70%
Reads Test Aloud (in English)	6534	71%		

Grade	Subject	Accommodation	Participation	Proficiency
		Keyboarding Devices	1	-
		Hospital/Home Testing	2	-
		Multiple Testing Sessions	2516	69%
		Scheduled Extended Time	7645	72%
		Testing in a Separate Room	7095	71%
		Dictionary/Electronic Translator	203	79%
		One Test Item Per Page Edition	28	41%
		Accommodation Notification Form	15	53%
End-of-Grade 3	Reading and Math	Braille Edition	5	40%
		Large Print Edition	73	55%
		Assistive Technology Devices	60	50%
		Braille Writer/Slate and Stylus	2	-
		Cranmer Abacus	4	-
		Dictation to Scribe	112	38%
		Interpreter Signs/Cues Tests	17	41%
		Magnification Devices	24	63%
		Marks Answers in Test Book	9510	44%
		Reads Test Aloud (in English)	10,114	39%
		Keyboarding Devices	2	-
		Hospital/Home Testing	8	63%
		Multiple Testing Sessions	5618	44%
		Scheduled Extended Time	13,620	45%
		Testing in a Separate Room	12,671	43%
		Dictionary/Electronic Translator	348	49%
		One Test Item Per Page Edition	76	42%
		Accommodation Notification Form	78	55%
End-of-Grade 4	Reading and Math	Braille Edition	1	-
		Large Print Edition	76	58%
		Assistive Technology Devices	68	48%
		Braille Writer/Slate and Stylus	2	-
		Cranmer Abacus	1	-
		Dictation to Scribe	159	40%
		Interpreter Signs/Cues Tests	15	20%
		Magnification Devices	28	61%
		Marks Answers in Test Book	9697	50%
		Reads Test Aloud (in English)	10,429	42%
		Keyboarding Devices	3	-
		Hospital/Home Testing	10	50%
		Multiple Testing Sessions	6020	49%
		Scheduled Extended Time	14,838	51%
		Testing in a Separate Room	13,582	49%
		Dictionary/Electronic Translator	416	52%
		One Test Item Per Page Edition	58	48%
		Accommodation Notification Form	47	49%
End-of-Grade 5	Reading and Math	Braille Edition	9	89%
		Large Print Edition	85	83%
		Assistive Technology Devices	55	69%
		Braille Writer/Slate and Stylus	8	88%
		Cranmer Abacus	6	83%

Grade	Subject	Accommodation	Participation	Proficiency
		Dictation to Scribe	120	50%
		Interpreter Signs/Cues Tests	31	52%
		Magnification Devices	16	88%
		Marks Answers in Test Book	9301	57%
		Reads Test Aloud (in English)	9801	50%
		Keyboarding Devices	2	-
		Hospital/Home Testing	8	75%
		Multiple Testing Sessions	5863	55%
		Scheduled Extended Time	14,609	58%
		Testing in a Separate Room	13,213	56%
		Dictionary/Electronic Translator	401	55%
		One Test Item Per Page Edition	48	47%
		Accommodation Notification Form	62	66%
End-of-Grade 6	Reading and Math	Braille Edition	3	-
		Large Print Edition	69	73%
		Assistive Technology Devices	42	56%
		Braille Writer/Slate and Stylus	3	-
		Cranmer Abacus	3	-
		Dictation to Scribe	96	50%
		Interpreter Signs/Cues Tests	17	29%
		Magnification Devices	10	67%
		Marks Answers in Test Book	6431	46%
		Reads Test Aloud (in English)	8139	34%
		Keyboarding Devices	5	40%
		Hospital/Home Testing	31	45%
		Multiple Testing Sessions	3739	41%
		Scheduled Extended Time	13,615	45%
		Testing in a Separate Room	11,095	41%
		Dictionary/Electronic Translator	803	30%
		One Test Item Per Page Edition	21	33%
		Accommodation Notification Form	36	47%
End-of-Grade 7	Reading and Math	Braille Edition	7	67%
		Large Print Edition	64	70%
		Assistive Technology Devices	33	58%
		Braille Writer/Slate and Stylus	4	-
		Cranmer Abacus	3	-
		Dictation to Scribe	82	39%
		Interpreter Signs/Cues Tests	23	22%
		Magnification Devices	11	55%
		Marks Answers in Test Book	5280	45%
		Reads Test Aloud (in English)	7623	32%
		Keyboarding Devices	5	60%
		Hospital/Home Testing	37	54%
		Multiple Testing Sessions	3409	38%
		Scheduled Extended Time	14,082	44%
		Testing in a Separate Room	11,059	39%
		Dictionary/Electronic Translator	909	34%
		One Test Item Per Page Edition	25	36%
		Accommodation Notification Form	27	41%

Grade	Subject	Accommodation	Participation	Proficiency
End-of-Grade 8	Reading and Math	Braille Edition	5	40%
		Large Print Edition	64	50%
		Assistive Technology Devices	36	51%
		Braille Writer/Slate and Stylus	4	-
		Cranmer Abacus	5	-
		Dictation to Scribe	58	47%
		Interpreter Signs/Cues Tests	30	43%
		Magnification Devices	18	56%
		Marks Answers in Test Book	4381	44%
		Reads Test Aloud (in English)	7038	31%
		Keyboarding Devices	5	20%
		Hospital/Home Testing	52	40%
		Multiple Testing Sessions	2901	37%
		Scheduled Extended Time	13,729	45%
		Testing in a Separate Room	10,359	40%
		Dictionary/Electronic Translator	915	35%
One Test Item Per Page Edition	31	32%		
Accommodation Notification Form	28	41%		
End-of-Course	Algebra I	Braille Edition	8	75%
		Large Print Edition	44	71%
		Assistive Technology Devices	19	74%
		Keyboarding Devices	10	30%
		Cranmer Abacus	1	-
		Dictation to Scribe	39	64%
		Magnification Devices	9	67%
		Hospital/Home Testing	29	55%
		Testing in a Separate Room	16	81%
		Scheduled Extended Time	7839	56%
		One Test Item Per Page Edition	10	30%
		Multiple Testing Sessions	605	49%
		Marks Answers in Test Book	1566	63%
		Dictionary/Electronic Translator	560	59%
		Interpreter Signs/Cues Test	16	81%
		Reads Test Aloud (in English)	3016	47%
Braille Writer/Slate and Stylus	4	-		
Accommodation Notification Form	3	-		
End-of-Course	Algebra II	Braille Edition	6	33%
		Large Print Edition	20	75%
		Assistive Technology Devices	8	88%
		Keyboarding Devices	1	-
		Cranmer Abacus	2	-
		Dictation to Scribe	18	67%
		Magnification Devices	5	20%
		Hospital/Home Testing	13	62%
		Testing in a Separate Room	19	63%
		Scheduled Extended Time	1923	65%
		One Test Item Per Page Edition	1	-
		Multiple Testing Sessions	95	64%
		Marks Answers in Test Book	309	68%
		Dictionary/Electronic Translator	160	60%
Interpreter Signs/Cues Test	19	63%		

Grade	Subject	Accommodation	Participation	Proficiency
End-of-Course	Algebra II	Reads Test Aloud (in English)	376	55%
		Braille Writer/Slate and Stylus	4	-
		Accommodation Notification Form	4	-
End-of-Course	Biology	Braille Edition	2	-
		Large Print Edition	30	47%
		Assistive Technology Devices	11	91%
		Keyboarding Devices	8	38%
		Cranmer Abacus	0	-
		Dictation to Scribe	32	53%
		Magnification Devices	3	-
		Hospital/Home Testing	26	46%
		Testing in a Separate Room	15	20%
		Scheduled Extended Time	5230	31%
		One Test Item Per Page Edition	8	38%
		Multiple Testing Sessions	448	28%
		Marks Answers in Test Book	963	41%
		Dictionary/Electronic Translator	418	21%
		Interpreter Signs/Cues Test	15	20%
		Reads Test Aloud (in English)	2691	21%
		Braille Writer/Slate and Stylus	1	-
Accommodation Notification Form	7	29%		
	Chemistry	Braille Edition	1	-
		Large Print Edition	10	80%
		Assistive Technology Devices	1	-
		Keyboarding Devices	1	-
		Cranmer Abacus	1	-
		Dictation to Scribe	8	63%
		Magnification Devices	1	-
		Hospital/Home Testing	4	-
		Testing in a Separate Room	8	63%
		Scheduled Extended Time	623	63%
		One Test Item Per Page Edition	1	-
		Multiple Testing Sessions	23	48%
		Marks Answers in Test Book	105	72%
		Dictionary/Electronic Translator	42	60%
		Interpreter Signs/Cues Test	8	63%
		Reads Test Aloud (in English)	90	41%
		Braille Writer/Slate and Stylus	1	-
Accommodation Notification Form	1	-		
End-of-Course	English I	Braille Edition	8	75%
		Large Print Edition	26	65%
		Assistive Technology Devices	9	67%
		Keyboarding Devices	16	38%
		Cranmer Abacus	0	-
		Dictation to Scribe	38	50%
		Magnification Devices	6	67%
		Hospital/Home Testing	48	35%
		Testing in a Separate Room	0	-
		Scheduled Extended Time	8,180	43%

Grade	Subject	Accommodation	Participation	Proficiency
End-of-Course	English I	One Test Item Per Page Edition	16	38%
		Multiple Testing Sessions	883	39%
		Marks Answers in Test Book	1,753	52%
		Dictionary/Electronic Translator	858	31%
		Interpreter Signs/Cues Test	0	-
		Reads Test Aloud (in English)	2	-
		Braille Writer/Slate and Stylus	1	-
		Accommodation Notification Form	21	24%
End-of-Course	Geometry	Braille Edition	4	-
		Large Print Edition	22	55%
		Assistive Technology Devices	12	42%
		Keyboarding Devices	0	-
		Cranmer Abacus	0	-
		Dictation to Scribe	20	40%
		Magnification Devices	4	-
		Hospital/Home Testing	9	44%
		Testing in a Separate Room	7	14%
		Scheduled Extended Time	2,376	48%
		One Test Item Per Page Edition	0	-
		Multiple Testing Sessions	131	44%
		Marks Answers in Test Book	399	54%
		Dictionary/Electronic Translator	189	52%
		Interpreter Signs/Cues Test	7	14%
		Reads Test Aloud (in English)	590	36%
		Braille Writer/Slate and Stylus	1	-
		Accommodation Notification Form	1	-
End-of-Course	Physical Science	Braille Edition	2	-
		Large Print Edition	25	40%
		Assistive Technology Devices	8	25%
		Keyboarding Devices	10	20%
		Cranmer Abacus	0	-
		Dictation to Scribe	24	46%
		Magnification Devices	5	40%
		Hospital/Home Testing	11	55%
		Testing in a Separate Room	18	50%
		Scheduled Extended Time	3,840	42%
		One Test Item Per Page Edition	10	20%
		Multiple Testing Sessions	324	41%
		Marks Answers in Test Book	778	45%
		Dictionary/Electronic Translator	289	38%
		Interpreter Signs/Cues Test	18	50%
		Reads Test Aloud (in English)	1,929	33%
		Braille Writer/Slate and Stylus	1	-
		Accommodation Notification Form	2	-
End-of-Course	Physics	Braille Edition	0	-
		Large Print Edition	5	80%
		Assistive Technology Devices	1	-
		Keyboarding Devices	0	-
		Cranmer Abacus	0	-

Grade	Subject	Accommodation	Participation	Proficiency
End-of-Course	Physics	Dictation to Scribe	3	-
		Magnification Devices	1	-
		Hospital/Home Testing	0	-
		Testing in a Separate Room	0	-
		Scheduled Extended Time	97	87%
		One Test Item Per Page Edition	0	-
		Multiple Testing Sessions	6	67%
		Marks Answers in Test Book	22	82%
		Dictionary/Electronic Translator	6	50%
		Interpreter Signs/Cues Test	0	-
		Reads Test Aloud (in English)	5	5%
		Braille Writer/Slate and Stylus	0	-
		Accommodation Notification Form	0	-
	Math	With Accommodations	23,403 (62.5%)	5012 (13.4%)
	Reading	With Accommodations	23,403 (62.5%)	4314 (11.5%)
	Math	With Accommodations	11,559 (32.5%)	2904 (8.2%)
End-of-Course	Language Arts	With Accommodations	12,968 (36.5%)	3054 (8.6%)
	Math	-	1577	-
	Math	-	1868	-
	Math	-	2170	-
6	Math	-	2177	-
7	Math	-	2202	-
8	Math	-	2149	-
10	Math	-	1485	-
3	Reading	-	931	-
4	Reading	-	1053	-
5	Reading	-	1249	-
6	Reading	-	1162	-
7	Reading	-	1021	-
8	Reading	-	924	-
10	Reading	-	792	-

¹ ####/### format indicates the percent in each proficiency group (GL3/GL2/GL1)

² Also reports on LEP and non-LEP with accommodations

³ From the State Performance Plan

⁴ National Percentile Rank

Appendix K

Performance Data for Reading and Math Assessments

State	Subject	Grade	Type of Test	Test Name
Alabama	Reading and Math	4,8	CRT	ARMT
	Reading and Math	11	EXIT	High School Graduation Exam
Alaska	Reading and Math	3,8	CRT	SBA
	Reading and Math	10	EXIT	HSGQE
Arizona	Reading and Math	3,8	CRT	AIMS
	Reading and Math	10	EXIT	AIMS Exit
Arkansas	Reading and Math	4,8	CRT	Benchmark Exams
California	Reading and Math	4,7	CRT	Content Standard
Colorado	Reading	4,8,10	CRT	CSAP
	Math	5,8,10	CRT	CSAP
Connecticut	Reading and Math	4,8,10	CRT	CMT
Delaware	Reading and Math	3,8,10	NRT/CRT	DSTP
Georgia	Reading and Math	4,8	CRT	CRCT
	Reading and Math	11	EXIT	GHSQT
Hawaii	Reading and Math	4,8,10	CRT	HCPS II
Idaho	Reading and Math	4,8,10	CRT	ISAT (referenced in charts as ID2)
Illinois	Reading and Math	3,8	CRT	ISAT
	Reading and Math	11	CRT	PSAE
Indiana	Reading and Math	3,8	CRT	ISTEP+
	Reading and Math	11	EXIT	GQE
Kansas	Reading	5,8,11	CRT	KAS
	Math	4,7,10	CRT	KAS
Kentucky	Reading	4,7	CRT	KCCT
	Math	5,8	CRT	KCCT
Louisiana	Reading and Math	4,8	CRT	LEAP 21
	Reading and Math	10	EXIT	GEE 21
Maine	Reading and Math	4,8,11	CRT	MEA
Maryland	Reading and Math	3,8,10	CRT	MSA
	Reading and Math	10	EXIT	High School Assessment
Massachusetts	Reading	4,7,10	CRT	MCAS
	Math	4,8,10	CRT	MCAS
Michigan	Reading	4,7	CRT	MEAP
	Math	4,8	CRT	MEAP
Minnesota	Reading and Math	3,7,10	CRT	MCA
	Reading and Math	8	EXIT	BST
Mississippi	Reading and Math	4,8	CRT	MS Curriculum Test
	English and Algebra	HS	CRT	Subject Area
Missouri	Reading	3,7,11	CRT	MAP
	Math	4,8,10	CRT	MAP
Nebraska	Math	4,8,11	CRT	Assess. of State Math Standards
Nevada	Reading and Math	3	CRT	NV Criterion-Referenced Test
	Reading and Math	10	EXIT	Graduation Exam
New Hampshire	Reading and Math	3,6,10	CRT	NHEIAP
New Jersey	Reading and Math	4,8	CRT	ESPA; GEPA
	Reading and Math	11	EXIT	HSPA
New Mexico	Reading and Math	4,8	CRT	NMAAP
	Reading and Math	10	EXIT	NM High Sch. Competency Exam

State	Subject	Grade	Type of Test	Test Name
New York	Reading and Math	4,8	CRT	NY State Assessment Program
	Reading and Math		EXIT	Regents Comprehensive Exams / Regents Competency Test
North Carolina	Reading and Math	3	CRT	Grade 3 Pretest (referenced in charts as NC2)
	Reading and Math	4,8,10	CRT	End of Grade (referenced in charts as NC1)
	Reading and Math	10	CRT	End of Course (referenced in charts as NC3)
	Reading and Math	10	CRT	High School Comprehensive Test (referenced in charts as NC4)
North Dakota	Reading and Math	4,8,12	CRT	ND State Assessment
Ohio	Reading and Math	4,6,10	CRT	OH Proficiency Test (referenced as OH1)
	Reading	3	CRT	Grade 3 Reading Test (referenced as OH2)
	Reading and Math	9	EXIT	OH Proficiency Test
Oklahoma	Reading and Math	5,8,HS	CRT	Core Content Test
Pennsylvania	Reading and Math	5,8,11	CRT	PSSA
South Carolina	Reading and Math	10	EXIT	High School Exit Exam
Texas	Reading and Math	4, 8	CRT	TAKS
Utah	Reading and Math	10	EXIT	TAKS-EXIT
	Reading	4,8,10	CRT	Core Criterion-Referenced Tests
	Math	4,7	CRT	Core Criterion-Referenced Tests
Virginia	Reading and Math	3,8	CRT	Standards of Learning
Washington	Reading and Math	4,7,10	CRT	WASL
West Virginia	Reading and Math	EL,MS, HS	CRT	WESTTEST
Wisconsin	Reading and Math	4,8,10	CRT	WKCE
Wyoming	Reading and Math	4,8,10	CRT	WyCAS