The No Child Left Behind Act and the Individuals with Disabilities Education Act: A Progress Report

National Council on Disability

January 28, 2008

National Council on Disability
1331 F Street, NW, Suite 850
Washington, DC 20004

The No Child Left Behind Act and the Individuals with Disabilities Education Act: A Progress Report

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Publication date: January 28, 2008

202-272-2004 Voice
202-272-2074 TTY
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National Council on Disability

An independent federal agency making recommendations to the President and Congress to enhance the quality of life for all Americans with disabilities and their families.

Letter of Transmittal

January 28, 2008

The President
The White House
Washington, DC 20500

Dear Mr. President:

The National Council on Disability (NCD) is most pleased to present you with a copy of a report entitled *The No Child Left Behind Act and the Individuals with Disabilities Education Act: A Progress Report*. Thanks to the No Child Left Behind (NCLB) Act, with its push for improved student outcomes, as well as the Individuals with Disabilities Education Act (IDEA), educators across the United States are reexamining their practices to find ways to close the achievement gaps between groups of students. Students with disabilities are a focus of this attention as schools and states work hard to improve their academic outcomes. Policymakers are studying the ongoing implementation of both NCLB and IDEA to determine the most effective means for serving students with disabilities.

NCD commissioned this study to assist policy leaders and stakeholders in assessing the impact of NCLB and IDEA on schools, including student outcomes produced. This report provides a detailed analysis of such key questions as (a) How has student achievement status changed since the laws were (re)authorized? (b) What impact have the laws had on assessment systems, accountability systems, and systems of personnel development? and (c) Which barriers are impeding the achievement of students with disabilities, and how can those barriers be overcome?

In our evaluation of NCLB and IDEA, students with disabilities appear to be doing better academically, and they also appear to be graduating with diplomas and certificates at higher rates than in prior years. Data suggest, however, that there is still certainly concern about the dropout levels of students in the states. Regardless of whether that concern is definitional or real, we ultimately need to better understand the manifestations of new rules and regulations on these students. According to our analyses, one of the most important results of NCLB and IDEA appears to be that students with disabilities are no longer ignored. To that end, NCLB and IDEA have had a significant, positive impact. Teachers, administrators, and the community are becoming aware of what students with disabilities are capable of achieving if they are held to the same high standards and expectations as their peers.

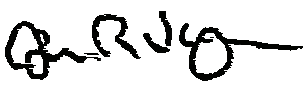
As our nation's policymakers continue their work on NCLB Act reauthorization, it is important to recognize the complex interplay among the federal law, state laws and regulations, and actual practice at the district and school levels. Some of the requirements in NCLB have had unintended consequences, and any proposed changes to the law should be carefully considered to ensure that additional unintended consequences are not created, especially for students with disabilities.

It is also important to provide flexibility with regard to student performance while holding on to the idea of meeting a high standard. High expectations with differentiated learning and instruction should be the twin foundations for the law.

Thanks to your Administration's leadership on NCLB, we are confident that the nation can continue to fight against low expectations for students with disabilities, and can continue to win.

On behalf of all students with disabilities in America, NCD stands ready to provide you and your Administration with whatever resources we have to further implement these two vital federal public education laws.

Sincerely,



John R. Vaughn
Chairperson

(The same letter of transmittal was sent to the President Pro Tempore of the U.S. Senate and the Speaker of the U.S. House of Representatives.)

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Acknowledgments

NCD also wishes to express its sincere appreciation to Scott Swail of the Educational Policy Institute (EPI) and Betsy Brand of the American Youth Policy Forum (AYPF) for their incisive research in preparing this report.

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EXECUTIVE SUMMARY

This report by the National Council on Disability (NCD) documents changes in student outcomes, professional practices, and policy around the country.

In 2004, NCD issued a report called *No Child Left Behind: Improving Educational Outcomes for Students with Disabilities,* which examined the impact of NCLB and the Individuals with Disabilities Education Act (IDEA) on improving educational outcomes for students with disabilities. The report drew its conclusions and recommendations from interviews with disability policy, education, and advocacy leaders and identified some changing attitudes and behavioral shifts in K–12 education as a result of the new legislation.

This report provides both a follow-up and a more detailed reporting of the trends and attitudes about NCLB and IDEA over the past several years. In this study we spoke to dozens of researchers, practitioners, and state administrators from across the country about NCLB and IDEA. In addition, we conducted a study of 10 of the largest states in the nation, representing approximately half the U.S. general population.

This report is divided into four sections. Part I provides a brief overview of trend data regarding students with disabilities. Part II describes conversations with state administrators and representatives about trends and issues related to NCLB and IDEA. Part III describes similar conversations with advocates, federal officials, and other stakeholders. Part IV provides recommendations based on our findings.

PART I. Academic Outcomes for Students with Disabilities

Because of the relative lack of decent academic trend data since the passage of the No Child Left Behind (NCLB) Act, there is no credible way to connect academic trends and NCLB. Even the recent Center for Education Policy (CEP) report strongly suggested caution in using the data to suggest the impact of NCLB. Frederick Hess of the American Enterprise Institute warned, “These findings should be treated very

cautiously… especially trying to link this to something as amorphous as NCLB" (Hoff, June 5, 2007, http://www.edweek.org/ew/articles/2007/06/06/39cep.h26.html?print=1).

We relied on National Assessment of Educational Progress (NAEP) data for a discussion of trends in achievement. NAEP is commonly referred to as the "nation's report card" and is a statistically significant test that is conducted in all states.

Our findings suggest that students with disabilities are doing better in terms of placement in various academic categories. By and large, fewer students are scoring in the "below-basic" proficiency level, and more students are scoring in the "proficient" or higher level in reading and mathematics at the fourth- and eighth-grade levels. However, positive change is greater at the fourth grade and dissipates by the eighth grade. Again, caution should be noted: these findings across the 10 states studied by NCD are volatile, and the trend line is exceedingly short by statistical standards.

Throughout the past several years, the number of students with disabilities who have dropped out of school has increased, and the number of students who are using special education services has decreased. Graduation and certificate rates, conversely, rose since the establishment of NCLB.

In summary, students with disabilities appear to be doing better academically, and they also appear to be graduating with diplomas and certificates at higher rates than in prior years. Data suggest, however, that there is still certainly concern about the dropout levels of students in the states. Regardless of whether that concern is definitional or real, we ultimately need to better understand the manifestations of new rules and regulations on these students.

PART II. Perspectives of State Officials

NCD interviewed state-level staff members from sectors of education that were directly affected by NCLB and IDEA: assessment, data collection, curriculum and instruction, and professional development. During these interviews, staff discussed the changes

that had been made at the state level to comply with IDEA and NCLB regulations, the difficulties states had in making those changes, and whether or not a discernible improvement in the academic achievement of students with disabilities had occurred as a result of NCLB and IDEA. Over the span of six months, NCD spoke with more than 35 staff members from 10 states: California, Florida, Georgia, Illinois, Massachusetts, Michigan, New Jersey, New York, Ohio, and Pennsylvania.

From the interviews it was evident that state characteristics, such as the demographic make-up, geographical distribution of the school-age population, culture, and size and number of school districts, all had an impact on each education department's ability to respond to NCLB and IDEA mandates. Responsiveness was also affected by the sophistication of each state's existing assessments and data collection systems and by how much work needed to be done to comply with NCLB and IDEA reporting requirements.

Implementing NCLB and IDEA at the state level has been no easy task. However, despite the difficulties states have faced in complying with the two laws, it was clear from our interviews with staff members that some positive changes are taking place. The following is a brief summary of the common themes that emerged from these conversations.

Academic Achievement

- Most respondents felt that, overall, the academic achievement of students with disabilities had increased since the implementation of NCLB and IDEA, but they cautioned that an increase in test scores was not necessarily attributable to NCLB or IDEA alone.

Assessment

- NCLB appears to have been effective in promoting the increased inclusion of students with disabilities on state assessments. Though IDEA '97 required states to develop an alternate assessment for students with severe cognitive disabilities, the

real push for inclusion came with the NCLB rule that 95 percent of all students had to participate in state assessments.

- A positive outcome of alternate assessments has been the increase in the participation rates of students with severe cognitive disabilities on state assessments. According to state staff members, this increase is a direct result of NCLB.

- Including students with disabilities in general education classrooms and exposing them to the general education curriculum gives them the chance to perform better on assessments.

- Most state staff members we spoke with viewed the increased inclusion of students with disabilities on state assessments as a positive outcome of NCLB and IDEA.

Accountability

- Every state (in our study) has taken steps to develop an accountability system that meets NCLB and IDEA requirements. Our interviews revealed how different each state was in its approach to developing and maintaining its accountability system.

- Though many improvements have been made since NCLB and IDEA began emphasizing accountability for all students, some staffers worried that some regulations could actually harm students with disabilities, such as the requirement to count as high school graduates only those students who received regular diplomas in the standard number of years.

- Respondents complained that the U.S. Department of Education's changes in policies have made it difficult to stay within the policy guidelines of NCLB. Specifically, staffers pointed out that it is unfair of the Education Department (ED) to make changes to the regulations and expect states to comply, but then fail to provide guidance on what these changes entail.

- Overall, state staff members believe accountability systems are a positive result of NCLB and IDEA. Schools and districts must now pay attention to the performance of all students, which means students with disabilities are getting attention they did not have before.

Data Collection and Quality

- The quality and sophistication of data collection and management systems vary from state to state, and each state is at various stages of upgrading its data collection systems. It is not clear, however, whether those changes are the direct result of NCLB.

- Training is expensive, and states do not have the people or the capacity to supply one-on-one support to every district and school. Therefore, states do what they can with the resources they have.

- A number of data collection experts mentioned that the Office of Special Education Programs (OSEP) often did not give them sufficient time to implement changes to the system. Not only do states need time to make the appropriate changes to the data collection system to ensure they are collecting the proper data, but also districts need advance notification to train their employees on the new requirements.

- Data experts expressed frustration with the overlap of reporting requirements among NCLB, IDEA, and the state. They suggested that collaboration, particularly between NCLB and IDEA, was needed to develop clear definitions for data collection that would result in gathering information truly useful to ED and the states.

According to our discussions, the most important result of NCLB and IDEA appears to be that students with disabilities are no longer ignored. To that end, NCLB and IDEA have had a significant, positive impact. Teachers, administrators, and the community are becoming aware of what students with disabilities are capable of achieving if they are held to high standards and expectations.

PART III. Perspectives of Key Stakeholders

Part III provides an assessment of how NCLB, after three more years of implementation, has impacted students with disabilities; the assessment is drawn from interviews with disability policy, education, and advocacy leaders, as well as with students with disabilities and their parents.

Attitudes and Expectations

- Since 2004 there has been a palpable and positive change in the overall attitude of educators toward educating students with disabilities. Educators expect students with disabilities to meet higher standards, and students with disabilities have increased access to highly qualified teachers and higher-level curricula.
- Most individuals interviewed for this report believe that the culture of high expectations for students with disabilities—and, for that matter, for all students—is taking root. They credit these attitudinal changes to NCLB and to IDEA as reauthorized in 1997 and 2004.
- When asked whether students with disabilities are considered as general education students in the current environment, individuals who were interviewed said there is much more acceptance of students with disabilities in general education, but dividing lines still exist between the two groups.
- Respondents indicated there has not been any serious backlash against students with disabilities within the accountability system.

Academic Achievement of Students with Disabilities

- There is general agreement that NCLB has helped improve the academic performance of students on standardized tests. But many people caution that it is too early to tell whether NCLB has had an impact on increasing academic achievement and skills of students with disabilities.

- Many interviewees did report that state performance reports indicate higher scores in math and English for elementary students with disabilities, but there is little improvement for students with disabilities at the high school level.
- Interviewees all agreed that NCLB has had an impact on programs for students with disabilities and that much more attention has been focused on improving the academic performance of students with disabilities. But most felt it has not translated into actual academic improvements yet because it takes time to prepare teachers and to change instruction.

Reporting Disaggregated Outcome Data

- Widespread acceptance of the importance and need to report outcome data disaggregated by subgroups now exists. When NCLB was first being implemented, there was some resistance to this provision, but three years later, almost without exception, policymakers, educators, advocates, and parents sing the praises of the disaggregated reporting requirements of the law.

More Supports Needed for Students with Disabilities

- Educators are increasingly aware of the need to provide lower-performing students with extra supports to allow them to attain higher standards.
- Since 2004 students with disabilities are, according to interviewees, gaining much more access to grade-level curricula. This move began with the reauthorization of IDEA in 1997, and NCLB has continued this press for students with disabilities. Students with disabilities are also increasingly expected to take high school exit exams in states where these exams are administered, which means these students must have access to the curricula.
- If students with disabilities are going to access higher-level curricula, they need to have well-trained teachers, with strong content knowledge and pedagogical strategies, to make those curricula learnable. But the issue of the capacity of the teaching force was raised over and over again during the interviews.

- Several interviewees also sounded a cautionary note about focusing too exclusively on grade-level standards to the point that the special education curriculum is ignored, which may prevent students with disabilities from learning necessary skills.

Schools Still Focusing on Compliance with NCLB

- States, districts, and schools are still engaged to a large extent in compliance with the requirements of NCLB, which is preventing them from focusing their efforts on instructional change and teacher development.
- States are still in the process of designing assessment systems (particularly the alternate and modified assessments), working to meet the highly qualified teacher requirements and to provide timely notification of testing results to schools, teachers, and parents.
- Guidance from the U.S. Department of Education has often been inconsistent or slow in coming, which has slowed down the implementation at the state and district levels.

Culture and Belief Systems

- Educators and policymakers increasingly believe that all students can learn to higher standards and that this perception is growing stronger all the time. However, when students with disabilities are considered, there is still some hesitation about the extent to which they can learn to grade-level proficiency standards.
- Some students with disabilities are given assessments that can be less rigorous than the regular assessments; this reinforces the idea with the public that students with disabilities cannot perform to grade-level proficiency.
- Because the issue of expectations drives so much instructional practice and classroom behavior, it is important to have clarity on what should be expected of students with disabilities.

Capacity Building

- Without prompting, almost every interviewee raised the issue of highly qualified teachers (HQTs) as a key provision to help students with disabilities achieve to higher standards.
- Several interviewees raised the issue of the role of higher education and teacher licensing; that is, higher education needs to revamp to meet current teaching demands.
- Interviewees stressed the need for school principals to set the tone for the entire school, first to create the culture of high expectations for all students, especially students with disabilities, and then to serve as an instructional leader who can support differentiated learning strategies.
- Interviewees also mentioned the importance of training school counselors to work with students with disabilities, to help them with both course selection and transition planning.
- Capacity is desperately needed in the area of test development, especially in alternate and modified assessments. The federal government could provide development work in this area.
- Educators also need access to information about what instructional strategies help lower-performing students succeed.

Ensuring Access to High-Quality Instruction and Services

- Students with disabilities can achieve to higher standards if they have access to high-quality curricula aligned to high school exit exams. However, it is clear this is not always happening. Many students with disabilities have been placed in lower-level classes that do not prepare them for high school exit exams.
- There is a concern about the quality of the high school diploma offered. In some states, only one diploma is available, and it applies to everyone. Other states offer various diplomas, but they are of lesser academic value, a clear signal that students are not being challenged.

- While students with an Individualized Education Plan (IEP) are provided with additional instructional supports, little attention has been paid to how students with disabilities are being involved in after-school or supplemental learning opportunities. Clearly, students with disabilities are not getting the complete access they deserve and to which they are entitled.

Measuring Performance

- Almost without exception, interviewees felt that as a result of NCLB there has been too much testing, and it is having unintended and negative consequences on students and schools alike.
- It is clear that NCLB has put tremendous pressure on states and districts, and they are beginning to learn, through data, the full extent of how difficult it is to have every student learn to high standards.
- The closer one gets to the classroom, the more negative are the comments made about NCLB's testing requirements. At the administrative level, on the other hand, there is a sense of the value of outcome data (that is, tests) across schools.
- Interviewees shared numerous stories of states, districts, and schools that found ways to discount or hide students with disabilities in their accountability systems. It is hard to determine how widespread these practices are, but given the small number of educators interviewed for this project, these themes surfaced quite often. Interviewees told of other ways of gaming the system to ensure that students with disabilities were not counted or to prevent too many schools from being labeled as in need of improvement.
- A number of interviewees raised the issue of which students were being placed in the 1 percent and 2 percent categories for alternate assessments and whether these categories met the needs of students with disabilities.
- Interviewees also expressed three specific concerns about growth models: having clear definitions of growth models; ensuring consistency of growth models across

schools, districts, and states; and guaranteeing that state education officials have the necessary resources to evaluate how growth models are being used.

Meeting the 100 Percent Proficiency Target

- Of all the issues raised by NCLB, perhaps the most significant is having all students meet grade-level proficiency by the school year 2013–2014. Yet, interestingly, many school-level educators and advocates did not raise it in their comments.
- Most interviewees felt that education policy needs to recognize that some students will require more time to meet grade-level proficiency standards and that we are too bound by the traditional structure of education and the requirement to complete high school in four years.

Data and Reporting

- Most interviewees who worked with data felt that there were various ways IDEA and NCLB could work more effectively together, from using common definitions and Web sites and forms to using common reporting infrastructures and data systems.
- Another significant discrepancy between the two laws relates to how high school graduation is measured, which has an impact on whether schools do or do not meet the adequate yearly progress provisions in NCLB and on how students progress through high school. IDEA gives much more flexibility to students with disabilities in terms of the length of time it takes to complete high school or meet the goals of the particular IEP. This time-based approach runs headlong into the NCLB requirement for high school graduation within the traditional four-year time period.
- Some interviewees felt that IDEA collected a level of detailed student data that allows for much richer analysis of instructional strategies than what is required by NCLB.

Parental Access to Information

- Overall, most interviewees, including advocates, felt that the amount of information available to parents—and the public in general—had vastly increased and improved

as a result both of NCLB and IDEA. Still, there was some concern about how useful some of this information is to parents.

Compatibility of NCLB and IDEA

- The common opinion was that although the NCLB and IDEA complement and strengthen each other, they could be made more compatible. As suggested by one respondent, IDEA is a civil rights law and NCLB is a law to make people "mind." Several interviewees felt that because IDEA is a civil rights law, it should prevail over NCLB and that the U.S. Congress should make this clear.

PART IV. Recommendations

In looking at changes to NCLB, it is important to understand that there is a complex interplay among the federal law, state laws and regulations, and actual practice at the district and school levels. Some of the requirements in NCLB have had unintended consequences, and any new changes to the law should be carefully considered to ensure that additional unintended consequences are not created, especially for students with disabilities. It is also important to provide flexibility with regard to student performance while holding on to the idea of meeting a high standard. High expectations with differentiated learning and instruction should be the twin foundations for the law.

The following recommendations are based on the advice and comments of the interviewees:

1. **Maintain high expectations for students with disabilities and continue to disaggregate outcome data by subgroups**. The most important recommendation gathered from the interviews is to maintain high academic expectations for students with disabilities and to continue to report student outcome data by subgroup.

2. **Develop the capacity of teachers to provide differentiated instruction and more rigorous curricula**. In order for students to benefit from higher-level curricula, teachers must have the content knowledge and pedagogical skills to work with a diverse group of learners, particularly students with disabilities.

3. **Create incentives to attract, recruit, and retain special education teachers.** As special education teachers retire, more attention needs to be paid to how to develop the profession and to maintain adequate numbers of teachers with the skills and knowledge to work with students with disabilities.

4. **Align NCLB and IDEA data systems and definitions**. NCLB and IDEA require data collection and reporting on various student outcomes and program characteristics, but the laws use different definitions and reporting formats, which should be brought into closer alignment so that states, districts, and schools are not duplicating data collection efforts. NCLB should also be amended to require that post-school outcomes be reported because such outcomes are a critical indicator of success for all students.

5. **Ensure that students with disabilities are measured on more than just academic skills attainment.** The definition of what is assessed for students with disabilities should be broadened to include occupational, employability, and life skills.

6. **Increase funding for special education.** Helping students with disabilities access higher-level curricula requires more support services, potentially more learning time, better-trained teachers, collaborative teaching, and new instructional approaches. The current requirement to spend 15 percent of IDEA on early intervention services for non–special education students diverts funding from an already needy population.

INTRODUCTION

When the No Child Left Behind (NCLB) Act was signed into law in January 2002, there was a sense of optimism that the legislation would finally lead to the closing of the education achievement gap for various groups of students. For students with disabilities, the assumption was made that they would benefit by being held to higher expectations and exposed to more rigorous curricula. NCLB has, indeed, had a significant impact on the education system and students in our schools, and it has been most successful, perhaps, in bringing to light various practices and behaviors that were preventing many students from achieving at high standards. However, there is evidence that the full promise of NCLB has not yet been achieved.

In 2004, the National Council on Disability (NCD) released the report *No Child Left Behind: Improving Educational Outcomes for Students with Disabilities* that examined the impact of NCLB and the Individuals with Disabilities Education Act (IDEA) on improving educational outcomes for students with disabilities. The report drew its conclusions and recommendations from interviews with disability policy, education, and advocacy leaders and identified some changing attitudes and behavioral shifts in K–12 education as a result of the new legislation.

While NCLB was still a relatively new law and in the process of being implemented, it was clear that the goal of the law to close the achievement gap and help all students meet academic proficiency resonated with policymakers, parents, the public, and advocacy groups. Less enthusiastic, in some respects, were teachers and school leaders as they faced the on-the-ground challenge of helping every student achieve grade-level standards. Still, there was an overall feeling that the focus on helping every student achieve was overdue and would result in improved outcomes.

Many, perhaps, viewed the most dramatic and important changes to be the section of the law requiring schools, school districts, and states to report on the academic performance of student subgroups. Disaggregating data based on student subgroups, while difficult, was becoming more widely accepted by educators and strongly

supported by politicians, advocates, and parents by 2004. The individuals interviewed for the 2004 report unanimously agreed that reporting student outcomes by subgroup was the most positive and important feature of NCLB and that exposing the true performance data was essential in order to bring about instructional changes. However, despite these positive attitudes toward reporting data, many interviewees felt that the technical challenges of creating student assessments and performance reports were a burden.

At the same time, educators were understandably fearful that they would be blamed for the poor performance of students—particularly students with disabilities and English language learners, or ELLs—under the new system. A large number also believed that it was not possible for these groups of students to meet high standards. Parents, advocates, and policymakers, on the other hand, thought that holding these and other low-performing students to high expectations was critical and that the law would help change cultural beliefs.

Another fear commonly expressed in 2004 was that NCLB would focus too much on testing and test preparation. Teachers and principals, in particular, began to feel increasingly pressured to improve performance on tests, limiting the time available for more creative types of learning. Special education teachers felt an additional concern, namely, that test preparation would crowd out the teaching of important life skills.

The 2004 report also previewed several major challenges that interviewees for this current study identified. First, the system lacks the capacity to meet the instructional and assessment demands placed on schools by NCLB. Second, school leaders and teachers who embrace the culture of high expectations are an underpinning for success. Third, schools need to be staffed with highly qualified teachers, especially in light of impending retirements and teacher shortages. Fourth, how can special education teachers be effectively trained to become content experts, and is that really necessary? Fifth, how can educators develop quality assessments in a timely fashion and create an effective feedback loop for teachers and parents? Last, schools, districts,

and states will find technical ways to avoid being held accountable by the adequate yearly progress provisions in NCLB.

How have things changed since the earlier report? States have been hard at work since 2004 meeting the requirements of NCLB, from ensuring that all teachers are highly qualified to developing data reporting systems. While tremendous progress has been made in important areas, states and districts are still in the early stages of certain aspects of NCLB implementation, especially with regard to differentiated instruction, ensuring access to rigorous curricula, and measuring performance through alternate or modified assessments.

This Report

This report was prepared to document changes in student outcomes, professional practices, and policy around the country. Because of the sheer scope of this effort, we focused primarily on a subsection of 10 states: California, Florida, Georgia, Illinois, Massachusetts, Michigan, New Jersey, New York, Ohio, and Pennsylvania. These states were chosen for several reasons. First, the populations of these states represent about 137 million people, or roughly half of the overall U.S. population (based on 2000 U.S. Census Bureau data). Thus, in 10 states, we can take a snapshot of how a good portion of the country operates. Second, seeing how the largest states have done in their NCLB and IDEA efforts has value because they carry, for all intents and purposes, a larger burden than other states. And third, several of the states studied over the past year were highly recommended by experts in the field because of their use of innovative practices to comply with NCLB and IDEA and to change the way students with disabilities are educated. (Note: For those readers wondering why Texas, our second largest state, was not involved, it was simply because we could not gain access to the people necessary to participate in this study in a timely manner.)

The study consisted of four separate components. The first component involved the collection of data—NAEP data and other IDEA-based data collected and held by the U.S. Department of Education—from each of our participating states. These data are

discussed in brief in the Introduction and are provided by state in Appendix D. The second component is a review of policy and procedures. We reviewed state education department Web sites and other sources to document the policies and practices in each of our 10 states. These are described in detail in Appendix C. The third component involved multiple discussions with state officials to discuss policy and practice issues related to NCLB and IDEA. This component of the study is described in Part I. For the fourth component, staff of the American Youth Policy Forum conducted interviews of disability stakeholders at the national and regional levels to ascertain their thoughts on the progress of policy and practice. These discussions are synthesized in Part II. We conclude the report with a series of recommendations for NCD and the disability community at large.

PART I. ACADEMIC OUTCOMES FOR STUDENTS WITH DISABILITIES

Calculating trends in academic achievement across states is a difficult task, not least because there are two ways to look at academic achievement. One method is to use assessment data from the states to compare the proficiency levels of students; the other method is to use data from NAEP. Although the former is the method used in the recent Center on Education Policy report, *Answering the Question That Matters Most*, it is extremely problematic because each state creates its own test and also determines what its level of "proficiency" is. Critics of such analysis suggest that test scores are inaccurate measures of academic proficiency and are skewed by instructional practices (Hoff, June 5, 2007, http://www.edweek.org/ew/articles/2007/06/06/39cep.h26.html?print=1).

There is concern that the states' use of adequate yearly progress (AYP) data may be masking real—or the lack of—change in the public schools. The setting of modest achievement goals to enable schools and districts to meet AYP standards relatively easily early on could make the future attainment of AYP very difficult (Hoff, June 18, 2007 http://www.npr.org/templates/story/story.php?storyId=11152922).

Regardless of the statistical measures used to analyze students' progress, what is known is that any specific trend in achievement is difficult to attribute to NCLB or to IDEA. The Center for Education Policy (CEP) reported that while test scores for students have gone up, linking this to NCLB is delicate at best: "You have to be very careful," said Jack Jennings of CEP. "At the same time that NCLB was taking effect, a whole slew of things [was] happening." More directly, Jennings said that we "cannot draw a direct line between this increase in achievement and NCLB." Frederick Hess of the American Enterprise Institute similarly noted, "These findings should be treated very cautiously, especially trying to link this to something as amorphous as NCLB" (Hoff, June 5, 2007).

Another challenge of data analysis is the relative youth of NCLB and the IDEA reauthorization of 2004. The CEP study notes that less than half the states—22 to be

exact—have sufficient trend data for analysis. In our analysis of NAEP data for this report, we ran into similar challenges. Only in the last couple of years have states started to document the academic progress of all students, including those with disabilities, making trend lines extraordinarily brief. Regardless, the CEP study does provide us with data for discussion. Overall, the conclusion from the study suggests that states are improving and more students are becoming "proficient."

For our own analysis, we relied on NAEP data to discuss trends in achievement. NAEP is commonly referred to as the "nation's report card," and it is a statistically significant test that is conducted in all states. Although NAEP was not designed to be used as a diagnostic instrument, it nevertheless does give us average measures of student achievement across the country. Although NAEP has limitations, we believe it is a more constant barometer of achievement in the states than AYP proficiency levels.

Exhibits 1 through 4 that follow provide NAEP data for review. Exhibits 1 and 2 focus on fourth-grade outcomes in mathematics and reading for students with disabilities. On average, the percentage of students with disabilities who scored below a basic proficiency level in mathematics declined by 6 percent in two years. Our 10-state sample ranged from a decrease of just 1 point (New York) to 17 points (Florida). However, the percentage of students with disabilities who scored below a basic level in reading increased by 5 percent at the national level. Our 10-state sample ranged from an increase of 8 percentage points (New Jersey) to a decrease of 26 points (Ohio).

On the other end of the spectrum, the percentage of students who scored at the proficient level on the NAEP mathematics and reading tests increased, although moderately at best. In mathematics, the national increase in students with disabilities scoring at the proficient level increased 3 percent (from 11 to 14 percent), with California posting a 0-point increase and Ohio a 10-point increase. In reading, the national score increased 1 percent, with New York posting a 2-point decrease and Ohio, again, posting a 10-point increase.

These numbers, especially those below the basic proficiency level, illustrate the volatility in data. For instance, is Ohio truly doing that much better than the other nine states? Or is the improvement the result of the method by which students with disabilities are tested? At this point, we cannot infer much from the data due to the short trend lines. However, over time, these data will begin to have more meaning as testing standards, even within NAEP, begin to stabilize.

Exhibit 1. Percentage of Fourth-Grade Students with Disabilities Scoring at the Below-Basic and Proficient Levels of the NAEP Mathematics Test, 2003 and 2005

	Below-Basic				Proficient		
	2003	**2005**	**Δ**		**2003**	**2005**	**Δ**
UNITED STATES	*50*	*44*	*–6*		*11*	*14*	*3*
CALIFORNIA	59	56	–3		5	5	0
FLORIDA	50	33	–17		12	19	7
GEORGIA	57	46	–11		10	14	4
ILLINOIS	49	43	–6		12	15	3
MASSACHUSETTS	35	26	–9		18	21	3
MICHIGAN	41	39	–2		12	19	7
NEW JERSEY	51	43	–8		16	19	3
NEW YORK	49	48	–1		11	10	–1
OHIO	49	38	–11		9	19	10
PENNSYLVANIA	58	48	–10		11	15	4

Exhibit 2. Percentage of Fourth-Grade Students with Disabilities Scoring at the Below-Basic and Proficient Levels of the NAEP Reading Test, 2003 and 2005

	Below-Basic				Proficient		
	2003	**2005**	**Δ**		**2003**	**2005**	**Δ**
UNITED STATES	*71*	*76*	*5*		*8*	*9*	*1*
CALIFORNIA	78	79	1		4	5	1
FLORIDA	72	62	–10		9	10	1
GEORGIA	72	63	–9		9	13	4
ILLINOIS	69	64	–5		10	12	2
MASSACHUSETTS	59	47	–12		11	15	4
MICHIGAN	70	61	–9		6	11	5
NEW JERSEY	62	70	8		6	7	1
NEW YORK	67	68	1		9	7	–2
OHIO	80	54	–26		4	14	10
PENNSYLVANIA	76	65	–11		7	11	4

Exhibits 3 and 4 focus on eighth-grade NAEP achievement in mathematics and reading. Our findings illustrate that, on average, the percentage of students with disabilities who scored at the below-basic level in mathematics and reading decreased by 2 and 1 percent, respectively. Again, we see volatility between the states. In mathematics, the percentage of students with disabilities who scored at the below-basic level ranged from a decrease of 13 percent (Florida) to an increase of 2 percent (California/New Jersey). In reading, the percentage ranged from a decrease of 11 percent (New Jersey) to an increase of 2 percent (Illinois).

The percentage of students with disabilities who scored at the proficient level was also very modest, with only a 1 percent increase at the eighth-grade level in both mathematics and reading. Similarly, the ranges in both areas were also much more modest than in our other analyses.

Exhibit 3. Percentage of Eighth-Grade Students with Disabilities Scoring at the Below-Basic and Proficient Levels of the NAEP Mathematics Test, 2003 and 2005

	Below-Basic				Proficient		
	2003	**2005**	**Δ**		**2003**	**2005**	**Δ**
UNITED STATES	*71*	*69*	*–2*		*5*	*6*	*1*
CALIFORNIA	80	82	2		5	5	0
FLORIDA	76	63	–13		5	10	5
GEORGIA	76	71	–5		5	5	0
ILLINOIS	72	69	–3		5	5	0
MASSACHUSETTS	59	49	–10		8	14	6
MICHIGAN	73	69	–4		5	4	–1
NEW JERSEY	66	68	2		6	4	–2
NEW YORK	68	63	–5		7	7	0
OHIO	67	62	–5		5	8	3
PENNSYLVANIA	73	68	–5		6	5	–1

Exhibit 4. Percentage of Eighth-Grade Students with Disabilities Scoring at the Below-Basic and Proficient Levels of the NAEP Reading Test, 2003 and 2005

	Below-Basic				Proficient		
	2003	**2005**	**Δ**		**2003**	**2005**	**Δ**
UNITED STATES	*68*	*67*	*–1*		*5*	*6*	*1*
CALIFORNIA	80	79	–1		3	3	0
FLORIDA	71	66	–5		4	8	4
GEORGIA	78	68	–10		2	5	3
ILLINOIS	60	62	2		5	7	2
MASSACHUSETTS	56	47	–9		11	13	2
MICHIGAN	63	62	–1		4	8	4
NEW JERSEY	63	52	–11		5	8	3
NEW YORK	67	64	–3		8	8	0
OHIO	68	62	–6		4	6	2
PENNSYLVANIA	69	65	–4		4	6	2

With some exceptions, why do we see such changes and volatility at the fourth-grade level and less dramatic changes and differences at the eighth-grade level? This could be for a number of reasons, including how the testing of students with disabilities is conducted in the states, and who actually gets tested. But, certainly, academics at the eighth-grade level are more complex than in the fourth grade, and making valid leaps of achievement is more difficult work.

What this brief analysis illustrates is that we need to look much deeper and along a longer trend line to have any real clue as to whether NCLB has had an impact. As with the CEP report, the data, while interesting, say little regarding the question of whether IDEA and NCLB are having an impact on student achievement. What the data do clearly show is that, taken together, IDEA and NCLB have had a large impact on "who" gets tested and "what" gets tested. However, we will need to bide our time for several more years of collecting data in order to form a significant trend line.

Exhibits 5 through 8 focus on outcomes of students with disabilities, including dropouts, those who received disability services, and graduates. Because IDEA has required this information for several years, we have longer trend data to review. For our purposes, we have reviewed data on a two-year basis, since the trends do not change dramatically by year.

Exhibit 5 focuses on the dropout percentages of students with disabilities. In the prior exhibits, we noted that achievement has generally risen, even if modestly, for these students. But clearly we can see that the number of dropouts has also increased, in some cases rather dramatically. For instance, California had the nation's lowest dropout rate for students with disabilities, but that number has now risen to be more than half of all students with disabilities who drop out. But the dropout rates for students with disabilities in 2004–2005 were higher than in prior years for other states as well, with the exception of Pennsylvania. Were more students with disabilities dropping out because of new graduation policies? Were they forced out for the same reasons? Or is this a policy blip that will evolve over time? The answer could be yes to all three, but it is more likely that the policies (and practices) need to evolve to better suit students with disabilities.

Exhibit 5. Percentage of 14–22+-Year-Old Students with Disabilities Who Dropped Out, 1998–1999 to 2004–2005

State	1998–1999	2000–2001	2002–2003	2004–2005	1998–1999 to 2004–2005
California	4.5	6.7	4.9	58.3	53.9
Florida	19.1	15.7	12.3	29.8	10.7
Georgia	12.2	21.3	15.3	33.1	20.9
Illinois	17.3	15.2	15.2	26.0	8.6
Massachusetts	16.4	14.3	15.0	25.6	9.1
Michigan	21.9	31.5	26.3	27.4	5.5
New Jersey	15.1	15.5	13.1	25.6	10.5
New York	13.8	21.4	17.5	32.2	18.4
Ohio	11.4	12.4	9.9	17.6	6.1
Pennsylvania	10.4	12.1	10.6	10.2	–0.1

Exhibit 6 illustrates the percentage of 14–22+-year-olds with disabilities who no longer receive special education services. This chart also illustrates data inconsistencies of IDEA, as the 2004–2005 data are not available, or "NA," more than two years after the fact. With exceptions, there is a definitive decline in services provided. Again, we do not clearly understand the reason for this, as it could pertain to (a) students who cannot find the services needed; (b) students who have become ineligible under new laws and regulations for services; (c) students who drop out may not be calculated in these data; or (d) the term "no longer uses services" has been redefined. We are unsure of the true reason, but the data tell us that fewer students are using services.

Exhibit 6. Percentage of 14–22+-Year-Old Students with Disabilities Who No Longer Receive Special Education Services, 1998–1999 to 2004–2005

State	1998–1999	2000–2001	2002–2003	2004–2005	Δ
California	16.1	13.6	11.6	NA	–4.5
Florida	13.7	8.7	6.9	NA	–6.7
Georgia	14.1	8.0	3.9	NA	–10.3
Illinois	11.0	8.6	9.2	NA	–1.7
Massachusetts	15.3	25.3	20.7	NA	5.4
Michigan	14.5	15.0	10.4	NA	–4.0
New Jersey	0.0	0.0	0.0	0.0	0.0
New York	9.6	8.3	7.8	NA	–1.7
Ohio	12.5	12.5	18.1	NA	5.6
Pennsylvania	8.7	12.8	6.8	NA	–1.9

Exhibit 7 focuses on graduation rates for students with disabilities. These data clearly illustrate that students with disabilities are graduating at much higher rates than they were before NCLB and the last reauthorization of IDEA. With the exception of Ohio, which posted nearly a 12-point decline, most states show a double-digit increase in graduations, with Michigan (47 percent) and Pennsylvania (48 percent) at the top of the group. These two states were also among those that exhibited only a small increase in dropout rates. Thus, these data clearly suggest that students with disabilities are graduating in much higher percentages than before NCLB/IDEA reauthorization. If these are data inconsistencies due to policy or definitions, all states are equally implicated.

Exhibit 7. Percentage of 14–22+-Year-Old Students with Disabilities Who Graduated, 1998–1999 to 2004–2005

State	1998–1999	2000–2001	2002–2003	2004–2005	Δ
California	16.1	23.8	27.8	34.9	18.8
Florida	16.5	17.3	20.2	40.8	24.3
Georgia	20.1	13.3	19.6	26.7	6.6
Illinois	30.5	35.7	40.1	71.1	40.6
Massachusetts	41.0	36.4	36.8	69.2	28.2
Michigan	22.4	23.1	24.1	69.4	47.0
New Jersey	45.6	51.3	51.8	72.4	26.8
New York	29.5	22.9	26.3	46.1	16.7
Ohio	46.7	43.6	46.5	35.0	–11.7
Pennsylvania	40.5	37.9	51.1	88.3	47.8

Exhibit 8 illustrates students who received a certificate rather than a standard diploma. Although 2 of the 10 states did not post data, the remaining states—with the exception of California—all posted some increase in the rate of certificate completion. Combined with data from Exhibit 7, this suggests that students with disabilities are completing at much higher levels, in most cases, than before NCLB/IDEA reauthorization.

Exhibit 8. Percentage of 14–22+-Year-Old Students with Disabilities Who Received a Certificate, 1998–1999 to 2004–2005

State	1998–1999	2000–2001	2002–2003	2004–2005	Δ
California	7.6	5.2	3.5	4.8	–2.8
Florida	13.2	16.4	15.8	28.9	15.7
Georgia	25.7	15.8	24.2	39.8	14.1
Illinois	0.7	1.0	0.9	1.1	0.4
Massachusetts	0.0	0.0	1.5	NA	NA
Michigan	2.2	2.6	4.4	2.5	0.3
New Jersey	0.0	0.0	NA	NA	NA
New York	10.3	10.6	10.9	19.7	9.4
Ohio	0.0	0.0	NA	41.0	41.0
Pennsylvania	0.0	0.1	0.1	0.2	0.2

In summary, we can echo some of the positive comments of the CEP report released in June 2007: Students with disabilities appear to be doing better academically (using NAEP rather than AYP data), and they also appear to be graduating with diplomas and certificates at higher rates than in prior years. Data suggest, however, that there is still certainly concern about the dropout levels of students in the states. Regardless of whether that concern is definitional or real, we ultimately need to better understand the manifestations of new rules and regulations on these students.

As with all policy change, more time is needed to collect and bring data into the trend analysis. The academic outcomes data are simply too short with regard to trend analysis to bear any real weight. We strongly advise caution in reading these and other data that suggest NCLB has or has not pushed academic advances in the relatively short period since its enactment in late 2001.

However, as we will see in the next two parts of this report, there are indications that stakeholders across the country believe that NCLB has pushed data collection and the generalization of services to students with disabilities far further than previously existed, which would support the theory of a rise in educational success for students with disabilities.

PART II. PERSPECTIVES OF STATE OFFICIALS

For this study, NCD interviewed state staff members from sectors of education that were directly affected by NCLB and IDEA: assessment, data collection, curriculum and instruction, and professional development. During these interviews, staff discussed the changes that had been made at the state level to comply with IDEA and NCLB regulations, the difficulties states had in making those changes, and whether or not a discernible improvement in the academic achievement of students with disabilities had occurred as a result of NCLB and IDEA.

Over the span of six months, NCD spoke with more than 35 staff members from 10 states: California, Florida, Georgia, Illinois, Massachusetts, Michigan, New Jersey, New York, Ohio, and Pennsylvania. NCD contacted each state's department of education by email with a request for the contact information for staff responsible for data collection and management, assessment, curriculum and instruction, and professional development. If no response was received, NCD sent a letter to the head of each state's department of special education. NCD did eventually receive contact information for staff members from relevant areas from each of the 10 states.

The interviews were conducted by contractual researchers and followed a predetermined set of questions. The contractual researchers spoke with staff ranging from division administrators, data managers, and analysts to consultants, learning specialists, and bureau directors.

From the interviews it was evident that state characteristics, such as the demographic make-up, geographical distribution of the school-age population, culture, and size and number of school districts, all had an impact on each education department's ability to respond to NCLB and IDEA mandates. Responsiveness was also affected by the sophistication of each state's existing assessments and data collection systems and by how much work needed to be done to comply with NCLB and IDEA reporting requirements.

Implementing NCLB and IDEA at the state level has been no easy task. Despite the difficulties states have faced in complying with the two laws, however, it was clear from our interviews with staff members that some positive changes are taking place. The following is a brief summary of the common themes that emerged from these conversations.

Academic Achievement

Has there been progress, and, if so, is it related to NCLB and IDEA?

Most staff members interviewed for this project felt that, overall, the academic achievement of students with disabilities had increased since the implementation of NCLB and IDEA. Staff members were careful to point out, however, that increases in test scores are not necessarily attributable to NCLB or IDEA alone. Because so many factors can influence a student's academic performance, it is difficult to isolate those that truly have an impact. As one interviewee warned:

> *Determining the causal link between a law and student achievement would be a major undertaking. As we don't have a control group or any other elements of experimental design, most likely any attempt to link the two and show causality wouldn't pass a rigorous test of being "scientifically based." —Data Manager, Ohio Department of Education*

Despite the fact that changes in student achievement cannot be directly linked to the impact of the two laws, many staff members highlighted the positive changes that had taken place since the implementation of NCLB and IDEA. One of the most important results of NCLB and IDEA has been the increased access students with disabilities have to the general education curriculum. Since the two laws were enacted, a higher percentage of students with disabilities have been placed in general education classrooms or receive instruction based on the general education curriculum in special education classrooms. According to one educational professional from New York, whose observation was echoed by many others, with the implementation of NCLB and IDEA,

Students with disabilities have access to the curriculum and are passing the assessments. Before, there was no accountability [for instruction] and you could teach students with disabilities whatever you wanted to.
—Staff member, New York State Department of Education

Staff members applauded NCLB for pushing states to include students with disabilities in general education classrooms and forcing administrators, teachers, and the general community to recognize the academic ability of these students. As one state staff member pointed out, students with disabilities have a much better chance of doing well on assessments when they are exposed to the general education curriculum.

As a result of the push for inclusion, there is much more interaction between general and special education at the state, district, and school levels. An interview with staff members from New Jersey revealed:

In the ’90s, each department for each content area was developing curriculum frameworks on their own with no collaboration with the special education department. The department of special education had a list or section in each one of the frameworks on what to do for students with disabilities. Since then, the state has greatly increased the level of collaboration between general and special education.
—Multiple staff members, New Jersey Department of Education

None of the staff members interviewed for this project thought NCLB or IDEA had a negative impact on student achievement. On the contrary, every person interviewed commended the two laws for holding states accountable for the academic performance of students with disabilities. A few staff members pointed out that although IDEA ’97 came before NCLB, NCLB is the law that really began to push states into compliance with IDEA’s regulations.

There have been changes at the state level in the number of people who care about students with disabilities. IDEA had no teeth. People did not care about alternate assessments because there were no real repercussions. After NCLB, people started paying attention. Before NCLB, IDEA did not have as much prominence.
—Coordinator, Michigan Department of Education

Other staffers mentioned that NCLB has given education departments the extra push to make improvements they had already been contemplating. For example, Florida had always promoted the inclusionary model for students with disabilities. However, inclusion in the state's education system got an even bigger push with the NCLB requirement that 95 percent of all students take the general assessment.

Therefore, it seems to be the general opinion of state staff members that the academic achievement of students with disabilities has improved, even if only marginally. In a short period of time, states have made major changes to their approach to educating students with disabilities, and those changes have begun to make a difference. Many educators and administrators hold out hope for continued improvement.

Assessment

Are students with disabilities being included in state assessments, and what have the consequences been?

NCLB appears to have been effective in promoting the increased inclusion of students with disabilities on state assessments. Though IDEA '97 required states to develop an alternate assessment for students with severe cognitive disabilities, the real push for inclusion came with the NCLB rule that 95 percent of all students had to participate in state assessments.

Students with disabilities have a number of options when it comes to taking the state assessment. They may take the general assessment, with or without accommodations, or take the alternate assessment. States are responsible for deciding which accommodations are acceptable for the general assessment. Some states have standard and nonstandard accommodations. If a student takes the general assessment with nonstandard accommodations, his or her score may not be counted toward the proficiency rating of the local education authority (LEA). It was evident from our interviews that policy regarding standard and nonstandard accommodations varies greatly from state to state. Furthermore, the level of guidance related to the use of accommodations ranged from a list of acceptable accommodations posted on the

state's department of education Web site to providing direct training to IEP team members and assessment administrators.

States also offer an alternate assessment for students with severe cognitive disabilities. States vary in the level of technical assistance they provide to IEP teams that decide which test a student should take. Some states, like Michigan, post their policies and list of acceptable accommodations online. Technical assistance varies from state to state for teachers and administrators in charge of administering and grading the general assessment with accommodations and the alternate assessment. Most states post a manual or training documents online. Some states send representatives to districts that provide training. Michigan has posted a podcast online to provide information to districts that administer the alternate assessment.

A positive outcome of alternate assessments has been the increase in participation rates in state assessments of students with severe cognitive disabilities. According to some state staff members, this increase is a direct result of NCLB.

> *[The] alternate assessment for students with severe cognitive disability was required by IDEA prior to NCLB. It became a high priority when NCLB was implemented because of the 95 percent participation requirement. As far as participation goes, prior to NCLB, there was little or no push at the local level to have students with severe cognitive disability take the alternate assessment. So, that's a big difference between then and now. —Manager, California Department of Education*

As discussed in the previous section, because states are required to include students with disabilities in state assessments, they are gaining wider access to the general education curriculum. Their teachers are experiencing favorable results from the inclusion model as well. Special education teachers now have access to the general education curriculum and are frequently included in development and planning meetings with general education teachers.

> *When I was developing the alternate assessment, I was in the special education department. When I would go out into the field and talk to special education teachers about the state curriculum framework, they*

would draw a blank. They were not included in that area. Now, more people are familiar with the curriculum framework, and schools and districts are finally including the special education teachers in professional development activities. The same thing is happening with assessments. In the past, schools would pull general education teachers into a meeting to discuss the results of MAEP [Michigan's state assessment] but [would] exclude the special education teachers. Now, both general and special education teachers are included in those types of meetings. —Coordinator, Michigan Department of Education

Including students with disabilities in general education classrooms and exposing them to the general education curriculum gives them the chance to perform better on assessments. As one Florida staff member pointed out,

The laws have emphasized the need for students with disabilities to be included in general education. It's not just inclusion in general education classes but exposing these kids to the general education curriculum. They all have to take the assessment on grade level, so it can only help them to have exposure to the curriculum. It gives them the chance to do well on the assessment, whereas before, they may not have ever seen some of the material included on the test. —Section Administrator, Florida Department of Education

Most state staff members we spoke with viewed the increased inclusion of students with disabilities on state assessments as a positive outcome of NCLB and IDEA. A few staffers mentioned concerns regarding over-testing students and the fear that focusing too much on assessments can limit creativity in the classroom. These concerns are not unique to the special education population; however, they have been brought up on the general education side as well.

Accountability

Are states complying with the laws, and where are they struggling with the laws' requirements?

Every state we spoke with has taken steps to develop an accountability system that meets NCLB and IDEA requirements. Accountability is a key component of standards-based reform. According to NCLB and IDEA, states must establish standards for student achievement, communicate those standards to students and educators,

measure student progress in reference to the established standards, and apply consequences when schools and districts do not meet those standards.[1]

Our interviews with state staff members revealed how different each state was in its approach to developing and maintaining its accountability system. Some states, like Illinois, had developed accountability systems prior to the implementation of NCLB. In order to be in compliance with NCLB, Illinois had to make considerable changes to its assessment system. One Illinois staffer pointed out that although they made the necessary changes, those changes may not have been to the benefit of the students.

> *Because we already had an assessment system, we were forced to go back and revise what we had, unlike some states that did not have accountability and assessment systems set up. That put more of our schools in jeopardy. We have more grades participating in the assessments. Previously, we had a writing assessment that was very integral to the testing process, but our legislators looked at it and said we couldn't afford to do it anymore. Teachers indicated that we were testing too many content areas. It's had some curricular impact.*
> *—Division Administrator, Illinois State Board of Education*

Many states must deal with specific issues, problem areas, or populations of students that require targeted attention in order to boost academic performance. For example, staff members in a few states discussed the issue of disproportionality, which refers to the disproportionate representation of minority students placed in special education. NCLB and IDEA require states to track data on the number of minority students identified as in need of special education. States must monitor districts and schools and pinpoint those that overidentify or under-identify certain populations for special education services. States like Georgia send education department representatives to train school teams to resolve their disproportionality issues. The trainings are ongoing and aim to teach schools how to assist students without labeling them disabled.

Though many improvements have been made since NCLB and IDEA began emphasizing accountability for all students, some staffers worried that some regulations could actually harm students with disabilities. Several staff members expressed concern

regarding rules for graduation requirements included in NCLB. According to the law, a state may count as high school graduates only those students who received regular diplomas in the standard number of years. Some state staffers felt this stipulation put students with disabilities at an unfair disadvantage, since many states had created modified graduation standards or allowed students to take longer than four years to complete their course requirements. Under the new definition, schools do not receive credit for students who graduate using modified standards or take longer than four years to graduate, so there is no motivation to maintain these alternate routes to graduation.

Florida is one state that had separate general and special education diplomas before NCLB. Each diploma had different requirements. Because NCLB prohibits the use of separate standards for general and special education students, Florida eliminated its special education diploma. In its place, the state developed a system that uses access points to focus on a student's ability to function. Access points exist at each grade level to show how students with disabilities can make contact with the general education curriculum and retain the implications of the material, but at a lower complexity level. Schools and districts that struggle with the graduation issue receive targeted interventions and technical assistance from the state. The state continues to provide remediation for students with disabilities who do not pass the state assessment on the first try. Additionally, a student's IEP team is allowed to determine whether or not the graduation requirements have been met even if the student failed the assessment required for graduation.

One complaint that came up several times during our interviews was the issue of timing in regard to when the Education Department makes changes to regulations and when the states receive the guiding documents necessary to implement those changes. As one staff member noted,

> *There are a few examples of ED issuing guidance documents after or at the same time states are supposed to be implementing policies or changes. Although states are always aware that new regulations or changes to existing regulations are coming out, not having the guidance*

documents can make things difficult. —Coordinator, Michigan Department of Education

Staffers pointed out that it is unfair of ED to make changes to the regulations and expect states to comply, but then fail to provide guidance on what these changes entail. Without guiding documents and a short implementation time line, states are often left guessing what is expected of them.

Overall, state staff members believe that accountability systems are a positive result of NCLB and IDEA. Schools and districts must now pay attention to the performance of all students, which means students with disabilities now get attention they did not have before. This attention is not always positive, however. Some schools and community members worry that the performance of students with disabilities on assessments may negatively affect the school's ability to meet AYP goals. In general, however, holding schools accountable for students with disabilities has made people more aware of how talented these students are.

Data Collection and Quality

Standards-based educational reform requires the collection of data to determine whether or not progress is being made. NCLB and IDEA therefore require states to collect a substantial amount of data, which can be a daunting and expensive task. In addition to the reporting requirements imposed by NCLB and IDEA, a state must also collect data for reports to the state legislature.

The quality and sophistication of data collection and management systems vary from state to state. Some states, like Georgia, maintain separate systems for general and special education data. Staff members explained that this separation was necessary due to the extra reporting requirements under IDEA and the different monitoring activities the state performs with that data.

A number of factors affect data quality. These include the skill level of local staff performing the actual collection; the interoperability among school, district, and state

data systems; and the data verification. As a conference call with New Jersey staff members revealed, states spend a significant amount of money and time training staff and verifying data.

> *We offer training for districts on an annual basis for everyone at every level of data collection. We give definitions and examples and help them figure out how to code certain incidences. We walk them through the system. Through our new Title IV data grant, we're working on an instructional video to help in the training. We update the training materials and presentations every year and post the PowerPoint presentation on the Web. —Multiple staff members, New Jersey Department of Education*

But, as more than one state staff member mentioned, training is expensive, and states do not have people or the capacity to supply one-on-one support to every district and school. Therefore, states do what they can with the resources they have. Most try to cut costs by posting training and technical assistance materials online. Some sponsor a call center for districts and schools to contact for guidance.

Providing individualized training is a difficult and expensive task, especially when most districts choose their own data collection systems and come up with their own procedures for data entry. In addition, the expertise of data collection staff at the local level can vary from district to district. States also struggle to make sure that districts understand the connection between the data they collect and the results the states report to ED. Errors at the local level affect the accuracy of state-level data.

The interview with New Jersey also revealed the importance of collaboration among departments and divisions to guarantee data quality throughout the entire collection process.

> *We work with the assessment officials and request information about how they code certain answers. We give information to the grants office when they do their consolidated applications so they can give districts information about data collection. Every county has a data collection specialist. —Multiple staff members, New Jersey Department of Education*

A number of data collection experts we interviewed for this study mentioned that OSEP often did not give them sufficient time to implement changes to the system. As one expert explained,

> *In Florida we have a very sophisticated [data collection] system. We are confident in our data quality. When we add a data element, it takes about two or three years to implement the change. The Department of Education does not give us enough time. The turnaround time is never long enough. They want us to accomplish the changes in six months when we know it takes longer than that to do it right. We had a situation recently regarding the State Performance Plan [that] we submit for IDEA, where we have to calculate data on [the] progress students have made. ED changed the definitions and we'd already collected the data. In the end, they're going to end up with something that they can't disaggregate. —Section Administrator, Florida Department of Education*

Not only do states need time to make the appropriate changes to the data collection system to ensure that they are collecting the proper data, but also districts need advance notification to train their employees on the new requirements. In Massachusetts, a state with a fairly sophisticated data collection system, changes are made to the collection system on an annual basis. The state gives districts six months' advance notice when changes are coming and conducts training for the district each year to prepare them for modifications to the system.

In multiple interviews, data experts mentioned the need to streamline state and federal data collection requirements.

> *A negative impact is the complexity, time, and energy that go into working out glitches in data and data that don't seem to mean anything. There is a need for greater alignment. We've continued in New York to look at requirements that we don't need. [ED] needs to do that as well. We want to put more time and money into getting achievement levels up, instead of collecting data twice. —Multiple staff members, New York State Department of Education*

It is evident from our interviews that all 10 states are at various stages of upgrading their data collection systems. It is not clear, however, whether those changes are the direct

result of NCLB. Some staff members were careful to note that their state was already in the process of updating their system when the law came out, while others thought NCLB gave their state the extra push to make much-needed changes. Ultimately, most states would like to track students from pre-K through college. Massachusetts is one state that is already able to link the secondary and college systems with a 95 percent match rate. As data collection and tracking systems become more sophisticated, the range of possible applications continues to expand. States may someday be able to link student, teacher, and course data.

State staff members pointed out that data are useful only if people know how to use them. States are aware of this fact and, consequently, provide training and professional development to districts and schools on how to use the data to identify areas where they can make improvements. For example, teachers can use performance data to tailor their instruction to the needs of individual students.

The data collection experts we spoke with often expressed their frustration with the overlap of reporting requirements from NCLB, IDEA, and the state. They suggested that collaboration, particularly between NCLB and IDEA, was needed to develop clear definitions for data collection that would result in gathering information truly useful to ED and the states. It was clear from speaking with these experts that even though states continue to struggle with data quality and reporting requirements, they have nonetheless made significant progress in past years. But, the data experts warned, only accurate data will show a real picture of what educational systems are accomplishing.

Best Practices

What are states doing to increase the achievement of students with disabilities and to ensure that they are in compliance with NCLB and IDEA?

The end goal of NCLB and IDEA is to increase academic achievement. Our conversations with staff members at the state level highlighted some best practices that are being implemented in an attempt to achieve this goal.

Data Collection

Interoperability. States are working toward comprehensive systems that (1) are linked across schools and other agencies; (2) are from the classroom level up to the federal level; and (3) are able to track students from preschool through college. By creating data systems with these linkages embedded in them, states can streamline test reporting, reduce errors, and help identify problem areas.

Accuracy. Changes are constantly being made to state data systems as state and federal indicators are added, taken away, or modified. Many states have established verification processes that allow them to test the accuracy of new elements added to the data collection system. The verification process can take at least two years to complete. States therefore need sufficient time from ED to make changes to the system in order to properly train their local staff on the changes and test the accuracy of the added element.

Training. States spend substantial amounts of time and money training data collection staff on proper methods in order to guarantee the accuracy of the data. States also spend a lot of time and money training administrators and teachers on how to use that data to identify problem areas and target interventions to correct those issues.

Collaboration

Collaboration is a key component of increasing the academic achievement of students with disabilities. The difficulty lies in how to organize the departments, divisions, districts, schools, teachers, parents, and other stakeholders into a cohesive unit that ultimately leads to the creation of positive and effective educational experience for the student.

State Level. Collaboration at the state level can be difficult depending on how the state education department is organized and what duties and responsibilities are linked to specific departments or divisions. Since NCLB, some states have undergone a reorganization to promote collaboration between general and special education staff.

California, for example, made major changes to its standards and assessments division to comply with NCLB and IDEA.

> *When the standards and assessment division realized they needed our assessment, they moved the special education division not only on the work chart, but also physically into the mainstream of curriculum and instruction. Before, the special education division was in a separate building. We were in a specialized programs branch and they weren't sure what to do with us. We were isolated on the work chart and physically. Now we actually see each other in the elevator. All of this change happened at the same time that NCLB came out. —Interagency Liaison, California Department of Education*

A specific example of how collaboration can be complicated at the state level came from an interview with one of Georgia's data collection experts. To track students from pre-K through 12th grade, the Office of Standards, Instruction, and Assessment, located within the Georgia Department of Education, had to work with the Department of Human Resources, a separate department in Georgia's government structure.

Despite these challenges, states continue to promote collaboration from all divisions. By working together, these divisions are able to create more effective educational programs for students.

District and Regional Levels. Collaboration between the general and special education sectors is also important at the district and regional levels. Oftentimes, states provide similar services for general and special education students through separate divisions or agencies. The challenge, therefore, is to ensure that the activities of one agency complement the work of others in the department. Some states sponsor special education resource centers that offer training, professional development, and technical assistance.

Ohio is one state that has used the regional resource center model to support special education since the 1960s. Ohio's 16 Special Education Regional Resource Centers (SERRCs) are a well-known network throughout the state. The mission of the resource centers has evolved since the 1960s to become much more prescriptive in determining

which activities receive funding. The centers have begun to direct their professional development toward principal-led teams to promote shared responsibility at the building level for the performance of all students.

One problem for SERRCs, as one state staff member warned, is that the name can be both a resource and a barrier in that some people think the centers serve only special education providers. The Ohio state legislature recently passed a bill to create the Educational Regional Service System (ERSS) to align existing resources like SERRCs into a coordinated regional service delivery system. The ERSS will unify professional development and technical assistance activities to target the individual needs of the state's districts.

Georgia is another state with a long history of providing training and assistance to special education teachers through resource centers. As in Ohio, the purpose of Georgia's Learning Resource Centers (GLRCs) has evolved over their 30-year existence to focus more on coaching and support-based activities for teachers and parents. The GLRCs mainly help schools and districts meet NCLB and IDEA requirements through the implementation of effective instructional strategies.

Parents. The parents of students with disabilities can be a valuable resource, and states are beginning to take advantage of this fact. Some states have started programs that train parents how to be advocates for their children and make them aware of the resources that are out there for them. Support for parents is available from various sources, from resource centers like GLRCs to local or state advocacy organizations.

Other states are involving parents in the accountability of LEAs and districts by letting them serve on accountability committees and in other ways. Where parents were an external part of the accountability process before NCLB and the 2004 reauthorization of IDEA, they are now deeply involved in many states.

Professional Development

Ensuring that all students with disabilities receive instruction from a highly qualified teacher is a goal for each of the 10 states whose representatives we spoke with for this project.

Preservice training. Meeting that goal starts at the preservice level, where state departments and boards of education must work with local colleges and universities to create rigorous programs that adequately prepare general and special education teachers for the classroom. For example, Florida has created Professional Development Plans based at universities that provide preservice training. A major concern for educators and administrators is that new teachers enter their first year of teaching with all the tools they need to succeed. Florida allows students who majored in subject areas other than education to obtain their teaching certificate by taking a test once they have received their college degree. This is not an ideal situation, however, as one staff member pointed out.

> *A worry is that the new generation of teachers are students who majored in business and passed a test at the end of their college career to certify that they are ready to teach special education classes. They do not have the training or experience that our older teachers have. Even if the new graduates are in a 35- or 65-hour program, they do not have the depth of learning. It's a huge issue over who is going to be left and what their knowledge level is. —Principal Investigator, Florida Department of Education*

Co-teaching models and mentoring programs have also been widely implemented across the nation. Veteran teachers are an important resource for schools to use in providing support for new teachers. One-on-one guidance from experienced teachers can help new teachers develop their skills and techniques.

Highly Qualified Teacher Requirement. A significant problem for districts and schools is NCLB's requirement that all students be taught by highly qualified teachers. The highly qualified teacher (HQT) requirement in NCLB comes at a time when most states

are struggling with massive teacher shortages, not just in the area of special education, but in general education as well.

In many cases, veteran special education teachers have the skills but not the certification. Therefore, many states have used alternative approaches to ensure that all their special education teachers are highly qualified. One popular approach for states was to use high, objective, unified state standards of evaluation (otherwise known as HOUSSE) to verify that experienced teachers had sufficient content area knowledge to be considered highly qualified. Through the HOUSSE procedure, teachers could use their years of experience and participation in training workshops to meet NCLB's highly qualified requirement. Critics of HOUSSE feared the process "watered down the standard,"[2] and in May 2006, ED requested states to submit plans for phasing out their HOUSSE options.

The HQT requirement becomes a particularly difficult issue at the high school level for special education teachers. A special education teacher may be certified in one content area but may also teach other subjects. This issue can be a challenge for schools to address for a number of reasons. For example, as one staff member in Michigan pointed out,

> *The high school content is more challenging. One problem Michigan has run into with special education teachers at the secondary level is that their math skills are not high enough to effectively support students with disabilities taking algebra. —Consultant, Michigan Department of Education*

States have developed creative solutions to address the problem. One issue is that LEAs do not have the funds to provide professional development training for all their teachers. States, such as Florida, have therefore stepped in to help LEAs with the professional development piece.

The Florida Department of Education provides courses for special education teachers preparing for certification exams. One staff member mentioned that making the courses

available online means that general education teachers and administrators can access them as well.

In-service training. All states provide in-service training opportunities for special education teachers. Many staff members mentioned targeted professional development as a key component of the state efforts to improve academic achievement and to address problem areas.

States use a variety of methods to provide in-service professional development opportunities to teachers. Most states have resource centers, such as those mentioned above, to provide teachers with technical assistance and resources. Some states have set up online clearinghouses where teachers can easily access free materials. States also sponsor message boards or listservs where teachers can exchange ideas and discuss any difficulties they might be having.

States have been encouraging the use of schoolwide or team trainings to increase the effectiveness of professional development activities. Team trainings involve administrators, teachers, and other staff that play a role in the students' education. These trainings can take place during the summer and are often extended through the school year. Staffers mentioned the importance of continuing training throughout the year and requiring teachers and team members to assess their progress at scheduled intervals to see where improvements can still be made.

Conclusion

Each state's experience with implementing NCLB and IDEA has been unique and was affected by a variety of factors, including physical characteristics, population, access to resources, and level of advance preparation.

The most important result of NCLB and IDEA appears to be that students with disabilities are no longer ignored or discounted. People must pay attention to them now and work to make sure they have the same opportunities as their nondisabled peers. To that end, NCLB and IDEA have had a significant, positive impact. Teachers,

administrators, and the community are becoming aware of what students with disabilities are capable of achieving if they are held to the same high standards and expectations as general education students. Students with disabilities have a wide range of talents, and it is up to the educational system to make sure they are challenged and encouraged to develop their skills.

PART III. PERSPECTIVES OF KEY STAKEHOLDERS

This section of the report provides an assessment of how NCLB, after three more years of implementation, has impacted students with disabilities. This section draws on interviews with disability policy, education, and advocacy leaders, and with students with disabilities and their parents.

The Current Environment

Attitudes and Expectations

> *We are in the middle of a dramatic change process, and we haven't given it all the time it needs. Too many places are still in a resistance mode. The possibility for change is great, and I would hate to see it falter. —Official*

Since 2004 there has been a palpable and positive change in the overall attitude of educators toward educating students with disabilities. Educators expect students with disabilities to meet higher standards, and students with disabilities have increased access to highly qualified teachers and higher-level curricula. The full integration of students with disabilities into general education is not complete, but progress is very noticeable.

Most individuals interviewed for this report believe that the culture of high expectations for students with disabilities—and, for that matter, for all students—is taking root. They credit these attitudinal changes to NCLB and to IDEA as reauthorized in 1997 and 2004. Interviewees recognize that this is a momentous change and that the leadership from both the president and the Congress and other national leaders has been a key factor in making this social change. Even though outcome data from standardized tests shows that certain subgroups (such as students with disabilities and ELLs) do not always make AYP as required under NCLB, more and more educators and policymakers are holding firm to the promise of NCLB to ensure that every student is proficient at grade-level standards. As one advocate said, "People teach what is tested and who is tested—so now that students with disabilities are included in the accountability system, they are

being taught." This message seems to have been internalized by educators over the past three years and has also been very strongly embraced by the public, policymakers, and advocates.

When asked whether students with disabilities are looked upon the same way as general education students in the current environment, individuals who were interviewed generally said there is much more acceptance of students with disabilities in general education, but they voiced some concerns nevertheless. A comment from one special educator represented the opinion of many when she said:

> *Students with disabilities are still viewed as special education students, but we have pushed hard to have them in general education. But it takes some time for attitudes to change. Special education is not being left out of the conversation on accountability any longer, which is good. We are making progress in seeing students with disabilities as general education students, but they still have special conditions which require special services.*

> *This tension between whether students with disabilities should be considered as general education students or remain in the special education system was expressed by several other interviewees.*

> *There is a growing impression that students with disabilities are considered to be part of general education classrooms, but they are still considered separate and part of special education because of their Individualized Education Plans. That is what sets them apart. —Special education teacher*

One interviewee noted that differences in the type of disability can result in differing perceptions of students' capabilities and, hence, whether or not they are considered as general or special education students.

> *Most people don't understand the differences between disability categories and have in mind that all students with disabilities are severely disabled. A lot of folks don't know much about learning disabilities and therefore aren't aware that most learning-disabled kids can be in general education and learn to high standards. —Administrator*

The seriousness of the disability also impacts how students with disabilities are viewed vis-à-vis general education.

> *More students with disabilities are considered as general education students, and there is a greater awareness of providing differentiated curriculum for every student. But students with severe disabilities are not viewed as general education students so much. The attitude of the teacher is very important. Do they see the need for differentiated education for all students, or do they see students with disabilities as a separate group that has to be dealt with differently just because they have a disability? We have to create more awareness of disabilities, and we have to help teachers understand that by providing accommodations it doesn't show preferential treatment. —Administrator*

Several other interviewees noted that there is a shift in thinking away from seeing special education as a separate program and more as a support to learning.

> *Students with disabilities are more often viewed as general education students. Special education is a support system to help them succeed in general education, rather than a special or separate program. —State official*

One advocate expressed an opinion about the unique circumstances of students with disabilities, however, that may prevent them from ever completely being viewed as general education students.

> *Students with disabilities are not considered general education students. Because you have to report on subgroups of students with disabilities, they can't blend in, because the data are there on how they do. The belief system hasn't really changed, although behavior and actions are starting to change.*

And from another advocate:

> *Students with disabilities are thought of as another group of students, not general education students. But that is okay; they should always be identified as special education students because they need special services.*

These comments demonstrate that there are still dividing lines between students with disabilities and the general education population, but those lines are becoming more blurred. However, by the nature of their disability, some students will always need extra supports to allow them access to the general education curriculum. Of course, students with disabilities are not the only ones who need extra supports to access the general education curriculum, and educators must recognize that schooling should be intentionally structured to provide the necessary supports for any student to succeed. Several interviewees acknowledged that special education is by nature based on differentiated instruction, which can help influence teaching strategies for all students.

Interviewees were asked how students with disabilities are viewed in the overall accountability system and whether they were singled out because the subgroup did not make AYP. Most indicated that there has not been any serious backlash against students with disabilities, at least in public. Comments from two administrators reflect this attitude:

> *We really haven't seen much backlash. We work to educate all our parents about our situation, and our community is pretty supportive. We had two middle schools that did not make AYP, but that wasn't because of students with disabilities. There was a new math test that all students had to take, and all students, not just students with disabilities, did not do well on it.*
>
> *We have had 30 years of inclusion, thanks to IDEA, and so inclusion is a value that educators and the public care about, and schools have dealt with it. Students with disabilities have a face and a name, and people are accepting of students with disabilities, so I don't think there has been a backlash against them.*

Others expressed an opposite view, however, as represented by the following comment:

> *Yes, there is a backlash. When you show students with disabilities in a separate column, and it's very clear students with disabilities are the reason for not making AYP, it puts pressure on families and students and creates tension between students and teachers who are trying to improve their scores. —Advocate*

Another advocate viewed the potential for backlash against students with disabilities as an issue regarding the quality of the instruction and the ability of the teacher to teach diverse students.

> *If the school is providing extra support for kids, and it helps them to make progress, people know they are trying. But if teachers aren't skilled to work with students with disabilities (or any student), they may resent having special education students in their class. I'm not sure kids get the backlash, unless you have very weak teachers who can't help any students. Those teachers should not be in the classroom or need to be given help so they can teach the kids. We have too many weak teachers. Poor kids of color with disabilities—they are not treated well at all. They are a subgroup that gets ignored, and they may suffer from some backlash because they get identified as a failing category.*

While there seems to be a perception among some that students with disabilities (as well as ELLs) are holding schools back from making AYP, the truth is quite different. A recent report from the Aspen Institute showed that fewer-than-expected schools fail to meet AYP because of test results for students with disabilities.

> *One common complaint of No Child Left Behind is that schools are not making AYP solely because of children with disabilities or [limited English-proficient] students. The analysis done for this report raises questions about this claim due to the large numbers of schools in states that do not have to report for these subgroups. Furthermore, even when these subgroups do not meet their annual targets, they are very often not the sole reason a school is identified as not making AYP.*[3]

Further analysis by the Aspen Institute reveals that of the 410 schools in California that did not make AYP, only 28 failed solely because of students with disabilities. In Michigan, only 54 of 436 schools that did not make AYP failed solely because of students with disabilities. In Florida, only 23 of a total of 3,106 schools that did not make AYP failed solely because of students with disabilities.[4] As similar data become available, there seems to be a growing recognition that the failure of schools to meet AYP is not solely due to the presence of students with disabilities.

Academic Achievement of Students with Disabilities

There is general agreement that NCLB has helped improve the academic performance of students on standardized tests. A recent report from the Center for Education Policy states:

> *In most states with three or more years of comparable test data, student achievement in reading and math has gone up since 2002, the year NCLB was enacted. There is more evidence of achievement gaps between groups of students narrowing since 2002 than of gaps widening. Still the magnitude of the gaps is often substantial.*[5]

But many people caution that it is too early to tell whether or not NCLB has had an impact on increasing academic achievement and skills of students with disabilities. Because states are still developing and implementing assessments and data reporting systems, instructional frameworks, and curricula, as well as ensuring that all teachers are highly qualified, it is, according to many interviewees, too soon to judge the impact of all these changes on the academic performance of students with disabilities. As one individual pointed out, "We need to distinguish if students are getting smarter or getting smarter at taking tests." Another interviewee carried that thought further.

> *It's way too soon to determine the impact of NCLB on academic performance of students with disabilities. The implementation of the law is so complex and is implemented across such a broad spectrum of schools and communities [that] there is no way to say if NCLB has had an impact. We need to ask a lot of questions about NCLB's impact on students with disabilities—does it affect increased achievement or are students benefiting from participating in the assessments, for example? We don't know. We are only implementing the testing and accountability structures of NCLB at this time. —Advocate*

According to the Center on Education Policy report,

> *Data for students with disabilities and limited English-proficient students subgroups must be interpreted with caution because changes in federal regulations and guidance and in state accountability plans may have affected which students in these subgroups are tested for NCLB accountability purposes, how they are tested, and when their test scores*

are counted as proficient under NCLB. We do not believe the data are reliable enough to be included in the national summary tables.[6]

Many interviewees did report that state performance reports indicate higher scores in math and English for elementary students with disabilities but little improvement for students with disabilities at the high school level. One state official from a state that had a disaggregated accountability system in place before NCLB (and therefore a longer period of time to track results) said:

Academic performance for students with disabilities has improved to some extent. There is an increase in students with disabilities who are scoring in the proficient range of tests more often.

Interviewees all agreed that NCLB has had an impact on programs for students with disabilities and that there is much more attention focused on improving the academic performance of students with disabilities. But most felt it has not translated into actual academic improvements yet because it takes time to prepare teachers and to change instruction.

NCLB has had an impact on programs for students with disabilities, but it's not clear if it's had an impact on improvement of academic outcomes. It's raised the profile of students with disabilities in terms of expectations. They are now expected to achieve mastery. This has probably had a positive affect on academic achievement, but the data are not very clear. Not a lot has changed about the level of teacher ability to deal with students with disabilities and to increase inclusion in general education. —Advocate

Reporting Disaggregated Outcome Data

There is no question that the intent of NCLB is what it should be. By disaggregating data by subgroup, we can finally see what is happening to students, and . . . that has had an untold benefit for students with disabilities. —Administrator

Since 2004 there has been widespread acceptance of the importance and need to report outcome data disaggregated by subgroups. When NCLB was first being implemented, there was some resistance to this provision, but three years later, almost

without exception policymakers, educators, advocates, and parents sing the praises of the disaggregated reporting requirements of the law. That does not necessarily mean that all the data are of high quality, are complete, or make sense to the general public. Nevertheless, educators can no longer cover up the poor performance of subgroups of students by reporting average test scores.

A common phrase used by many interviewees was “Accountability means there is no place to hide.” Schools now have to honestly account for the performance of every student. The following quote represents the attitude of many interviewees:

> *The biggest impact is that every building administrator knows the scores of students with disabilities in their building, and they know they have to do something about it. It brings it into the daylight. Scores allow people to see what is happening, which is a good thing, but then they have to act upon it.*

More Supports Needed for Students with Disabilities

Educators are increasingly aware of the need to provide lower-performing students with extra supports to allow them to learn to high standards. Many educators refer to this as providing differentiated instruction based on the needs of each student. This approach is very similar to the development of an IEP for special education students, as it spells out what type of instruction each particular student needs in order to develop proficiency. With subgroup reporting, educators are much more aware of the need to provide intensive instructional supports to certain categories of students, including students with disabilities, English language learners, and students reading below grade level.

One of the first steps to help students meet grade-level proficiency standards is to provide them with access to a higher-level curriculum or the grade-level curriculum, if they have not been taught at grade level. Since 2004, students with disabilities are, according to interviewees, gaining much more access to grade-level curriculum. This move began with the reauthorization of IDEA in 1997, and NCLB has continued this press for students with disabilities. Students with disabilities are also increasingly being

expected to take high school exit exams in states that administer them, which means those students must have access to the curriculum. As one advocate said,

> *If kids have had access to high-level curriculum, they probably did okay on the high school exit exams, and if they didn't, it's a problem not just for students with disabilities, but all poor kids. This is not new—that kids were not passing the tests—it's just more visible. Malpractice in schools has been going on long before NCLB, and it's going on now.*

Another advocate provided a broader perspective on making a higher-level curriculum available to all students.

> *NCLB has had a major affect on students with disabilities because schools were never held accountable for those students and now they are. People don't like being held accountable but now they are. The disability issue is really misunderstood by the general public and educators as well. For example, many learning-disabled students never learned to read. If they had been identified at an early age and given the appropriate help, they would never be in special education. What we need to do is focus on younger students and earlier identification of their educational needs and reduce the numbers in special education and get them the educational support so they can learn to read. I'm proud of the disability community for hanging in there with regard to supporting NCLB.*

If students with disabilities are going to access a higher-level curriculum, they need to have well-trained teachers—with strong content knowledge and pedagogical strategies—to make that curriculum learnable. One of the most common strategies for providing access to the general education and higher-level curricula for students with disabilities is to develop collaborative teaching relationships between special and general education teachers. Most interviewees said this collaborative approach is becoming much more common and that both sets of teachers are benefiting from this closer contact.

> *There has been an impact on curriculum and instruction, both for special education and general education. General education is now much more aware of teaching students with disabilities and special education pedagogical strategies, and special education is now much more aware of standards and content. The two are working together to change the*

face of education. Because students are assessed against the same standard, all students are getting access to the same curriculum. —Official

The special education teachers do not have the freedom any longer to ignore the general education curriculum, such as reading and math. Regular education teachers have taken an affirmative role in working with special education teachers to help them to better understand the requirements of the general education curriculum. Regular education teachers are directly involved in looking at the special education curriculum and making sure it provides the necessary academic skills. —Administrator

But the issue of the capacity of the teaching force was raised over and over again during the interviews.

We are moving more students with disabilities to general education and getting them access to curriculum and testing requirements, which means they have to get better teaching in order to pass the test. So we need better teachers and better teaching in order for this to really work. — Advocate

One researcher indicated that several states had been working to develop the capacity of teachers and to provide guidance on teaching special education students.

There have been some positive, organized efforts at the state level. Massachusetts created a resource guide both for general and special education teachers because all teachers need to learn how to work with special education students. Ohio developed materials for principals to help them become instructional leaders to deal with this issue. Ohio also identified schools of promise that do well under NCLB with all the subgroups, and they identified schools of distinction that do well with students with disabilities, so other schools could learn from them.

Several interviewees also sounded a cautionary note about focusing too exclusively on grade-level standards to the point that the special education curriculum is ignored, which may prevent students with disabilities from learning necessary skills.

There can be too much alignment of the special education curriculum with the general education curriculum for students with severe disabilities.

They still need an individualized approach, and we can't ignore that. — Administrator

Schools Still Focusing on Compliance with NCLB

States, districts, and schools are still engaged to a large extent in compliance with the requirements of NCLB, which is preventing them from focusing their efforts on instructional change and teacher development. States are still in the process of designing assessment systems (particularly the alternate and modified assessments); working to meet the highly qualified teacher requirements; and providing timely notification of testing results to schools, teachers, and parents. Additionally, guidance from the U.S. Department of Education[7] has often been inconsistent or slow in coming, which has slowed down the implementation at the state and district levels. Many of the interviewees noted that the real work of instructional reform and providing a high-level differentiated curriculum to every student is just now beginning.

We have spent most of the last four years on compliance for NCLB. Educators have not gotten deeply into changing curriculum and instruction. There is more attention placed on curriculum, but not on revising the curriculum to really make a difference. We need more time and a sharper focus on changing curriculum. —Policymaker

Challenges and Issues

There is a sea change in education, but there is still much work to do. —Official

The following section of the report addresses various challenges and issues that were identified by interviewees and hinted at in the previous section.

Culture and Belief Systems

We learned from the interviews that, increasingly, educators and policymakers believe all students can learn to higher standards and that this perception is growing stronger all the time. However, when students with disabilities are considered, there is still some hesitation about the extent to which they can learn to grade-level proficiency standards.

The interviewees, all very familiar with various types of disabilities, believe that every student with a disability can learn to higher standards than previously expected, but they were also quick to point out that the type of disability a student has can have a significant impact on the level of learning. They also believed that the general public has a monolithic perception of students with disabilities (generally focusing on more severe disabilities) and assumes that students with disabilities are incapable of learning to higher standards. Because the public (and some teachers) does not understand the various gradations of disability, they are often less willing to believe that students with an IEP are capable of mastering a high-level curriculum.

Several interviewees pointed out that it is critical to differentiate between various types of disability category in order to keep the pressure on to integrate special education students into general education. This is particularly important for learning-disabled students who most people agree can learn to grade-level standards if given more time and supports.

> *There is so much lumping together of disabilities, and we need to really differentiate them. NCLB should have more varied testing and accountability standards for students with disabilities given the differences in disabilities. NCLB should be more sophisticated in its requirements for proficiency, not just one standard. —Researcher*

Because some districts allow students with disabilities to be given assessments that can be less rigorous than the regular assessments, it reinforces the idea with the public that students with disabilities cannot perform to grade-level proficiency. Guidance on which students with disabilities fall into the 1 percent and 2 percent categories for alternate and modified assessments has been slow in coming from the U.S. Department of Education, and therefore states are still in the process of finalizing not only the actual assessments but also their processes for determining which students fall into which category.

> *What group of students should be held at alternate standards? We don't have a good evidentiary base of knowledge to make these decisions, and teachers and staff don't know how to make these decisions. We need*

much more teacher preparation/professional development on this issue. —Advocate

In addition to this confusion, there is the very real issue of accepting the fact that some students with severe disabilities will never be able to master grade-level or, in some cases, an academic curriculum. This reality begs the question: How can these vastly competing visions be reconciled?

There is an assumption that students with disabilities should be expected to meet the standards, but many students with disabilities cannot. However, we shouldn't just place these students into the 1 percent category. The 1 percent doesn't make sense to me and is a completely arbitrary number—where did it come from? —Administrator

We set expectations for students with disabilities to meet NCLB standards, but some have real problems because of their disability, and we negate the importance of their IEP and individualized learning process because we are trying too hard to get them to pass the NCLB tests. Even their parents know they will never pass the grade-level test, and the parents just want them to learn some important life skills. —Administrator

The extreme alignment of special education instruction to the general education curriculum for every student with disabilities can have negative consequences. It's okay for the mild and moderately disabled student to participate in the general education curriculum, but for severely disabled students, having so much alignment with the general education curriculum means they may not be getting the special accommodations or instruction they really need. Some teachers are taking it to the extreme. For a typical learning-disabled student, it's good to look at the general education curriculum, but for severely disabled students, it may be much more important for them to learn life skills than math skills. We need to be cognizant of what the student needs and is able to do. —Administrator

Because the issue of expectations drives so much instructional practice and classroom behavior, it is important to have clarity on what should be expected of students with disabilities. Research on academic achievement by students with various types of disabilities would be helpful for educators as they set goals for students with disabilities to learn to higher standards. This information would also help distinguish between the capabilities of learning-disabled students and those with more serious disabilities.

Capacity Building

Much of the discussion of helping all students achieve to high standards comes down to the capacity of the system to deliver the appropriate instruction and needed supports. And the number one issue is, of course, the skill level of the classroom teachers that work not only with students with disabilities but also with all students—be they lower-performing, ELL, or gifted children. Without prompting, almost every interviewee raised the issue of highly qualified teachers as a key provision to help students with disabilities achieve to higher standards.

First, there were a number of questions about what highly qualified means for special education teachers and whether NCLB and IDEA defined it appropriately.

> *What does highly qualified mean for a special education teacher? This is a really interesting issue that confounds me. Under NCLB we ask special education teachers to become expert in a content area so they can instruct students with disabilities in that content area. But the general education teacher, who already has the content expertise, has tried to teach the student with disabilities the content and it didn't work—which is why the student is in special education. We repeat the content preparation that wasn't successful with the child before. So why are we thinking that more content will make a difference with students with disabilities, if it's just the same thing as what the general education teachers did? [Highly qualified] for special education teachers should mean more intensive reading or math instructional skills, or knowing more about a certain disability or condition. Our state is requiring special education teachers to take the Praxis,[8] and we offer training sessions, free content preparation courses, and Web-based training. So we'll probably have more highly qualified special education teachers on paper, but will it really help teach students with disabilities what they need? Down the road, I don't think we will have many special education teachers that are career professionals. They will leave, and we are [already] seeing a revolving door for special education teachers. —Administrator*

The following comment also relates to clarifying the role of the content expert and the special education teacher:

> *Special education teachers are still in the best position to provide access to students with disabilities to the curriculum. Special education teachers*

are better prepared to know instructional strategies, and we should not necessarily require all special education teachers to be content experts. The content expert teacher should be the lead, and the special education teacher should help provide access and break down the content so students with disabilities can access it. Team teaching is very important. We also have some concerns that special education teachers will leave the profession in increasing numbers. —Administrator

While it is clear that students with disabilities are getting increased access to highly qualified teachers, there remain many challenges to guarantee that teachers are actually having an impact on student learning. When general and special education teachers are team teaching, it appears to make the curriculum more accessible and learnable. However, we know that not every school has an equitable distribution of highly qualified teachers and students, and poorer schools and districts suffer from this imbalance of skilled teachers.[9]

NCLB will make a difference in improving the quality of the program, but teacher preparation programs don't change overnight, and teachers don't know how to meet the needs of students with disabilities. Not a lot has changed about the level of teacher ability to deal with students with disabilities and to increase inclusion in general education. Teacher ability will ensure the success of students with disabilities in the general education curriculum, but teacher education hasn't changed enough yet, and teachers don't have those skills. —Advocate

There was also concern about finding and retaining enough special education teachers, especially in light of the highly qualified teacher requirements under NCLB.

There is a huge cohort of special education teachers near retirement age, and we are pushing them into retirement more quickly. Where are we going to find warm bodies to replace them? We are driving out good teachers, not just bad teachers. The mandates and processes of NCLB have made it impossible for many teachers. There was an attempt in IDEA to fix the issue of requiring teachers to have subject area competence, but we didn't go far enough to fix it. There has to be a happy medium in expecting highly qualified teachers in content and having them possess the pedagogy to teach students with disabilities. —Advocate

Several interviewees raised the role of higher education and teacher licensing, but the conversations did not explore how these systems could more strongly support the development of highly qualified special education teachers. Rather, those conversations largely indicated that higher education needs to be revamped to meet current teaching demands. This is an area that should be reviewed more carefully.

> *Higher education [teacher preparation programs] has not been quick to make changes and retool. General education teachers can get through four years of college and never have to take classes on differentiated teaching for students with disabilities, and special education teachers don't have to learn content. After this many years of NCLB, you would think we would be farther along. It's troubling that higher education is so slow to change and professional development is such a big issue. We need to tailor professional development to what teachers need [in order] to help students with disabilities get access to the general education curriculum and then figure out what works. —Advocate*

> *We should use computers to provide individual assessments and instruction geared to each student's needs; have daily diagnostic assessments that lead to accountability assessments and changes in instruction. It's possible, but we haven't developed the infrastructure, such as the training of teachers to use diagnostic, ongoing assessment to influence instruction. But there is pressure on the system from NCLB for greater accountability, and that is pushing the higher education system to change. —Researcher*

> *The strongest focus on capacity building was, for obvious reasons, on the teacher workforce, but interviewees also stressed the need for school principals to set the tone for the school by first creating the culture of high expectations for all students—especially students with disabilities—and then serving as an instructional leader who could support differentiated learning strategies. Interviewees also mentioned the role of school counselors and their importance in being trained to work with students with disabilities, both for course selection and with transition planning. Several of those interviewed raised the issue of textbooks and curricular materials. They hoped to move toward a universal design for curriculum so all students could have access to the material. As one administrator suggested:*
>
> > *We need products to help all teachers teach all students. We need products that include differentiated instruction, and variability in material. We need variance, not deviance. We need to have curriculum that uses embedded assessments, multiple*

competencies, progress monitoring, response to intervention, and individualized strategies.

Capacity is also desperately needed in the area of test development. Several interviewees indicated that it would be very timely and helpful to have access to alternate and modified assessments to learn how to best structure and design such tests. Having the federal government provide development work in this area would be helpful, as tests are expensive and time consuming to develop. And, given that most states have not yet developed alternate assessments based on modified academic achievement standards and alternate assessments based on alternative academic achievement standards, many students with disabilities are not even being assessed or counted.

Last, educators need access to information about which instructional strategies help lower-performing students succeed. This is not just an issue in teaching students with disabilities; it applies to teaching all lower-performing students.

Title I directors are putting out more information on how to help these populations. We identified that teaching English language learners and students with disabilities would become a big issue under NCLB, and we needed to help them figure it out. But the U.S. Department of Education is not providing any information on how to serve these challenging populations. The civil servants at the Department are scared to admit there are problems in serving students under NCLB and therefore are not sharing information. —Administrator

Ensuring Access to High-Quality Instruction and Services

If one accepts that students with disabilities can achieve to higher standards, it follows that they must have access to high-quality education and services to meet those standards. Interviewees generally agreed that if students had access to a high-quality curriculum—aligned to high school exit exams, for example—then students should pass the tests. However, it is clear that this is not always happening, and more than just students with disabilities are affected.

Opportunities need to be enhanced for students with disabilities to be prepared to participate in high school exit exams, just not at the expense of a well-rounded curriculum. This is true for all students. If students aren't passing high school exit exams, this should raise the question, why not? And then, it should lead to improving the quality of instruction. —Policymaker

Students with disabilities are not being prepared for high school exit exams. It's not just students with significant impairments; it's also learning-disabled kids with minor disabilities. —Administrator

Minority and poor students with disabilities are much less prepared than students from higher incomes or students with disabilities from wealthier families. —Advocate

For most students with disabilities, if they are getting a high-quality education, they can pass high school exit exams. I'm a fan of high school exit exams. It's not about the exams; it's about the quality of education that all students are getting. —Advocate

It was quite clear that many students with disabilities have been placed in lower-level classes that do not prepare them for high school exit exams. The requirement of NCLB to test all students is having the desired impact of identifying groups of students who have been previously unchallenged. An interesting comment about placing students with disabilities into more demanding curriculum has resulted in focusing attention on what was happening to students with disabilities before NCLB.

No one has been honest about why students with disabilities are suddenly being placed in classrooms with highly qualified teachers. Parents are asking, "Why is my child being moved?" The schools are afraid to admit that students with disabilities have been in classrooms with generically certified special education teachers, who don't know the content, and now they are required to have students taught by highly qualified teachers, so they move them to a classroom with a teacher with content knowledge. But what does that mean has been happening for the past several years? It means that students with disabilities have been in classrooms where they are not getting the content. It's hard to admit that. —Advocate

Another concern stated by several interviewees related to the quality of the high school diploma offered. In some states, there is only one diploma for everyone, but other states offer various diplomas that are of lesser academic value, a clear signal that students are not being challenged.

> *In our state, you can get a modified diploma that does not require you to take core classes, so a student can take more electives. And there aren't any end-of-course exams for most electives, so kids don't get tested. We need to make sure that more students with disabilities are placed in the core classes that have end-of-course exams, rather than put them in classes where they don't have to take those tests. We need to move more kids into the regular diploma track, not the modified diploma track. —Administrator*

While students with IEPs are provided with additional instructional supports, little attention has been paid to how students with disabilities are being involved in after-school or supplemental learning opportunities. NCLB requires schools that are in need of improvement to offer Supplemental Education Services (SESs) to students in those schools. SESs generally involve tutoring and remediation, but it is up to the student and parent to access these services. While the school is supposed to provide a list of SES providers, many parents—especially those of students with disabilities—are not informed about the availability of SESs. In addition, according to the Great Lakes Center for Education Research & Practice:

> *Under current regulations, SES providers are not required to provide services to students with disabilities or those learning English. One study in a large urban school district reported that in fact, none of the district's top eight [SES] providers served ELL or special education students.*[10]

Clearly, students with disabilities are not getting the complete access they deserve and to which they are entitled.

Several interviewees felt that some schools are being selective in providing extra supports to students. For instance, if a school has limited resources (in terms of time and teachers) and can focus merely on a limited number of students to help them pass

tests, interviewees said that schools are deciding to work with the students who are only a few points away from passing the test, rather than working with students who have little chance of passing. While one can rationalize this type of behavior given the deadlines and pressures to meet AYP, it clearly goes against the fundamental purpose of NCLB and means that many students are being left out of the press to increase access to more rigorous instruction.

Measuring Performance

A report on NCLB would not be complete without a discussion of testing. Almost without exception, interviewees felt that there was too much testing as a result of NCLB and that it is having unintended and negative consequences on both students and schools. There was also discussion of how a number of states have postponed or delayed implementation of certain testing requirements. It is clear that NCLB has put tremendous pressure on states and districts, and they are beginning to learn, through data, the full extent of how difficult it is to have every student learn to high standards.

> *Measuring the performance of students with disabilities is one of the largest challenges for states, and states are dealing with the challenge in different ways. Alaska excluded students with disabilities from the high school exit exam system. California delayed the high school exit exam system to allow schools more time to prepare students. Other states have elaborate systems for accommodating students with disabilities. In states with established exam systems, you don't hear as many complaints, so they may have worked out systems and processes to help students with disabilities, after accommodation and alternative testing has been developed, to help students meet exit exams. States are working to develop alternative assessment methods, such as portfolios or creating alternate routes to diplomas. But you're not always sure what standards for alternative routes are being used and whether they are as high or rigorous as the state exit exams. —Researcher*

The closer you get to the classroom, the more negative are the comments made about NCLB's testing requirements. Teachers routinely say there is too much testing, too much teaching to the test, and not enough time to explore interesting and relevant curricula. Several reports have also noted a decrease in the number of electives being taught.[11]

Everything revolves around testing and the punitive nature of the system. It pervades everything, and kids pick up on it. And then you have the stress of the IEP. Teachers don't feel like they can just try something creative or different to help meet the needs of students with disabilities. There is no time to be creative—teachers are always planning for tests. It is a constant struggle to try to figure out how to make it work for kids when the curriculum is very rigid and what kids need are flexibility and creativity and individualized approaches. —Advocate

On the positive side, teachers are preparing students for what they know will be on the test. The challenge is that teachers are so focused on preparing students for tests and not being creative in ways that will help students learn. It's "hurry up and teach to meet the test," and there's only one way. Alternate means of education are going away, and that scares me. I needed things taught to me in a different way, an alternative way, and I needed to demonstrate my knowledge in different ways, like classroom presentations or writing a response instead of taking a multiple choice test, which was hard for me. Why can't we have options like that? —Advocate

Several comments were made about how the focus on making AYP has prevented teachers from providing a rich curriculum that meets the individual needs of each student.

The emphasis on AYP takes away from what might make sense for kids and in providing a meaningful curriculum. Is getting a test score meaningful education or a meaningful measurement? I would say not. Should we focus on just a test score? No. This attitude affects all students but is more pronounced for students with disabilities. We are very concerned about the quality of the curriculum. NCLB is keeping us from providing the best curriculum we can. —Administrator

At the high school level, the focus is on getting kids ready for college, but we need to prepare kids for what they will do after high school, and we need better transition for students with disabilities and all kids. For example, how do you fit in life-skills training when there is so much focus on academic skills? The ability to address transition skills is getting squeezed out by the focus on academic issues. —Administrator

As you advance up the education bureaucracy ladder, there begins to be a shift in feeling about tests. District- and state-level administrators see the value of outcome

data across schools because they can then drive resources into lower-performing schools. Federal-level policymakers and advocates are committed to measuring student performance through some type of testing structure. As Congress debates the reauthorization of the No Child Left Behind Act, there is an emerging position that NCLB's process of measuring adequate yearly progress could be improved, but the notion of testing students to see what they know is firmly embedded.

Despite the overall agreement that students need to be tested, interviewees mentioned a host of concerns about the impact of testing on students with disabilities and how the alternate and modified assessments fit within the overall accountability system. Comments were made regarding the stress placed on students with disabilities and how some of them, particularly learning-disabled students, would be brought to tears during testing time.

> *I've heard innumerable stories from legislators that students with disabilities are being humiliated by having to take tests that they know they can't do. Special education teachers say, "We didn't become special education teachers to humiliate these students, to remind them they can't do the work." The testing makes students with disabilities feel like failures. —Advocate*

Given the pressures on educators to make AYP, interviewees shared numerous stories of states, districts, and schools that found ways to discount or hide students with disabilities in their accountability systems. It is hard to determine how widespread these practices are, but given the small number of educators interviewed for this project, these themes surfaced quite often.

> *I've heard of the "enrolled grade game," where students are held back during testing years—this is more relevant to younger grades, but also affects high school students. For example, if the high school exit exam is in grade 10, the students are held back in grade 9 and then just show up later as an 11th-grade student that didn't take the test. One state has a policy against this, so, clearly, people have been thinking of this. There are loopholes and game playing. This is likely to affect the students who are the lowest performing, which include students with disabilities, but it's not just students with disabilities. —Researcher*

In years when NCLB tests are given, students with disabilities might be held back prior to the testing year. This is evident in our research because class size in one state doubled from what it was the year before. —Researcher

I heard of an instance where a superintendent was not identifying the same numbers of students with disabilities as before because they are burying them in general education, and then they don't count as a subgroup. Some schools encourage students with disabilities to stay home during testing. —Official

In addition to these comments, interviewees had plenty to say about the now-infamous "N-size" cohorts selected for subgroups. An N-size refers to the state-determined size of the student subgroup for which reporting of disaggregated data is required. For example, in California the N-size for student subgroups is 50, which means that if a school does not have 50 students in a particular subgroup (students with disabilities in grade 5, for instance), they would not have to report on the performance of that group on the standardized tests. Therefore, a higher N-size means fewer students are counted and fewer schools, presumably, are found to be in need of improvement. Since states all have different N-sizes, there is almost no way to compare states with regard to the number of schools that make AYP.

Many states have set higher N-sizes than were warranted, perhaps, in order to avoid reporting on the subgroups. One interviewee provided a very practical rationale for this behavior. If more schools are identified as in need of improvement because they did not meet AYP, then the state or district has to find the money to pay for needed services at many schools. By setting high N-size numbers, states will most likely reduce the number of schools identified as in need of improvement, therefore reducing the stress on the budget.

Interviewees generally felt that it would not be workable to have a federal standard for the N-size; to them, it would make sense to "have a range of N-sizes based on the size of the school." Some of those interviewed, however, felt it was important to take into account such characteristics as the type of students, the location of schools (rural or

urban), the population of states, and the numbers of students with disabilities in the school.

> *We can't set a federal standard. There is always going to be an inequity between urban and rural communities and schools because rural schools are so small and their N-size is of no consequence. —Official*

One official suggested that as all schools begin to drill down deeper to serve all students in their quest for 100 percent proficiency, the N-size issue will eventually fade away.

> *The issue of N-size is perhaps an unnecessary discussion, because everyone is going to get caught up in reporting on subgroups at some point, regardless of what their N-size is. We are starting with urban schools because they are getting identified sooner by their N-sizes. The targets will catch up with everyone eventually as we keep drilling down. In our state we set an N-size of 30 for purposes of NCLB, but then for the state accreditation process, we required schools to use an N-size of 10.*

Interviewees told of other ways of gaming the system to ensure either that students with disabilities were not counted or to prevent too many schools from being labeled as in need of improvement.

> *Our state created a special diploma for students with disabilities if they can't meet the state testing requirements to earn the standard diploma. These special diplomas don't get counted under NCBL. We're not pushing kids to take that diploma, because it has reduced expectations, but it exists. —Administrator*

> *In our state, if the only thing that keeps a school or district from making AYP is the students with disabilities subgroup, then the school or district can add 14 points for reading and 17 points for math (a proxy) to their passing rate so they can usually make AYP. —Administrator*

> *Our state has an odd system. We got permission from the U.S. Department of Education to grant waivers to schools that don't make AYP because of the performance of students with disabilities. If a school does not make AYP because of students with disabilities, the schools are allowed to offer a modified assessment to them, because if the test were*

modified, the assumption is that they would pass. However, the reality is that the modified tests do not exist, so they are granting waivers even though students with disabilities aren't being tested. The state department of education is making this decision by looking at individual IEPs and how schools have helped the students meet the standard. But since there is no modified exam, it's just done by eyeball, and is very subjective. What does accountability mean when you allow schools to avoid measuring this way? What does it say to parents? —Advocate

Another important question to ask is whether the system is actively finding ways to keep students with disabilities out of the accountability system, as was referenced in several comments stated earlier.

Our state has already decided to delay the requirement for students with disabilities and English language learners to 2011. Students with disabilities are not being prepared and have not had adequate access to the curriculum to be able to pass end-of-course exams. —Advocate

After considering the issue of too much testing and the unintended consequences of testing on students with disabilities, interviewees provided some thoughts about what an accountability system should measure. First, several interviewees felt it was more important to measure school performance than individual student performance. They recognized that individual student assessments are needed but that they should inform instruction, not be used as part of an accountability system. And there were various questions about what standardized tests can really tell you about a student's ability to succeed in the world. One individual asked, "What do standardized tests, high school graduation rates, or dropout rates really tell you in terms of how students with disabilities are prepared for life?"

Our state requires all kids to pass geometry, but does every kid need to pass the test? There is no flexibility in the math requirement—everyone has to pass geometry. But what if you take three or four other high-level math courses—why do you have to take the geometry test? A student with a spatial disability will have a very difficult time passing this test, but could pass other high-level math. The rigidity of the tests and the curriculum is a problem. We don't want to dumb down the curriculum, but there should be more flexibility. —Advocate

Most interviewees felt that the NCLB's academic focus on English language arts and math was correct, because academics are the underpinning for all other work. However, most individuals felt that students with disabilities are being shortchanged by not measuring other important outcomes. These professionals felt that accountability systems need to measure occupational and technical skills, employability skills, behavioral and attitudinal skills, and, particularly for students with disabilities, life skills. One interviewee also suggested that parental satisfaction should be measured as part of an accountability system.

> *We would like to see employability and life skills in an accountability system. It's hard to meet the four-year graduation rate for some students with disabilities, but they can still improve their skills. The academic focus on NCLB has pushed out some career and technical education classes, which is what some students with disabilities really need. So it's hard for us in special education to provide students with disabilities with appropriate classes in occupational training. —Administrator*

But the challenges of incorporating these other domains in accountability and assessment systems are great. First, there are very few good assessment tools for testing noncognitive skills, and some skills are very difficult to measure. As we are seeing with the development of the alternate and modified assessments, it is a time-consuming process to develop effective, fair, and valid assessments for all groups of students. An administrator made the following excellent point about what we should expect a federal accountability system to measure for students with disabilities:

> *In a federal accountability system, the focus should just be on academics, as long as they are measured appropriately. It would be hard to measure all the different things included in an IEP because there are too many IEP goals. We have transition measures, for example, as part of IEP, but we wouldn't want them included in a federal assessment system.*

The use of alternate and modified assessments for students with disabilities was frequently mentioned during interviews. Individuals at various levels stressed the difficulty in developing quality assessments, in determining which students should take

them, and in calibrating the alternate assessments to standardized tests in a way that makes sense to the public.

> *Proficiency on an alternate assessment is not the equivalent of proficiency on a regular assessment, and we are fooling ourselves if we say [it is]. It undermines the credibility of the special education system/teachers with the general public because the general public thinks the two assessments are equivalent (because we're reporting them as equivalent), but they aren't. The general public doesn't understand how special education students could be proficient on standardized tests. Parents of students with disabilities understand that the alternate assessments are not equivalent because they know their kids, but the general public is confused by this reporting. —Advocate*

A number of interviewees raised the issue of which students were being placed in the 1 percent and 2 percent categories for alternate assessments and whether these categories met the needs of students with disabilities.

> *My biggest concern is that there is a group of kids that are still falling through the cracks and that are struggling to meet the standards. They are not in the 1 percent. They are gray-area kids, gap kids. When the Department of Education came out with the 2 percent regulations, we were hoping that would help deal with these kids. We wanted to have the flexibility to change the test so that it did not have to be on grade level. But the department said for the 2 percent kids that the test could be made easier, but it still had to be on grade level. These kids will probably do better than they have ever done before, but they will never be proficient on our state test. They must be tested on the same content as other students in their grade, and while we can make the test easier, we don't think all kids will be able to master that. It won't help with these gray-area kids. —Administrator*

Several interviewees also raised the issue of the cost of alternate assessments, both in terms of development and the amount of time it takes away from classroom teaching.

> *For the 1 percent kids, there will be an inevitable increase in the costs of testing—how much does it cost to develop tests based on modified standards and assessments? A lot. Teachers spend an inordinate amount of time with each student to administer these tests. Example: It takes 30 days to administer one test to a severely disabled student (one who has cerebral palsy and is in a wheelchair). What is the cost to the teacher, the*

cost to develop the assessments, the cost to administer the test, and finally, does it really reflect student achievement at all? —Administrator

For the 1 percent kids, the alternate test will consume a lot of their day, and I'm not sure if it's good or bad. It's good that they are being tested on more rigorous material, but what does the test really tell you? We should be focused on post-school outcomes. Why require students to take an 11th-grade math test, for example, when they really need to learn skills for a job? We really need to focus on post-school outcomes and put much less emphasis on testing. —Advocate

Developing growth models as a way to measure academic performance engendered some very thoughtful and interesting comments. While some education leaders in the Congress seem to be leaning toward adopting a growth model system, most of those interviewed for this project felt that the knowledge based on growth models was too limited to allow for wide-scale application and that they are much more complicated than the rhetoric implies. Most interviewees also felt that growth models, while extremely appropriate in many ways for students with disabilities, could return practice to pre-NCLB days, when students with disabilities were not held to a common standard. They felt this would be a negative step, as students with disabilities have greatly benefited by being held to higher expectations and being included in general accountability systems.

While there is a natural tension between the growth model assessment and measuring against a prescribed proficiency level, most interviewees felt it was important to maintain some absolute standard.

Some combination of a growth model and absolute standard would be ideal. Growth models without a standard won't be sufficient. If we start changing the measurements, we'll muck it up. We should let states work it out. Don't jettison AYP and replace it with a growth model or we'll be having the same conversation in five years, just about a different kind of assessment. —Advocate

We need to have absolute standards because too many kids are getting by without learning essential skills and knowledge. Too many "fake A's." We have to have agreement on what counts because we are all in the same labor market.

One advocate disagreed with holding students to an absolute standard; she argued instead for a time-based proficiency assessment.

> *There should not be an absolute standard because then it's not a growth model, unless we had open-ended time to meet the growth standard. If you don't have the ability to set the starting point and if you can't extend the time for learning, growth models can't really be done. A hybrid growth model (growth model and absolute standards) is not the answer to solve the problem of AYP. If growth models were real and we had open-ended time frames and realistic expectations about what could be achieved, it might work.*
>
> *Under a growth model system, you will have to determine how much progress is being made by students with disabilities. Some can make a year's worth of progress in a year and others can't due to their disability or because they have not had access to the curriculum or because their IEP is so poorly designed that it doesn't take into account the true educational needs of the student in order to meet higher expectations. Based on the disability, that's one thing. Students will progress, but if they progress at slower rates, is it because of the profound disability or it is because the education they are getting is so poor? That will be hard to sort out, and you definitely cannot leave this to the IEP team to figure out because they might be making bad placements or bad education decisions—mostly because they just don't know and haven't been expected to make sure students with disabilities have complete access and support to learn the general education curriculum. —Advocate*

Another approach that some interviewees suggested was to allow the IEP to serve as the standard for high school completion. One official even suggested that the standard for passing should be when a student with a disability fulfilled his or her IEP.

> *Valid accommodations that allow students to take the test to demonstrate what they know should include extended time, such as five to six years in high school. Also, when a student with disabilities fulfills his/her IEP, then that should be the standard for passing high school. —Official*

Questions were also raised about how important it is to develop a body of knowledge and research on how students with various categories of disabilities perform and progress academically.

Students with disabilities, especially the 1 percent and 2 percent groups, are a perfect place to start to build individual growth models because each student is so different. One assessment is not enough for all the 1 percent kids because they have such specific needs and they are so different. We need to establish a realistic and challenging trajectory of growth for each student. But this is easier said than done. But we are beginning to see some of the research and data about where students with disabilities are performing, what progress they can make, and where we need to expect students to be in a year. This kind of research can help inform the development of individual growth targets, just like an IEP, for each student with disabilities. However, all teachers need to be made aware of this information. We need to develop realistic expectations based on the potential of each child. There are confounding factors that make this difficult for each child, and they need to be taken into consideration, but we need to challenge them to do the work. Even with the 2 percent kids, which includes the severely learning-disabled, they will probably not be able to meet the standard in one year, but they can probably make it within a longer period of time, and we need to determine what they can do. An absolute standard for the majority of kids is on target, but for special education students, they don't fit, and time is the issue. —Official

A researcher posed a difficult question about how to incorporate into a growth model scale those students with disabilities who are measured by alternate assessments.

You can't have a growth model unless you also include students in alternate assessment structures. So you have to add them onto the regular growth model, but you don't want them to show up way at the bottom of the growth model. You need to add them on somehow without making them feel like they are off the chart because of their lower performance. —Researcher

Interviewees also expressed concern about having clear definitions of growth models, of ensuring consistency of growth models across schools, districts, and states, and ensuring that state education officials have the necessary resources to evaluate how growth models are being used.

I like the concept of growth models, but it's very easy to manipulate IEP goals so they become meaningless. I think the same thing could happen with growth models. How would you assure that the goals are age appropriate and important? There would be no way to measure comparability of growth models across districts, because the state office

does not have the staff to monitor, train, or evaluate. There is no one to check and make sure that the growth models would be working right. —Advocate

Growth models are a generic phrase that appeals to people because they like the idea of looking at an individual kid's performance year after year. But how do you measure progress from fourth grade to make sure you can reach an eighth-grade standard? How much does a student need to progress in order to meet that trajectory? How do you develop predictive models that are of high quality? We don't have any right now. —Advocate

An official articulated the dilemma facing education policymakers as they try to reconcile the difficulty of measuring every student against one standard of proficiency while acknowledging that progress is nonetheless being made.

Educators do want to get credit for making some growth and be recognized for their progress, and we should do that. Growth models are helpful for figuring out instructional needs and intervention strategies, as they give you a good idea of where the students are and how they are making progress. Growth models provide personal information on student development, how students learn, but they should not dumb down standards. Growth models, however, have different trajectories, which don't match with the goal of having all students be proficient by 2014, which is untouchable.

In all this the important question is "How do students with disabilities fare under these performance measurement systems?" Generally, the response varies based on the degree of severity of the disability. For instance, students who are severely disabled and are counted as part of the 1 percent cohort will be allowed special accommodations and modified achievement standards, in recognition of their limitations. Higher-performing students with disabilities (those with either physical or cognitive impairments) are often completely capable of performing on grade level as long as they are given the appropriate accommodations and supports, such as more time and individualized classroom instruction.

The 1 percent with severe cognitive disabilities—NCLB is clear that we have to try to serve those kids with various types of strategies and modified achievement standards, which will produce higher outcomes.

For the mild to moderate students with disabilities, NCLB gets them back in general education classes and focuses on grade-level content where they may not have had access before. The challenge is the 2 percent students—there is less common agreement on who these kids are and whether it makes sense to teach them grade-level content. —Administrator

According to a researcher, one state has been proactive in helping schools and districts determine the best way to serve students in the 2 percent category.

One state legislature recognized that they might need a test to deal with the 2 percent students, and the state dept of education did a study and found that the lowest 2 percent weren't always students with disabilities and [that] the students with disabilities weren't always getting the accommodations they needed to pass the test, so they changed their strategy and actions. The states are problem solving, not just reacting; that is the positive, and they are thinking of unintended [negative] consequences and trying to address them up front.

Another impact of the testing requirements is that some schools that do well with students with disabilities do not make AYP and look bad, whereas other schools that do not do well with students with disabilities and have a small percentage of them (because the public knows they do not do well) have a better overall score on the assessments.

In our state, if a school provides good accommodations for students with disabilities, more students with disabilities want to come to that school. Then, as a result, even though they provide good education, their scores may go down, simply because they have a higher percentage of students with disabilities. For the schools that don't do a good job serving students with disabilities, where the students decided to leave, their percentage of students with disabilities they serve goes down, and their scores can be higher and they can "look better" than the schools that are really serving students with disabilities better and in a more individualized manner. —Administrator

Meeting the 100 Percent Proficiency Target

Some researchers have predicted that, by the 2013–2014 school year, nearly all schools and school districts will not meet AYP requirements, even many of America's highest-achieving schools in affluent areas.[12]

Of all the issues raised by NCLB, perhaps the most significant is that of having all students meet grade-level proficiency by school year 2013–2014. Yet, interestingly, many school-level educators and advocates did not raise it in their comments. The reason may be that they are buried in the other complexities of NCLB, such as training highly qualified teachers, reporting on subgroups, meeting AYP, and providing alternate and modified assessments. As one interviewee said: "We are just thinking about next year. [The year] 2014 is too far away for most people to think about." However, at the national level there is a growing awareness that changes will have to be made to the 100 percent proficiency target.

Professionals and advocates who work with individuals with disabilities know there are certain categories of young people who will never be able to meet grade-level proficiency, yet under current law, they are expected to do so. Therefore, a difficult political question is presented. Do lawmakers keep the pressure on regardless of the impact on certain students with disabilities who will be made to feel like failures? Or, do they recognize the academic limitations of the severely disabled and allow limited exceptions—acknowledging that it is unfair to ask such students, their teachers, their school, and their parents to do the impossible? The comments that follow represent interviewees' various attitudes regarding this issue:

> *As we get closer to 2014, there will have to be a federal policy shift that recognizes that there are indeed some students who will not meet proficiency. We cannot expect every student to meet proficiency. But without NCLB, we would not have had the impetus to raise expectations. —Administrator*

> *Having an absolute standard is good, but 100 percent proficiency isn't working—there are some students who are too severely disabled to ever meet proficiency standards. The expectation is for every student and school to meet proficiency, but they can't—it's just not reasonable. We need to acknowledge that there is a subset of students who will never be proficient. —Administrator*

> *Absolute standards are not realistic for all students with disabilities because it depends on the disability. The 1 percent category probably will never meet the standard. Students with learning disabilities can usually*

meet proficiency standards as long as they are given more time and a lot of additional instructional help. Time should be flexible in terms of reaching proficiency. There is so much lumping together of disabilities, and we need to really differentiate them. NCLB should have more varied testing and accountability standards for students given the differences in disabilities. NCLB should be more sophisticated in its requirements for proficiency, not [have] just one standard. —Researcher

Most interviewees voiced these two concerns: first, education policy needs to recognize that some students will need more time to meet grade-level proficiency standards, and second, we are too bound by the traditional structure of education and the requirement to complete high school in four years.

The challenge for policymakers is to define what proficiency really means and who will be allowed to meet slightly lower levels of proficiency. This is a true policy dilemma, in that we have learned there is tremendous benefit in increasing standards and expectations for students. But we must also recognize that some students may never meet these high standards. Many individuals who were interviewed were unable or unwilling to take on that question. Given that 2014 is still a number of years away, we have time to engage in a thoughtful public conversation about the best approach to this dilemma.

Data and Reporting

As with most issues discussed in this report, there are both positive and negative outcomes from NCLB's requirements on data collection and reporting, and the implementation of the law has raised a number of pertinent questions.

Most interviewees who worked with data felt that IDEA and NCLB could work more effectively together in various ways, from using common definitions and Web sites and forms to common reporting infrastructures and data systems. For example, IDEA uses the term "peer-reviewed research and related services personnel," while NCLB uses the term "scientifically based research and pupil services personnel" to mean basically the same thing.

Another expressed concern was that the two laws should report on similar outcomes. Whereas IDEA is concerned with a range of outcomes, including post-school outcomes, NCLB has no language regarding post–high school performance.

> *Data are very duplicative, and there are different definitions for the same things. We have to report data for NCLB and then report it for IDEA in two different formats, but it's basically all the same information. It gets confusing for the public because there are two reports and they have such different definitions. Why can't we have just one report card? For instance, the graduation and dropout rate definitions are different. We have to work twice as hard, and people don't understand when the data are different. We spend so much time on reporting, it keeps us from being out in the field helping schools. —Administrator*

Another significant discrepancy between the two laws relates to how high school graduation is measured, which has an impact on whether schools do or do not meet AYP and on how students progress through high school. IDEA gives much more flexibility to students with disabilities in terms of the length of time it takes to complete high school or meet the goals of the IEP. This time-based approach runs headlong into the NCLB requirement for high school graduation in the traditional four-year time period.

> *One area that could be improved relates to high school graduation and dropout rates. IDEA allows students with disabilities access to education until age 21, but the NCLB graduation rate is based on a 9th-through-12th-grade cohort. So, if students with disabilities stayed in school until age 19, 20, or 21 and completed, they are not counted as a completer. Rather, they are counted as a non-completer. Older students should be maintained in their original cohort. That is something that should be changed in NCLB that would help data collection under both laws. —Administrator*

At the same time, some interviewees felt that IDEA collected a level of detailed student data that allows for much richer analysis of instructional strategies than what is required by NCLB. One individual suggested that outcome data be disaggregated by the 13 definitions of disability in IDEA so the public can really understand who is meeting standards and who is not. In any case, several interviewees felt that having these data

is valuable to answer instructional outcomes in a way that does not exist with NCLB's focus on subgroups.

> *There is a worry that if we lose some of the information from the Office of Special Education Programs [at the U.S. Department of Education] side that we'll lose some very important and fine detail on students with disabilities. The data that we are really interested in is the number of students with disabilities participating, what their performance really is, but you must start from IEP enrollment data to get that information. IDEA data are more specifically defined because they are based on IEPs. —Researcher*

> *We think some data and indicators really matter to students with disabilities, and we should focus on certain important outcomes, not processes. For instance, the state performance indicator on post-school outcomes required by IDEA is probably the most important indicator. We should be held to reporting outcomes for that, rather than reporting on processes like do you have a good transition planning process. Hold us accountable to what the student actually did, then you could probably tell that if students do well after high school, you did have a good transition planning process in place. —Administrator*

According to several interviewees, a review of the two laws for consistency in terms of definitions, reporting requirements, outcomes, and data formats would save time and effort for districts and states.

Parental Access to Information

Overall, most interviewees—including advocates—felt that the amount of information available to parents, and the public in general, had vastly increased and improved as a result both of NCLB and IDEA. Some of their positive comments include, among many others:

> *The availability of real, disaggregated data is a positive development, and that's good for all of us. This information can help us make better decisions about all kids. —Administrator*

I think our state education department has done a pretty good job of making information available. It's pretty accessible, and there is a lot of material for parents. —Advocate

One advocate pointed out that being able to compare groups of students with those from other schools or districts would be extremely valuable for parents.

Parents want to know how their kids are doing compared to similar kids in other schools/districts, so standards are helpful that way. Even with severely disabled kids, it's helpful to be able to compare them to other kids with similar disabilities, because it could demonstrate that one school is doing a really poor job with such kids. That is very important information for parents to have.

While most felt that it is positive that more data and more disaggregated data are now available than ever before, concerns were expressed about how useful some of these data are to parents. While parents get information on the performance of the student subgroups and the school, this information does not really tell them how their child is doing. As one individual said, "NCLB doesn't measure what parents are interested in because it measures groups of students and schools."

Other comments were made about the limitations of data in terms of giving parents a more thorough understanding of the instructional needs and accomplishments of each child.

There is a lot of info on the Web, but it's very superficial. Parents have to deal with the complicated issue of what kind of assessment their kid should take, but that is very hard to sort out. The top-level info is pretty good, but the next level down is limited and hard to tell. The U.S. Department of Education hasn't done a good job of providing resources to parents. Aside from subgroup scores, we don't get information about what's really going on with students with disabilities in terms of classroom, curriculum, and instruction. —Advocate

Parents are just as confused as the rest of us. The data that are made available to the public do not provide information on each child and how to change instruction, so those data are not really useful to parents.

The data provide information on how the school and groups of students are doing. —Policymaker

While access to information about student performance by subgroup has vastly improved, much of the information is still unrelated to individual student needs, which is of prime interest to parents.

Compatibility of NCLB and IDEA

Asking if NCLB and IDEA are compatible unleashed a torrent of comments, from "Absolutely not!" to "Absolutely!" The most common opinion, however, was that although the two laws complement and strengthen each other, they could be made more compatible.

The following comment is an example of the first response, namely, that the laws are not compatible:

They are entirely different laws with entirely different perspectives and goals. IDEA is a civil rights law to protect and promote the rights of students with disabilities and to provide a good education, free and appropriate public education, and to monitor the procedures to ensure equity. The strength of IDEA is the focus on and protection of individual kids. NCLB is a law to make people "mind." —Administrator

An example of a comment about their compatibility follows:

The two laws are very compatible. They have similar goals: the goal of IDEA is how you help a child be successful; the goal of NCLB is how you help schools and districts be successful. The words in the statute are not a problem—they track very closely. —Advocate

Some specific advice about how to make the two laws more compatible focused on early intervention services.

Early intervention services are a good idea, but we need money to fund that. This is really a general education issue, and general education should be required to do this, but to ask that the money come from Part B, IDEA, it's hard to pay for, given all the other needs we have in special education. Early intervention services should be put into NCLB, and funding should be included for it. Response to intervention is also a

general education intervention, and so it should be paid for with general education funds, and general education teachers are the ones that really need to be thinking about this. There should be a focus on general education, and then everyone has to think about early intervention services and response to intervention, not just special education teachers. Because this is really where students can be identified and determine what the appropriate educational intervention is—which in many cases is not special education. Same with transition: this should be something that everyone takes responsibility for, not just special education teachers. —Administrator

Perhaps the structure of IDEA and NCLB can best be summarized with the following chart, which distinguishes major aspects of both laws:

	IDEA	**NCLB**
Orientation	Process oriented	Outcomes oriented
Unit of Analysis	Individual student	System or groups of students
What Is Measured?	Range of skills	Core academic skills
Educational Approach	Teach according to ability	Test according to grade
Type of Law	Civil rights	Compliance

Several interviewees felt that because IDEA is a civil rights law, it should prevail over NCLB and that Congress should make this clear. Interviewees also provided a number of suggestions on how to make IDEA and NCLB more compatible, which are discussed in the recommendations section.

PART IV. RECOMMENDATIONS

In looking at changes to NCLB, it is important to understand the complex interplay among the federal law, state laws and regulations, and actual practice at the district and school levels. Some of the requirements in NCLB have had unintended consequences, and any new changes to the law should be carefully considered to make certain that additional unintended consequences are not created, especially for students with disabilities. It is also important to provide flexibility with regard to student performance while holding on to the idea of meeting a high standard. High expectations with differentiated learning and instruction should be the twin foundations for the law.

The following recommendations are based on the advice and comments of the interviewees:

1. **Maintain high expectations for students with disabilities and continue to disaggregate outcome data by subgroups**. The most important recommendation gathered from the interviews is to maintain high academic expectations for students with disabilities and continue to report student outcome data by subgroup. Not a single interviewee suggested that we return to pre-NCLB days, when students with disabilities were not included in academic accountability systems. Interviewees acknowledged that not every student with a disability can achieve to high standards, but they recommended holding firm to high expectations, continuing to report disaggregated data, and keeping the pressure on the system to deliver higher-level instruction. School leaders must create the environment of high expectations for all students and create supports and incentives for teachers to help all students reach higher levels of achievement.

2. **Develop the capacity of teachers to provide differentiated instruction and a more rigorous curriculum**. In order for students to benefit from a higher-level curriculum, teachers must have the content knowledge and pedagogical skills to work with a diverse group of learners, particularly students with disabilities. All teachers must have strong academic content if they are the lead teacher, or be

paired with a content expert if they bring strong pedagogical skills, as many special educators do. Teachers need to be trained in using benchmark assessments to influence how they provide instruction to each student.

All teachers, especially general education teachers, must be trained to work with students with disabilities and other diverse students. Teachers should be trained to identify students with disabilities and know about various instructional approaches and universally designed curriculum. States should be held accountable for ensuring that teachers are trained to work with different types of students.

3. **Create incentives to attract, recruit, and retain special education teachers.** As special education teachers retire and leave the profession, more attention needs to be paid to how to develop the profession and maintain adequate numbers of teachers with the skills and knowledge to work with students with disabilities.

   No Child Left Behind should be amended to include provisions such as early intervention services, response to intervention, individualized education plans for lower-performing students, and transition planning for needy students. These are key elements in IDEA, yet they affect all students, not just those with disabilities. All students would benefit from being provided early intervention and differentiated services, as well as a stronger focus on transition planning. Currently, 15 percent of IDEA funding can be used to support the early intervention activities for students who do not have IEPs. Because these students are not technically covered by IDEA, NCLB should cover the costs of these services.

4. **Align NCLB and IDEA data systems and definitions**. NCLB and IDEA require data collection and reporting on various student outcomes and program characteristics, but the laws use different definitions and reporting formats, which should be brought into closer alignment so that states, districts, and schools are not duplicating data collection efforts. NCLB should also be amended to require that post-school outcomes be reported, as that is a critical indicator of success for all students.

Redefine the proficiency target to recognize that a certain percentage of students, such as students with severe disabilities, will not meet grade-level proficiency. Options could include changing the 100 percent target to a slightly lower number, allowing waivers for certain defined categories of students, allowing students with disabilities to be tested on out-of-grade-level material, extending the time to reach proficiency, or setting the goals of the IEP as the proficiency target for certain categories of students with disabilities.

Change the four-year graduation requirement to allow students with disabilities a longer period of time to achieve high school completion. Because IDEA allows students with disabilities to stay in high school until age 21, NCLB must be amended to be consistent with IDEA and prevent students with disabilities from appearing as non-completers if they do not graduate in four years.

Continue to require states to meet AYP, but balance it with credit for improved academic performance for lower-performing subgroups. States and schools should ensure that their students are making progress toward proficiency, but they should have more flexibility in determining AYP and should be recognized for improving academic performance and for closing achievement gaps.

5. **Ensure that students with disabilities are measured on more than just academic skills attainment.** The definition of what is assessed for students with disabilities should be broadened to include occupational, employability, and life skills.

6. **Increase funding for special education.** Helping students with disabilities access a higher-level curriculum requires more support services, potentially more learning time, better-trained teachers, collaborative teaching, and new instructional approaches. The current requirement to spend 15 percent of IDEA on early intervention services on non–special education students diverts funding from an already needy population.

ACRONYMS

AMO	annual measurable objective
APA	Alternate Proficiency Assessment
API	Academic Performance Index
ASK	Assessment of Skills and Knowledge
ASPIRE	Alliance for School-Based Problem-Solving and Intervention Resources in Education
AYP	adequate yearly progress
AYPF	American Youth Policy Forum
BEESS	Bureau of Exceptional Education and Student Services
BSE	Bureau of Special Education
CAHSEE	California High School Exit Exam
CALPADS	California Longitudinal Pupil Achievement System
CalSTAT	California Services for Technical Assistance and Training
CAPA	California Alternate Performance Assessment
CASEMIS	California Special Education Management Information System
CCCS	Core Curriculum Content Standards
CDDRE	Center for Data-Driven Reform in Education
CDE	California Department of Education
CEP	Center for Education Policy
CIMS	Continuous Improvement and Monitoring System
CMCI	Compliance Monitoring for Continuous Improvement
CSIS	California School of Information Services
CSPD	Comprehensive System of Personnel Development
CST	California Standards Test
DES	Division for Exceptional Students
DRA	disability rights advocate
EC	Education Code
ED	U.S. Department of Education
EDEN	U.S. Department of Education's data system
E-GHSGT	Enhanced Georgia High School Graduation Test
ELA	English/language arts
ELL	English language learner
EPI	Educational Policy Institute
ERSS	Educational Regional Service System
ESPA	Elementary School Proficiency Assessment
EWT	Early Warning Test
FAAR	Florida Alternate Assessment Report
FCAT	Florida Comprehensive Assessment Test
FIN	Florida Inclusion Network
FLDOE	Florida Department of Education
GAA	Georgia's Alternate Assessment
GCIMP	Georgia Continuous Improvement Monitoring Process
GDOE	Georgia Department of Education

GEPA	Grade Eight Performance Assessment
GHSWT	Georgia High School Writing Test
GLRC	Georgia's Learning Resource Center
HOUSSE	high, objective, unified state standards of evaluation
HQT	highly qualified teacher
HSPA	High School Proficiency Assessment
HSPT	High School Proficiency Test
IAA	Illinois Alternate Assessment
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan
IS	intervention specialist
ISAT	Illinois Standards Achievement Test
ISBE	Illinois State Board of Education
IU	intermediate unit
KPI	key performance indicator
KPISC	Key Performance Indicator Stakeholder Committee
LEA	local education authority
LEP	limited English proficient
LRC	Learning Resource Center
LRE	least restrictive environment
MBS	Minimum Basic Skills
MCAS	Massachusetts Comprehensive Assessment System
MDOE	Massachusetts Department of Education
MEAP	Michigan Educational Assessment Program
MI-CIS	Michigan Compliance Information System
MI-DOE	Michigan Department of Education
NAEP	National Assessment of Educational Progress
NCD	National Council on Disability
NCLB Act	No Child Left Behind Act
NJDOE	New Jersey Department of Education
NJOSEP	New Jersey Office of Special Education Programs
NYSED	New York State Education Department
OAT	Ohio Achievement Test
ODE	Ohio Department of Education
OEC	Office for Exceptional Children
OGT	Ohio Graduation Test
OISM	Ohio Integrated Systems Model
OSA	Office of Student Achievement
OSE/EIS	Office of Special Education and Early Intervention Services
OSEP	Office of Special Education Programs
PASA	Pennsylvania Alternate System of Assessment
PaTTAN	Pennsylvania Training and Technical Assistance Network
PCSE	Partnership Committee on Special Education
PDE	Pennsylvania Department of Education
PEN	Parent Education Network
PI	program improvement

PQA	Program Quality Assurance
PSAE	Prairie State Achievement Examination
PSC	Professional Standards Commission
PSSA	Pennsylvania System of School Assessment
PVAAS	Pennsylvania Value-Added Assessment System
SAP	State Advisory Panel
SARC	State Accountability Report Card
SEDCAR	Strategic Evaluation Data Collection, Analysis, and Reporting
SELPA	special education local plan areas
SEQA	Special Education Quality Assurance
SERRC	Special Education Regional Resource Center
SES	Supplemental Education Service
SETRC	Special Education Training and Resource Center
SID	student identifier
SIG	state improvement grant
SIMS	Student Information Management Services
SIS	student information system
SOP	state-operated program
SPPDP	State Performance and Personnel Development Plan
SPSR	Service Provider Self-Review
SRA	Special Review Assessment
SRSD	Single Record Student Database
SSID	Statewide Student Identifier
STAR	Standardized Testing and Reporting
START	Statewide Technical Assistance Resource Team
TQ	Teacher Quality
UIC	unique identification code
USI	unique student identifier
VESID	Vocational and Educational Services for Individuals with Disabilities

APPENDIX

Mission of the National Council on Disability

Overview and purpose

The National Council on Disability (NCD) is an independent federal agency with 15 members appointed by the President of the United States and confirmed by the U.S. Senate. The purpose of NCD is to promote policies, programs, practices, and procedures that guarantee equal opportunity for all individuals with disabilities regardless of the nature or significance of the disability and to empower individuals with disabilities to achieve economic self-sufficiency, independent living, and inclusion and integration into all aspects of society.

Specific duties

The current statutory mandate of NCD includes the following:

- Reviewing and evaluating, on a continuing basis, policies, programs, practices, and procedures concerning individuals with disabilities conducted or assisted by federal departments and agencies, including programs established or assisted under the Rehabilitation Act of 1973, as amended, or under the Developmental Disabilities Assistance and Bill of Rights Act, as well as all statutes and regulations pertaining to federal programs that assist such individuals with disabilities, to assess the effectiveness of such policies, programs, practices, procedures, statutes, and regulations in meeting the needs of individuals with disabilities.
- Reviewing and evaluating, on a continuing basis, new and emerging disability policy issues affecting individuals with disabilities in the Federal Government, at the state and local government levels, and in the private sector, including the need for and coordination of adult services, access to personal assistance services, school reform efforts and the impact of such efforts on individuals with disabilities, access to health care, and policies that act as disincentives for individuals to seek and retain employment.

- Making recommendations to the President, Congress, the Secretary of Education, the director of the National Institute on Disability and Rehabilitation Research, and other officials of federal agencies about ways to better promote equal opportunity, economic self-sufficiency, independent living, and inclusion and integration into all aspects of society for Americans with disabilities.
- Providing Congress, on a continuing basis, with advice, recommendations, legislative proposals, and any additional information that NCD or Congress deems appropriate.
- Gathering information about the implementation, effectiveness, and impact of the Americans with Disabilities Act of 1990 (ADA) (42 U.S.C. § 12101 et seq.).
- Advising the President, Congress, the commissioner of the Rehabilitation Services Administration, the assistant secretary for Special Education and Rehabilitative Services within the Department of Education, and the director of the National Institute on Disability and Rehabilitation Research on the development of the programs to be carried out under the Rehabilitation Act of 1973, as amended.
- Providing advice to the commissioner of the Rehabilitation Services Administration with respect to the policies and conduct of the administration.
- Making recommendations to the director of the National Institute on Disability and Rehabilitation Research on ways to improve research, service, administration, and the collection, dissemination, and implementation of research findings affecting people with disabilities.
- Providing advice regarding priorities for the activities of the Interagency Disability Coordinating Council and reviewing the recommendations of this council for legislative and administrative changes to ensure that such recommendations are consistent with NCD's purpose of promoting the full integration, independence, and productivity of individuals with disabilities.
- Preparing and submitting to the President and Congress an annual report titled *National Disability Policy: A Progress Report*.

International

In 1995, NCD was designated by the Department of State to be the U.S. government's official contact point for disability issues. Specifically, NCD interacts with the special rapporteur of the United Nations Commission for Social Development on disability matters.

Consumers served and current activities

Although many government agencies deal with issues and programs affecting people with disabilities, NCD is the only federal agency charged with addressing, analyzing, and making recommendations on issues of public policy that affect people with disabilities regardless of age, disability type, perceived employment potential, economic need, specific functional ability, veteran status, or other individual circumstance. NCD recognizes its unique opportunity to facilitate independent living, community integration, and employment opportunities for people with disabilities by ensuring an informed and coordinated approach to addressing the concerns of people with disabilities and eliminating barriers to their active participation in community and family life.

NCD plays a major role in developing disability policy in America. In fact, NCD originally proposed what eventually became ADA. NCD's present list of key issues includes improving personal assistance services, promoting health care reform, including students with disabilities in high-quality programs in typical neighborhood schools, promoting equal employment and community housing opportunities, monitoring the implementation of ADA, improving assistive technology, and ensuring that people with disabilities who are members of diverse cultures fully participate in society.

Statutory history

NCD was established in 1978 as an advisory board within the Department of Education (P.L. 95-602). The Rehabilitation Act Amendments of 1984 (P.L. 98-221) transformed NCD into an independent agency.

END NOTES

[1] C. Lehr and M. Thurlow, "*Putting It All Together: Including Students with Disabilities in Assessment and Accountability Systems," Policy Directions No. 16* (Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes, 2003). Retrieved June 28, 2007, from http://www.education.umn.edu/NCEO/OnlinePubs/Policy16.htm.

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[3] Commission on No Child Left Behind, *Commission Staff Research Report, Children with Disabilities and LEP Students: Their Impact on the AYP Determinations of Schools* (Washington, DC: Aspen Institute, 2006).

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[6] Ibid.

[7] By regulation, states are allowed to provide alternate assessments to certain categories of students with disabilities. Title I regulations permit a state to develop alternate academic achievement standards for students with the most significant cognitive disabilities and to include those students' proficient and advanced scores on alternate assessments based on alternative academic achievement standards in measuring AYP subject to a cap of 1 percent of all students assessed (about 10 percent of students with disabilities). Additional regulatory guidance from the U.S. Department of Education now permits states to provide assessments based on modified academic achievement standards that cover the same grade-level content as the general assessment. The expectations of content mastery are modified, not the grade-level contents themselves. Up to 2 percent of all students assessed in a grade (about 20 percent of students with disabilities) may be assessed with assessments based on modified academic achievement standards. U.S. Department of Education, *Modified Academic Achievement Standards: Non-Regulatory Guidance Draft* (Washington, DC: U.S. Department of Education, 2007).

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[11] Center for Education Policy, *NCLB: Narrowing the Curriculum?* (Washington, DC: Center for Education Policy, 2005).

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APPENDIX A. TERMINOLOGY

Disproportionality. Refers to the disproportionate representation of minority students in special education.

Interoperability. Coordination among state and local systems. “A comprehensive state system should be linked horizontally, across schools and other agencies; vertically from the classroom level up to the federal level; and longitudinally, tracking students from preschool through college.”[1] By creating data systems in which these linkages are embedded, states can streamline test reporting, reduce errors, and help identify problem areas.

Individuals with Disabilities Education Act (IDEA). Enacted in 1975 to guarantee children with disabilities a free public education. Most recent amendments to the act were passed in 1997 and 2004.

Individualized Education Plan. Each student who receives special education or related services must have an Individualized Education Plan (IEP). The purpose of the IEP is to create educational opportunities that improve the student’s academic performance. The IEP team, as defined by IDEA, is responsible for developing, reviewing, and revising the IEP for the student. The team is usually composed of a general education teacher, a special education teacher, a representative of the local education authority (LEA), the student, the student’s parent(s), someone who can interpret the instructional implications of evaluation results, and anyone else the parents or school chooses to invite.[2]

No Child Left Behind (NCLB) Act. Signed into law by President George W. Bush on January 8, 2002, the law promotes standards-based education reform.

APPENDIX B. KEY STAKEHOLDERS INTERVIEWED

MARCH–MAY 2007

Cynthia Brown, Center for American Progress

Douglas Cox, Virginia Department of Education

Amy Elverum, Committee on Education and Labor, U.S. House of Representatives

Barbara Gaver, Special Education Teacher, Fairfax County (Va.) Public Schools

Paula Goldberg, PACER Center

Pat Hozella, Pennsylvania Department of Education

Jack Jennings, Center on Education Policy

Kay Lambert, Advocacy, Inc.

Richard Long, National Association of Title I Directors

Leslie Margolis, Maryland Disability Law Center

Katherine Neas, Easter Seals

Alexa Posny, Office of Special Education Programs, U.S. Department of Education

Nancy Reder, National Association of State Directors of Special Education

David Shreve, National Conference of State Legislatures

Robert Smith, Superintendent, Arlington (Va.) Public Schools

Martha Thurlow, National Center on Educational Outcomes, University of Minnesota

Becky Valnes, National Youth Leadership Network

Vivian Weisman, Rhode Island Parent Information Network

Mabrey Whetstone, Alabama Department of Education

Ross Wiener, Education Trust

Theda Zawaiza, Committee on Education and Labor, U.S. House of Representatives

APPENDIX C: ACCOUNTABILITY ISSUES IN THE 10 STATES

Each of the 10 states chosen for our study received Office of Special Education Programs (OSEP) approval on its State Performance Plan in February through April of 2006 (see below).

State	OSEP Approval of State Performance Plan
California	March 27, 2006[3]
Florida	April 13, 2006[4]
Georgia	March 14, 2006[5]
Illinois	February 27, 2006[6]
Massachusetts	March 28, 2006[7]
Michigan	March 14, 2006[8]
New Jersey	March 28, 2006[9]
New York	March 20, 2006[10]
Ohio	March 10, 2006[11]
Pennsylvania	March 13, 2006[12]

[I] T.R. Justesen, letter, March 22, 2006. Retrieved December 20, 2006, from http://www.ed.gov/fund/data/report/idea/partbspap/ca-bsppltr06.pdf

[ii] T.R. Justesen, letter, April 12, 2006. Retrieved December 20, 2006, from http://www.ed.gov/fund/data/report/idea/partbspap/fl-bsppltr06.pdf

[iii] T. R. Justesen, letter, March 14, 2006, Retrieved December 20, 2006, from http://www.ed.gov/fund/data/report/idea/partbspap/ga-bsppltr06.pdf

[iv] T. R. Justesen, letter, February 27, 2006. Retrieved December 20, 2006, from http://www.ed.gov/fund/data/report/idea/partbspap/il-bsppltr06.pdf

[v] T.R. Justesen, letter, March 28, 2006. Retrieved December 20, 2006, from http://www.ed.gov/fund/data/report/idea/partbspap/ma-bsppltr06.pdf

[vi] T.R. Justesen, letter, March 14, 2006. Retrieved December 20, 2006, from http://www.ed.gov/fund/data/report/idea/partbspap/index.html#mi

[vii] T.R. Justesen, letter, March 28, 2006. Retrieved December 20, 2006, from http://www.ed.gov/fund/data/report/idea/partbspap/nj-bsppltr06.pdf

[viii] T.R. Justesen, letter, March 20, 2006. Retrieved December 20, 2006, from http://www.ed.gov/fund/data/report/idea/partbspap/ny-bsppltr06.pdf

[ix] T.R. Justesen, letter March 10, 2006, Retrieved December 20, 2006, from

http://www.ed.gov/fund/data/report/idea/partbspap/oh-bsppltr06.pdf

[x] J.R. Justesen, letter, March 13, 2006. Retrieved January 1,2007, from http://www.ed.gov/fund/data/report/idea/partbspap/pa-bsppltr06.doc

Data Systems

There has been a push for data capacity in all states for the past decade. Many states have had development systems for data analysis during that time. Florida is the leader in data warehousing. Its system is considered state of the art and is now used as a model for other states.

These systems were or are being developed because of significant questions about accountability in education, not so much because of special populations. It is unlikely that IDEA had much impact on these decisions. The development of these systems either augments special separate systems created by states to follow students with disabilities or supplants the old systems with new and sophisticated unit record systems. In the end, better data systems should have a large impact on policy development and professional practice through better data.

In general, states that currently have unit-record data systems had developed these before NCLB, or they at least were in the planning stages. Thus, the NCLB Act was not instrumental in pushing them in this direction. Alternatively, states that are currently developing or implementing their data systems saw, to some degree, NCLB as a force to push their development.

A review of documents and discussions with state educational leaders suggest that NCLB has helped push the data dialogue along, and for some states it has forced them to move forward in a significant manner.

As expected, the 10 states in our study were in various stages of data capacity development. At the lead is Florida, with its longitudinal data warehouse that was in development well before NCLB. Other states, such as California, Georgia,

Massachusetts, Michigan, and Ohio, currently have statewide data systems that can track students. Illinois, New Jersey, New York, and Pennsylvania are currently developing and/or implementing their data systems. In the end, all of these states will have unit-record data systems that assign a unique student identification number to all students.

The challenge the states face is to align their data systems with the U.S. Department of Education (ED) requirements. Some experts expressed frustration at the department's changing definitions, noting that data systems, once developed, can be very difficult to alter.

Brief State Descriptions

California. The California School of Information Services (CSIS) program is designed to facilitate the exchange of student data among participating LEAs and the reporting of student information by LEAs to the California Department of Education (CDE). The program is currently in development. California is also developing the California Longitudinal Pupil Achievement System (CALPADS) to significantly reduce or eliminate current collections and to reduce the reporting burden of LEAs.

Florida. Florida has a student identification system that assigns a unique number to each student upon initial enrollment. The system allows the state to analyze student achievement data in terms of community demographic variables, school characteristics, staff characteristics, and the enacted curriculum.[13]

Georgia. Georgia has used a student data management system with a unique student identifier (USI) since 1998. The system was initially implemented in response to a state law that required a higher level of accountability from the education department. Both special and general education students are tracked through the same system. Georgia's student data system was one of the first to

be selected for integration with the U.S. Department of Education's data system, or EDEN.

Illinois. The Illinois State Board of Education (ISBE) and the IBM Corporation are in the process of developing and implementing a state-level student information system (SIS). When the system is complete, all students will be assigned a USI. The system will allow the ISBE to follow a student's progress over time, thus providing quality data to drive policy decisions.

Massachusetts. Data on general and special education students are managed through the Student Information Management Services (SIMS), a student unit-information system first implemented during the 2002 school year. The system assigns each student a unique identifier, which stays with the student through high school. NCLB had no impact on the system's development.[14]

Michigan. Michigan tracks all students enrolled in public schools through the Single Record Student Database (SRSD). A unique identification code (UIC) is assigned by the Center for Educational Performance and Information to each student and matched to Michigan Educational Assessment Program (MEAP) data through pre-identification of MEAP test forms.

New Jersey. The New Jersey Department of Education (NJDOE) is in the process of implementing NJ SMART, a data warehouse and student-level data reporting system that uses a unique statewide student identifier (SID) to track students. Once in place, the system will allow districts to have access to assessment reports for monitoring and comparison of critical performance measures.

New York. During 2005–2006, New York was in the process of implementing a system of data repositories that uses a USI and tracks student data longitudinally. The Strategic Evaluation Data Collection, Analysis, and Reporting (SEDCAR) unit of Vocational and Educational Services for Individuals with

Disabilities (VESID) is responsible for data collection, analysis, and reporting to meet federal and state requirements for special education and vocational rehabilitation. New York currently maintains a separate data system for its students with disabilities, known as the Pupils with Disabilities Data System.

Ohio. The Education Management Information System was established in 1989 to collect and verify the quality of the data it collects for IDEA, NCLB, and state regulations. The system uses a USI assigned by a third-party vendor, the IBM Corporation. The state is in the process of upgrading the system due to changes in the state requirements and the addition of requirements for IDEA and NCLB.

Pennsylvania. Pennsylvania is in the process of developing the Pennsylvania Information Management System, a statewide data collection system to improve data capabilities. The state plans to use the system to streamline data management and provide longitudinal data to help teachers and administrators address individual student needs.

Public Reporting

All states in our study conduct public reporting to the U.S. Department of Education, to students, and to parents. Most states were doing this to some degree before NCLB. However, each state has made necessary changes to incorporate NCLB requirements into its current reporting system.

California. Accountability report cards have been released by California since 1988, when Proposition 98 required LEAs to produce them for each of their schools.[15] School-level report cards are available on the Internet as links from the CDE Web site. Performance results for students with disabilities were added with the 2002–2003 reporting cycle. State law encourages schools to make a substantial effort to notify parents of the purpose of the School Accountability Report Card (SARC) and to ensure that all parents receive a copy of their child's SARC. In addition to issuing the report cards required under NCLB, the CDE also issues Special Education Data Reports and special report cards for students with

disabilities, which contain information that is more pertinent and exclusive to those students.

Florida. The Florida Comprehensive Assessment Test (FCAT) is administered in late February and early March, and test results are available to schools prior to the end of the school year. School and district reports are to be available in time for parents to make informed decisions about school choice prior to the beginning of the following school year. The state report card is available in English and Spanish on the department's Web site.

Georgia. Since the 1999–2000 school year, the Office of Student Achievement (OSA) has been required by state law to publish a state report card. OSA has thus included disaggregated achievement data on students with disabilities since that time. The state report card is posted on the OSA and Georgia Department of Education (GDOE) Web sites in colorful, easily understood graphs.

Illinois. Illinois has had a school report in place since the late 1980s. In 2001, the state began issuing school, district, and state report cards. In order to meet NCLB standards, Illinois modified those report cards, which are available in English and Spanish. As of 2003, the Illinois annual yearly progress (AYP)/accountability system was required to report separately the reading and the mathematics performance of subgroups by school and district.

Massachusetts. Massachusetts currently reports its Massachusetts Comprehensive Assessment System (MCAS) test results for the 1998 through 2006 school years on its department of education Web site.[16] Annually, Massachusetts publishes its state profile—a state report card that includes assessment data that meet all NCLB requirements**,** and a state AYP report. These documents—for the 2005–2006 school year only—are available at the department of education's Web site.[17] To assist LEAs in carrying out their responsibility to prepare and disseminate annual report cards, the department developed the online NCLB Report Card Assistant. In addition to providing districts with data that the

department maintains, this NCLB assistant gives districts the option of customizing their report cards with additional information not required by NCLB.[18] Parents in Massachusetts receive a parent/guardian report of student performance on standardized assessments, which includes definitions of what the scores mean and a few sample questions. The report also includes comparisons of the individual student to school, district, and state results.[19]

Michigan. Michigan law has required an annual report for each school and district since 1990.[20] Michigan has been reporting the AYP of its public schools since 1996–1997 using baseline data from the 1995–1996 MEAP testing. The state report card includes elements from NCLB and Education YES! and is made available to the public at the beginning of each school year.

New Jersey. Since 1997, state law has required the NJDOE to issue a state report card by February. The original report card included assessment results, attendance records, student demographic data, graduation and dropout rates, and teacher educational data. In 2001, New Jersey began publicly reporting its disaggregated assessment results in order to comply with NCLB regulations.[21]

New York. Prior to the passing of the NCLB Act, New York had taken some measures to inform its policymakers and the public about the educational progress of its students. While this report includes data on inclusion in the general classroom and exits from the educational system for students with disabilities, it did not, and still does not, include disaggregated academic achievement data for these students.[22]

Ohio. The Ohio Department of Education is required to send each district a list of the individual scores of all students who took a state assessment no later than 60 days after the administration of any test. The state report card is posted on the state's Web site,[23] and it includes disaggregations by disability status. Beginning

with the 2002–2003 state report card, Ohio included graduation and attendance rates disaggregated by subgroup.

Pennsylvania. Pennsylvania produces an annual state report card. Before NCLB, the state issued school profiles to disseminate information about its schools to the public. Those profiles included data on a number of subjects but did not disaggregate by subgroup. To meet NCLB regulations regarding the publication of report cards, the state passed House Bill 204, referred to as the State and School Report Card Bill, in 2002. The school profiles were modified to meet NCLB requirements and were reformatted to be more user-friendly.

Compliance Monitoring

Each state has its own method of complying with IDEA regulations. Many of the states incorporate several themes and strategies into their accountability plans. These include the following, among others:

Data triggers. States generally use data from the state data system to act as "triggers" that then set in motion a series of actions by the state, the LEA, and the schools. These actions include many of the items that follow, but in general they require a series of activities by the LEAs/schools in order to comply within a reasonable amount of time. Many states use key performance indicators, or KPIs, to act as triggers.

Self-assessments. Most states require self-assessments at the LEA and school level, to be conducted either on a regular basis or when the LEA falls out of compliance. These include precise methods and activities that must then be reported to the state's department of education.

On-site visitations. When LEAs are found to be noncompliant, the state will typically perform an on-site visit to review practices and procedures, depending on the level of noncompliance.

Professional development. As a result of self-assessments and on-site visitations, professional development activities are usually designed or provided for the LEAs by the state. LEAs must utilize these activities to come back into compliance.

LEA improvement plans. After state educational authorities have identified noncompliance areas, most states require LEAs to create an improvement plan, which is typically funded through IDEA or other federal sources. The plans detail the strategies that the LEA will use to return to IDEA compliance.

Public involvement. Several states also acknowledged the transparency of the accountability efforts and the importance of involving parents and other critical stakeholders in the monitoring of LEAs and schools.

While this list provides a general understanding of the themes or threads with regard to compliance monitoring that run through the 10 states we studied, each state is, as expected, very individualized in its IDEA compliance. What follows is a brief description of each state's strategies.

California. Under IDEA, the CDE is responsible for establishing statewide goals and indicators to be used to measure progress toward those goals. To do this the department convened a comprehensive stakeholder group of parents, advocates, special education staff, professional organizations, and administrator groups. This stakeholder group established and maintained the system of KPIs.[24] The CDE recently established a unified planning process for special education and is in the midst of combining the members of two former planning groups—the Partnership Committee on Special Education (PCSE) and the Key Performance Indicator Stakeholder Committee (KPISC)—to create the State Performance and Personnel Development Plan (SPPDP) stakeholder group. The first meeting of this new planning group will be held in January 2007.[25] The CDE developed measures for most of the KPIs using data collected through California Special Education Management Information System (CASEMIS) and other CDE data related to general education. These measures include the percentage of

students who are served in special education, ethnic disproportionality in special education, and graduation and dropout rates. These measures are calculated annually at the LEA level and published on the CDE Web site. The measures are benchmarked, thus allowing for statewide comparison of scores. KPIs are used in selecting districts for monitoring reviews in a process referred to as focused monitoring. As an example, the Facilitated Review is a three-year review of districts with the lowest overall KPIs. These reviews begin with a Verification Review to address procedural noncompliance and proceed with site- and district-based intervention to improve student outcomes and least restrictive environment (LRE).[26] The KPIs focus review activities on those areas in which the district is below the benchmark expectation and has a KPI value lower than the prior year. Beyond the formal review process, the CDE monitors for procedural compliance and educational benefits. General activities, such as data collection, investigating compliance complaints, and reviewing local plans, are also used to monitor trends and issues. The CDE likewise uses parent input meetings in its monitoring process to identify school district strengths and weaknesses.[27] Finally, each year one-quarter of California's school districts conduct a Special Education Self-Review and Verification Review. This process involves school district personnel's conducting a self-review of each school site, which is followed up with a review by school districts six months later. The process includes several elements: a review of student records, a review of educational benefits, and a local plan governance review.

Florida. The Florida Department of Education (FLDOE) began monitoring all NCLB programs in the 2005–2006 school year. The state's monitoring system uses data triggers to identify LEAs that need assistance. Triggers include the percentage of students who are proficient in reading and math, graduation and dropout rates, and the percentage of subgroups that do not make AYP. The FLDOE also looks at teacher quality and school safety indicators. The FLDOE assigns points to districts based on the triggers, and the districts with the most points are monitored. Once a LEA has been identified for monitoring, specific program areas at the FLDOE request data and documentation from selected districts and a sample of schools to evaluate their compliance with regulations. Those that are not in compliance or are not meeting

standards are subject to an on-site evaluation. During the on-site monitoring session, FLDOE program staff review district documentation, interview district and school personnel, and perform classroom observations. The staff identify areas of both noncompliance and best practices. For those areas not in compliance, the staff develop system improvement strategies.[28]

Georgia. The GDOE Division for Exceptional Students (DES) is required by state and federal law to monitor compliance with IDEA, applicable federal regulations, and rules of the Georgia State Board of Education. The state uses the Georgia Continuous Improvement Monitoring Process (GCIMP) to promote continuous, equitable educational improvement for students with disabilities while ensuring procedural compliance. The system relies on its partnerships with stakeholders for assistance with developing and implementing a model of continuous improvement. LEAs are required to analyze data to identify school strengths and weaknesses and implement strategies to improve students' outcomes. All LEAs, with the help of stakeholders, must perform self-assessments by analyzing district data on the Georgia Performance Goals and Indicators for Students with Disabilities. In addition, the LEAs must measure the progress of ongoing activities, update and revise programs, and implement new activities. The GDOE uses data from the GCIMP to distribute awards and sanctions to districts that either exhibit excellence or need improvement.[29] LEAs receive annual "district data profiles" to aid them in this process of revision. The DES provides technical assistance to districts and schools on data analysis, improvement planning, and the identification of promising practices. The OSA may conduct a school or LEA audit at any time. The audit may include an investigation of noncompliance and a review of school LEA performance or LEA fund accounting information and records.[30] To ensure the reliability of its accountability system and the AYP decisions it makes regarding the performance of schools and districts, Georgia annually reviews its system and the processes it employs. The GDOE also works with experts, including its testing Technical Advisory Committee, to establish reliability standards for its accountability system.[31]

Illinois. In December 2002, OSEP found that Illinois was not effective in identifying and ensuring the correction of systemic noncompliance. In February 2005, OSEP again found the state's compliance monitoring system inadequate and required the state to demonstrate by June 1, 2006, that it had addressed the issue. If Illinois was not able to satisfactorily show OSEP that its compliance monitoring system was effective, the state faced being identified as a "high risk" grantee. OSEP also stated that the state's continued failure to comply with IDEA regulations could result in consequences related to the state's FY 2006 grant.[32] Illinois conducts both focused and comprehensive compliance reviews of schools and districts. The staff of the Special Education Compliance Division conduct focused compliance reviews of districts that have a pattern of compliance issues, districts that exhibit an issue (such as overidentification of children with disabilities), or districts that are believed to have violated compliance regulations. Comprehensive compliance reviews are conducted every six years to monitor a district's compliance with all applicable state and federal requirements.

Massachusetts. The *Massachusetts Consolidated State Application Accountability Workbook* outlined the state's approach for monitoring the performance of LEAs and schools, improving the performance of under-performing schools or districts, and rewarding and recognizing high-performing schools or districts. AYP results are provided to LEAs and schools in Massachusetts annually, detailed by subgroup. LEAs and schools also receive detailed MCAS item-analysis charts, which help teachers and administrators identify weaknesses and relevant relationships across student subgroups, performance levels, and subject areas, as well as inform staff professional development.[33] In schools where students' MCAS performance is critically low and there is no trend toward improved student performance, School Panel Reviews are conducted to determine whether a school is under-performing. These findings are used to determine whether state intervention is needed to guide improvement efforts in schools.[34] Sanctions range from required improvement planning with state oversight, removal of the school principal, to reassignment of staff. The Massachusetts Department of Education (MDOE) also identifies schools that are potential exemplars of effective teaching and/or school administration practices. The department's Public

School Coordinated Program Review System reviews each school district and charter school every six years, as well as conducts a mid-cycle special education follow-up visit three years after the Coordinated Program Review. The MDOE's Program Quality Assurance (PQA) Services department implements all monitoring and complaint management procedures for school districts, charter schools, educational collaboratives, and approved public and private day and residential special education schools. The Office of Educational Quality and Accountability provides another layer of accountability.

Michigan. The Michigan Office of Special Education and Early Intervention Services (OSE/EIS) began designing its Continuous Improvement and Monitoring System (CIMS) in 2003. The system performs compliance monitoring and evaluates program effectiveness and student performance and outcomes. Once every three years, LEAs and public schools use the Service Provider Self-Review (SPSR) to review the effectiveness of their special education programs. LEAs participating in the SPSR must demonstrate that compliance has had a positive impact on the achievement of students with disabilities. All KPIs that are found to be noncompliant must be addressed in the LEA improvement plan. LEAs that complete the SPSR process are required to submit a student-level corrective action plan and an improvement plan. Noncompliance issues identified in improvement plans must be corrected in one year.

OSE/EIS identifies schools by reviewing OSE/EIS analyses of state data and then ranks districts and service areas based on their performance on the identified priorities. Using a predetermined cut-off point, OSE/EIS further identifies a pool of districts from which it chooses those to be monitored. Once a district has been selected for focused monitoring, the OSE/EIS completes an on-site visit and issues a Report of Findings. The district must prepare an improvement plan to address cases of systemic noncompliance. In addition, districts must address student-level citations within 30 days. One year after the district's improvement plan is approved, district representatives must meet with the OSE/EIS to review the "evidence of change" data. If the outcomes have been met, the period of focused monitoring is finished. If the outcomes have not been

met, an extension of focused monitoring may be granted, or progressive interventions may be imposed.[35]

The Michigan Compliance Information System (MI-CIS) is a system of live support and Web-based computer application for special education and early intervention compliance management and student tracking. Schools and agencies use the system as an everyday central registry for program and compliance management. State and local staff perform online processing and support related to waivers, deviations, approvals, monitoring, and other compliance tasks. MI-CIS provides data exchange capabilities with local software systems and SRSD.

The Michigan school report card Web site has an administrative function that allows each school to appeal the AYP determinations made by the Michigan Department of Education (MDE). When the data for school report cards is finalized, schools are notified to view the report card and are given two weeks to contact MDE with supporting data if they think the report card shows an incorrect AYP determination. The MDE reviews the evidence submitted to determine validity and makes any needed changes.[36]

New Jersey. In 1998, the NJDOE completed a federally mandated self-review. The review revealed that the state needed to implement a more effective system of monitoring its LEAs. In response, the New Jersey Office of Special Education Programs (NJOSEP) developed a new continuous monitoring process that provides for on-site review and district self-assessment to ensure procedural compliance and program quality for students with disabilities. LEAs are required to form a steering committee to make suggestions regarding data collection and to review each LEA's improvement plan. The public is to be included in its development. LEAs must develop the improvement plans—and their corrective actions, correspondingly—and submit them for approval by the local board of education, the county superintendent of schools, and the director of NJOSEP. LEAs that fail to make sufficient progress toward compliance are subject to enforcement actions.[37]

State regulations require an annual evaluation of all public schools to determine if they are meeting state standards. Indicators include assessment results, attendance records, dropout rates, budgets, audits, and school objectives. The reviews are conducted through the Quality Assurance Annual Report and the school report card. Schools and districts that do not meet the state's standards face corrective action. In addition to annual performance reviews, districts and selected charter schools must participate in self-assessment and improvement plan development every six years. Districts are required to identify areas of need related to federal and state special education requirements, barriers to compliance, and activities to help them achieve compliance.

The Bureau of Program Accountability and the Bureau of Program Development provide technical support to districts. The districts also receive training in identifying areas of need, barriers to correction, and how to develop improvement plans. The monitoring team leaders are available by phone throughout the assessment process to provide additional support.[38]

Districts receive an on-site monitoring visit the year following their self-assessment to verify that the assessment was accurate. The monitoring team reviews the district's improvement plan and issues a report that outlines the findings of the review. The reports are posted on the NJDOE Web site, and districts must read the summary page of the report at a board of education meeting.[39]

New York. The state evaluates the performance of all Title I schools and LEAs that receive Title I funds each year. Schools that fail to make AYP are identified for improvement or corrective action.[40] According to New York's State Performance Plan, schools that fall significantly below the state's targets each year will be designated as (a) a "district in need of assistance"; (b) a "district in need of intervention"; or (c) a "district in need of substantial intervention." For the 2006–2007 school year, school districts with the poorest performance data related to graduation and dropout rates and performance on the fourth- and eighth-grade state assessments are to be identified. The Special Education Quality Assurance Regional Office will consult the district superintendent and other staff to develop technical assistance or enforcement actions

based on the district's designation. VESID will increase the levels of consequences and interventions if the district fails to meet its targets. The district's progress will be reviewed annually to determine whether or not the "in need of assistance" or "in need of intervention" designation can be removed.

VESID has developed a streamlined monitoring protocol so that it can assess each district's policies, procedures, and practices for special education. Districts that participate in a monitoring review will receive a grant from IDEA's discretionary funds to support the implementation of improvement plans. Some districts will conduct self-reviews using monitoring protocols developed by the state, with technical assistance from Special Education Training and Resource Centers. VESID will track the correction of noncompliance issues identified through these reviews.[41] VESID monitors special education services for preschoolers and school-age children through a quality assurance review process focused on positive results for students with disabilities.[42]

Ohio. In 2003, the Office for Exceptional Children (OEC) developed three versions of Ohio's model procedures for the education of children with disabilities. The versions vary in format but are consistent in content. LEAs must either adopt one of the three versions or develop their own procedures to be used as tools to ensure that the services they provide students with disabilities are aligned with federal and state requirements.

The OEC uses complaint investigations, focused monitoring, and management assistance reviews to identify and remedy noncompliance issues within LEAs. LEAs found to be noncompliant receive targeted assistance from the OEC. Districts are chosen to participate in focused monitoring based on a set of priorities and indicators identified by the OEC. The indicators include student performance on state assessments, gaps in performance on these tests between students with and without disabilities, the amount of time students with disabilities spend in general education classes, and the frequency of suspensions for these students.

LEAs undergo focused monitoring for two years, during which members of the focused monitoring team meet with the district to help validate data on the district profile, provide

technical assistance, conduct evidence-based investigations, analyze results, review a sampling of student records to identify areas of noncompliance, and ensure that the district addresses the root causes of poor performance in the area targeted for review. The district must write a district summary report and create and implement an action plan. Once the LEA has corrected its areas of noncompliance, the OEC releases it from focused monitoring.[43] Special Education Regional Resource Centers (SERRCs) provide technical assistance to school districts undergoing focused monitoring reviews and other Ohio Department of Education (ODE) reviews conducted for compliance monitoring or school improvement purposes.[44]

Pennsylvania. Pennsylvania has one accountability system that holds all schools accountable for student progress, regardless of whether it has a Title I designation. When calculating a school's performance index, the system takes into account both the school's absolute level of achievement and the school's overall growth in achievement.[45] To ensure compliance with IDEA, Pennsylvania's Bureau of Special Education (BSE) requires school districts to submit a Special Education Plan for review and approval. LEA performance plans must include information from their Special Education Data Summary and be aligned with the state's performance targets. A professional special education advisor is assigned to each region in the state to review the performance plans.

The BSE also conducts Compliance Monitoring for Continuous Improvement (CMCI) of districts, charter schools, and early intervention programs. Monitoring teams perform on-site review processes to gain an understanding of LEA programs, to identify noncompliance, and to assist LEAs in corrective action and improvement activities. The teams include trained parents and stakeholders. The local task force for the right to education that serves the intermediate unit (IU) where the LEA or charter school is located is notified of the monitoring and invited to submit input to the chairperson. The 501 school district programs for school-age students are monitored on a six-year cycle, and the Philadelphia School District is monitored annually.

The monitoring systems of the Pennsylvania Department of Education (PDE) are Web based and include reporting, corrective action planning and implementation, and tracking of corrective action. The *Basic Education Circular, Special Education Compliance*, details a hierarchy of sanctions that the state imposes on noncompliant school districts. If a LEA or charter school has a Corrective Action Verification Plan in place, it must correct all noncompliance within one year of implementing the plan.

The state performs focused monitoring based on specified priorities. Previously, focused monitoring addressed graduation and dropout rates. In 2005–2006, the state began conducting focused monitoring on LRE. Other BSE activities that are related to compliance monitoring include the Pennsylvania Training and Technical Assistance Network (PaTTAN), an initiative that provides professional development with the aim of helping LEAs meet students' needs, and interagency coordination to ensure the timely provision of services to students with disabilities.[46]

APPENDIX D: NCLB/IDEA CASE STUDY REPORTS

California

PART A—Data Profile

Academic Achievement

Reading

On the fourth-grade National Assessment of Educational Progress (NAEP) reading assessment, California's students with disabilities under-performed in comparison to their national counterparts, although the state showed faster growth in achievement than did the nation as a whole. In 2002, 88 percent of fourth-grade students with disabilities performed at the "below-basic" level, while the national average for such students was 71 percent. By 2005, California had made considerable progress, reducing the percentage of students at the below-basic level to 79 percent, while for the comparable period, the national average dropped 4 percentage points. Similarly, there was a strong increase of 5 percent for California's fourth-grade students with disabilities who performed at the "basic" level and 4 percent for students who performed at the "proficient" level, surpassing the 2 percent change in national performance data for the same group and levels. However, in 2005, the percentage of Californian fourth-grade students with disabilities remained lower than that of the national population. For instance, 16 percent of California's students performed at the basic level as compared to 22 percent nationally, and 5 percent of California's students performed at the proficient level as compared to 9 percent nationally. The percentage of California's fourth-grade students with disabilities who performed at the "advanced" level remained unchanged from 2003 to 2005 and was 1 percent lower than the national average.

On the NAEP reading assessment, California's eighth graders with disabilities who performed at the below-basic level in reading actually increased 1 percentage point from 1998 through 2005 as compared to a 2 percent decrease for the national group. There was no change for Californian eighth graders with disabilities who performed at

the basic level; the percentage remained stagnant at 18 as compared to a 2 percent increase for the national test group, which rose from 25 percent in 1998 to 27 percent in 2005. There were, however, impressive gains in the percentage of California's students with disabilities who performed at the proficient level, with an increase of 4 percentage points from 1998 to 2005, compared to a 2 percent gain by the national test group. No gains, however, were realized by California in the advanced performance level, which has remained stagnant at 1 percent from 2003 to 2005.

Mathematics

For fourth-grade students with disabilities, the gap between California and the nation widened for those who performed at the below-basic level on the NAEP mathematics assessment. In 2003, 59 percent of California's students with disabilities were at the below-basic level, while the national average was 50 percent. By 2005, though California had made some progress and reduced the percentage of students at the below-basic level to 56 percent, the national average was 44 percent, a 12 percent gap in achievement between California and the national average. There was a modest increase of 2 percentage points for California's fourth-grade students with disabilities who performed at the basic level, which mirrored the same percentage change in national performance data for the same group. However, by 2005, only 31 percent of California's fourth-grade students with disabilities performed at the basic level, compared to 40 percent nationally. The percentage of California's fourth graders with disabilities who performed at the proficient level remained unchanged from 2003 to 2005 and, at 11 percent, was 3 percent lower than the national percentage. Similarly, the percentage of Californian fourth-grade students with disabilities who performed at the advanced level remained unchanged from 2003 to 2005 and was 1 percent lower than the national percentage.

The gap between California and the nation also widened for eighth graders with disabilities who took the NAEP math assessment and performed at the below-basic level. In 2000, 86 percent of California's students performed at the below-basic level, while the national average was 80 percent. By 2005, although California had made

some progress and reduced the percentage of eighth-grade students with disabilities at the below-basic level to 82 percent, the national average was 69 percent, a 13-point difference.

There was a modest increase of 4 percentage points, to 18 percent, from 2000 to 2005 for California's eighth graders with disabilities who performed at the basic level. For the same time period, however, the national data reveal an 8 percent increase, with 24 percent of eighth-grade students with disabilities nationally performing at the basic level by 2005. The percentage of Californian eighth graders with disabilities who performed at the proficient level in mathematics increased 3 percentage points from 2000 to 2005, compared to a 2 percent increase at the national level. The percentage of California's eighth-grade students with disabilities who performed at the advanced level matched national data at 1 percent.

Exit Data

California's graduation rate for students with disabilities has fluctuated quite a bit since 1999. Between 1999 and 2000, the graduation rate was 16 percent. It rose to 24 percent in 2001 and continued to rise until it reached a peak of 63 percent in 2004. In 2005, however, the percentage of these students who earned a high school diploma dropped to 35 percent.

A small number of students with disabilities earn a certificate from the CDE. In 1999, 8 percent of such students received a certificate. That number dropped slowly over the years, reaching a low of 3 percent in 2002 and 2003, and then it rose slightly to 5 percent in 2004 and 2005.

California has reported an abnormally high dropout rate for students with disabilities in recent years. In 1999, the state recorded a dropout rate of 4.5 percent for students with disabilities. That rate stayed fairly consistent until it jumped from 5 percent in 2003 to 30 percent in 2004. In 2005, the dropout rate for the subgroup went up again, to 58 percent.

Inclusion and Performance in Assessments

California has posted its State Accountability Report Card for the 2002–2003, 2003–2004, and 2004–2005 school years on the CDE Web site.

Fourth-grade students with disabilities have shown some progress over the years on both the math and the English/language arts (ELA) assessments. In 2002–2003, 40 percent of these students were assessed in math at the proficient or advanced level. In each of the following years, this percentage increased by 1 percent annually, with 22 percent of students testing at the proficient or advanced level in 2004–2005. Stronger gains were made in ELA, with 19 percent of students with disabilities testing at the proficient or advanced level in 2004–2005 from a low of 14 percent in 2002–2003.

Similarly, eighth graders with disabilities have shown some progress during the three testing years on record in math and ELA. In 2002–2003, 21 percent of such students were assessed in math at the basic level or higher. In each of the following years, this percentage increased by 1 percent annually, with 23 percent of students testing at the basic level or higher in 2004–2005. However, no change was evident in the percentage of students with disabilities assessed at the proficient or advanced level; this percentage remained constant at 7 percent during the three testing years. Stronger gains were made in ELA, with 8 percent of students with disabilities testing at the proficient or advanced level in 2004–2005, up from a low of 5 percent in 2002–2003.

At the high school level, students with disabilities have shown some progress during the past three testing years on record in math and negligible progress in ELA, but scores remain very low overall. In 2002–2003, 93 percent of students with disabilities were assessed as “not proficient” in math. By 2004–2005, this percentage had dropped to 90 percent. In the ELA assessment, 91 percent of these students were assessed as “not proficient” in 2002–2003. In the 2004–2005 assessment, this percentage had only dropped to 90 percent.

In regard to participation rates, there was a minor increase of 1.3 and 1.7 percent, respectively, in the numbers of students with disabilities participating in the fourth-grade state mathematics and ELA assessments from the 2002–2003 school year to 2004–2005. However, there was no increase in participation in the eighth-grade assessment, with 89 percent of students participating in the 2002–2003 and 2004–2005 math assessment and 90 percent of students participating in the 2002–2003 and 2004–2005 ELA assessment. There was a marked improvement in participation rates in the California High School Exit Exam (CAHSEE) or 10th-grade state assessment, which climbed from 72 percent in the ELA assessment and 75 percent in the mathematics assessment in 2002–2003 to 87 percent in both assessments in 2004–2005.

PART B—Discussion

Assessments

Federal Approval Status

As of June 28, 2006, the status of California's standards and assessment system was "approval pending," and the state was placed under "mandatory oversight." This status indicates that California's current standards and assessment system had at least two fundamental components that were missing or that did not meet statutory and regulatory requirements, in addition to other outstanding issues. In its correspondence to the California State Board of Education, the U.S. Department of Education stated its outstanding concerns with the alignment of the California Standards Tests (CSTs) and the California Alternate Performance Assessment (CAPA) to grade-level academic content and achievement standards as well as the lack of descriptors that differentiate among three levels of proficiency for mathematics, ELA, and science. [47]

Brief History and Description of Assessment System

The Standardized Testing and Reporting (STAR) program was first implemented by California in 1998, three years prior to the passing of the NCLB Act.[48] The state board of education approved performance levels on the CSTs at their meeting in February 2001.

Five performance levels were adopted: advanced, proficient, basic, below-basic, and far below-basic. The board had recommended these five performance levels rather than the minimum of three required by NCLB in order to make the assessment system more sensitive to gains at the lower levels.[49]

California Education Code (EC) Section 60640(b) requires each school district, charter school, and county office of education to administer the STAR program assessments to each of its pupils in grades 2 through 11, unless the pupil is excused by the request of a parent.[50] STAR currently includes a norm-referenced test (California Achievement Test, Sixth Edition, or CAT/6); the CSTs in ELA, mathematics, and history/social science (high school level); and the Spanish Assessment of Basic Education, or SABE/2.

Students with disabilities within the grades tested participate in California's STAR program by taking either the general assessment, with or without accommodations/modifications, or CAPA. One of the CDE staff we interviewed believed that students with disabilities were first included in assessments in the late 1990s and that their inclusion was the result of IDEA.[51]

The majority of students with disabilities participate in the general assessment, but those with significant cognitive disabilities may be eligible to participate in CAPA. Of note, California's alternate assessment was implemented prior to its being an IDEA requirement.[52] As of 2003, California treated the five CAPA performance levels as equal to the five performance levels used for the CSTs for summarizing LEA and school performance. In other words, a score (performance level) on the alternate assessment holds the same value as a score (performance level) for the STAR. Beyond 2003, the CAPA scores for students with disabilities were included in the assessment data in the accountability system within the parameters defined by federal statute and regulations.[53] All students with disabilities, unless excused by parental request, are required to participate in either the general assessments or the CAPA.

In addition to the assessments included in the STAR program, California administers the CAHSEE. The CAHSEE represents the core content in ELA and mathematics that a

high school graduate is expected to know and demonstrate. Results for the exam are reported separately by content area. California EC Section 60851(b) requires each 10th-grade student to take the CAHSEE, including students with disabilities, and the CAHSEE may be administered with appropriate accommodations as required in each student's IEP.[54]

The CAHSEE has been the subject of a class action lawsuit on behalf of California high school students with disabilities litigated by disability rights advocates (DRAs), together with co-counsel Chavez & Gertler, LLP.[55] The underlying class action lawsuit, *Chapman/Kidd v. California Department of Education,* was first filed in Alameda County Superior Court in 2002. The lawsuit alleges that CAHSEE is an invalid and discriminatory exam as applied to these students. The California legislature, acting in response to the long-standing lawsuit, passed Senate Bill 267, which ensures that high school students with disabilities can receive their diplomas regardless of whether they pass the CAHSEE. Specifically, California students with disabilities in the class of 2007 are entitled to their diplomas if they have an IEP or Section 504 plan dated on or before July 1, 2006; meet all other requirements to graduate; have attempted to pass the CAHSEE at least twice after 10th grade, including at least once during the 12th grade, with any accommodations or modifications specified in their IEP or Section 504 plan; and if provided with remedial or supplemental instruction focused on the CAHSEE, have taken the CAHSEE at least once following this instruction.[56]

Policies and Procedures That Support Inclusion

California has published regulations on the use of accommodations for statewide assessments [57] and a matrix of test variations, accommodations, and modifications for the administration of California's statewide assessments.[58] According to the published regulations, eligible students with disabilities who have IEPs, as well as students with Section 504 plans, are permitted the presentation, response, or setting accommodations and modifications listed in the regulations provided that these accommodations are specified in their IEP or Section 504 plan. The regulations also allow IEP teams or Section 504 plans to propose a variation for use on the designated

achievement test, the standards-based achievement test, or the CAPA that has not been listed in the regulations provided that the LEA submits the proposed variation to CDE for review.[59]

Accountability

Federal Approval Status

As of July 26, 2006, California's amended accountability plan was approved by the Education Department. Of note, the amendments California submitted to ED on June 26, 2006, included the use of the "proxy method" to take advantage of the secretary of education's flexibility regarding modified academic achievement standards as discussed earlier in the Assessments section.[60]

California received approval from OSEP for its State Performance Plan on March 27, 2006.[61]

Brief History and Description of Accountability System

California currently has a comprehensive school accountability system in place that encompasses all schools, including public charter schools. In determining AYP, California uses the federal measure of "proficient or above" in ELA and mathematics to supplement its existing system, the cornerstone of which is the Academic Performance Index (API). API measures student growth utilizing composite scores on three types of tests. Students with disabilities are included in the calculation of API.[62] Additionally, high schools are evaluated on the progress they make on the graduation rate.

CDE determines AYP based on the proportion of students who score proficient or above on the statewide assessments for all California LEAs, schools, and numerically significant student subgroups within those LEAs and schools. According to California's *Consolidated State Accountability Workbook*, each student subgroup within a public school or LEA will have to meet or exceed the state's annual measurable objectives (AMOs) in ELA or mathematics and have a participation rate of 95 percent or more in

each assessment, if the subgroup meets the definition of a numerically significant subgroup.[63] Consistent with federal laws and regulations, if a LEA, school, or numerically significant student subgroup does not meet an AMO—that is, the percentage of students who score proficient or above, based on the current year's test results—California will average two or three years of test results to determine whether or not the LEA, school, or numerically significant student subgroup met the AMO.

California has declared its intent to develop modified achievement standards as well as alternate assessments for the approximately 2 percent of its total student population that its research has demonstrated are not able to meet grade-level standards, even after the application of the best designed instructional intervention. This 2 percent is in addition to the students with the most significant cognitive disabilities, who constitute about 1 percent of California's total student population.[64] The ED recently approved amendments to California's accountability plan, allowing the state to calculate a proxy (20 percent) to determine the percentage of students with disabilities that is equivalent to 2 percent of all students assessed.[65] For 2005–2006, this proxy will then be added to the percentage of students with disabilities who are proficient. For any school or district that did not make AYP solely due to its students with disabilities subgroup, California will use this adjusted percent proficient to reexamine whether the school or district made AYP for the 2005–2006 school year. The approval of use of this proxy is part of the ED's "interim flexibility" for states that had expressed interest in developing modified achievement standards and assessments. This flexibility extends through the end of the 2005–2006 school year, at which time the department was anticipating the release of the final rule permitting states to develop modified achievement standards aligned with grade-level content standards for a limited group of students with disabilities who may not be able to reach grade-level achievement standards within the same time frame as other students.[66]

Data Collection and Management

California does not currently have a general education student data system that would allow longitudinal tracking of individual students. However, such a system is currently

under development. In 1997, the state legislature charged the CDE with developing and implementing the CSIS program, an electronic statewide school information system. In 2003, CSIS was tasked with assigning Statewide Student Identifiers (SSIDs) to all public K–12 students in California. CSIS is designed to facilitate the exchange of student data among participating LEAs and the reporting of student information by LEAs to the CDE. As of June 2005, California had completed the assignment of the SSIDs.

A related initiative is the CALPADS, which is the responsibility of the CDE. In August 2004, the CDE submitted a Feasibility Study Report to the state's Department of Finance to obtain approval for implementation of CALPADS. When fully developed, CALPADS will move data collection in the state to a streamlined system that collects and maintains student-level data that can be extracted and aggregated to create various required state and federal reports. This will allow ED to significantly reduce or eliminate current collections and reduce the reporting burden on LEAs. CALPADS is on target to be implemented in 2009.[67] In its published rationale for CALPADS, the CDE cited NCLB as a primary reason for the creation of this system.[68]

Although California did not have a student unit information system for general education, a student unit information system for special education students has been in place for nearly 20 years. The CASEMIS is an information reporting and retrieval system in special education, developed by the Special Education Division of the CDE. The system has been designed to assist LEAs, special education local plan areas (SELPAs), county offices of education, school districts, and state-operated programs (SOPs) for students with disabilities in submitting student-level data to the CDE. The system has been in operation since the 1987–1988 school year on a voluntary basis, and by 1994–1995, all SELPAs and SOPs in California had implemented the system. Although the CALPADS and CASEMIS data systems will be separate initially, the data can be linked by the USI, which allows for cross-system data analyses.[69]

The Special Education Division of the CDE provides training and technical assistance to LEAs on the use of the CASEMIS system. LEA representatives attend two meetings each year. At these meetings, department staff explain OSEP requirements and

procedural changes. A technical guide on the use of the CASEMIS is also available online.[70]

Public Reporting

Accountability report cards have been released by California since 1988, when Proposition 98 required LEAs to produce them for each of their schools.[71] School-level report cards are available on the Internet as links from the CDE Web site.

Presently, the CDE produces a template of the report card, including data that are available from the state. LEAs complete the report card by providing narrative sections and by supplying information available locally. As a result of NCLB, this template was expanded to include federally required LEA data.[72] In most cases, these data are an aggregation of school-level data. LEA-level information is currently included in the SARC templates. Additional LEA-required data and the state-level report card, representing an aggregation of the LEA-level data, were produced beginning in fall 2003.

At the school, LEA, and state levels, the report card contains the required disaggregated results of student performance. Subgroups currently reported in the school report card include (1) males and females; (2) economically disadvantaged; (3) limited English proficient; (4) students receiving migrant education services; (5) major racial/ethnic groups (African-American/Black, Hispanic, Asian-American, Pacific Islander, Filipino, American Indian/Alaska Native, White); and (6) all students. Performance results for students with disabilities were added with the 2002–2003 reporting cycle.

State law encourages schools to make a substantial effort to notify parents of the purpose of the SARC and to ensure that all parents receive a copy of their child's SARC. Specifically, schools are required to notify all parents about the availability of the SARC and to provide parents with instructions about how the SARC can be obtained both through the Internet (if feasible) and on paper (by request). If a sufficient

number of a school's enrolled students speak a single primary language other than English, state law also requires that the report card be made available to parents in the appropriate language.[73]

The CDE requires LEAs, upon receipt of AYP results, to notify the parents of all students assigned to a Title I school/LEA that falls into the category of "program improvement" (PI) of their school choice option(s). The state's *Consolidated State Application Accountability Workbook* states that parents are notified in time for alternative school assignments to be arranged, if requested.[74] The department confirms PI identification through the release of a PI Status Report after a school/LEA has had an opportunity to appeal its AYP results.

Final school and LEA accountability reports and AYP determinations are issued in January, after districts have submitted all demographic data corrections and the contractor has provided a revised data file. When final accountability results are available, the department revises the list of schools/LEAs identified for improvement to reflect any additions or deletions resulting from these final results. LEAs then notify parents of the final results and make mid-year choices available in cases where the August AYP report did not identify schools for improvement. On the other hand, in cases where the department preliminarily identified a school/LEA for PI but deleted it from the final list, the department will inform the district, and the school will be relieved of prospective requirements. However, any school choice commitments that were made based on preliminary identification will be honored for the balance of the school year.[75]

In addition to issuing the report cards required under NCLB, the CDE also issues the Special Education Data Reports. These reports are directly connected to the department's goals, quality assurance process, and monitoring of special education programs. The data reports are based on measures of the special education KPIs. As described in the Compliance Monitoring section earlier, the KPIs are used to select districts, each year, for participation in the focused monitoring process. This is the sixth year the reports have been prepared.[76]

Compliance Monitoring

Since 1999, the Special Education Division has used multiple methods to carry out its monitoring responsibilities. These monitoring activities are part of an overall quality assurance process designed to ensure that procedural guarantees of IDEA are followed and that programs and services result in educational benefits.

Under IDEA, the California Department of Education is responsible for establishing statewide goals and indicators to be used to measure progress toward those goals. To do this the department convened a comprehensive stakeholder group of parents, advocates, special education staff, professional organizations, and administrator groups. This KPI Stakeholder Group established and maintained the system of Key Performance Indicators (KPIs).[77] The department recently established a unified planning process for special education and is in the midst of combining the members of two former planning groups—the Partnership Committee on Special Education (PCSE) and the Key Performance Indicator Stakeholder Committee (KPISC)—to create the State Performance and Personnel Development Plan (SPPDP) Stakeholder group. The first meeting of this new planning group will be held in January 2007.[78]

The department developed measures for most of the KPIs using data collected through CASEMIS and other department data related to general education. These measures include the percentage of students who are served in special education, ethnic disproportionality in special education, and graduation and dropout rates. These measures are calculated annually at the LEA level and published on the department Web site. The measures are benchmarked, allowing, for instance, statewide comparison of scores.

KPIs are used to select districts for monitoring reviews in a process referred to as Focused Monitoring. As an example, the Facilitated Review is a three-year review of districts with the lowest overall KPIs. These reviews begin with a Verification Review to address procedural noncompliance and proceed with site- and district-based intervention to improve student outcomes and least restrictive environment.[79] The KPIs

focus review activities on those areas in which the district is below the benchmark expectation and has a KPI value lower than the prior year.

The department monitors for procedural compliance and educational benefit beyond the formal review process. General activities, such as data collection, investigating compliance complaints, and reviewing local plans, are used to monitor trends and issues. Annual and periodic analysis of the information obtained through these activities is used to identify potential noncompliance and to require correction. The department, for instance, uses CASEMIS data to identify districts that are not completing annual reviews of IEPs in a timely manner. Periodic review of the number of complaints to a district may prompt a special visit or review. [80] The department also utilizes parent input meetings in its monitoring process to identify school district strengths and weaknesses.[81]

Lastly, each year one quarter of California's school districts conduct a Special Education Self-Review and Verification Review. This process includes a self-review of each school site completed by school district personnel with a follow-up review by school districts held six months later. The process includes several elements, including a review of student records, review of educational benefit, and a local plan governance review.[82]

Personnel Development

Credential. It authorizes the holder to teach in the area of specialization—such as *Preservice*

Special education teachers in California must have the Education Specialist Instruction mild/moderate disabilities, moderate/severe disabilities, deaf and hard of hearing, visual impairments, physical and health impairments, early childhood special education—listed on the credential.

To obtain a preliminary Level I credential, the candidate must have at least a bachelor's degree; have completed an accredited Education Specialist Credential program in an

education specialist category, including student teaching; have demonstrated subject competence with the CSET test or an approved college or university program; have passed the CBEST and RICA tests; have completed a U.S. Constitution course; have completed a developing English-language skills course; and have received an offer of employment from a California school. The professional Level II credential has the following additional requirements: completion of an individualized induction plan; completion of courses in health education and computer education; verification of at least two years of successful experience in a public school (or private school with equivalent status) while holding the preliminary Level I Education Specialist Instruction Credential; and a formal recommendation for the credential by the college or university where the teacher's induction plan was completed.[83]

Highly Qualified Teachers

ED's report titled *Highly Qualified Teachers and Improving Teacher Quality State Grants Monitoring* documented that California requires all secondary special education teachers to graduate with a content-area major, but it does not require alignment between the major and the teaching assignment. The monitoring team had recommended that California work toward this alignment. Of note, this report commended California for the close working relationships developed among many of the state's agencies, including the CDE, the California Teachers' Association, the Commission on Teacher Credentialing, and the Special Education office, which enabled California to create and implement a comprehensive and cohesive plan to implement highly qualified teacher (HQT) requirements.[84]

Less than two months following the release of that ED report, the state board of education adopted a new regulation, effective November 15, 2005, that allowed "new to the profession" middle and high school special education teachers who are highly qualified in mathematics, language arts, or science to utilize the existing HOUSSE procedure to demonstrate subject matter competence for other core subjects they are assigned. This regulation was adopted in response to the most recent reauthorization of

IDEA, which aligned the “highly qualified” requirement for special education teachers with the teacher requirements under the NCLB Act.[85]

California has faced severe shortages in special education teachers. For instance, 21 percent of special education teacher openings went unfilled during the 2004–2005 school year.[86] In response to this need, the CDE administers TEACH California, a Web site designed to explain the teacher preparation process, assist prospective teachers in creating their plan to become credentialed teachers, and offer links to important resources. This project is partially funded by a Federal-State Improvement Grant.[87]

In-Service

California has several special contracted projects in professional development and technical assistance. One of the largest, California Services for Technical Assistance and Training (CalSTAT), is a special project of the CDE’s Special Education Division and is part of the California Institute on Human Services located at Sonoma State University. It is funded through the Special Education Division and a state improvement grant (SIG). CalSTAT plays a vital role statewide in providing training, technical assistance, information dissemination, and incentive awards. It organizes regional institutes, which are locally sponsored professional development opportunities that aim to create an ongoing learning community, to sustain and expand systems change efforts, to encourage meaningful family involvement, to expand the capacity of school teams, and to identify and share successful practices.[88] CalSTAT offers a wide range of online training resources and conference opportunities through its online learning center, including a community network database, self-paced training modules, site-designed listservs and online conferences, a digital library, and links to other resources.[89]

The division, in collaboration with the Sacramento County Office of Education, has developed a Web-based training program for general and special education personnel to provide information about response to intervention.[90] California views this initiative as critical to lowering the number of special education referrals based upon reading below

grade level and to providing alternative assistance to students. The response to intervention approach recognizes the importance of student behavior on learning and incorporates a problem-solving process to address behavioral issues. The reliability and validity of this approach depends on preservice and in-service professional development models to translate research into practice.[91]

California had some pilot response to intervention programs in place prior to the last IDEA reauthorization, but one staff member expressed the opinion that IDEA 2004, with its encouragement to use a process that considers a student's response to research-based intervention as part of the evaluation procedure for eligibility for special education services, gave the response to intervention programs "a big boost."[92] Although response to intervention is not exclusive to special education since it is a tool to be used in general education, California's Special Education Division is principally responsible for that initiative.

FLORIDA

PART A—Data Profile

Academic Achievement

Reading

Florida's fourth-grade students with disabilities significantly improved their performance on the NAEP reading assessment between 1998 and 2005. Their progress was not always steady, however, particularly in 2003, when the number of students at the below-basic level increased from 68 percent to 72 percent and the percentage of students at the basic level fell from 22 to 18 percent. Nevertheless, overall the fourth graders' reading skills improved, boosting their performance at all levels of achievement. The percentage of students at the below-basic level decreased 76 percent in 1998 to 62 percent in 2005, a difference of 14 percent. In comparison, in 2005 the nation's average percentage of students who performed at the below-basic

level was 67 percent, 5 percent higher than Florida's percentage. The number of students in Florida working at the basic level of performance increased 5 percentage points, from 20 percent to 25 percent. Their growth at this level was equivalent to that of the nation. Fourth-grade students with disabilities in Florida did well in the proficient category, showing a 6 percent increase, from 4 percent to 10 percent, at that achievement level. Though Florida outpaced the nation in terms of growth at the proficient level, by 2005 the state and the nation had similar total percentages of students who performed at the second-highest level of achievement. By 2005, 10 percent of Florida's fourth-grade students with disabilities were who performed at the proficient level, while the national average was 9 percent.

By eighth grade, both Florida's and the nation's progress in reading had slowed considerably. The number of eighth graders with disabilities in Florida who performed at the below-basic level decreased only 1 percentage point, from 67 percent in 1998 to 66 percent in 2005, with a high of 71 percent in 2003. The nation's growth in achievement was similarly stagnant. The percentage of Floridian students at the basic level of performance actually fell 2 percentage points, from 27 percent to 25 percent. At the proficient level, the number increased from 6 percent to 8 percent. Their performance was similar to that of the nation, which exhibited a 2 percent increase at the basic level, from 25 percent to 27 percent, and no movement in the proficient category, with a steady 6 percent of students performing at that level.

Mathematics

Florida students did not participate in the NAEP mathematics assessment in 2000; for the two years it did participate, however, the state exhibited excellent growth. Between 2003 and 2005, the number of fourth-grade students with disabilities who performed at the below-basic level fell from 50 percent to 33 percent. The national average declined 6 percent, from 50 percent to 44 percent for the same time period and achievement level. Florida fourth-grade students did better than the national average at the basic level of achievement as well, with an increase of 6 percentage points, from 38 percent to 44 percent. The nation grew only 2 percent, from 38 percent to 40 percent, between

2003 and 2005. Florida's fourth graders with disabilities exhibited strong growth at the two highest levels of achievement as well. The number at the proficient level increased 7 percentage points, from 12 percent in 2003 to 19 percent in 2005. The national average grew from 11 percent to 14 percent for the same years and achievement level. At the advanced level, Florida exhibited a 4 percent increase in growth, from 1 percent to 5 percent.

Students in the eighth grade also did well on the NAEP mathematics assessment. The number of students who performed at the below-basic level dropped 13 percent, from 76 percent to 63 percent, between 2003 and 2005. Students with disabilities at the basic and proficient levels increased 5 percentage points each, while nationally, student growth in achievement was nearly stagnant. The number who performed at the basic level moved from 19 percent to 24 percent, and the number at the proficient level increased from 5 percent to 10 percent. Nationally, eighth-grade students with disabilities did not show as fast paced a growth in achievement as their special education peers in Florida did.

Exit Data

Florida experienced an increase in its graduation rate from 1999 to 2005. In 1999, the graduation rate was 16 percent for students with disabilities. The state's graduation rate for the subgroup remained fairly steady through 2003, and then jumped to 40 percent in 2004 and 2005.

The number of students who received a certificate also rose between 1999 and 2005. In 1999, the percentage of students with disabilities who received a certificate was at 13 percent. That number rose to 30 percent in 2004 and 29 percent in 2005.

Florida's dropout rate for students with disabilities fluctuated over the years, starting at 19 percent in 1999, dropping to 12 percent in 2002 and 2003, and then rising to 30 percent in 2005.

Inclusion and Performance in Assessments

Participation of Students with Disabilities on the FCAT

The participation of students with disabilities on the FCAT assessment dropped as the students moved up through the school system. In the fourth and fifth grades, participation on the FCAT remained in the 87 to 91 percent range from 2002 to 2006.

Participation of students with disabilities waned somewhat by eighth grade, beginning with a 79 percent participation rate in 2002. By 2006, the eighth graders' participation had increased somewhat, to 85 percent.

There was a significant drop-off in the participation of 10th graders with disabilities on the FCAT. In 2002, only 61 percent participated on the math portion and 62 percent on the reading portion of the assessment. By 2006, the participation rate of 10th graders with disabilities on the math assessment had increased to 71 percent, and 72 percent participated in the reading assessment.

Performance of Students with Disabilities on the FCAT[83]

Reading

Fourth-grade students with disabilities did well on the reading portion of the FCAT assessment. Twenty-four percent of the subgroup scored level 3 or higher on the reading assessment in 2002. By 2006, that percentage had climbed to 35 percent.

Eighth-grade students with disabilities did poorly on the reading assessment, and they exhibited no progress between 2002 and 2006. In 2002, 13 percent of eighth graders scored at level 3 or above. That number rose to 15 percent the following year, but it dropped back to 13 percent by 2006.

Students with disabilities in grade 10 also did poorly on the FCAT reading assessment. In 2002, 8 percent of 10th graders with disabilities were proficient in reading. That

percentage increased to 10 percent in 2003, but it fell to 7 percent in 2004 and remained there in 2005 and 2006.

Mathematics

Fifth-grade students with disabilities showed consistent, modest growth on the mathematics portion of the FCAT. In 2002, the percentage of students who performed at level 3 or above (Florida's cut-off score for proficiency) was at 19 percent. That number increased slowly until 29 percent of all students with disabilities were proficient in mathematics in 2006.

Eighth-grade students with disabilities showed slower progress on the FCAT math assessment. In 2002, the number of students who performed at the proficient level was 17 percent. By 2005, that figure had grown to 22 percent of all students with disabilities who performed at the proficient level.

Students with disabilities in 10th grade barely improved their performance in math between 2002 and 2006. Twenty-three percent of these students scored level 3 or above on the FCAT math assessment in 2002. By 2006, that number had increase only 2 percentage points, to 25 percent.

PART B—Discussion

Assessments

Federal Approval Status

On June 28, 2006, Florida received an "approval pending" designation from ED for its standards and assessment system. ED cited two components of Florida's system that needed improvement or clarification. The technical quality and achievement standards for Florida's alternate assessment were not up to federal standards. Also, the state lacked performance level descriptors that include descriptions of competencies associated with each level and content area for the FCAT and the Florida Alternate

Assessment Report (FAAR). As a result, ED has placed Florida on mandatory oversight. Under such status, Florida must develop a plan and time line to meet the remaining requirements and submit bimonthly progress reports to ED. If Florida fails to comply with ED's requirements under mandatory oversight, 15 percent of the state's 2006 Title I funds will be withheld, then reverted to LEAs.[93]

Brief History and Description of Assessment System

Florida's statewide assessment program was created in 1971, and the first statewide assessment was administered during the 1971–1972 school year. By 1974, all students in grades 3, 6, and 9 were eligible to take the test, except for students designated as trainable mentally retarded, educable mentally retarded, and blind.

In 1974, the Duval County School Board developed the Catalog of Behavioral Objectives for Trainable Mentally Handicapped Students to assess students designated as trainable mentally retarded. The first assessment of such students took place during the 1975–1976 school year. Visually handicapped students were also assessed in 1976 using an assessment similar to the general assessment. In 1997, the state developed items on the general assessment to assess 17-year-old students with hearing impairments.[94]

Special test procedures were adopted in 1978 for students with disabilities who took the regular assessment. The procedures included Braille editions of the test, the use of auditory tapes, and flexible scheduling. Florida State Board of Education rules regulated which procedures were permissible for specific groups of students with disabilities. District superintendents were authorized to determine which modifications were most appropriate for individual students. Over the years, the state continued to revise its assessments and the accommodations available to students with disabilities, specifically educable mentally retarded, hearing impaired, and visually impaired students.[95]

FCAT, Florida's most recent version of the statewide assessment program, was first administered in 1998 to grades 4, 5, 8, and 10. The assessment evaluates students' achievement toward the Sunshine State Standards, as well as norm-referenced content.

The FCAT has five achievement levels. These equate to the NCLB achievement levels as follows: level 1 is below-basic; level 2 is basic; levels 3 and 4 are proficient; and level 5 is advanced.[96]

Policies and Procedures That Support Inclusion

Most students in Florida take the FCAT from grades 3 to 10 with or without accommodations. Students with disabilities who do not participate in FCAT are assessed with an alternate assessment process. The results of the alternate assessment are merged with the FCAT proficiency ratings.[97]

The FLDOE has implemented a system of locally developed alternate assessments for those students with disabilities for whom the Sunshine State Standards and participation in the FCAT are not appropriate.[98]

Florida has five high school graduation options. Students may receive a standard diploma, a certificate of completion, a high school equivalency diploma, a special diploma, or a special certificate of completion. Only students who receive a standard diploma or a high school equivalency diploma are counted in the NCLB graduation rate. The high school equivalency diploma differs from a typical GED program in that participants in the program must meet performance standards established by the rules of the state board of education and pass the GED instead of the FCAT. All State of Florida diplomas issued under this option are considered to have equal status with other high school diplomas for all state purposes, including admission to any state university or community college.[99]

Accountability

Federal Approval Status

On October 30, 2003, Florida received full approval for its accountability plan from ED.[100] On August 26, 2005, Florida received full approval from ED to use the proxy method to calculate AYP for students with disabilities. For one school year only, Florida calculated a proxy to determine the percentage of students with disabilities that is equivalent to 2 percent of all students assessed. The proxy was then added to the percentage of students with disabilities who were judged to be proficient. For any school or district that did not make AYP solely because of its students with disabilities, Florida used the adjusted percent proficient to reexamine whether the school or district made AYP for the 2004–2005 school year.[101] Florida received approval from ED in June 2006 to use the proxy method again for the 2005–2006 school year.[102]

On April 13, 2006, OSEP approved Florida's State Performance Plan.[103]

Brief History and Description of Accountability System

Florida has a single statewide accountability system for all public schools. The accountability system relies on the measures of AYP, school grades, individual student progress toward annual learning targets to reach proficiency, and a return on investment that links dollars spent to student achievement.[104]

Data Collection and Management

Florida has a student identification system that assigns a unique number to each student upon initial enrollment. The system allows the state to analyze student achievement data in terms of community demographic variables, school characteristics, staff characteristics, and the enacted curriculum.[105]

FCAT student tests are annually evaluated for reliability using several methods. The department triangulates quality control so that no data are released unless three independent parties agree on the accuracy of the processing, analysis, and reporting.

The A+ school-grading system includes various quality control steps, as well as a formal appeals process available to each school.[106]

Public Reporting

The FCAT is administered in late February and early March; test results are available to schools prior to the end of the school year. To expedite the release of student data, the department's test-support contractor allows districts to access their data electronically from a secure server prior to the shipment of the printed reports. School and district reports are to be available in time for parents to make informed decisions about school choice prior to the beginning of the following school year.[107]

The state report card is available in English and Spanish on FLDOE's Web site.[108]

Florida is in the process of designing a comprehensive public information campaign to ensure that all constituents, including parents, understand the four elements of Florida's accountability system and what the data related to each element mean.[109]

Compliance Monitoring

The FLDOE began monitoring all NCLB programs beginning in 2005–2006. The state's monitoring system uses data triggers to identify LEAs that need assistance. Triggers include the percent of students proficient in reading and math, graduation and dropout rates, and the percentage of subgroups not making AYP. The FLDOE also looks at teacher quality and school safety indicators. The FLDOE assigns points to districts based on the triggers and the districts with the most points are monitored.

Once an LEA has been identified for monitoring, specific program areas at the FLDOE request data and documentation from selected districts and a sample of schools to evaluate their compliance with regulations. Those that are not in compliance or not meeting standards are subject to an on-site evaluation. During the on-site monitoring session, FLDOE program staff review district documentation, interview district and school personnel, and perform classroom observations. The staff identify areas of both

noncompliance and best practices. For those areas not in compliance, the staff develops system improvement strategies.[110]

Interventions

Florida law provides for various rewards and sanctions, depending on performance results. Section 1002.31, F.S., mandates “school choice” for each district. State law also provides “opportunity scholarships” for students attending a school rated “failing” for two years in any four-year period. Parents who take advantage of the scholarships may enroll their children in any public or private school.

Section 1008.32, F.S., gives the state board of education the authority to monitor educational quality and take firm steps to intervene in any school district if necessary.

In addition to state-authorized interventions, Florida also implements the interventions and sanctions mandated by NCLB for schools with the classifications of “school improvement,” “corrective action,” or “restructuring.”

The Bureau of Exceptional Education and Student Services (BEESS) noticed that the staff at districts and schools did not know how to read, understand, or use the data to guide teaching strategies. BEESS consequently began holding workshops to train LEA staff how to mine their data and use it to guide their planning.[111]

The District Lottery and School Recognition Program provides greater autonomy and financial awards to schools that demonstrate sustained or significantly improved student performance. Schools that receive an “A” for schools that improve at least one performance grade category are eligible for school recognition. Eligible schools may also receive $100 per student through the District Lottery and School Recognition Program.[112]

Parental Involvement

BEESS hosts a clearinghouse that acts as a resource center for parents, educators, and the general public. The clearinghouse provides access to materials about exceptional education, student(s) services, early intervention and parent and professional partnerships. The center has more than 6,000 books, videotapes, multimedia kits, assessment tools, and staff development materials available for loan. The clearinghouse also contains 400 items produced by FLDOE and BEESS.

BEESS also posts technical assistance papers on the site. Topics include serving students with disabilities through modified scheduling, implementing the response to intervention model, and grading policies for students with disabilities.[113]

Personnel Development

Preservice

Special education teachers have four options for certification. They may earn a general certificate for Exceptional Student Education or specialize in hearing impaired, speech impaired, or visually impaired instruction. All four certifications are for grades K–12.[114] In the past, Florida had more options for special education teaching certificates, but the state has since condensed its options to the four currently available.

Florida has a significant teacher shortage in both special and general education. The state has developed a number of innovative solutions to address the shortage. In 2000, the FLDOE created the Web site www.teachinflorida.com to provide a forum for teachers to post their resumes and review job announcements. Districts use the site to review resumes and contact job candidates. Teachinflorida.com recently added new elements, such as the Teacher's Toolkit and Teacher's Lounge, for current teachers to access planning resources and to exchange ideas. A Pre-professional Teachers Section targets individuals considering a career in teaching. The page provides information on the different options available for earning a teaching certificate.[115]

A new certification program gives college graduates the chance to take subject area examinations to earn a temporary certificate, which allows them to teach in Florida.[116] The temporary certificate lasts for three years and is nonrenewable. The purpose of the certificate is to give teachers time to complete the necessary requirements to earn a professional certificate. Teachers planning to earn that certificate may participate in Florida's alternative certification program. Each district offers a competency-based, on-the-job alternative certification program, either through a state-approved, district-developed program or through the state's alternative certification program, which offers distance learning options and face-to-face peer support.[117] One concern associated with the new certification program is that the teachers it produces do not have the same level of training or experience as graduates from educator preparation programs do.

Highly Qualified Teachers

ED's peer review panel found Florida's plan for meeting the HQT goal offset forth by NCLB to have deficiencies. The panel noted that Florida did not adequately analyze the data available on HQTs to determine where shortages exist. The state also does not identify LEAs that do not meet AMOs for HQTs, nor does it describe the specific remedial steps that LEAs must take to meet the objectives. Florida did not include a description of the technical assistance it offers LEAs that do not meet AMOs. It was unclear to the panel how the state planned to address the staffing and professional development needs of schools that have trouble making AYP.[118]

In-Service

Project CENTRAL is hosted by the University of Central Florida and is funded by a grant from FLDOE.[119] The mission of the statewide project is to identify and disseminate information about resources, professional development, and research on contemporary effective instructional practices. The project targets special education teachers, as well as general education teachers who teach students with disabilities.

The Florida Inclusion Network (FIN) has 18 offices across the state and offers learning opportunities, consultation, information, and support to educators, families, and community members. The network's goal is to promote the inclusion of all students in general education to the greatest extent possible. FIN offices employ facilitators who are trained to help districts and schools identify needs for inclusive practices, to meet with staff teams and families to develop plans for inclusion, to conduct study groups and develop communities of learning, and to provide training on topics related to inclusion and student achievement. FIN's professional development activities include workshops, peer supports, and learning communities. FIN's Web site posts information about best practices, resources, and upcoming events. Districts and schools may contact their regional FIN office to request services.[120]

Florida has implemented a system, known as the STAR program, to distribute incentive pay and to reward teachers who exhibit excellence in the classroom through their ability to improve the performance of their students. Districts that choose to participate in the STAR program must submit a plan for implementation to the Florida State Board of Education for approval in order for the district to receive STAR funds.[121]

OSEP awarded a SIG to the FLDOE in 2001 to improve outcomes for students with disabilities by increasing the state's capacity to recruit, prepare, and retain qualified personnel to provide effective instructional and related services. Florida is using the grant to improve the ability of colleges of education and departments of special education to increase the quality of preparation programs through the development and implementation of Faculty Innovation Institutes. Funds from the grant are also allocated to supporting participation of Florida's Parent Training and Information Center to increase the quality and availability of special education and related services personnel.[122]

BEESS sponsors a Comprehensive System of Personnel Development (CSPD) through a SIG awarded to Florida by OSEP in 2001. The primary goals of the CSPD are to ensure that every region of the state has access to qualified personnel who provide effective instructional and related services. To achieve this goal, there are nine

professional development partnerships housed in Florida's public universities.[123] Through these partnerships, representatives from districts work with the universities to provide professional development and technical assistance to school and district staff and parents.

GEORGIA

PART A—Data Profile

Academic Achievement

Reading

The number of fourth-grade students with disabilities who performed at the below-basic level in Georgia from 73 percent to 63 percent between 1998 and 2005. This was slightly better than the national average, which dropped 9 percent, from 76 percent to 67 percent, during the same time period. Georgia's fourth graders did well at the basic level, moving from a low in 2000 of 15 percent of students who performed at the second lowest level of achievement to 21 percent in 2005. The students also did exceptionally well in the proficient category, showing a 10 percent increase, from 3 percent to 13 percent, in the number of students who performed at that level. Georgia's fourth-grade students generally stayed on par with the nation's progress in reading.

As in most states, Georgia saw its eighth graders struggle to make progress on the NAEP reading assessment. The growth in achievement and percentages of students in Georgia who performed at each level were almost identical to the nation's statistics. At the below-basic level, the percentage of eighth-grade students with disabilities fluctuated from a high of 78 percent in 2003 to a low of 67 percent in 1998. By 2005, the number of eighth graders with disabilities who performed at the below-basic level settled at 68 percent. Progress at the basic level of achievement was similarly inconsistent for eighth graders with disabilities in Georgia, falling from 26 percent in 1998 to a low of 20 percent in 2003, only to rise again in 2005 to a high of 27 percent. Their performance at

the proficient level fluctuated as well: from 7 percent in 1998 to 3 percent in 2003 and then back to 5 percent in 2005.

Mathematics

Georgia's fourth-grade students with disabilities showed strong growth in achievement on the NAEP assessment. Between 2000 and 2005, the percentage of students who performed at the below-basic level fell 22 percent, from 68 percent to 46 percent. Georgia's progress at this level was on par with the nation's performance. At the basic level, the state exhibited an increase from 28 percent to 38 percent from 2000 to 2005. Though Georgia's growth rate lagged behind that of the nation at the basic level, the state's overall percentage of students with disabilities who performed at this level in 2005 (38 percent) is comparable to the national percentage (40 percent). Fourth-grade students did well at the proficient level, with an increase of 10 percentage points, from 4 percent to 14 percent. The nation's 8 percent growth in the number of students at this level was similar to Georgia's.

Eighth-grade students with disabilities showed little progress on the NAEP mathematics assessment between 2000 and 2005. The number of students who performed at the below-basic level fell only 3 percent, from 74 percent to 71 percent. For the nation, the number of students with disabilities at the below-basic level decreased a total of 11 percent, from 80 percent to 69 percent. Georgia's eighth-grade students with disabilities showed little progress at the basic and proficient levels, with an increase of 3 percentage points at the basic level and no change at the proficient level. Georgia's performance was on par in terms of the overall national percentage of students at each level of achievement.

Exit Data

Georgia's graduation rate for its students with disabilities has fluctuated since 1999. In 1999, Georgia's graduation rate was 20 percent for these students. Between 2001 and 2002, the graduation rate slipped to 13 percent and then rose back up to 19 percent.

The state's graduation rate reached a high of 32 percent in 2004, but by 2005, it had dropped back to 27 percent.

Georgia does issue certificates to its students with disabilities. In 1999, 26 percent of students left high school with a certificate. That number dropped significantly to about 15 percent for the next two years and then began to rise steadily, reaching a peak of 40 percent in 2004 and 2005.

Though an increasing number of Georgia's students with disabilities have been earning a high school diploma or certificate, the number of students that drop out of high school has also been on the rise. In 2000, the percentage of students with disabilities who dropped out of school was 12 percent. That dropout rate fluctuated over the years, ranging from 13 percent in 2002 to 33 percent in 2005.

Inclusion in Assessments and Performance

English/Language Arts

On the state ELA assessment, fourth-grade students with disabilities made good progress. The number of students who failed to meet standards fell from 67 percent in 2000 to 50 percent in 2006. In 2000, 33 percent of all fourth graders with disabilities met or exceeded standards. By 2006, that number had increased to 50 percent.

Eighth-grade students with disabilities showed growth in achievement on the mathematics assessment between 2000 and 2006. In 2000, 83 percent of these students did not meet standards, while in 2006 that percentage dropped to 45 percent. The percentage of students who met or exceeded standards increased from 16 percent in 2000 to 55 percent in 2006.

Eleventh-grade students with disabilities did somewhat better on the ELA assessment than they did on the mathematics assessment. In 2000, 33 percent of them failed the ELA assessment. In 2006, 26 percent failed the test. In 2000, 68 percent of the 11th

graders with disabilities passed the ELA assessment. By 2006, that percentage had increased to 72 percent.

Mathematics

Georgia's fourth-grade students with disabilities showed fairly steady progress on the state mathematics assessment. In 2000, 73 percent of these students did not meet standards. By 2006, that number had dropped significantly, to 48 percent. Conversely, the percentage of students who met or exceeded standards grew from 27 percent in 2000 to 52 percent in 2006.

Georgia's eighth-grade students with disabilities showed progress in math similar to the fourth graders. In 2000, 87 percent of eighth graders with disabilities failed to meet standards. In 2006, only 60 percent performed at the lowest achievement level. The percentage of eighth graders who met or exceeded standards was 13 percent in 2000. By 2006 that number had jumped to 40 percent.

Eleventh-grade students with disabilities failed to exhibit the same growth in achievement that the fourth and eighth graders did. Thirty-four percent of 11th graders with disabilities did not meet standards in 2000. By 2006, that number had increased to 43 percent. The number of 11th graders who met or exceeded standards increased by a mere percentage point, from 45 percent to 46 percent.

PART B—Discussion

Assessments

Federal Approval Status

On June 30, 2006, Georgia received an "approval pending" designation from ED for its standards and assessment system. In order to receive approval for their assessment system, Georgia needs to complete a number of tasks, including developing standards, cut scores, and performance level indicators for Georgia's Alternate Assessment (GAA).

Georgia also needed to (1) show that the GAA is aligned with academic content standards; (2) publish a technical assistance manual; and (3) complete the pilot of the GAA. In addition, Georgia must develop a systematic process to monitor, ensure, and document that the accommodations were used appropriately.[124]

Brief History and Description of Assessment System

Students in grades 1–8 take Georgia's Criterion-Referenced Competency Tests. Achievement is measured on three levels: "does not meet standards," "meets standards," and "exceeds standards."

Students in grade 11 take the Enhanced Georgia High School Graduation Tests (E-GHSGTs). The three levels of achievement on the high school test correspond with NCLB's basic, proficient, and advanced levels.

Georgia is currently in the process of replacing its quality core curriculum with the Georgia Performance Standards.

Policies and Procedures That Support Inclusion

All students are included on Georgia's assessments. Students may take the general assessment, with or without accommodations. Students with severe cognitive disabilities may take the GAA, an IEP-based assessment for students who are participating in an alternate curriculum. Georgia requires annual reporting on the use of the GAA and monitors those data to ensure that the GAA is not used inappropriately.[125]

Levels of achievement for the GAA are separated into three categories: "initial, emerging," "progressing," and "functional." These ratings are given on five tested domains, one of which must be communication. Georgia is currently redeveloping the GAA to align the test with the state's new curriculum standards.[126]

Georgia posts a manual on its GDOE Web site to provide technical assistance to IEP teams, parents, and administrators of the alternate assessment.[127]

In order to receive a regular high school diploma, students must pass the E-GHSGTs. If a student's disability renders him or her incapable of passing a section of the E-GHSGTs or the Georgia High School Writing Test (GHSWT), even with accommodations, the student may apply for a waiver. The student's coursework and earned credits must demonstrate that the student possesses the knowledge required to pass the E-GHSGTs or the GHSWT.[128]

Students with disabilities also have the option of taking the E-GHSGTs, with standard accommodations, to receive a regular diploma. Students seeking a special education diploma or a certificate of attendance may take the E-GHSGTs, with standard or nonstandard accommodations. All accommodations, both standard and nonstandard, must be comparable to instructions accommodations and specified in the student's IEP. Georgia also offers the GAA to 11th-grade students with severe cognitive disabilities.[129]

ED established a State Advisory Panel (SAP) for Special Education for all states to ensure that constituents interested in improving educational opportunities for students with disabilities have representation in the state department of education. The main focus of Georgia's SAP is to ensure that students with disabilities have access to a free, appropriate public education that meets their needs and adequately prepares them for employment and independent living. The SAP has also been active in helping the GDOE develop a system to monitor improvement in results, advising the GDOE in developing and reporting data and evaluations, and helping the GDOE develop and implement policies related to the coordination of services.[130]

Accountability

Federal Approval Status

Georgia received basic approval from ED for its accountability system on May 19, 2003. The approval was conditional upon a number of issues the state was required to address, including how Georgia would incorporate students with severe cognitive disabilities in its accountability system.[131] On June 7, 2004, ED found that Georgia was in full compliance with ED's requirements for state accountability plans.[132] On July 1,

2005, Georgia received full approval for amendments it made to its accountability plan, including the addition of information about the GAA and the decision to use a “proxy” method to calculate the percentage of special education students that is equivalent to 2 percent of all students assessed.[133] Georgia continued to use this proxy method for the 2005–2006 school year.

Georgia received approval from OSEP for its State Performance Plan on March 14, 2006.[134]

Brief History and Description of Accountability System

Georgia has a Single Statewide Accountability System that includes all students. Students who attend public schools that serve special populations and charter schools are also included in the state accountability system.[135]

Data Collection and Management

Georgia has used a student data management system with a USI since 1998. The system was initially implemented in response to a state law that required a higher level of accountability from the education department. Both special and general education students are tracked through the same system. The current system uses a student’s Social Security number as the unique identifier whenever possible. When that number is not available, the education department works with the state human resources department to assign a unique identification number to students upon their enrollment in pre-K, which allows Georgia to track its students from pre-K through high school. The state does not currently track students beyond the high school level.

Georgia’s OSA collects student achievement data from other education entities responsible for data collection, such as the GDOE, in order to produce the state report card.

The state maintains a Certified Personnel Index to track its educators. The system uses a unique teacher identifier for each staff member and can link educators with their

students. Georgia is in the process of strengthening those links to provide more accurate data on teacher qualifications in conjunction with the courses taught and the students enrolled in those courses.

The Georgia Professional Standards Commission collects data on the teacher workforce and produces an annual status report that addresses teacher workforce issues.[136]

Georgia's student data system was one of the first to be selected for integration with EDEN. The state's data system had a 98 percent match between its data points and EDEN's, a testament to the quality of the system.[137]

Public Reporting

Since the 1999–2000 school year, the OSA has been required by state law to publish a state report card. OSA has included disaggregated achievement data on students with disabilities since that same time. The state report card is posted on the OSA and GDOE Web sites in colorful, easily understood graphs. The goal of presenting achievement information in the form of graphs is to enable non-English speakers to interpret the data.

The results of the E-GHSGTs are sent to LEAs and the GDOE by May. Results from the Criterion-Referenced Competency Tests are sent to schools and LEAs two to four weeks after the answer documents are received. All LEAs and schools are required to notify parents about public school choices or supplemental educational service options early enough for them to make informed decisions regarding their children's education.[138]

Compliance Monitoring

The GDOE Division for Exceptional Students (DES) is required by state and federal law to monitor compliance with IDEA, applicable federal regulations, and Rules of the SBOE. The state uses the Georgia Continuous Improvement Monitoring Process (GCIMP) to promote continuous, equitable educational improvement for students with

disabilities while ensuring procedural compliance. The system relies on its partnerships with stakeholders for assistance with developing and implementing a model of continuous improvement. LEAs are required to analyze data to identify school strengths and weaknesses and implement strategies to improve students' outcomes. All LEAs, with the help of stakeholders, must perform self-assessments, by analyzing district data on the Georgia Performance Goals and Indicators for Students with Disabilities. In addition, the LEAs must measure the progress of ongoing activities, update or revise programs, and implement new activities. LEAs receive annual District Data Profiles to aid them in this process of revision. The DES provides technical assistance to districts and schools on data analysis, improvement planning, and the identification of promising practices. The GDOE uses data from the GCIMP to distribute awards and sanctions to districts that either exhibit excellence or need improvement.[139]

The OSA may conduct a school or LEA audit at any time. The audit may include an investigation of noncompliance or review of school LEA performance or LEA fund accounting information and records.[140]

To ensure the reliability of its accountability system and the AYP decisions it makes regarding the performance of schools and districts, Georgia annually reviews its system and the processes it employs. The GDOE also works with experts, including its testing Technical Advisory Committee, to establish reliability standards for its accountability system.[141]

Interventions

Georgia has built an extensive system of rewards and sanctions into its accountability system.

The GDOE begins applying sanctions at the school level if the school has not met AYP for two consecutive years and has been designated as "in need of improvement" according to the criteria set forth by NCLB. Schools that are identified as needing improvement face such consequences as signing an improvement contract or a

management contract. The former is an agreement between the LEA and the GDOE that outlines the LEA's commitment to implementing interventions and providing technical assistance for a school subject to escalating consequences. The latter is also an agreement between the LEA and the GDOE that documents the LEA's commitment to implementing interventions with state assistance for schools classified as a state-monitored school.

LEAs are required to notify the parents of students who are enrolled in schools that have been identified as "in need of improvement" of the school's status. The notice must be in an understandable and uniform format and written in a language the parents understand, if possible. The notice must include an explanation of why the school needs improvement, a comparison of the school's performance relative to other schools in the LEA and Georgia, and an explanation of what actions LEA and the GDOE are taking to help the school improve. The notice also explains how parents can participate in school improvement activities.

Schools in "Needs Improvement Year 1" must develop a school improvement plan, which is peer reviewed by the LEA and approved by the local school board. The school must also offer its students the school choice option mandated by NCLB. A school in "Needs Improvement Year 2" is subject to the same consequences as the year before, but it must also offer students access to instructional extension services. If a school fails to improve and is assigned "Needs Improvement Year 3," the LEA must implement a school corrective action plan, which the state board of education must approve. The LEA must also choose to implement at least one of the following corrective actions: replace school staff relevant to a school not making AYP; implement a new curriculum; decrease the school's management authority; appoint an outside expert to advise the school on its progress toward meeting achievement goals; extend the school year or school day; or restructure the internal organization of the school.[142]

A school in "Needs Improvement Year 4" must implement a school restructuring plan developed by the LEA and peer reviewed by the GDOE. The plan must include one of the following options: reopening the school as a charter school; replacing all or most of

the school staff; entering into a contract with an outside company that has demonstrated its capability in operating a public school; or any other major restructuring of the school's staffing and governance. In "Needs Improvement Year 5" and "Needs Improvement Year 6," the school must continue to implement its restructuring plan and is subject to monitoring and evaluation by the LEA and the GDOE. The LEA and the school must undergo a school performance review conducted by the GDOE. This is also the point at which the LEA enters an improvement contract with the GDOE, as described previously. In "Needs Improvement Year 7" and "Needs Improvement Year 8," the school is classified as a contract-monitored school. In the eighth year the school is also subject to a system performance review and needs assessment conducted by the GDOE. In addition, the LEA must develop and sign a management contract with the GDOE and is subject to OSA regulations if it fails to do so.[143]

The GDOE's School Improvement Division publishes a school improvement field book for all schools assigned a "needs improvement" status. The field book outlines school consequences, including guidelines for developing school improvement plans, corrective action plans, and restructuring plans.[144]

LEAs identified as needing improvement are subject to improvement activities guided by the GDOE and the LEA Accountability Profile. The formal consequences applied to the LEA are similar to those applied to schools identified as needing improvement. The LEA must develop and implement a LEA improvement plan in its first three years of being designated as in need of improvement. In year three, the LEA is required to develop a LEA corrective action plan and integrate it into the LEA improvement plan. Both plans are subject to review by the GDOE and must include at least one corrective action as stipulated by NCLB.[145]

The GDOE's School Improvement Division also publishes a system improvement field book for all LEAs assigned a "needs improvement" status. The field book outlines the consequences faced by the LEA and includes guidelines for developing LEA improvement and corrective action plans.

The GDOE uses accountability profiles to determine the eligibility of schools and districts for awards. The accountability profile provides a summary of a school's and a LEA's performance as defined by the Single Statewide Accountability System. The profile is disseminated publicly and included in the state report card.[146] Awards include public recognition, increased flexibility, and financial rewards.

The GDOE's School Improvement Division collaborates with regional education service agencies to support schools that do not make AYP in any of the state's five regions. Such agencies also provide direct instructional programs to selected public school students.

Parental Involvement

The state education department's DES works with parents on a daily basis through the SAP on Special Education, a parent mentor program, and local school districts' special education stakeholder groups.

The parent mentor program is a parent initiative supported by the DES. The program's goal is to promote communication between parents and educators. Parents of students with disabilities are employed part-time by the program to provide advice and training to other parents. The parent mentors also participate in statewide training and work with local planning teams to help develop and evaluate activities.

Parents Educating Parents and Professionals for All Children (PEPPAC) is funded through IDEA and is part of a network of parent training and information centers that was established in 1997 to provide information and training to both parents and educators.[147]

Personnel Development

Preservice

The Georgia Professional Standards Commission (PSC) was created by the state legislature in 1991 to assume full responsibility for the certification, preparation, and conduct of public staff employed by the GDOE. The PSC Web site lists several areas in which special education teachers can earn their certificate: P–12 adapted curriculum, P–12 behavior disorders, P–12 deaf education, P–12 general curriculum, P–5 general curriculum, and P–12 learning disabilities.[148] The site also lists the state's rule for educator preparation.

The Georgia Teacher Alternative Preparation Program allows individuals who have the basic qualifications to teach early childhood, middle grades, secondary, or P–12 education, even if they have not completed a teacher preparation program. Candidates must have at least a bachelor's degree. Participants are placed in a supervised internship/induction program—based in the classroom— that helps them develop teaching skills.

Highly Qualified Teachers

ED's peer review panel found Georgia's plan for meeting the HQT goal set forth by NCLB to have deficiencies. The panel noted that since 2002, Georgia had made significant changes to its teacher certification rules, which could account for the high percentage of teachers the state considered highly qualified in 2005. Of note, the state did not include core academic subject special education teachers in their HQT calculations. Georgia's state plan also failed to specifically identify LEAs that did not meet measurable objectives for HQTs. Furthermore, Georgia did not have clear steps that LEAs were required to take to ensure that all teachers were highly qualified, nor did the state describe the type of technical assistance or corrective actions it would use for LEAs that were not in compliance.[149]

In-Service

In 2005, the GDOE created the Teacher Quality (TQ) Division in the Office of Teacher and Student Support, which supports quality teaching to improve the level of learning for all students. The TQ Division collaborates with the Committee on Quality Teaching and other agencies to implement strategies to improve teaching quality. The division developed an academic coach program through which schools can apply for funding to employ an academic coach to address the learning needs identified in the school's improvement plan.

In 2004, ED awarded a three-year SIG to the GDOE for the purpose of implementing professional learning initiatives for administrators, teachers, and parents. A major initiative of the SIG is the expanded Reading First program, through which Georgia estimates that more than 2,000 teachers will receive training and support. An additional 680 teachers will participate in the state's special education teacher academies.[150]

Georgia has a significant problem with disproportionality. School systems that are identified with that problem because of their inappropriate policies, practices, and procedures must provide students with early intervention services. The GDOE has provided face-to-face and remote training to LEAs to assist them in identifying areas for improvement and developing action plans. The LEAs may also make use of electronic training modules posted on the state's Web site. These materials teach staff how to analyze data, determine areas for improvement, and build effective services for early intervention.[151]

ILLINOIS

PART A—Data Profile

Academic Achievement

Reading

On the reading assessment, fourth-grade students with disabilities in Illinois did not make as much progress as they did on the mathematics assessment. The number of students who performed at the below-basic level fell 5 percent, from 69 percent to 64 percent. The number at the basic level rose only 1 percent, from 20 percent to 21 percent. At the proficient level, the percentage of students with disabilities rose 2 percentage points, from 10 percent to 12 percent. The state's fourth graders' performance is in line with the overall national progress on the NAEP reading assessments.

Eighth graders with disabilities showed little progress on the reading assessment. The percentage of students at the below-basic level actually increased, from 60 percent in 2003 to 62 percent in 2005. Their performance also dropped at the basic level by 4 percent. Some growth was seen at the proficient level, with an increase of 2 percent, from 5 percent in 2003 to 7 percent in 2005. Nationally, eighth-grade students with disabilities showed lackluster growth on the reading assessment as well.

Mathematics

Fourth-grade students with disabilities in Illinois did fairly well on the NAEP mathematics assessment. The percentage of students who performed at the below-basic level fell 7 percent, from 50 percent in 2000 to 43 percent in 2005. The number at the basic level also fell, from 43 percent in 2003 to 40 percent in 2005. The fourth graders showed the most progress at the proficient level, with an increase of 8 percent, from 7 percent in 2000 to 15 percent in 2005. In comparison with national data, fourth graders in Illinois did not exhibit as much growth; however, the state had fewer students with disabilities who were performing at the lowest levels of achievement. For example, in 2000, 50

percent were at the below-basic level in mathematics. The national average was 71 percent. By 2005, the percentage of students in Illinois had fallen to 43 percent, while the national average was 44 percent.

Eighth-grade students with disabilities in Illinois showed some progress in mathematics between 2000 and 2005. The percentage who performed at the below-basic level dropped 8 percent, from 77 percent to 69 percent. The number at the basic level rose from 21 percent to 25 percent. At the proficient level, the percentage of students who scored in that range rose 3 percent, from 2 percent to 5 percent, between 2000 and 2005. In comparison to the nation, the Illinois students exhibited growth similar to that of other students with disabilities.

Exit Data

In 1999 the graduation rate for students with disabilities was 31 percent. In 2001, the graduation rate jumped to 36 percent, but it fell to 30 percent thereafter. By 2003, however, the graduation rate had increased to 40 percent. Students with disabilities continued to make progress in 2004 and 2005, when the graduation rate rose to 71 percent.

Very few students with disabilities received a certificate in Illinois.

Dropout rates for students with disabilities in Illinois did not change much between 1999 and 2005, though there was a slight increase in the number of students who failed to finish high school over the years. In 1999, the percentage of students with disabilities who dropped out of high school was 17 percent. The dropout rate remained fairly steady until 2004, when it increased to 27 percent. In 2005, the dropout rate was 26 percent.

Inclusion and Performance in Assessments

Illinois has posted its state report card for the 2002–2003, 2003–2004, 2004–2005, and 2005–2006 school years on its department of education Web site.

Reading

Third-grade students with disabilities have shown very little progress over the years on both the reading and the math assessments. In 2003, 69 percent of the third graders with disabilities were at the “academic warning” or “below standards” level of achievement on the state reading test. By 2005, that percentage had fallen only 5 points, to 64 percent.

Eighth-grade students with disabilities also failed to make much progress on the reading assessment. In 2003, 75 percent of these students scored at the academic warning or below standards level of achievement. By 2005, that number increased 1 percentage point, to 76 percent.

Eleventh-grade students actually did worse on the reading assessment in 2005 than they did in 2003. Eighty-two percent of these students performed at the academic warning or below standards level of achievement in 2003. That percentage increased to 87 percent in 2005.

Mathematics

Fewer third-grade students with disabilities performed at the lower levels of achievement on the state’s mathematics assessment than on the reading assessment. Forty-eight percent of these students scored at the academic warning or below standards level of achievement in 2003. By 2005, that percentage had fallen to 40 percent, an impressive growth in achievement.

Eighth-grade students made almost no progress on the state mathematics assessment. Eighty-seven percent of eighth graders with disabilities performed at the lowest two levels of achievement in 2003. That number had fallen only 1 percentage point, to 86 percent, by 2005.

In 2003, 86 percent of 11th-grade students with disabilities performed at the academic warning or below standards level of achievement. In 2005, the percentage of such

students who scored at the two lowest levels of achievement was 86 percent, a mere 2 percent change in performance.

PART B—Discussion

Assessments

Federal Approval Status

On September 8, 2006, Illinois received an “approval pending” designation on the second peer review of its assessment system. In a letter to the state superintendent, ED listed of the following problems with the Illinois assessment system: the state lacked clear guidelines to assist IEP teams in deciding when a student should be assessed against alternate achievement standards; and the state had no documentation showing the number and percentages of students with disabilities taking the alternate assessment, the regular assessment (with accommodations) and the regular assessment (without accommodations). The state also needed to submit evidence of having clear procedures for notifying parents when a student’s achievement would be based on alternate standards, as well as an explanation of the consequences imposed by the district or state. ED required more complete documentation of the involvement of appropriately diverse groups, including students with disabilities, in developing academic achievement standards, alternate achievement standards, and cut-off scores.[152]

Other problems with the state’s assessment system included the lack of documentation showing alignment of assessment with standards, evidence of timely delivery of individual student reports to parents, and proof of technical adequacy for both the Illinois Standards Achievement Test (ISAT) and the Illinois Alternate Assessment (IAA).

Brief History and Description of Assessment System

Illinois uses the ISAT at grades 3–8 and the Prairie State Achievement Examination (PSAE) at grade 11. The state began administering these tests in 2005. The state

administers the IAA at grades 3–8 and 11. Illinois uses the following levels of student achievement: exceeds standards, meets standards, below standards, and academic warning. The IAA is for students with disabilities for whom the regular assessments are not appropriate.[153]

Under the governor's new Higher Standards, Better Schools plan, Illinois recently modified its graduation requirements. The new standards increased the number of credits required for high school graduation, as well as required students to take more math, science, and writing-intensive courses. School districts must offer a broader range of electives and advanced placement courses to students.[154]

All students, including those with disabilities, are included in the state assessment. Students with disabilities have three options for participation: (1) take the general assessment without accommodations; (2) take the general assessment with accommodations; or (3) participate in the alternate assessment.

Policies and Procedures That Support Inclusion

The Council of Chief State School Officers in Illinois has developed an accommodations manual that is posted on the state's education department Web site. The manual provides guidance in selecting, administering, and evaluating the use of accommodations for instruction and assessment of students with disabilities. The PowerPoint slides have not been modified to reflect specific state policies, but they do provide general explanations and advice.[155]

Illinois developed the IAA in response to IDEA '97. Certified teachers evaluate the alternate assessment on the basis of student progress in an academic subject and relevance of the portfolio items to the Illinois learning standards.

The Superintendent's Assessment and Accountability Task Force has recommended that the portfolio assessments for the IAA be simplified and the

documentation requirements reduced for the 2002–2003 school year, as well as every year thereafter.[156]

Special education students whose IEPs identify the PSAE as inappropriate are still allowed to take the exam, which is administered in accordance with standards adopted by the Georgia **[[Illinois? Carry query]]** State Board of Education to accommodate the respective disabilities of those students. If students successfully complete all other applicable high school graduation requirements but fail to receive a score on the PSAE that qualifies them for the Prairie State Achievement Award, they may still receive a regular high school diploma.[157]

The ISBE committed to implement specific policies recommended by ED in order to address the needs of students whose needs are not met by the current 1 percent cap on proficient assessments for students taking the IAA or the ISAT and PSAE— even with accommodations. The state will establish modified learning standards, a set of performance descriptors, or an assessment framework for special education services in place. The state plans to hire a contractor to develop and pilot items, to establish cut-off scores, to inform and train teachers and others, and to prepare technical manuals. Illinois is required to ensure the technical quality of the contractor's work, submit the work to ED for a peer review process, and ensure that relevant policies are enacted or modified.[158]

Accountability

Federal Approval Status

Former Secretary of Education Simon Paige gave full approval of the accountability plan of the State of Illinois on June 26, 2003.[159]

Illinois received approval from OSEP for its State Performance Plan on February 27, 2006.[160]

Brief History and Description of Accountability System

Illinois has a statewide accountability plan that monitors the progress of all students, including those with disabilities.

Data Collection and Management

The ISBE and the IBM Corporation are in the process of developing and implementing a state-level SIS. When the system is complete, all students will be assigned a USI. The system will allow the ISBE to follow a student's progress over time; to provide quality data to drive policy decisions to enhance educational opportunities for all students; to reduce the data collection burden on school and districts, and to enhance the use and relevance of state data by districts and schools.

The ISBE published a *Student Information System User Manual* and posted it on its Web site for users new to the SIS. The state has also posted templates for data submission, tips for completing the templates, and instructions for uploading data.[161]

Public Reporting

An Illinois School Report has been in place since the late 1980s. In 2001, the state began issuing school, district, and state report cards. In order to meet NCLB standards, Illinois modified the report cards, and they are now available in English and Spanish. They are distributed each fall, posted on the ISBE Web site, and linked to all school districts. State law requires districts to display their report cards on their Web sites and to offer paper copies upon request.[162]

As of 2003, the Illinois AYP/accountability system was required to separately report the reading and the mathematics performances of subgroups by school and district.

In 2005 and 2006, Illinois received approval from ED to use the "proxy method" to take advantage of the interim flexibility offered by ED in the calculation of AYP for students with disabilities. The plan allows Illinois to calculate a proxy to determine the percentage

of students with disabilities that is equivalent to 2 percent of all students assessed. To calculate AYP, the proxy is added to the percentage of students with disabilities who are proficient. For any school district that did make AYP solely due to its students with disabilities subgroup, Illinois uses this adjusted percent proficient to reexamine if the school or district made AYP.[163]

The test scores of students with disabilities are sent to their home school. Regardless of where a student with disabilities attends school, his or her scores are counted as part of the AYP for that student's home school. This calculation is also included in the district's AYP.[164]

Reporting for the alternate assessment has changed over the years. In the past, individual student score reports were mailed to district superintendents in the student's home school. Student demographics and performance results were also posted in the SIS. School year 2006–2007 will be the first year that individual student reports will go out to both homes and serving schools.[165]

Compliance Monitoring

In December 2002, OSEP found that Illinois was not effective in identifying and ensuring the correction of systemic noncompliance. In February 2005, OSEP again found Illinois's compliance monitoring system inadequate and required the state to demonstrate that it had addressed the issue by June 1, 2006. If Illinois was not able to satisfactorily show OSEP that its compliance monitoring system was effective, the state faced being identified as a "high risk" grantee. OSEP also stated that Illinois's continued failure to comply with IDEA regulations could result in consequences related to the state's FY 2006 grant.[166]

Illinois conducts both focused and comprehensive compliance reviews of schools and districts. Focused compliance reviews are conducted by the staff of the Special Education Compliance Division on districts that have a pattern of compliance issues, districts that exhibit an issue, such as overidentification of children with disabilities or

districts that are believed to have violated compliance regulations. Comprehensive compliance reviews are conducted every six years to monitor a district's compliance with all applicable state and federal requirements.

In April 2004, Illinois implemented an academic improvement awards program, which recognized schools that (1) made AYP in 2003; (2) had state test results that indicated an upward trend; and (3) showed either a minimum 7.5 percent improvement in scores between 2002 and 2003 or a minimum 15 percent improvement in scores between 2001 and 2003.

Interventions

Illinois has a standard intervention system in place that complies with NCLB regulations. Schools that do not make AYP are placed on academic early warning or academic watch depending on the number of years the school has failed to make AYP. Districts with schools on early academic warning or academic watch must prepare a revised school improvement plan or amendments that set forth the district's expectations for removing each school from either status. The amendments must include a plan to improve student achievement in under-performing schools. The school board and the school's local council must approve the revised school improvement plan for any school when it is initially placed on academic early warning and if it remains on academic watch for third, fourth, and fifth annual calculations.

In addition to those school board and local school council approvals after a fifth annual calculation, the district must develop a school restructuring plan that is approved by the school board, the school's local school council, and the state superintendent of education. A school that fails to make AYP for a sixth annual calculation must implement the approved school restructuring plan.

Districts that do not meet AYP are placed on early academic warning or academic watch depending on the number of years the district has failed to meet AYP. A district on early academic warning or academic watch will prepare a district improvement plan

or amendments that describe the district's plan for removing itself from either status. The amendments must also address how the district will improve the achievement of its students. The school board must approve the district improvement plan for any district when it is initially placed on early academic warning. The school board and the state superintendent of education must approve the revised district improvement plan for any district after a fourth and fifth annual calculation. In addition, after a fifth annual calculation a district must develop a district restructuring plan that the school board and the state superintendent of education must approve. If the district fails to make AYP for the sixth annual calculation, it must implement its restructuring plan.

All revised school and district improvement plans must be developed in collaboration with staff in the affected school or district.[167]

Parental Involvement

Illinois maintains a Web page on its state education Web site dedicated to posting resources for parents of students with disabilities.[168] The page contains updates on changes to IDEA, explanations of state and federal policies, and various guidance documents aimed at keeping parents informed and involved.

The Office of Special Education Programs funds several Parent Training and Information Centers in Illinois. The purpose of the centers is to assist parents in understanding their child's disability, communicating with the personnel providing services to their child, participating in decision making, obtaining information on services and programs available to their child, and participating in school reform activities. Illinois has a total of three centers, two of which are located in Chicago. The third center—located in Effingham—is dedicated to serving the rest of the state.[169]

The ISBE sponsors a Parent and Educator Partnership modeled after the Ohio Parent Mentor Project. The partnership encourages cooperation among educators and parents through parent-mentors, nonprofit parent and disability groups, and agencies such as school districts.

Illinois is in the process of forming a task force for parent-accessible special education materials. Led by Assistant Superintendent for Special Education Christopher Koch and ISBE Parent Liaison Deb Kunz, the task force is being developed to review informational and guidance materials to determine the most appropriate materials for parents of students with disabilities. The task force will seek input from 20–30 parents of students with disabilities and will focus on *A Parent's Guide: The Educational Rights of Students with Disabilities* and other documents regarding regulatory changes.[170]

Personnel Development

Preservice

Illinois has nine standards for a certification in special education that require an understanding of the foundations of special education, the characteristics of learners with disabilities, assessments, instructional planning and delivery, learning environments, and how to collaborate with other professionals, parents, students, and paraprofessionals.[171]

In May 1992, a lawsuit was filed against Chicago Public Schools and the ISBE alleging that students with disabilities were not being educated in an LRE. The plaintiffs won, and ISBE was subsequently required to establish districtwide benchmarks relating to placement in an LRE, to revise its monitoring and enforcement procedures for LRE requirements, and to implement appropriate professional development programs.[172] In 2001 and 2002, Illinois revised its certification standards for teachers in response to the *Corey H.* litigation. The new certification policies affected general education teachers as well by requiring that they receive more preparation focused on serving students with disabilities in the least restrictive environment. General education teachers holding a current certification are required to devote 20 percent of the continuing professional development credits needed for certificate renewal to serving students with disabilities in an LRE. Special education teachers are required to accumulate 50 percent of their professional development credits in activities relevant to special education.[173]

Highly Qualified Teachers

ED's peer review panel found Illinois' plan for meeting the HQT goal set forth by NCLB to have deficiencies. Though the panel commended Illinois for its revised data collection system, it warned the state to pay attention to data analysis and integrity. The panel also warned Illinois to prioritize the services it provides to districts and schools and to focus on phasing out its use of the HOUSSE system. Illinois needs to clearly define how it determines AMOs and identifies schools that fail to meet them.[174]

In-Service

In 2005, Illinois received a five-year SIG from OSEP to develop the Alliance for School-Based Problem-Solving and Intervention Resources in Education (ASPIRE). The focus of ASPIRE is personnel development. The project goals include providing research-based professional development and technical assistance to schools, increasing the participation of parents in decision making, and incorporating professional development content into preservice curricula.

To achieve the goals of the program, Illinois has established four ASPIRE centers around the state. In addition to conducting professional development activities and providing technical assistance, the centers promote student progress monitoring, response intervention, and standards-aligned instruction and assessment.

The professional development activities offered by the centers include aspects of the Flexible (FLEX) Service Delivery System, the Reading First program, and the Standards-Aligned Classroom initiative. The FLEX system is a new approach to identifying and providing services to students with disabilities; it centers on problem solving and a student's response to intervention. The system encourages coordination and cooperation among service providers and strives to keep parents involved, as well as making decisions based on available data.[175]

The Standards-Aligned Classroom initiative is a professional development model developed by the regional offices of education and intermediate service centers in

Illinois, which are funded by state and federal grants. The purpose of the initiative is to facilitate meaningful staff development on a daily basis. Teachers and administrators are placed in teams and meet with an educational consultant provided by the local office of education about nine times during the first year of implementation. The program focuses on job-embedded activities, and participants are eligible to receive graduate credit for their work. Teachers in the program study standards-aligned lessons and assessments, and they may attend state and national alignment and assessment conferences. Participants submit lesson or unit plans to a review team for evaluation. Approved plans are posted on a searchable Web site linked to the state education Web site so that any teacher in Illinois may access them.

The ISBE funds project CHOICES, which is an LRE initiative. The project supports both preschool and school-age children. The project provides support and services to children and youth with disabilities in the communities that they would participate in if they were not identified as having a disability. CHOICES consultants work with schools and districts that request help with building an inclusive environment. Participating schools and districts are required to form a team that includes administrators, teachers, parents and guardians, and support personnel. After an initial meeting with the CHOICES team, the school or district team uses the inclusive practice reflection tool to evaluate the level of inclusion that exists at the building level. The school or district then develops a collaborative agreement for technical support, with specified timelines for reaching goals and a periodic data collection schedule to show evidence of progress.[176]

MASSACHUSETTS

PART A—Data Profile

Academic Achievement

Reading

On the NAEP reading assessment, fourth-grade students with disabilities in Massachusetts performed better than their national counterparts, and the state showed

faster growth in achievement than the nation as a whole. In 1998, 64 percent of fourth graders with disabilities performed at the below-basic level, while the national percentage for students with disabilities was 76 percent. By 2005, Massachusetts had reduced the percentage of students at that level to 47 percent, while for the comparable period the national percentage dropped to 67 percent. Percentage gains were seen in basic, proficient, and advanced performance levels in Massachusetts. Twenty-six percent of fourth graders with disabilities performed at the basic level in 1998; by 2005, that number rose to 36 percent. Ten percent of such students performed at the proficient level in 1998; that number rose to 15 percent by 2005. A smaller gain was made at the advanced level, from 1 percent in 1998 to 2 percent in 2005. With the exception of the advanced level, the state's performance on the NAEP fourth-grade assessment was stronger than that of the nation, as was its performance growth over time.

On the NAEP reading assessment, the state's eighth graders with disabilities who performed at the below-basic level in reading decreased 4 percentage points, from 51 percent in 1998 to 47 percent in 2005, as compared to a 2 percent decrease, from 69 percent to 67 percent, for the national group. The percentage of eighth graders with disabilities in Massachusetts who performed at the basic level rose 4 percentage points during the same period, from 36 percent to 40 percent, while the national data showed slower progress, with only a 2 percent change, from 25 percent in 1998 to 27 percent in 2005. However, there was actually a minor decrease in the percentage of students with disabilities in Massachusetts who performed at the proficient level, from 14 percent in 1998 to 13 percent in 2005. Results for the period of 1998 through 2005 were negligible at the advanced performance level for Massachusetts and the nation as a whole.

Mathematics

Regarding fourth-grade students with disabilities, Massachusetts has surpassed the nation's performance in the NAEP mathematics assessment. In 2000, 46 percent of the state's students with disabilities were at the below-basic level, while the national students' group was 71 percent. By 2005, Massachusetts had made considerable

progress, reducing the percentage of students at that level to 26 percent, while the national percentage was 44 percent. There was a modest decrease between 2000 and 2005 of 6 percentage points for the state's fourth graders with disabilities who performed at the basic level, as compared to a 2 percent increase in national performance data for the same group. In Massachusetts, the percentage of fourth-grade students with disabilities who performed at the proficient level increased 10 percentage points between 2000 and 2005, from 11 percent to 21 percent. By comparison, the national percentage for the same time period increased from 6 percent to 14 percent. There was no change over time in the percentage of the state's fourth graders with disabilities who performed at the advanced level, which remained at 1 percent from 2000 to 2005.

Massachusetts made impressive gains in the achievement of students with disabilities on the eighth-grade math assessment. In 2000, 72 percent of the state's students with disabilities were at the below-basic level, while the national students' group was 80 percent. By 2005, Massachusetts had reduced that number to 49 percent, while the national group lagged behind at 69 percent. There was a strong increase of 13 percentage points, to 35 percent, from 2000 to 2005 for the state's eighth-grade students with disabilities who performed at the basic level. For the same time period, the national data reveal an 8 percent increase, to 24 percent. The percentage of the state's eighth graders with disabilities who performed at the proficient level in mathematics increased 9 percentage points, from 5 percent in 2000 to 14 percent in 2005, as compared to a 2 percent increase at the national level. The percentage of state students with disabilities who performed at the advanced level also increased 2 percent, while nationally students with disabilities made no progress during the same time period.

Exit Data

Between the years of 1999 and 2005, the state's graduation rate for students with disabilities decreased slightly, from 41 percent in 1999 to 37 percent in 2001, and then the number rose to 70 percent in 2005. During the same period, the dropout rate

fluctuated slightly, moving from 16 percent in 1999 to 14 percent in 2001 and 2002. The dropout rate jumped significantly in 2004 to 48 percent and then dropped to 25 percent in 2005. The number of students in Massachusetts who received a certificate was negligible or nonexistent.

Inclusion and Performance in Assessments

English/Language Arts

Fourth-grade students with disabilities did much better on the reading portion of the MCAS than they did on the mathematics assessment. In 1998, 97 percent of fourth graders with disabilities were in the “warning” or “needs improvement” category. Only 3 percent of these students were at the proficient level, and none was at the advanced level. By 2005, 81 percent of them were at the lowest two levels of achievement. Eighteen percent of fourth graders with disabilities were at the proficient or advanced levels, an increase of 15 percent.

Massachusetts initially administered the ELA portion of the MCAS to its eighth-grade students. In 2001, the state decided to administer the ELA assessment to seventh-grade students to reduce the number of tests eighth graders were required to take. In 1998, 85 percent of eighth grade students with disabilities were in the warning or needs improvement category. Fifteen percent were at the proficient level. By 2000, the eighth graders’ achievement had actually decreased, with 92 percent of students performing at the lowest two levels of achievement and 7 percent in the highest two levels.

In 2001, the first year that seventh-grade students took the MCAS ELA assessment, 83 percent of those with disabilities were in the warning or needs improvement category. Seventeen percent were at the proficient or advanced level. By 2005, the seventh-grade students with disabilities had made some progress. The number of students in the warning and needs improvement levels had fallen 9 percent, to 72 percent. Twenty-nine percent were at the highest two levels of achievement.

Tenth-grade students with disabilities made significant progress on the NAEP ELA assessment. In1998, 91 percent of these students were in the warning or needs improvement category. Seven percent of students were at the proficient level. By 2005, the 10th graders with disabilities were doing markedly better on the assessment. Seventy-three percent were at the lowest two levels of achievement, while 27 percent were at the highest two levels.

Mathematics

Students with disabilities in the fourth grade made little progress on the MCAS between 1998 and 2005. In 1998, 88 percent of these students were in the warning or needs improvement category. By 2005, that number had fallen only 2 percent, to 86 percent. A total of 12 percent of fourth graders with disabilities were performing at the proficient or advanced level of achievement in 2005.

Eighth graders with disabilities did about the same as the fourth-grade students. In 1998, 93 percent of the eighth graders performed at the lowest two levels of achievement; 6 percent were considered proficient or advanced. By 2005, the number of eighth-grade students in the warning and needs improvement categories had fallen 2 percentage points, to 91 percent. The number at the highest two levels increased 4 percent, to 10 percent.

Tenth graders with disabilities exhibited excellent progress in mathematics in comparison to the fourth- and eighth-grade students. In 1998, 93 percent of 10th-grade students with disabilities were in the warning or needs improvement category. Four percent of the 10th graders scored at the proficient or advanced level on the MCAS mathematics assessment. In 2005, the percentage who performed at the lowest two levels of achievement had dropped 21 percentage points, to 72 percent. Conversely, the percentage who performed at the highest two levels of achievement increased 22 percent, to 28 percent.

PART B—Discussion

Assessments

Federal Approval Status

As of October 19, 2006, the standards and assessment system of Massachusetts was rated as “approval expected” by the Education Department. As was noted in the letter from ED, this status indicates that the state had administered an assessment system in grades 3–8 and high school in 2005–2006 and that the evidence to date suggests the state was fully compliant with the statutory and regulatory requirements. There were some elements, however, that could not be completed by July 1, 2006, due to the nature of assessment development, such as setting academic achievement standards.[177] As of October 19, 2006—the date of the last assessment decision letter on file at ED—some elements remained uncompleted.[178]

Brief History and Description of Assessment System

All students enrolled in public schools and those being educated in private schools at public expense are required to participate in the MCAS. The MCAS was first implemented in 1998 in response to the state’s Education Reform Law of 1993, which required that a system be designed (1) to test all public school students in the state, including students with disabilities; (2) to report on the performance of individual students, schools, and districts; and (3) to measure performance based on learning standards in the Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities, among other requirements.[179] During the period between 1993 and 1995, Massachusetts had developed the standards on which the assessments were based; the standards were approved in 1994–1995, and tests were developed beginning in 1995.[180] Today, the MCAS results are reported for individual students, schools, and districts according to four performance levels: warning/failing, needs improvement, proficient, and above proficient/advanced.[181]

Either a student's IEP or a 504 team determines how a student with disabilities will participate in the MCAS.[182] Most such students participate in the MCAS, with accommodations if required. Students with severe and complex disabilities may participate in the MCAS alternate assessment program, which was developed following the reauthorization of IDEA in 1997 and first administered in 2000–2001.[183]

The Massachusetts Department of Education provides technical support to those who administer both the tests and the alternate assessments in separate training sessions. Department staff train administrators separately from teachers because of the difference in the level of detail and focus. For the alternate assessment, Massachusetts provides training for three weeks each fall for teachers new to the alternate assessment process as well as those with prior experience who are returning to strengthen their skills and understanding of the teaching and assessment processes. Each January, March, and April, Department staff provide about two dozen different opportunities for teachers to bring their "portfolios in progress" to a session where they consult with expert teachers and receive advice and answers to their questions. All training presentations are available online, and a monthly MCAS-Alt electronic newsletter is disseminated to teachers.[184]

MDOE staff pointed out the state's unique approach to scoring alternate assessments. While many states send their portfolios out of state to a scoring center, Massachusetts uses highly trained teachers to score the assessment portfolios. MDOE staff have found that involving teachers in the scoring helps them understand on a conceptual level what grading the alternate assessment requires, which, in turn, makes them aware of how to create the portfolios and why certain sections are required. Although this scoring approach costs more, one MDOE staff member commented that "if the goal is to meet not just the letter of the law but the spirit of it as well, involving teachers in the scoring is essential."[185] To train the teachers to score the portfolios, the education department prepares guidelines on scoring that prospective scorers are required to review. The department also sends out a monthly newsletter directly to the special education teachers to make them aware of the opportunities to become a scorer.[186]

Policies and Procedures That Support Inclusion

Massachusetts has published a guide about the participation of students with disabilities in MCAS and made it available on the MDOE's Web site.[187] Written for use by educators and parents alike, the guide addresses such topics as use of standard and nonstandard accommodations, an overview of the alternate assessment, and information on determining how students with disabilities will participate in the MCAS. Of note, students who take assessments with nonstandard accommodations are in AYP calculations.[188]

Massachusetts provides an alternative pathway for students who are not good test-takers to graduate from high school. This option allows students to demonstrate their competency by submitting work samples collected throughout their high school career that demonstrate they have mastered a grade 10 level of performance in the required subject, equivalent to a student who has passed the test. This option was first instituted in 2001. Currently in Massachusetts, about 20 students each year pass using this option.[189]

Alignment of Instruction to Grade-Level State Standards

Massachusetts offers its educators a *Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities.* The state reports on its Web site that the 2001 version of this resource guide was recognized as a "national model for the alignment of instruction, particularly for students with significant disabilities who take alternate assessments based on alternate achievement standards."[190] This guide includes information on aligning instruction to the state's learning standards and encourages teachers to identify and use "entry points" to the grade-level standards in order to provide instruction at a level that is both challenging and attainable for students.

Accountability

Federal Approval Status

The basic elements of the Massachusetts State Accountability Plan were approved as of January 8, 2003. In 2004, 2005, and 2006, ED approved various amendments of the plan that address students with disabilities.

Massachusetts received approval from OSEP for its State Performance Plan on March 28, 2006.[191]

Brief History and Description of Accountability System

In 2004, ED approved an amendment to the Massachusetts State Accountability Plan to incorporate results from its alternate assessment into an "alternate index" and to use that index in AYP decisions.[192] In 2005, ED approved an amendment allowing Massachusetts to use certain criteria to determine which students may realistically be assessed with a modified achievement standard, with a limit of 2 percent of all students possibly being able to meet such criteria. Once AYP decisions were made, any schools or districts that did not make AYP solely on the basis of their students with disabilities subgroup would have that subgroup's scores changed from not proficient to proficient. The AYP decisions would then be recalculated.[193] In 2006, a further approved amendment allowed Massachusetts, for the current year only, to assign 100 "performance index" points to students selected based upon set criteria equivalent to 2 percent of all students assessed. For any school or district that did not make AYP solely due to its students with disabilities subgroup, Massachusetts would use this adjusted index score to determine if the school or district made AYP for the 2005–2006 school year.[194]

Results for all students with disabilities who take standard MCAS tests are included in the calculation of a school or district composite performance index for students in the aggregate and each subgroup to which a student with disabilities belongs. Since 2003,

Massachusetts has included the alternate assessment results in the accountability system as part of its composite performance index.

Data Collection and Management

Data on general and special education students are managed through SIMS, a student unit information system first implemented during the 2002–2003 school year. The system assigns each student a unique identifier that stays with the student through high school. When students enter the postsecondary system, they receive a new identifier. However, ED staff reported that they have been able to link student data in both systems with a 95 percent match rate.[195] Staff further reported that the state was already in the process of developing its student unit information system prior to the passing of the NCLB Act. That is, NCLB had no impact on the system's development.[196]

SIMS allows for the transmission of student data from districts to the MDOE via a security portal. Two approaches for inputting data into SIMS are used within Massachusetts. The district coordinator of most LEAs submits one file on behalf of their district, and this file undergoes a series of data checks. In the second approach, schools individually upload their data and the district approves the data. In this case, principals or their designees are required to sign a PCPA that the state relies on for verification. Regardless of the approach used by the district, the state requires a superintendent's certification of data validity.[197]

Massachusetts validates student data using two approaches: the quick validate and the full validate. For the quick validate, MDOE staff ask questions such as "Did the district report a certain number of kids for each school and grade? If a district reports that a student is limited English proficient (LEP), is his native language not English?"[198]

Six field technicians, working with the LEAs in Massachusetts, provide technical support. Each LEA has a designated SIMS contact.[199] Of note, Massachusetts provides test data and analysis tools to schools and districts, which permits staff at the local level to perform test item analyses. A staff member noted that these tools allow

administrators “to see trends, to see what the reason was for getting a question wrong, whether it was simply the student not knowing the answer, or a whole class not understanding a concept.”[200]

Massachusetts is in the midst of a pilot collection of educator data with 30 districts. The system will be launched statewide next year. At this time, however, the student and teacher data systems cannot be linked in order to track student achievement to individual teachers.[201]

Public Reporting

Massachusetts currently reports its MCAS test results for the 1998 through 2006 school years on the MDOE Web site.[202]

Annually, Massachusetts publishes its state profile, a state report card that includes assessment data that meets all NCLB requirements, and a state AYP report. These documents are available at the MDOE Web site,[203] but only for the 2005–2006 school year.

To assist LEAs in carrying out their responsibility to prepare and disseminate annual report cards, the Education Department developed the online NCLB Report Card Assistant. In addition to providing districts with data that ED maintains, the NCLB Report Card Assistant gives districts the option of customizing their report cards with additional information not required by NCLB.[204] Parents in Massachusetts receive a parent/guardian report of student performance on standardized assessments, which includes definitions of what the scores mean and a few sample questions. The report also includes comparisons of the individual student to school, district, and state results.[205]

Massachusetts has reported subgroup results on MCAS since 2001. Beginning in 2003, the state issued subgroup AYP determinations for special education students, limited English proficient students, economically disadvantaged students, and students in racial

and ethnic minority groups, provided the subgroup met the minimum sample size requirements. Subgroup AYP determinations were included in school, district, and state accountability system reports beginning in 2003.[206] Disaggregated student assessment results and school and district performance ratings for every public school and district in the state are reported on the MDOE Web site.

Staff reported that school and district profiles were being added to the special education section of the MDOE's Web site. Massachusetts intends to make public the data for all 20 IDEA indicators.

Compliance Monitoring

The Massachusetts *Consolidated State Application Accountability Workbook* outlined the state's approach for monitoring the performance of LEAs and schools, improving the performance of under-performing schools or districts, and rewarding and recognizing high-performing schools or districts.

The MDOE supports LEAs and schools in the analysis of student assessment data. State education department staff employ mapping software to make these data more easily understood by LEA and school staff alike.

Each LEA and school in Massachusetts is provided annually with their AYP results detailing outcomes for each subgroup. LEAs and schools also receive detailed MCAS item-analysis charts, which help teachers and administrators to identify weaknesses and relevant relationships across student subgroups, performance levels, and subject areas and inform staff professional development.[207]

In schools where students' MCAS performance is critically low and there is no trend toward improved student performance, School Panel Reviews are conducted to determine whether a school is under-performing. These findings are used to determine whether state intervention is needed to guide improvement efforts in schools.[208]

Sanctions range from required improvement planning with state oversight, removal of school principal, and reassignment of staff.

The department also identifies schools that are potential exemplars of effective teaching and/or school administration practices. Schools with exemplary improvement may be named a compass school, which entitles them to receive $10,000 to assist with ongoing improvement initiatives and to disseminate best practices to other schools. This practice is part of the state's Exemplary Schools Program, which was initiated in 2001 and includes management of the MDOE's Commonwealth Compass Schools Program and the coordination of nomination processes for federal programs for the Title I Distinguished Schools Recognition Program and the No Child Left Behind–Blue Ribbon Schools Program.[209] Cash awards, provided by private donors, are also given each year to principals of schools demonstrating exemplary improvement.[210]

The MDOE coordinates a Public School Coordinated Program Review System. Each school district and charter school in Massachusetts is scheduled to receive a Coordinated Program Review every six years, as well as a mid-cycle special education follow-up visit three years after the Coordinated Program Review. The review employs a variety of methods: a review of documentation about the operation of the charter school or the district's programs; interviews of administrative, instructional, and support staff across all grade levels; interviews of parent advisory council representatives, and other interviews as requested by other parents or members of the general public; a review of student records for special education (and for student accommodation plans under Section 504), English learner education, and career/vocational technical education; surveys of parents of students with disabilities and parents of English learners; and observation of classrooms and other facilities.[211]

Program Quality Assurance (PQA) Services of the department implements all monitoring and complaint management procedures for school districts, charter schools, and educational collaboratives, and approved public and private day and residential special education schools. PQA Services also provides technical assistance to school staff and the public on the implementation of laws and regulations.[212]

Schools and districts may apply for PQA grants to prepare for a scheduled Special Education Program Review. The review determines whether the school or district is in compliance with state and federal education requirements. Additional Special Education Corrective Action Assistance grants are provided from federal funds to help schools and districts implement corrective action plans in response to Coordinated Program Review findings under special education criteria and improve services to students with disabilities.

The Office of Educational Quality and Accountability provides another layer of accountability.

Created in July 2000 by the Massachusetts legislature, making it one of the state's newest agencies, the Office of Educational Quality and Accountability is the accountability component of the Education Reform Act of 1993, providing independent and objective programmatic and financial audits of LEAs across Massachusetts. A five-person citizen council appointed by the governor, known as the Educational Management Audit Council, provides direction to the agency.[213]

Approximately 60 percent of LEAs examined annually by the Office of Educational Quality and Accountability are low performing or below the state average performance level on the MCAS. The remaining 40 percent are selected at random, since the office is charged with reviewing all LEAs in Massachusetts. The examination process includes a review of six components of educational management deemed essential to determining the quality of schools and school systems: leadership, curriculum and instruction, assessment and evaluation systems, student academic support systems, human resource management and professional development, and financial systems and efficient asset management. Special education is included in this examination. LEA data analysis and document reviews precede a site visit, which typically lasts four days and is conducted by up to seven examiners.[214]

Personnel Development

Preservice

Massachusetts has two licenses for special education teachers: one for moderate disabilities and one for severe cognitive disabilities. Teachers seeking special education certification must undergo a performance assessment at the college level of their postsecondary coursework, including their performance on end-of-course tests and practice teaching. Massachusetts abandoned a previous test for the moderate special education certification because it was too general and ambiguous.[215]

All teachers, general and special education, must pass basic tests prior to their certification: a communication and literacy test of individual proficiency level in writing and reading, a reading foundations test, and, for elementary through eighth-grade teachers, a general curriculum test. Massachusetts implemented this approach to certification in 2003 in response to the HQT requirements under NCLB.

High school special education teachers take the same basic tests as the general education teachers. If they are going to teach students with significant cognitive disabilities, they are allowed to take the general curriculum test at the local level. They also have the option of taking the subject matter tests, which are based on content rather than pedagogy.

Special education teachers pursuing certification to teach students with significant disabilities are not required to take the reading foundations test. Instructors at the college level were concerned that if these teachers were forced to learn the material to pass this test, they would learn a lot about how to teach reading in a general way rather than the specialized reading instructional strategies needed to teach their students.[216]

Teachers of students who are deaf and hard of hearing must pass the general education curriculum test for all levels, meaning elementary through high school. There was concern in the community that if Massachusetts separated elementary and middle school from high school, there would not be enough teachers for such a specialized

area. For this reason, teachers may elect to take the content area tests, but they are not required to. There are two licenses for teachers of deaf or hard of hearing students: one for those that use American Sign Language and those that use oral instruction.

Teachers of students with visual impairments must pass the same general requirements as all teachers.

Recruitment and Induction of Special Education Teachers

A MDOE staff member commented on anecdotal evidence about recruitment and retention problems in the state. Some schools have said their enrollment has declined since Massachusetts changed its certification requirements, but currently the hard data are not available to prove this. Massachusetts is in the process of developing a data collection system to track people entering school for special education, graduating, and becoming employed.[217]

Having special education preservice programs in the region is important to building a teaching force. A MDOE staff member commented that Boston College used to have a good program for teachers of students with visual impairments. They were funded by a grant from OSEP, but when the grant ran out, the program began losing students because it was too expensive. In response, a group of northeastern states worked together with the University of Massachusetts–Boston to write a proposal that resulted in a regional training program. States in the region can buy in and have their teachers trained there, either though distance learning or by sending them for programs during the summer. Right now, the university has two OSEP grants. The model works well because visual impairment is a low-incidence disability, and many states cannot afford to have their own individual programs. With the program at the University of Massachusetts, the region has a resource for training these types of teachers.[218]

Of note, Massachusetts has approved district-based licensure programs for high-need areas, including special education. It reports that 45 of the state's school districts, charter schools, educational collaboratives, private training providers, and

professional associations are at various phases of the design and implementation of district-based programs.[219]

Both the 1993 Education Reform Act (Chapter 71, Section 38G) in Massachusetts and the Massachusetts Regulations for Educator Licensure (603 CMR 7.00) require districts to provide a system of support for beginning educators in the form of an induction program. These regulations apply to all teachers, including those in special education. District induction programs must include, at a minimum, an orientation program for beginning teachers and all other incoming teachers; assignment of all beginning teachers to a trained mentor within the first two weeks of teaching; assignment of a support team that consists of at least the mentor and an administrator qualified to evaluate teachers; and release time for the mentor and beginning teacher to engage in regular classroom observations and other mentoring activities. These regulations took effect on October 1, 2001.[220]

Highly-Qualified Teachers

The state's primary mechanism for providing professional development to its teachers is a set of content institutes offered free of charge to any special or general education teacher in the state. Typically, the one-week institutes are held each summer, with a follow-up session in the fall and another one in the spring. General and special education teachers are asked to attend the institutes as teams and to work together to develop their own content knowledge. While response to the institutes has been positive, special education teachers have requested specialized training, including assistance in the collection and analysis of student assessment data. General education teachers are encouraged to come to those institutes. Last summer, one of the institutes addressed response to intervention. Teacher teams are in the midst of pulling together a plan for district implementation. [221]

Of note, Massachusetts has a SIG and has been developing courses through CAST, one of the state's contractors. The design of the state's grant allows for high schools to participate in universal design for learning and to incorporate positive behavioral

intervention supports. As part of this project, Massachusetts is examining how teachers design instruction and behavioral systems.[222]

For at least the past nine years, the MDOE's special education office has offered a discretionary professional development grant to all districts to help them respond to the needs of the field. The initial grants were dedicated to helping special education teachers gain access to the content frameworks, understand the curriculum, and build their knowledge. Once teachers understood the curriculum frameworks, the MDOE began focusing on instruction for general and special education, assisting teachers with the design and modification of classroom curriculum. Currently, these grant-funded programs aim to increase teachers' understanding of specialized populations of students with disabilities. Of note, grantees are required to provide mentoring to teachers.[223]

At present, the MDOE's special education office does not provide targeted professional development or interventions, although this is currently being discussed by state staff.[224]

MICHIGAN

PART A—Data Profile

Academic Achievement

Reading

Fourth-grade students with disabilities in Michigan made some progress on the NAEP reading assessment. Their performance at the below-basic level of achievement fluctuated, reaching a high of 70 percent who performed at that level in 2003, and settling at 61 percent in 2005. Performance at the basic level of achievement also fluctuated somewhat, but resulted in a 1 percent decrease, from 26 percent to 25 percent, of students who performed at that level. The percentage at the proficient level increased 3 percent, from 8 percent to 11 percent. Michigan's fourth graders with disabilities also showed a small amount of growth at the advanced level, with a 2

percent increase, from 1 percent to 3 percent. In comparison to the national statistics, Michigan's fourth graders did slightly better at the highest two levels of achievement but worse at the lowest two levels of achievement.

Michigan's eighth graders with disabilities failed to exhibit any positive progress on the NAEP reading assessment between 2002 and 2005. In fact, the number of students who performed at the below-basic level actually increased 5 percent, from 57 percent to 62 percent. The number of students who performed at the basic level fell, from 35 percent to 30 percent. Their performance at the two highest levels of achievement was either stagnant or immeasurable. However, the total percentage of eighth-grade students with disabilities who performed at the below-basic level in 2005 was lower than the national average of 67 percent. The state's total number of students at the basic and proficient levels of achievement was a little higher than the national average. Overall, although its eighth graders with disabilities have not made any progress on the NAEP reading assessment, a higher percentage of the state's subgroup still performed better than the nation as a whole.

Mathematics

Fourth-grade students with disabilities showed remarkable progress on the NAEP mathematics assessment. In 2000, 63 percent of these students scored at the below-basic level, but by 2005, only 39 percent scored below-basic. The number of students who performed at the basic and proficient achievement levels grew dramatically between 2000 and 2005. In 2000, 31 percent were performing at the basic level. By 2005, that number had jumped 10 percentage points, to 41 percent. Between 2000 and 2005, the percentage at the proficient level moved from 6 percent to 19 percent, an increase of 13 percentage points. Little change was seen at the advanced level of achievement. Michigan's fourth-grade students lagged somewhat behind the national average growth in achievement at the below-basic and basic levels. However, the actual percentages of students in each category for the state were comparable to the nation's percentages. In 2005, 39 percent of Michigan's fourth-grade students with disabilities were performing at the below-basic level, compared with 44 percent across

the nation. Forty-one percent of fourth graders with disabilities in Michigan performed at the basic level in 2005, while the national average was 40 percent. Michigan students surpassed the national average of 14 percent of students with disabilities who performed at the proficient level with a strong 13 percent increase, from 6 percent in 2000 to 19 percent in 2005.

Eighth-grade students with disabilities did not make the same progress on the NAEP mathematics assessment that their fourth-grade counterparts did. Seventy-three percent of eighth graders were performing at the below-basic level in 2003. This number dropped 4 percentage points, to 69 percent, by 2005 and was on par with the national average. The number of students at the basic level of achievement grew 5 percentage points, from 22 percent to 27 percent, between 2003 and 2005, a quicker growth rate than the national average for the same years. Eighth graders with disabilities did not exhibit much progress at the proficient or advanced achievement levels, both in Michigan and nationally.

Exit Data

Twenty-two percent of Michigan's students with disabilities received diplomas in 1999. The graduation rate remained fairly steady through 2003. Then, in 2004, the graduation rate rose to 54 percent. In 2005, 70 percent of students with disabilities graduated from high school with a diploma.

Very few students with disabilities receive a certificate in Michigan. In 1999, only 2 percent of the subgroup received one. This percentage rose to a high of 5 percent in 2004, but then it dropped back to 2 percent in 2005.

The number of students with disabilities who dropped out of school in Michigan increased somewhat from 1999 to 2005. In 1999, 22 percent of the subgroup dropped out of school. By 2001, that number had risen to 31 percent. It dipped to 26 percent in 2002 and remained there until 2004, when the dropout rate jumped to 40 percent of all students with disabilities. The dropout rate fell again in 2005, to 27 percent.

Inclusion and Performance in Assessments

English/Language Arts*

TK

Mathematics*

TK

**These data were not available in a consistent format on the MI-DOE Web site. Several attempts were made to contact the Data Collection Division, but the data were never received.*

PART B—Discussion

Assessments

Federal Approval Status

Michigan received "full approval" of its assessment system from ED on September 13, 2006.[225]

Brief History and Description of Assessment System

All students are required to participate in either MEAP, with or without accommodations, or the alternate assessment, MI-Access.

The MEAP testing program was established in 1970. MEAP tests cover ELA, mathematics, science, and social studies in grades 3–8 and 11. MEAP currently reports student achievement in four score categories: exceeded expectations, met expectations, basic, and apprentice. Students who score "exceeded expectations" and "met expectations" are considered "proficient." In comparison to the NCLB levels, exceeded expectations corresponds to advanced, met expectations corresponds to proficient, and basic corresponds to basic. An expert psychometrician contracted by the MEAP office aids a standards-setting panel of practitioners in determining cut-off

scores. A technical advisory panel of national testing experts provides oversight of the standards setting process.[226]

In January 2003, Michigan entered into a contract with a new test development firm to revise the current MEAP testing program and transform it into the grade-level testing program required by NCLB. MI-Access is also working with a test development vendor on assessments for grades 3–8. The state is adding three additional grades/ages for the current MI-Access assessment and vertically equating the alternate assessment and MEAP.[227]

Policies and Procedures That Support Inclusion

The Assessment for Students with Disabilities Program in the Office of Educational Assessment and Accountability is responsible for overseeing the statewide assessment of all students with disabilities.

MI-DOE posts versions of the MEAP *Assessment Administrator Manual* for grades 3–9 and the high school exam on its Web site. It also posts an accommodations summary table. The state put together an advisory team to develop guidelines for participation in the state assessment, with a separate subcommittee dedicated to the participation of students with disabilities.[228]

In 2001, Michigan developed MI-Access with the help of an outside contractor. MI-DOE decided to implement the test in two phases. In the first phase began in 2002 with the state's development and implementation of the MI-Access Participation and MI-Access Supported Independence assessments. The second phase concluded in 2005 with the administration of the MI-Access Functional Independence assessments. MI-Access is linked with the Model Content Standards contained in the Michigan Curriculum Framework and based on research supported by the Council for Exceptional Children. The Michigan State Board of Education approved three performance categories for reporting MI-Access results: "surpassed the performance standard," "attained the performance standard," and "emerging towards the

performance standard." Students who score either surpassed or attained the performance standard are considered proficient.[229]

A student's IEP team determines his or her eligibility for the test, and an independent contractor scores the assessments.

MI-DOE publishes a *Coordinator and Assessment Administrator Manual* each year to provide general information about the assessment, instructions to district and school MI-Access coordinators, and instructions for assessment administrators.[230] The state also hosts a MI-Access Information Center that provides information on upcoming professional development programs and includes resources related to the assessment.

In August 2005, MI-DOE developed the Professional Assessment and Accountability Practices for Educators. The ethics document gives guidance on the roles and responsibilities of assessment administrators, how to maintain assessment security, and data reporting practices.[231]

Accountability

Federal Approval Status

Michigan received conditional approval for the basic elements of its accountability plan from ED on July 1, 2003.[232] ED issued "full approval" for the state's amended accountability plan on January 6, 2005.[233]

Michigan received approval from OSEP for its State Performance Plan on March 14, 2006.[234]

Brief History and Description of Accountability System

All public schools and charter schools are included in Michigan's accountability system. Each public and charter school is assigned a unique code number in a system called the School Code Master. The school code numbers are used to allocate funding under

the State School Act, to develop headcounts for student enrollment, and to generate the MEAP test for each school.[235]

Michigan has been applying AYP systematically to all public and charter schools since the 1996–1997 school year. In 2002, Michigan developed a school accreditation system named Education YES!—A Yardstick for Excellent Schools. Education YES! requires the state to calculate and report AYP as defined by NCLB for all schools.[236]

Michigan's revised school code provides for a state accreditation system that is applied both to Title I and to non-Title I schools. Standards for state accreditation have recently been revised. Michigan's accreditation system is a multidimensional model based on student achievement indicators of school performance. Schools are evaluated in six areas: (1) the school's beginning point, based on an average of the three previous years' MEAP data; (2) the degree to which the school's MEAP averages have changed; (3) the extent to which the school engages its parents and community; (4) the alignment of the school's curriculum with state standards; (5) programs and policies that provide additional, extended learning opportunities for students; and (6) a composite grade that is calculated from six previous grades.[237] Based on their scores in these six areas, the school receives a grade of A, B, C, D-alert, or unaccredited. On its Web site MI-DOE posts a list of the 39 indicators it uses to evaluate schools, as well as the School Improvement Framework Rubrics for self-assessment it has developed.[238]

Students are not allowed to use nonstandard assessment accommodations of the MEAP and MI-Access assessments because they result in invalid test results. Students who use nonstandard accommodations are counted neither as proficient nor in the participation rate.[239]

Michigan uses an N-size of 30 for accountability purposes. The decision to use that number as the minimum subgroup size was based on research that indicated 30 was large enough to yield statistically reliable results.[240]

In August 2005, Michigan received approval from ED to take advantage of the secretary's interim 2 percent flexibility for calculating AYP for students with disabilities. Michigan will apply the results from existing assessments based on modified achievement standards for the AYP calculations for schools and districts that did not make AYP solely due to the performance of students with disabilities. Proficient scores from the MI-Access Functional Independence assessment will be limited to 2 percent of the total population tested.[241]

In June 2006, Michigan received approval from ED to use the "proxy method" to take advantage of the secretary's flexibility regarding modified academic achievement standards. The state plans to calculate a proxy to determine the percentage of students with disabilities that is equivalent to 2 percent of all students assessed. For the 2005–2006 school year, that proxy number was added to the percentage of students with disabilities who are proficient. For schools and districts that did not make AYP solely because of the performance of its students with disabilities, Michigan used the adjusted percent proficient to reexamine if the school or district made AYP for the 2005–2006 school year.[242]

Data Collection and Management

Michigan tracks all students enrolled in public schools through the Single Record Student Database (SRSD). The Center for Educational Performance and Information assigns a UIC to each student that is matched to MEAP data through pre-identification of MEAP test forms. The student data collected by SRSD is tied to state school aid. Districts update the electronic information on students three times a year. Pupil counts are audited for state aid purposes. Through the SRSD, Michigan ensures that all students are included in the state accountability system. MI-Access also uses the UIC so that the MEAP and MI-Access databases can be merged for the purpose of calculating participation rate and AYP.[243]

Public Reporting

Since 1990 Michigan law has required each school and district to submit an annual report.[244] Michigan has been reporting the AYP of its public schools since 1996–1997 using baseline data from the 1995–1996 MEAP testing. MI-DOE notifies school and districts of their AYP status by August 10 each year.[236] Upon receipt of their status notification, districts are required by MI-DOE to notify the parents of all students who attend a school that has been identified for improvement of that school's status, the corrective actions, and any restructuring of their school choice options. Parent notification is to take place no later than the first week of each school year, so that parents may request that alternate school assignments be arranged.

The state report card includes elements from NCLB and Education YES! and is made available to the public at the beginning of each school year. The state report cards are posted online.[245]

Compliance Monitoring

The Michigan Office of Special Education and Early Intervention Services (OSE/EIS) began designing its Continuous Improvement and Monitoring System (CIMS) in 2003. The system performs compliance monitoring and evaluates program effectiveness and student performance and outcomes.

LEAs and public schools use the Service Provider Self-Review (SPSR) to review the effectiveness of their special education programs once every three years. LEAs participating in the SPSR must demonstrate that compliance has had a positive impact on the achievement of students with disabilities. All Key Performance Indicators (KPIs) that are found to be noncompliant must be addressed in the LEA improvement plan. LEAs that complete the SPSR process are required to submit a student level corrective action plan and an improvement plan. Noncompliance issues identified in improvement plans must be corrected in one1 year.

An OSE/EIS team conducts reviews of selected districts with assistance from the intermediate school district in order to ensure that districts have properly implemented the SPSR and that its results are valid.

The OSE/EIS performs Focused Monitoring of selected districts. To select districts to be monitored, the OSE/EIS analyzes state data, ranks districts and service areas based on their performance on the identified priorities, and then uses a predetermined cut-point to identify a pool of districts. The OSE/EIS chooses districts from the pool to be monitored.

Once a district has been selected for Focused Monitoring, the OSE/EIS completes an on-site visit and issues a Report of Findings. The district must prepare an improvement plan to address systemic noncompliance findings. In addition to developing an improvement plan, districts must address student level citations within 30 days.

One year after the district's improvement plan is approved, district representatives must meet with the OSE/EIS to review the Evidence of Change Data. If the outcomes have been met, the period of Focused Monitoring is finished. If the outcomes have not been met, an extension of Focused Monitoring may be granted, or Progressive Interventions may be imposed.[246]

The Michigan Compliance Information System (MI-CIS) is a system of live support and Web-based computer application for special education and early intervention compliance management and student tracking. Schools and agencies use the system as an everyday central registry system for program and compliance management. State and local staff use it for online processing and support related to waivers, deviations, approvals, monitoring, and other compliance tasks. MI-CIS provides data exchange capabilities with local software systems and SRSD.

Among the functions of the MI-CIS system are consolidating redundant data entry and reporting for early education programs and services; simplifying and validating data entry with email and telephone support; targeting technical assistance and training based on customer feedback; providing systemwide upgrades; and developing data

mining tools for compliance needs. Individual schools and communities can share data through the system.[247] The MI-CIS Web site also has a feature that allows schools and districts to create data portraits that provide snapshots of student count data and data from other sources.

The Michigan School Report Card Web site has an administrative function that allows each school to appeal the AYP determinations made by MI-DOE. When the data for school report cards is finalized, schools are notified to view the report card and given two weeks to contact MI-DOE with supporting data if they think the report card shows an incorrect AYP determination. The MI-DOE reviews the evidence submitted to determine validity and makes any needed changes.[248]

Interventions

If a school fails to make AYP, Michigan applies the consequences listed by NCLB as appropriate. In addition, the Michigan school code provides that the superintendent of public instruction may apply one or more of the following consequences: an administrator may be appointed to operate the school; parents may be given the opportunity to send their child to another school within the school district; the school may be allowed to affiliate with a research-based improvement program; or the school may be closed.[249]

Michigan has several reward programs to honor schools that make exceptional progress in increasing student achievement. The state's Blue Ribbon Schools program recognizes schools that have exhibited a strong commitment to educational excellence for all students. Basic consideration for the award is based on a school's success in furthering the intellectual, social, moral, and physical growth of all students, including students with disabilities. Schools must also make AYP in order to be considered for the award. Blue Ribbon Schools celebrate their success at recognition ceremonies attended by representatives from MI-DOE and the state board of education.

A merit award program was established in 1999 and provides a $2,500 scholarship for postsecondary education to any high school student in Michigan who passes four of the high school MEAP tests. For the class of 2005, Michigan began awarding an additional $500 for performance on the middle school assessment.

Schools that meet AYP are invited to a board of education meeting and are designated a Title I Distinguished School.[250]

Personnel Development

Preservice

MI-DOE's Office of Professional Preparation is charged with ensuring that all professional school personnel complete preparation and professional development programs that meet the standards set by the Michigan legislature and the state's board of education.

Special education teachers must hold a bachelor's degree and either obtain full state certification as a special education teacher or pass the state special education teacher licensing exam.[251]

Michigan offers the following additional endorsements for special education teachers: cognitive impairment, speech and language impairment, physical or other health impairment, emotional impairment, visual impairment, hearing impairment, learning disabilities, physical education for students with disabilities, and autism. All candidates for additional endorsements must pass the appropriate Michigan state content area test.

Highly Qualified Teachers

ED's peer review panel found Michigan's plan for meeting the HQT goal set forth by NCLB to have deficiencies. The panel rejected Michigan's plan because it did not have a monitoring plan and had major deficiencies in its equity plan. The state also did not include specific, data-driven plans to ensure that teachers with high qualifications would

instruct all children. The peer review panel mentioned that Michigan needed to clarify what types of technical assistance it would provide to districts regarding the needs of subgroups of teachers who were not highly qualified.[252]

In-Service

MI-DOE received a SIG from OSEP in 2004 to integrate special and general education programs to increase AYP proficiency rates for middle school students with disabilities. The grant funds are used to prepare and support "partner educators" to help target schools use data to drive school improvement activities, analyze causes for AYP gaps, institute content-based "communities of practice," and implement school improvement plans. MI-DOE also allocates funding to support the state's participation in the Interstate New Teacher Assessment and Support Consortium's Center for Teacher Quality to refine teacher preparation, licensing, and professional development systems. To enhance high priority middle school teachers' knowledge of content and pedagogy, the state uses some of its SIG money to institute AYP Communities of Practice in mathematics and literacy. Money is also allocated for initiatives aimed at engaging personnel at targeted middle schools in a universal school improvement process that integrates general and special education professionals, as well as parents, in the design.[253]

Since 1993, Michigan has had what it calls a "teacher induction/teacher mentoring" program. Mandated by the state legislature, the program requires that all teachers in their first three years of teaching be assigned to at least one master teacher, college professor, or retired master teacher to act as mentor. The new teacher also receives intensive professional development that includes classroom management and instructional delivery training. Michigan revised its Professional Development Vision and Standards in 2003, as well as the teacher induction/teacher mentoring program standards.[254]

NEW JERSEY

PART A—Data Profile

Academic Achievement

Reading

Fourth-grade students with disabilities in New Jersey performed poorly on the NAEP reading assessment for the two years that it was administered in the state. The only level at which they showed any positive growth was in the proficient category, with a 1 percent increase, from 6 percent to 7 percent, at that level. The number of fourth graders with disabilities who performed at the below-basic level grew 8 percent, from 62 percent to 70 percent, between 2003 and 2005. Though it is not far off the national performance statistics to have 70 percent of students performing at the below-basic level, it is disturbing that the size of the group increased instead of shrank. The number of students at the basic level fell 2 percent, from 25 percent to 23 percent, between 2003 and 2005.

New Jersey's eighth-grade students with disabilities showed significant progress on the reading assessment between 2003 and 2005. The number of students who performed at the below-basic level fell from 63 percent to 52 percent. The eighth graders' performance at this level was significantly better than the national average in 2005, the percentage at the below-basic level was 67 percent, a decrease of only 2 percent since 1998. New Jersey's eighth graders with disabilities did well at the basic and proficient levels as well. Between 2003 and 2005, the number of students who performed at the basic level increased 7 percent, from 32 percent to 39 percent. In the proficient category, the percentage of students who performed at that level rose 3 percent, from 5 percent to 8 percent, between 2003 and 2005. Their growth in both of these achievement levels outpaced the national progress exhibited by students with disabilities.

Mathematics

Excluding students at the below-basic level, fourth-grade students with disabilities in New Jersey showed little increase in achievement. Between 2003 and 2005, the number of students who performed at the below-basic level fell from 51 percent to 43 percent. Though New Jersey made very little progress at the other three levels of achievement, the state's growth rate was comparable to that of the nation. For example, the number of the state's fourth graders who performed at the basic level increased only 1 percent between 2003 and 2005, from 39 to 40 percent, in comparison to the national average increase of 2 percent for the same time period.

Eighth-grade students with disabilities showed almost no progress on the NAEP mathematics assessment between 2003 and 2005. The number of students who performed at the below-basic level actually increased 2 percentage points, from 66 percent to 68 percent, while the national average dropped 2 percent, from 71 percent to 69 percent. New Jersey's progress at the basic and proficient levels of achievement was similarly negligible, with an increase from 26 percent to 27 percent at the basic level and a decrease from 6 percent to 4 percent at the proficient level. Though New Jersey failed to show progress in mathematics, the actual percentages of eighth graders with disabilities at each achievement level were comparable to the national averages.

Exit Data

New Jersey has seen substantial growth in the number of students with disabilities who graduated from high school. In 1999, the graduation rate for this subgroup was 46 percent. That number grew steadily until it reached 74 percent in 2004. In 2005, the graduation rate for students with disabilities fell slightly to 72 percent.

The dropout rate for students with disabilities also increased between 1999 and 2005, albeit not at the same fast rate that the graduation rate did. In 1999, 15 percent of New Jersey's students with disabilities dropped out of school. In 2002, that number had dipped to 13 percent. The dropout rate climbed to 24 percent in 2004 and to 26 percent in 2005.

New Jersey does not appear to issue certificates as an exit option for its students. The state reported that no students with disabilities earned a certificate from 1999 through 2005.

Inclusion and Performance in Assessments

English/Language Arts

Fourth-grade students with disabilities made a small amount of progress on the ELA assessment. In 2001, 46 percent of students with disabilities in the fourth grade were at the proficient or advanced level of achievement. In 2002 and 2003 the percentage of students who performed at the proficient or advanced level dropped to 43 percent and 41 percent, respectively, but then increased to 49 percent in 2004 and 2005.[255]

Eighth-grade students with disabilities failed to make any progress on the ELA portion of the Grade Eight Performance Assessment (GEPA). In 1999, 31 percent of the subgroup performed at the proficient level or higher on the assessment. Over the years, the percentage of eighth graders with disabilities who performed at the proficient level or higher fluctuated between 25 percent and 28 percent. By 2005, 29 percent of these students were at the proficient or advanced level.

Eleventh-grade students with disabilities who took the ELA section of the High School Proficiency Assessment (HSPA) showed significant improvement between 2002 and 2005.[256] In 2002, 38 percent of the students who took the test performed at the proficient level or higher. Their performance steadily improved, reaching a peak of 65 percent at the proficient or advanced level of achievement by 2005.

Mathematics

Fourth-grade students with disabilities made significant progress on the state mathematics assessment between 1999 and 2005. Twenty-six percent of New Jersey's fourth graders with disabilities performed at the proficient or advanced level of achievement. Their progress was fairly steady between 2000 and 2005. By 2005, 55

percent of these students were performing at the proficient or advanced level of achievement.[257]

New Jersey's eighth-grade students with disabilities did better on the mathematics section of the GEPA than they did on the reading assessment. In 1999, 18 percent of these students were at the proficient or advanced level of achievement. Their performance in math fell slightly from 2000 to 2003, and then it began to improve. In 2005, 23 percent of eighth-grade students were performing at one of the highest two levels of achievement.

Eleventh-grade students with disabilities made significant progress on the mathematics portion of the HSPA. In 2002, 26 percent of the subgroup was in the proficient or advanced level. By 2005, the percentage of these students who performed at one of the two highest levels of achievement had risen to 50 percent.

PART B—Discussion

Assessments

Federal Approval Status

On June 27, 2006, New Jersey's assessment system received an "approval pending" designation from ED. ED could not assign "full approval" to the state's assessment system because it did not have an alternate assessment based on alternate achievement standards in place for grades 5, 6, and 7. New Jersey also lacked guidelines for student participation in the Alternate Proficiency Assessment (APA) and proof that the APA was aligned to the state's Core Curriculum Content Standards (CCCS). The state also needed to provide training in the use of accommodations on general assessments and to develop monitoring procedures to ensure the technical quality and alignment to CCCS of all assessments and accommodations.

New Jersey was therefore placed on mandatory oversight and required to submit a plan and timeline to achieve compliance by the 2006–2007 school year. The state must also

submit bimonthly progress reports to ED regarding the implementation of its plan. If New Jersey fails to achieve the goals set forth in its assessment plan, ED will initiate proceedings to withhold 10 percent of the state's 2006 Title I funds and distribute them to LEAs.[258]

Brief History and Description of Assessment System

The New Jersey state legislature passed the Public School Education Act in 1975, which required the state to provide all children with an education that prepares them to "function politically, economically, and socially in a democratic society."[259] The state amended that act one year later to establish uniform standards of minimum achievement in communication and computational skills for all students.

From 1978 through 1982, third-, sixth-, and ninth-grade students participated in the Minimum Basic Skills (MBS) testing program for reading and mathematics. Beginning in the 1981–1982 school year, ninth graders were required to pass the MBS in order to receive a high school diploma. During the 1985–1986 school year, New Jersey replaced the MBS with the High School Proficiency Test (HSPT 9). Two years later, in 1988, the state moved the HSPT to the 11th grade (HSPT 11) and began using the Grade Eight Early Warning Test (EWT) as a benchmark assessment.

In 1996, the New Jersey Board of Education adopted the CCCS, which listed what students should have accomplished by the end of the fourth and the eighth grades. The Elementary School Proficiency Assessment (ESPA) was administered from 1997 to 2002. The GEPA replaced the Grade Eight EWT in 1998, and the HSPA replaced the HSPT-11 in 2001–2002.

New Jersey currently uses three assessments to test the proficiency of its elementary and secondary students. At the elementary level, the state uses the ESPA; for eighth graders, the state uses the GEPA; and high school students take the HSPA. In May 2003, New Jersey introduced the Assessment of Skills and Knowledge (ASK) to replace the ESPA in assessing grade 4 students (ASK 4). The ASK 3 was field tested in 2003

and administered as a benchmark assessment in 2004 for grade 3 students. In 2005, the ASK 3 replaced the ESPA for third graders.

In order to graduate from a public high school, all students in New Jersey must demonstrate mastery of the skills needed to function politically, economically, and socially by passing the HSPA. Students who do not demonstrate proficiency on one or more sections of the HSPA have the option of participating in the Special Review Assessment (SRA) process to demonstrate their attainment of the New Jersey CCCS. The SRA is an alternative assessment linked to the HSPA test specifications to ensure that students who are certified through the SRA process exhibit the same skills and competencies as students who passed the written HSPA test. The SRA Performance Assessment Tasks were made available in Spanish, Portuguese, and Gujarati beginning in the 2003–2004 school year.[260]

Policies and Procedures That Support Inclusion

State law requires all students, including those with disabilities, to be assessed annually. Students with disabilities may participate in the general assessment, with or without accommodations, or they may take the APA. State law regulates the administration of the APA, and a student's eligibility to take the assessment is determined by his or her IEP.[261]

The NJDOE posts information on its Web site regarding the standards and assessments it uses to evaluate students. Included in that information are guidelines for administering the assessments with accommodations and modifications and the CCCS the state uses to assess students with severe cognitive disabilities.[262]

The APA measures a student's performance on the CCCS as reflected in his or her IEP. New Jersey has established three levels of achievement for its assessment program: "partially proficient," proficient," and "advanced proficient." The state set its cut-off score for acceptable performance at the proficient level. The same achievement levels stand for special education students with disabilities who take the APA.[263]

Results from the APA are incorporated into the total subgroup results for students with disabilities, as well as accountability for all students.

New Jersey issues one diploma to all students. The state allows students with disabilities to take up to six years to complete their diploma so long as their IEP documents and monitors the extended time.[264]

Accountability

Federal Approval Status

New Jersey received approval for the basic elements of its accountability plan from ED on May 8, 2003.[265] The state received full approval of its accountability plan on September 30, 2003.[266]

New Jersey received approval for its State Performance Plan from OSEP on March 28, 2006.[267]

Brief History and Description of Accountability System

New Jersey has had a state mandated accountability system in place for all public schools and districts for a number of years.[268] All students are included in the state accountability system. No student is exempted from participating in the assessment, and all schools are held accountable for student performance.[269]

All students with disabilities who attend private schools designed to address their specific educational needs are counted in the accountability system of the sending district.

Data Collection and Management

The NJDOE is in the process of implementing its data warehouse and data reporting system NJ SMART to track its students statewide. Once in place, the system will allow districts to have access to assessment reports for monitoring and comparison of critical

performance measures. The system also features a local data mart to bring various data sources together in an integrated warehouse, thus allowing staff access to linked data. Using SIDs, the districts will track students and their performance over time, even if a student transfers to another district.[270]

The NJDOE has published a *Student Data Handbook* and the *NJ SMART Data Submission Guide* to provide technical assistance related to data collection and using the new data system. The *Student Data Handbook* defines and maintains a set of standards for educational data to ensure that the student data indicators are uniform, consistent, and easy to understand.[271] The *NJ SMART Data Submission Guide* was developed to assist districts and charter schools in uploading student-level data files to the NJ SMART portal for data validation and submission to the NJDOE.[272]

Until the new data system is in place, NJDOE puts the data through a series of edit checks to ensure that the data received from each district is complete and accurate. If the edit checks reveal an error in the data, the system will not accept the data. The NJDOE offers technical support via telephone for users who are unable to submit their data due to errors.

Once the district's data have been entered and accepted by the system, NJOSEP staff use a series of programs to check for year-to-year inconsistencies. Districts with inconsistencies must verify, correct, or resubmit their data.[273]

Public Reporting

Since 1997, state law has required the NJDOE to issue a state report card by February of each year. The original report card included assessment results, attendance records, student demographic data, graduation and dropout rates, and teacher educational data. In 2001, New Jersey began publicly reporting its disaggregated assessment results in order to comply with NCLB regulations.[274] The state also issues school and district report cards. In 2004, New Jersey began offering the state report card in English and Spanish. New Jersey issues a modified version of its report card each August to ensure

that the public has access to the information it contains prior to the beginning of a new school year. The report card is made available in print and is also posted online.[275]

The state sends schools notification of their improvement status by August. Schools are required to provide students with school choice or supplemental education services by September.[276]

Compliance Monitoring

In 1998, the NJDOE completed a federally mandated self-review. The review revealed that the state needed to implement a more effective system of monitoring its LEAs. In response, the New Jersey Office of Special Education Programs (NJOSEP) developed a new continuous monitoring process that provides for on-site review and district self-assessment to ensure procedural compliance and program quality, with the goal of improving outcomes for students with disabilities. The on-site and self-assessment processes encouraged the participation of the public through public forums. Each LEA is required to form a steering committee to make suggestions regarding data collection and to review its improvement plan. In 1999–2000, 60 districts were monitored by on-site teams or performed the self-assessment. The LEAs then developed corrective action and improvement plans and submitted them to the local board of education, the county superintendent of schools, and the director of NJOSEP for approval. The LEAs were required to review the plans twice annually. The county supervisors of child study monitored each LEA's progress and reported their findings to the NJOSEP three times a year. LEAs that failed to make sufficient progress toward compliance were subject to enforcement actions.[277]

State regulations require an annual evaluation of all public schools to determine if they are meeting state standards. Indicators include assessment results, attendance records, dropout rates, budgets, audits, and school objectives. The reviews are conducted through the Quality Assurance Annual Report and the school report card. Schools and districts that do not meet the state's standards face corrective action.

In addition to annual reviews of their performance, districts and selected charter schools must participate in self-assessment and improvement plan development every six years. Districts are required to identify areas of need related to federal and state special education requirements, the barriers to compliance that exist in the district, and activities that will help the district achieve compliance. Stakeholders, including parents and community members, are required to participate in the self-assessment and development of an improvement plan. District improvement plans must be approved by the district or charter school board of education before being submitted to NJOSEP.

To support their self-assessment activities, districts are given IDEA-B funds. They are also provided with technical assistance and training by the Bureau of Program Accountability and the Bureau of Program Development. The training targets issues, such as educating students in LREs, and areas where patterns of noncompliance have been identified. The districts also receive training in identifying areas of need, barriers to correction, and how to develop improvement plans. The monitoring team leaders are available by phone throughout the assessment process to provide additional support.[278]

Districts receive an on-site monitoring visit the year following their self-assessment to verify that the assessment was accurate. The monitoring team reviews the district's improvement plan and issues a report that outlines the findings of the review. The reports are posted on the NJDOE Web site, and districts must read the summary page of the report at a board of education meeting.[279]

Interventions

In 2005, the NJDOE instituted a categorical system to monitor the correction of noncompliance and to establish criteria for sanctions. A district is categorized as "high risk" if it demonstrates pervasive and persistent noncompliance and is not willing or unable to achieve correction. Any district so designated receives monthly visits by a monitoring team. A monitoring teams provides technical assistance, conducts co-training with district staff, and provides resource materials. The team later verifies that the district has implemented the strategies taught in the trainings provided. Districts that

continue to have problems with compliance must meet with both the director of the OSEP and the county superintendent. If the district cannot meet IDEA regulations, its funds are directed or withheld.[280]

The NJDOE conducted a statewide verification process in 2004 and used the information from that activity to update correction action plans and to define expedited timelines for districts that are identified as high risk or have the potential to become so.

New Jersey has a system of rewards in place to recognize educators and schools that excel in improving student achievement. The state's recognition programs include Best Practice/Star Schools, Blue Ribbon Schools, Governor's School of Excellence, GIFT program, Woodrow Wilson National Fellowship Core Institutes, Chevron Education Awards, Presidential Awards for Excellence and Improvement, and the Rutgers Academic Challenge.

Parental Involvement

The NJDOE's special education office collaborated with the Statewide Parent Advocacy Network to form the Statewide Technical Assistance Resource Team (START) project. Funded by New Jersey's SIG from OSEP, the program provides services to families with children with disabilities. Goals of the project include improving family-school collaboration by establishing and supporting parent groups, educating school personnel about the benefits of increased family involvement, and providing technical assistance and leadership development. The START project employs parent support group specialists to train newly formed parent groups on specific steps to take that have been proven to increase their success. Peer consultants, many of them parents of children with disabilities, aid the support group specialists in providing technical assistance and performing coaching and support activities.[281]

Personnel Development

Preservice

The NJDOE established a Professional Standards and Learning Board to establish a common core of teaching knowledge and skills for all educators employed by the state. The board is responsible for influencing the focus, scope, and quality of preservice training and professional teaching practice.[282]

New Jersey has four special education endorsements: blind or visually impaired; deaf or hard of hearing for oral/aural communication; deaf or hard of hearing for sign language communication; and students with disabilities. Teachers who hold special education endorsements may provide consultative services and supportive resource programs, including supplemental instruction and adaptation of curriculum and instruction to students with disabilities in pre-K–12 general education programs. A prerequisite for a special education endorsement is an instructional Certificate of Eligibility, a Certificate of Eligibility with Advanced Standing, or a standard certificate. Each of these prerequisite certificates requires a bachelor's degree.[283]

Highly Qualified Teachers

On July 27, 2006, ED's peer review panel accepted New Jersey's plan for meeting the HQT goal set forth by NCLB. The reviewers commended New Jersey for having several major databases that enable the state to produce detailed analyses of classes taught by non-HQTs. The NJDOE provides technical assistance to districts to ensure that their teachers are highly qualified. The assistance provided by the state includes an HQT guide, memos and emails to the field, and regional training sessions to help districts develop a plan to have all teachers quickly attain a highly qualified status. The state specifically provides special education teachers with training in the form of one- and two-day intensive institutes, online credit bearing courses and tutorials, and on-site consultations and training.[284]

In-Service

In 2000, the NJDOE issued clearly defined standards for professional development programs. The standards are meant to serve as a guide for local professional development activities.

In 2002, ED awarded New Jersey a three-year $7.9 million Teacher Quality Enhancement Grant. The state allocated some of the money to train mentor teachers to work with teachers new to the profession. Local professional development committees are responsible for developing the mentor plan that aligns with the state's professional development standards.[285] The state also used the money to redesign teacher education programs at institutions of higher education to align educator programs with the CCCS and national professional standards. To strengthen teachers entering the profession from an alternate route, the grant funded the establishment of standards and a preservice education component.[286]

The NJDOE hosts a Professional Development Provider System on its Web site to provide information about the professional development opportunities for the state's educators. All providers of professional development in the state must register with the NJDOE through the system. Individuals looking for professional development opportunities may use the system to search for registered providers. All active teachers and educational services personnel in New Jersey are required to complete 100 hours of professional development every five years in order to be in compliance with the state's professional development standards.[287]

New Jersey received a SIG in 2001 to address issues related to promoting the inclusion of students with disabilities in the general education curriculum and the transition from the school environment to living in a community as an adult. The grant also aims to foster collaboration of schools with the families of students with disabilities and to recruit general and special education personnel who are prepared to teach students with disabilities in inclusive programs.[288]

New Jersey has four Learning Resource Centers (LRCs) funded by IDEA Part B, which provide access to research on special education, in-service training resources, and supplies to encourage parents and teachers to create learning materials. LRC staff also provide regional in-service workshops, training institutes, statewide conferences, consultations, LRC service orientations, and technical assistance to teachers, administrators, and parents.[289]

NEW YORK

PART A—Data Profile

Academic Achievement

Reading

The performance level of New York's fourth-grade students with disabilities fell between 1998 and 2005. In 1998, 60 percent of those students performed at the below-basic level. By 2005, that percentage had risen to 68 percent of all fourth graders with disabilities. Nationally that year, students made progress in the below-basic category, decreasing the number of students at this performance level from 76 percent to 67 percent. New York did not make progress at the basic and proficient levels either. The number of students who performed at the basic level fell 3 percent, from 28 percent to 25 percent between 1998 and 2005. At the proficient level, the number of fourth graders with disabilities from 11 percent to 7 percent. Their performance contrasts that of the nation. In 1998, 16 percent of the nation's students with disabilities in fourth grade were performing at the basic level. By 2005, 22 percent of the subgroup was performing at that level, an increase of 6 percent. Nationally, fourth graders with disabilities showed slight progress at the proficient level as well, with an increase from 7 percent to 9 percent. New York's eighth-grade students with disabilities made solid progress at the below-basic and proficient levels of achievement in the NAEP reading assessment. In 1998, 74 percent of those students performed at the below-basic level. By 2005, that percentage had increased to 64 percent. Nationally, students with disabilities progressed at a slightly slower rate than New York. Sixty-nine percent of the nation's

eighth-grade students with disabilities were at the below-basic level in 1998. By 2005, that number had fallen 2 percentage points, to 67 percent. Twenty-five percent of New York's eighth graders with disabilities performed at the basic level in 1998, and by 2005, 28 percent were at the same level. The state's performance at the basic level was almost exactly the same as that of the nation. New York's eighth graders made excellent progress at the proficient level, moving up from 1 percent of the subgroup to 8 percent. Nationally, no progress was made. Six percent of students with disabilities performed at the proficient level both in 1998 and in 2000.

Mathematics

On the NAEP mathematics assessment, New York's fourth-grade students with disabilities lagged slightly behind the nation's average performance. At the below-basic level, the percentage of fourth graders with disabilities in New York was 48 percent in 2005, a decrease of 5 percent from 2000, when 53 percent of the subgroup was performing at the lowest level of achievement. Their progress, though good, was not as impressive as the nation's as a whole. In 2000, 71 percent of the nation's fourth-grade students with disabilities performed at the below-basic level. By 2005, that number had fallen to 44 percent, a total decrease of 27 percent. The nation also outpaced New York at the basic and proficient levels. Between 2000 and 2005, New York's fourth graders with disabilities exhibited a mere 2 percent increase at the basic level of achievement, from 39 percent to 41 percent. The nation progressed from 23 percent to 40 percent for the same level and time period. In 2000, 7 percent of New York's fourth-grade students with disabilities performed at the proficient level of achievement. By 2005, that number had risen to 10 percent. Nationally, however, the number of fourth graders with disabilities who performed at this level grew 8 percent, moving from 6 percent up to 14 percent. Eighth-grade students with disabilities did very well on the NAEP assessment in comparison to the nation. Between 2000 and 2005, the number of students who performed at the lowest level of achievement fell from 81 percent to 63 percent in New York, while for the nation the percentage moved from 80 percent to 69 percent. Students with disabilities in the eighth grade in New York showed progress at the basic level as well, with an increase from 16 percent to 30 percent. Nationally, the percentage

of the subgroup that performed at the basic level began at 16 percent in 2000 as well, but that percentage had increased only to 24 percent by 2005. New York students' performance at the proficient level was on par with the nation's, with an increase from 4 percent to 7 percent of eighth graders with disabilities who performed at the second highest level of achievement.

Exit Data

In 1998, only 29 percent of all special education students exiting the program received a high school diploma. Ten percent earned a certificate, and 13 percent dropped out that same year. By 2000, just before the reauthorization of the Elementary and Secondary Education Act, New York's graduation rate dropped to 22 percent of exiting students, while the percentage of those who received a certificate remained steady at 10 percent and the dropout rate rose to 21 percent. By 2005, however, a dramatic difference in the graduation and dropout rates for New York's students with disabilities had occurred. Nearly half, 46 percent, of these students exiting the program earned a high school diploma, while 20 percent received a certificate. Conversely, the dropout rate also increased dramatically to 32 percent.

Inclusion and Performance in Assessments

English/Language Arts

Elementary school students with disabilities improved on the reading section of the state assessment. Thirty-two percent of students with disabilities were at Level I in 1999. That same year, 50 percent of students with disabilities were at Level II, and a total of 19 percent were at Level III and Level IV. The students' performance fluctuated somewhat over the years, but by 2005, the percentage of students who performed at Level I had dropped 4 percent, to 28 percent. The percentage of students at Level II dropped 7 percent, to 43 percent, and the total percentage of students who performed at Level III and Level IV increased 10 percent, to 28 percent.

Middle school students did not exhibit much progress on the state reading assessment between 1999 and 2005. In 1999, 33 percent of students with disabilities performed at Level I, 57 percent at Level II, and 9 percent at Level III. By 2005, 29 percent of students with disabilities performed at Level I, a decrease of 4 percent. The percentage of students who performed at Level II jumped 4 percent, to 61 percent, while the percentage of those who performed at Level III changed only 1 percentage point, to 10 percent.

High school students made moderate progress on the ELA portion of the New York State Regents Examination (hereafter Regents Exam) between 2003 and 2005. In 2003, 60 percent of high school students received a passing score on the exam. In 2004, that number increased to 65 percent, but then it dropped 1 percent, to 64 percent, in 2005.

Mathematics

Between 1999 and 2005, New York's fourth-grade students with disabilities showed consistent progress on the mathematics portion of the state assessment. In 1999, 30 percent of these students performed at the lowest level of achievement, Level I, 34 percent were at Level II, and a combined total of 36 percent were at Level III and Level IV. By 2005, those numbers had changed to 16 percent at Level I, 29 percent at Level II, and 55 percent at the two highest levels of achievement.

Middle school students with disabilities made progress in mathematics as well, though it was not as significant as the elementary school students' progress. In 1999, 66 percent of middle school students with disabilities performed at the lowest achievement level, Level I, 26 percent were at Level II, and 7 percent were at Level III. By 2005, only 42 percent of middle school students with disabilities were at Level I, 39 percent were at Level II, and a combined total of 19 percent were at the two highest levels of achievement.

High school students with disabilities showed remarkable progress on the mathematics portion of the state assessment. Forty-six percent passed the exam in 2003, and 72 percent passed it in 2004. Their performance waned somewhat in 2005, dropping to 68 percent.

PART B—Discussion

Assessments

Federal Approval Status

On June 27, 2006, New York received an "approval pending" designation of its assessment system from ED. New York failed to get full approval for its assessment systems for a number of reasons, among them its practice of administering an out-of-level assessment to ungraded special education students who are not eligible to take the alternate assessment based on alternate achievement standards, and including the results for those students when calculating AYP. ED also criticized New York's alternate assessment for students with severe cognitive disabilities, which is not linked to grade-level achievement standards.[290]

New York received approval for its State Performance Plan from OSEP on February 27, 2006.[291]

Brief History and Description of Assessment System

New York had secondary level exams long before the implementation of NCLB, which gave it an advantage over other states. But New York still had to struggle with the costs associated with developing tests for the elementary and middle grades.

The state assessments for reading and mathematics are criterion-referenced and were first administered in grades 4 and 8 in 1999–2000. The 2004–2005 school year was the first time every grade between 3 and 8 was assessed.

High school students must take and pass the Regents Exam in order to receive a diploma. The exams have been in place for more than a century, and in 1996, the regents raised state standards linked to the exam by requiring that students pass the exam to demonstrate proficiency for graduation.[292]

Policies and Procedures That Support Inclusion

According to the Code of Federal Regulations, all students with disabilities in New York must participate in statewide assessments. Such students may participate in the general assessment, with or without accommodations, or on the alternate assessment. The IEP team, known in New York as the Committee on Special Education, determines which assessment the student with a disability will participate in and identifies the appropriate testing accommodations.[293]

In 1995 the state department of education established an advisory group to examine learning standards relevant to students with severe cognitive disabilities. In 1999, the department began to develop an alternate assessment using input from educators, researchers, parents, advocates, and an independent assessment contractor. The alternate assessment was field-tested in 2000 and subsequently revised. State policy requires that the alternate assessment be administered to students with severe disabilities whose age ranges fall within these grades. The state has set clear guidelines for process and participation criteria, as well as outlined the alternative performance indicators and a scoring rubric.[294]

Student scores on the New York alternate assessment are counted the same as the general assessment levels when determining performance indicators for English, mathematics, and science.

New York received approval from ED to judge 2 percent of its students with disabilities against modified achievement standards. To get approval, New York was required to prove that (1) students with disabilities were making progress in math; (2) the state has an alternate assessment in place; (3) there are appropriate accommodations on all state

assessments; and (4) the state has sound education policies related to students with disabilities. Under the plan, New York will be able to count 17 percent of its students with disabilities as proficient in 2005–2006.[295]

In order to graduate from high school and receive a Regents Diploma, a student with a disability must take and pass with a grade of 65 in five areas of the Regents Exam. Those that cannot pass the five areas of the Regents Exam have two options. They may receive a local diploma by passing the Regents Exam with a score between 55 and 65, or they may earn a local diploma by passing the Regents Competency Test. [296] Students whose IEP teams determine that they are unable to meet the competency requirements for either of those options also have the option of earning an IEP diploma.

New York's state education department, or NYSED, sponsors seven Transition Coordination Sites to support mature—that is, age 14 and up—students with disabilities. The goal of these sites is to prepare students for life after high school. The sites encourage collaboration among students, parents, educators, and service providers. School districts are responsible for initiating the process.[297]

Accountability

Federal Approval Status

On April 22, 2004, New York received full approval for its accountability plan from ED.[298]

New York received approval from OSEP for its State Performance Plan on March 20, 2006.[299]

Brief History and Description of Accountability System

Data Collection and Management

NYSED has been collecting data on students with disabilities since the 1970s. Initially, the state recorded child counts and gradually added other indicators over time. The implementation of IDEA led to the addition of several new indicators, such as parental

involvement and post-school outcomes, that New York is required to analyze and use to make decisions on how to hold schools responsible for progress.

The SEDCAR unit of VESID is responsible for data collection, analysis, and reporting to meet federal and state requirements for special education and vocational rehabilitation. SEDCAR performs data analysis to evaluate the state's progress toward accomplishing the department's goals for students with disabilities.[300]

New York currently maintains a separate data system for its students with disabilities, known as the Pupils with Disabilities Data System. However, officials from VESID's office noted that the state is planning to integrate their pupils with disabilities system with the general education data system. NYSED actively promotes collaboration between the offices responsible for NCLB and IDEA data collection. With the data burden that the two laws place on states, this type of collaboration is key for responding to changes in requirements and ensuring data quality.

During the 2005–2006 school year, New York was in the process of implementing a system of data repositories that use a USI and will be able to track student data longitudinally. The system includes demographic, programmatic, and assessment data for school report cards, which will allow the state to use the system to make accountability decisions. Schools and districts have the opportunity to review and verify the accuracy of data they have submitted through Web-based reports generated by the data system. Before the data files are submitted to the state-level repository, school superintendents are required to review the reports and certify that the data are accurate. The system will also generate a preliminary report showing the accountability status for each district and each school.[301]

SEDCAR publishes a series of reports commonly requested by individuals for research and data analysis titled *State Data Summaries of Special Education Data*. SEDCAR has also published the *Pocketbook Goals and Results for Individuals with Disabilities*, which summarizes data related to the department's goals for students with disabilities. Other duties performed by SEDCAR include the development and implementation of the

Special Education State Performance Plan, the New York State IDEA Part B Annual Performance Report.

Public Reporting

One of the key principles of NCLB is public accountability. States are required under that act to publicly report student assessment results to parents. In order to hold schools accountable for improving the performance of all students, these results must also be reported to the public, disaggregated by race, gender, English-language proficiency, socioeconomic status, and disability.

Prior to the passing of the NCLB Act, New York had taken some measures to inform its policymakers and the public about the educational progress of its students. The state's Chapter 655, approved in August 1997, required the Regents of the University of the State of New York to annually submit to the governor and the legislature a report on the educational status of schools with respect to the preceding school year. Included in the report are enrollment trends; indicators of student achievement in reading, writing, mathematics, science, and vocational courses; graduation, college attendance, and employment rates; information concerning teacher and administrator preparation, turnover, in-service education, and performance; expenditure per pupil on regular education and on special education; and other information as requested by the state's policymakers. The act also required the regents to report the information, to the extent practicable, on both a statewide and an individual district basis and by racial/ethnic group and gender. The state makes this report publicly available and currently has reports for 1999 through 2005 available on its NYSED Web site. While this report includes data on inclusion in the general classroom and exits from the educational system for students with disabilities, it did not, and still does not, include disaggregated academic achievement data for these students.[302]

As required by NCLB, New York produces an annual state report card showing state performance on each accountability measure and participation rate on each assessment. It also produces a report card for every school district and every public

school. To satisfy the local report card requirements under NCLB, procedures are in place requiring each public school principal and each principal of a charter school that receives federal funding under Title 1 to distribute these report cards within 30 calendar days of the commissioner's release of these reports. In the New York City school district, the report card is translated into at least five of the most prevalent languages other than English spoken by state students and is sent directly to the parent of each child. For instance, the 2004–2005 school year report cards were translated into Arabic, Bengali, Chinese, Korean, Russian, Spanish, and Urdu.[303]

The state also requires each board of education to make its report card available through a number of means: appending it to copies of the proposed budget made publicly available as required by law; distributing it at the annual meeting; transmitting it to local newspapers of general circulation; and sending it to parents. The performance of students with disabilities is included in each applicable group and as a separate group on New York's state, district, and school report cards.[304]

New York's strong commitment to public accountability is particularly evident in its newly announced nySTART Web-based data collection and reporting system. Beginning in fall 2006, assessment results were to be delivered directly to schools in an electronic format, giving authorized school administrators and teachers nearly instant access to data regarding individual student performance, performance by groups of students disaggregated by race, ethnicity, disability status, gender, English proficiency, economic status, migrant status, and overall performance by school and school district. Results were to be made publicly available one week after the schools received the data and had the opportunity to review it. Parents will receive detailed printed reports explaining their children's performance on the tests. The reports would give not only the overall score but also a more detailed breakdown of a student's performance on several indicators of achievement. Translations of these reports will be made available in eight languages.[305]

The state also relies on public reporting as a way to sanction schools not performing up to standards. If a school is not in compliance with state regulations or standards, the

state will post public notices and notify a board of education, a district superintendent, or a community.[306]

Compliance Monitoring

The state annually evaluates the performance of all Title I schools and LEAs receiving Title I funds. Schools that fail to make adequate yearly progress are identified for improvement or corrective action.[307]

According to New York's State Performance Plan, schools that fall significantly below the State's targets each year will be designated as a "district in need of assistance," "a district in need of intervention" or a district in need of substantial intervention." For the 2006–2007 school year, school districts with the poorest performance data related to graduation and dropout rates and performance on the fourth- and eighth-grade state assessments will be identified. The Special Education Quality Assurance (SEQA) Regional Office will consult the District Superintendent and other staff to develop technical assistance or enforcement actions based on the district's designation. VESID will increase the levels of consequences and interventions if the district fails to meet its targets. The district's progress will be annually reviewed to determine whether or not the "in need of assistance" or "in need of intervention" designation can be removed.

VESID has developed a streamlined monitoring protocol so that it can assess district's policies, procedures, and practices for special education. If needed, an improvement or compliance plan will be developed to address issues. Districts that participate in a monitoring review will receive a grant from IDEA discretionary funds to support the implementation of improvement plans. Some districts will conduct self-reviews using monitoring protocols developed by the state and with Special Education Training and Resource Centers (SETRCs) technical assistance. VESID will track the correction of noncompliance identified through these reviews.[308]

VESID Special Education Quality Assurance monitors preschool and school-age special education services through a quality assurance review process focused on positive results for students with disabilities.[309]

NYSED was awarded a SIG from OSEP in 2001 to address issues related to gaps in educational achievement between general and special education students in high-need and low-need districts. NYSED is also using the SIG to implement strategies that reduce the disproportionality of language and ethnic minority students in classification and placement practices. New York identified a lack of parental involvement, inappropriate evaluation tools, and a high turnover of teacher and leadership personnel as some of the key problems related to the state's disproportionality issues. Targeted districts are required to develop and implement professional development plans in institutes of higher education, parent information and training centers, and other state agencies involved with the education of students with disabilities. The districts receive on-site job-embedded training from SIG teams as well.[310]

Personnel Development

Preservice

Teachers with middle and secondary assignments who are new to the profession are required to have a bachelor's degree, to meet state certification standards for their teaching assignments, and to demonstrate subject matter competency for each core subject they teach. New York publishes clear guidelines for how special education teachers can demonstrate subject matter competency.[311]

New York requires each school district that receives NCLB Title I, Part A, funds to provide attestations as to whether it is in compliance with the NCLB's and IDEA's requirements for teachers and Title I paraprofessionals. The state provides LEAs with a checklist for each teacher to use in determining whether or not they are highly qualified and tracks the data through its Basic Educational Data System.

The Higher Education Support Center for Systems Change was established by Syracuse University to develop high-quality inclusive teacher preparation programs and to engage in and support the professional development efforts of selected schools in New York. Some of the center's activities include creating a statewide network of teacher preparation programs committed to inclusive education and serving as an avenue for communicating issues between the state's education department and higher education institutions.[312]

To increase the supply of teachers in subject areas of shortage, the state has implemented a number of initiatives, including Alternative Teacher Preparation programs, Future Teachers of America, and Teachers of Tomorrow. Through its Intensive Teacher Institutes the state provides tuition assistance to eligible students seeking to become teachers of visually impaired students or bilingual special education teachers. [313]

New York City has been experiencing an ongoing shortage of special education teachers. To address the problem, the state department of education has created an information network with the teacher preparation institutions and the New York City department of education to identify where the shortages lie and to allow the city to focus its recruiting efforts.[314]

Highly Qualified Teachers

ED's peer review panel found New York's revised plan for meeting the HQT goal set forth by NCLB to have discrepancies. Of the six requirements, New York fully met two and partially met four. According to the review panel, New York excelled in providing information on HQT status in each school district and in laying out a plan about how the state would help districts assist teachers who are not highly qualified to attain HQT status by the 2006–2007 school year. However, the panel noted that adding certain indicators to its data set would allow the state to better target resources and technical assistance. The state also failed to meet NCLB's requirements for limiting its use of HOUSSE.[315]

In-Service

NYSED has identified three specific areas to focus on in order to improve student achievement: literacy, behavioral supports, and effective delivery of special education services. Consequently, most of the department's professional development initiatives focus on improving those areas.

The VESID office funds several technical assistance networks, including 42 Special Education Training and Resource Centers (SETRCs). The centers provide coaching and technical assistance to school districts based on the district's needs. The centers give priority to districts involved in the Facilitated Review process, then to districts involved in the Collaborative Review process.[316]

The professional development activities conducted by SETCRs are complemented by services provided by regional technical assistance networks.

In addition to SETCRs, professional development for teachers and administrators is also provided by a number of state-funded networks.

NYSED practices embedded professional development, which entails ongoing training that occurs in and out of the classroom. The goal is to provide coaching and to encourage discussion that engages teachers and administrators in their work. The state also funds regional trainers to provide professional development in a workshop format. A state representative for the department's professional development activities emphasized that most training in New York included both special and general education teachers and administrators.

During the 2006–2007 school year, New York has allocated IDEA funds to ensure the appropriate certification of teachers in schools that provide special services or programs to students with disabilities. The funds are to be used for tuition for coursework leading to teacher certification and to pay for test preparation programs related to tests required for certification.[317]

The department has studied retention issues in special education and produced guidance documents, as well as a video, to help districts improve their retention efforts. The state has published a guidebook, *Keeping Quality Teachers: The Art of Retaining General and Special Education Teachers*,[318] to help school leaders address the turnover issue. The state also funds a center that works with regions to better prepare teachers and address teacher turnover.

To measure the effectiveness of their professional development initiatives, the state looks at student outcomes, specifically graduation rates, dropout rates, and performance on the fourth- and eighth-grade math and ELA assessments.

OHIO

PART A—Data Profile

Academic Achievement

Reading

Ohio's fourth-grade students with disabilities did well on the NAEP reading assessment in comparison to the nation. At the below-basic level of achievement, the percentage of Ohio's students fell from 65 percent in 2002 to 54 percent in 2005. Nationally, 71 percent of fourth-grade students with disabilities performed at the below-basic level in 2002. By 2005, 67 percent of the nation's students with disabilities performed at the below-basic level, a difference of 9 percent. Ohio's performance fluctuated at the basic level, starting at 26 percent in 2002, falling to 15 percent in 2003, and then increasing to 30 percent in 2005. The nation's progress was steadier, with 20 percent of students with disabilities performing at the basic level in 2002 and 2003, a number that increased to 22 percent in 2005. Ohio's performance at the proficient level fluctuated as well, with 9 percent of fourth graders with disabilities performing at the second highest level of achievement in 2002. That percentage fell to 4 percent in 2003 and then rose to 14 percent in 2005. Nationally, fourth-grade students with disabilities showed steady progress at the proficient level, increasing from 7 percent in 2002 to 9 percent in 2005.

Ohio's eighth-grade students with disabilities made some progress on the NAEP reading assessment, particularly at the below-basic and basic levels of achievement. Between 2002 and 2005, the percentage of Ohio's eighth graders with disabilities who performed at the below-basic level fell from 68 percent to 62 percent. For the same time period, the national average increased 2 percentage points, from 65 percent to 67 percent. The percentage of Ohio's eighth graders with disabilities who performed at the basic level increased from 26 percent to 31 percent between 2002 and 2005. Nationally, student performance fell from 29 percent to 27 percent at the basic level. No progress was made at the proficient level for eighth-grade students with disabilities in Ohio on the mathematics assessment, nor was there any change in progress for the nation.

Mathematics

In Ohio, fourth-grade students with disabilities made excellent progress on the NAEP mathematics assessment. The percentage of students who performed at the below-basic level fell 11 percentage points, from 49 percent to 38 percent, between 2003 and 2005. Nationally, the percentage of fourth graders with disabilities who performed at the below-basic level decreased only 6 percent for the same time period, from 50 percent to 44 percent. Ohio's achievement at the proficient level was also impressive, with a 10 percent increase, from 9 percent to 19 percent, of fourth-grade students with disabilities who scored in the second highest level of performance. Ohio's performance at the proficient level outpaced the nation's, which grew only 3 percent for the same time period, from 11 percent to 14 percent. The only level at which Ohio's fourth graders with disabilities showed little progress was at the basic level of proficiency, where the percentage of students actually decreased from 42 percent to 41 percent between 2003 and 2005. Their lack of progress at this level was not significantly out of line with the nation's progress, however. National data showed that 38 percent of fourth grade students with disabilities performed at the basic level in 2003, with an increase of 2 percentage points, to 40 percent, in 2005.

Eighth-grade students with disabilities did not make as much progress on the NAEP mathematics assessment as Ohio's fourth-grade students did. The percentage of

students who performed at the below-basic level fell from 67 percent to 62 percent between 2003 and 2005. Nationally, the number of eighth-grade students with disabilities who performed at the below-basic level decreased from 71 percent to 69 percent for the same time period. Ohio's eighth graders made little progress at the basic level of performance. In 2003, 28 percent of Ohio's students were at the basic level. By 2005, that percentage had increased to 29 percent, a mere 1 percent change in performance. Nationally, eighth-grade students made little progress at the basic level as well, moving from 23 percent to 24 percent of all students who performed at this level. Ohio made some progress at the proficient level. Between 2003 and 2005, the percentage of students at this level increased from 5 percent to 8 percent. Ohio's 3 percent increase in performance at this level outpaced the nation, which increased only 1 percent, from 5 percent to 6 percent, for the same time period.

Exit Data

The graduation rate for students with disabilities has fluctuated quite a bit over the years. In 1999, 47 percent of students with disabilities graduated from high school with a diploma. That figure remained fairly steady until 2004, when it jumped to 82 percent. By 2005, however, the percentage of students with disabilities who earned a diploma had fallen to 35 percent.

No students with disabilities received a certificate in Ohio until 2005. That year, 41 percent received a certificate.

The percentage of students with disabilities who dropped out of school increased only slightly over the past six years. In 1999, 11 percent of students with disabilities dropped out of school. That number remained fairly consistent until 2004, when it increased to 17 percent. The percentage of students with disabilities who dropped out of school remained at 17 percent in 2005.

Inclusion and Performance in Assessments

Reading

Students with disabilities have made excellent progress on state assessments since the 2002–2003 school year. In 2003, 36 percent of fourth graders with disabilities performed at the proficient or advanced level on the reading assessment. By 2006, that number had increased to 57 percent. In mathematics, 34 percent of students with disabilities were performing at the two highest levels of achievement. By 2006, 52 percent of fourth graders with disabilities were performing at those levels.

Sixth-grade students with disabilities showed similar progress. In 2003, 30 percent performed at the proficient or advanced level on the reading assessment, and 25 percent were at the same level on the mathematics assessment. By 2006, those percentages had climbed to 56 percent and 36 percent, respectively.

Mathematics

Tenth-grade students with disabilities progressed well on the reading assessment, but they lost significant ground on the mathematics assessment. In reading, 46 percent of the 10th graders with disabilities performed at the proficient or advanced level in 2003, and by 2006 that number had risen to 60 percent. On the mathematics assessment, the percentage of students at the highest two levels of achievement fell from 65 percent in 2003 to 45 percent in 2006.

PART B—Discussion

Assessments

Federal Approval Status

On June 27, 2006, Ohio received an “approval pending” designation for its assessment system from ED. ED expressed concern that the state’s assessments, the Ohio Achievement Test (OAT), were not aligned to grade-level content standards in reading and mathematics. ED also noted that Ohio needed to develop proficiency level

descriptors for the alternate assessment that distinguishes between the 3–5 and 6–8 grade spans, as well as levels of proficiency.[319]

Brief History and Description of Assessment System

Students grades 3–8 take the OAT to assess their proficiency with regard to the state's academic content standards. All students are included in the state and district general assessments, with or without accommodations. The state also has an alternate assessment for students with severe cognitive disabilities.

Ohio recently revised its graduation requirements. As of 2007, students must pass all five parts of the Ohio Graduation Test (OGT) in order to receive high school diplomas. The OGT replaces the Ohio Ninth-Grade Proficiency Tests, which were aligned to learning outcomes as opposed to academic content standards. Students whose IEP plan excuses them from having to pass the OGT to graduate may be awarded a diploma. However, federal law required all students to take the OGT or an alternate assessment.[320]

Policies and Procedures That Support Inclusion

Ohio requires all students with disabilities to participate in the statewide assessment program by taking the regular assessment, with or without approved accommodations, or by taking the alternate assessment. Students who take the alternate assessment must be included in the accountability system.[321]

Ohio has five designations to identify the proficiency level of students who take state assessments: advanced, accelerated, proficient, basic, and below-basic. "Proficient" performance is defined as an end-of-grade expectation. School districts must provide students who score in the "below-basic" range with prevention and intervention services in relevant subject areas. Students who score at that level on the third- or fourth-grade reading test must be offered intense remediation services.[322]

In July 2000, Ohio implemented its first, standards-based alternate assessment for students with disabilities. In 2001, the state's department of education (ODE) began developing an updated alternate assessment in response to new state content standards and the requirements of NCLB and IDEA. The primary goal for updating the alternate assessment was to ensure that the test accurately evaluated students' knowledge and skills relative to state content standards. Ohio began administering its new alternate assessment in the 2003–2004 school year.[323] IEP teams decide which students will take the alternate assessment, and Ohio provides those teams with guidelines regarding participation.

Training on how to administer the test is conducted annually by ODE. The state brings in Special Education Regional Resource Center (SERRC) representatives, as well as representatives from the eight largest districts in the state. Thereafter, the SERRC and district representatives train personnel at individual schools, either by having them come to a regional center or by sending a representative out to the LEA site. [324] Teachers who have questions regarding how to gather evidence or how to fill out paperwork may go to a SERRC for help.

For the alternate assessment, Ohio has five achievement levels: advanced, accelerated, proficient, basic, and limited. A student who performs at the proficient level or above is considered to have met grade-level standards. ODE posts a guide online to explain the different levels of achievement to parents and help them interpret their child's scores on the alternate assessment.[325]

Scoring for the alternate assessment is contracted to two independent companies and is performed by trained scorers.

Accountability

Federal Approval Status

On September 26, 2003, Ohio received full approval for its accountability plan from ED.[326]

Ohio received approval from OSEP for its State Performance Plan on March 10, 2006.[327]

Brief History and Description of Accountability System

Ohio has adopted a single statewide accountability system that is applied to all public school buildings and districts. Determinations of school district and school building designations are based on the following measures: the percentage of Ohio report card indicators that were met; a performance index score; AYP, as defined by federal statute; and a measure based on individual student achievement gains over time.

All public school buildings and districts are accountable for the performance of student subgroups, including students with disabilities, through AYP determination, provided the subgroup meets the minimum group size requirement.[328] For reporting purposes, a subgroup must contain at least 10 students, whereas for AYP calculations, the subgroup must have 40 students. For students with disabilities, however, Ohio requires that the subgroup have 45 students. The larger subgroup size is designed to compensate for the heterogeneity of students with disabilities, the extensive use of accommodations for assessing students with disabilities, and the substantial variation in identification rates for this population.[329]

Of note is that in 2004, following a recommendation from ED, Ohio agreed to limit the proportion of students who can count as proficient or higher in AYP calculations through an alternate assessment to 1.3 percent of total students tested.

The ODE publishes its rules for ensuring that all students are accounted for in the accountability system on its Web site under the title “Where Kids Count.”[330]

Data Collection and Management

The Education Management Information System was established in 1989 to collect and verify the quality of the data it collects for IDEA, NCLB, and state regulations. The system uses a USI assigned by a third-party vendor, the IBM Corporation. An external

vendor is also used to maintain the state student identifier database.[331] Ohio is in the process of upgrading the system due to changes in the state requirements and the addition of requirements for IDEA and NCLB.

Each of Ohio's 933 districts chooses the software it uses to collect data. The districts must submit their data to an intermediate agency, known as Information Technology Centers. Staff of that agency remove the personally identifiable information, reformat it, and then submit it to the state. The state does electronic checks for invalid values, missing data, and data with a format that is unusable. If errors are found, the district receives a report listing the student records that have been rejected due to errors. The state performs the verification of district data six or seven times for each of the six periods for which districts are required to submit data. ODE has 20 staff members dedicated to cleaning the data and verifying their accuracy. The intermediate agency employs a staff of about 80 to verify data, and each district has at least one staff member dedicated to maintaining valid data files.

Public Reporting

ODE is required to send each district a list of the individual scores of all students who took a state assessment no later than 60 days after the administration of any test.

The state report card is posted on the ODE Web site,[332] and it includes disaggregation by disability status. Beginning with the 2002–2003 state report card, Ohio included graduation and attendance rates disaggregated by subgroup.

The state posts its reporting timeline on its Web site.[333] Ohio modified its timeline to ensure that the state report card is available to the public before the start of the new school year.[334]

Compliance Monitoring

In 2003, the OEC published three versions of Ohio's Model Procedures for the education of children with disabilities. The versions vary in format but are consistent in

content. LEAs must adopt one of the three versions or develop their own procedures. The LEAs use their procedures as tools to ensure the services they provide students with disabilities are aligned with federal and state requirements.

The OEC uses complaint investigations, focused monitoring, and management assistance reviews to identify and remedy noncompliance issues within LEAs. LEAs found to be noncompliant receive targeted assistance from the OEC.

Districts are chosen to participate in focused monitoring based on a set of priorities and indicators chosen by the OEC. The indicators include student performance on state assessments, gaps in performance on these tests between students with and without disabilities, the amount of time students with disabilities spend in general education classes, and the frequency of suspensions for these students.

LEAs undergo focused monitoring for two years, during which members of the focused monitoring team meet with the district to help validate data on the district profile, provide technical assistance, conduct evidence-based investigations, analyze results, review a sampling of students records to identify areas of noncompliance, and ensure that the district addresses the root causes of poor performance in the area targeted for review. The district must write a district summary report and create and implement an action plan. Once the LEA has corrected its areas of noncompliance, the OEC releases it from focused monitoring.[335]

ODE uses a process of focused monitoring to select priority areas, such as proficiency results on an assessment test, to verify school or district compliance with regulations and to validate results. ODE published a guide for districts that are undergoing focused monitoring. The guide includes a checklist of activities for the district to use in preparing for the monitoring, as well as detailed explanations of what each step in the process entails.[336]

Special Education Regional Resource Centers (SERRCs) provide technical assistance to school districts undergoing focused monitoring reviews and other ODE reviews conducted or compliance monitoring or school improvement purposes.[337]

Interventions

LEAs that do not comply with state or federal regulations are required by the OEC to implement a number of corrective actions. Those actions include, among others, training for specific district personnel; multifactor evaluations to address outdated or incomplete evaluations; IEP meetings to address the nondelivery of services named in the IEP; plans to outline the steps and documentation a district will institute to correct out-of-compliance behavior; a fiscal records review; recovery of funds to address the misappropriation of state or federal funds; or an educational records review to address systemic issues discovered during either a complaint investigation or focused monitoring.

If a district refuses to work with the OEC on a focused monitoring review, a management assistance review, or a complaint investigation, the office may withhold state or federal funding. The OEC may also withhold funding if the district refuses to complete its corrective action plan within the timeline set forth by the office.

ODE launched the Schools of Promise initiative in 2003 to identify schools that have been successful in closing achievement gaps. The department gathers information on how these schools addressed such issues as leadership, teacher effectiveness, and parent/community involvement so that other schools can learn about and implement similar successful strategies.[338]

In 2006, ODE published its first list of Schools of Distinction, which recognizes high-achieving schools that have significant numbers of students with disabilities. In order to be included on the list, schools had to meet these criteria: at least 75 percent of their students with disabilities scored at the proficient level or above on a combination of all proficiency, achievement, and Ohio graduation tests administered in the last three

years; 4 percent of their students were identified as having a disability; they served students of varying disabilities; they earned a combined index score of 100 or more; they had met AYP requirements for the last school year; and they were not involved in any investigation that would call their test scores into question.[339]

During the 2003–2004 school year, the OEC launched the Ohio Longitudinal Transition Study. The purpose of the study is to assess the activities of Ohio's educational and transition support services systems and to determine the support these systems should receive. Districts use the data collected from the study to improve the quality of transition services for students with disabilities and their post-school performance.[340]

The OEC has focused on the role of principals as leaders responsible for initiating and implementing change at the building level. The Ohio Association of Secondary School Administrators aids the OEC by providing leadership, professional development opportunities, and tools to improve the achievement of all students, including those with disabilities.[341]

The OEC received its second SIG from OSEP in 2004. The state receives $1.8 million a year. The OEC implements the grant through the SERRC network. SERRC coaches work with principal-led building teams to develop improvement plans, promote high expectations for learning, apply grade-level standards for all students, and develop effective interventions based on scientific research. Teams are encouraged to use performance and accountability data to make decisions and deliver professional development focused on targeted improvement strategies.

An important part of the SIG is its focus on using positive behavioral supports to improve academic achievement. The Ohio Integrated Systems Model (OISM) for Academic Behavior Supports is a comprehensive schoolwide prevention and intervention model that provides support systems which address the academic and behavioral needs of all students.

Districts selected to participate in the SIG project are required to implement the OISM, a comprehensive systems change model that integrates schoolwide positive behavior support and literacy-improvement activities to boost the performance of learners. Leadership teams charged with guiding the implementation must include school administrators, parents, classified staff, and general education, special education, and related services personnel.

During the 2005–2006 school year, parent representatives from the Ohio Coalition for the Education of Children with Disabilities worked with staff from the SERRC network to implement statewide training so that parents could learn about OISM. The coalition is also working with the OEC to create a statewide, parent-friendly Web site, www.ocecd.org.[342]

The OEC developed the Individualized Education Program Inter-rater Agreement Tool to identify IEPs that are effective in improving student achievement. OEC staff members use the tool to come to a consensus when they review IEPs during district monitoring and complaint investigations. Educators and parents may also use the tool to learn about the different elements of IEPs and their development and to prepare for IEP meetings. Parents can use the tool on their own, or they can ask their SERRC, school, or parent mentor for help.[343]

Personnel Development

Preservice

The Center for the Teaching Profession oversees special education certification in Ohio. Teachers of special education receive a license to become an intervention specialist (IS). There are five areas of IS licensure: mild/moderate, moderate/intensive, visual impairment, hearing impairment, and gifted. To get an IS license to teach K–12, teachers must take the Praxis II for learning and teaching and the Praxis II for special education. The non-categorical license, implemented by the state in 1998, is tied to the degree of student need and intervention type, as opposed to disability type.

Highly Qualified Teachers

On July 27, 2006, ED's peer review panel accepted Ohio's plan to meet the HQT goal set forth by NCLB.[344] The peer review team that evaluated the state's plan noted that it did an excellent job of addressing the issue of teacher effectiveness and the placement of effective teachers in the most challenging environments.

Ohio uses HOUSSE options to help experienced teachers become highly qualified. The state also gave every SERRC an additional grant of $200,000 to partner with external providers to increase the understanding of core content for secondary special education specialists who were designated the "teacher of record" in delivering instruction in one or more academic subject but who did not meet HQT requirements in the core academic subjects they taught. The professional development provided by SERRCs through the grants had to be structured around the state academic content standards; had to include model lesson plans, with a focus on content; had to be taught by instructors who were knowledgeable about the incorporation of content standards; and had to include state achievement and diagnostic assessments.

In-Service

Ohio has had a Special Education Personnel Development Advisory Committee under various names for 30 years. The committee advises ODE on teacher preparation issues and meets annually with higher education faculty to discuss issues related to professional development. The committee also offers small grants to colleges and universities to address contemporary topics in teacher preparation. For example, in 2005, the committee awarded grants to 10 postsecondary institutions to review requirements within and across the program areas of general education, special education, educational administration, and school psychology, with an eye to identifying gaps in teacher, administrator, and service provider preparation.

In 1968, ODE established a regional network of 16 SERRCs. The purpose of these centers is to provide products and services designed to assist those responsible for closing the achievement gap for students with disabilities. The SERRCs are funded by

IDEA Part B discretionary dollars. ODE has identified three main goals for the centers to focus on: standards, accountability, and capacity. The centers provide professional development and technical assistance to teachers, administrators, relevant service providers, and parents to support these goals and to improve the achievement of students with disabilities.

The state also has 12 regional school improvement teams whose boundaries do not line up with the SERRC boundaries, which creates an overlap of services in certain areas. To address this problem, ODE is currently in the process of creating the Educational Regional Service System, which will streamline the regional service delivery system so the intensity of professional development and technical assistance provided to districts is coordinated to effectively address the district's needs.

The purpose of the SERRCs is to help educators and families improve the achievement of students with disabilities by supporting compliance with federal and state regulations and providing instruction aligned to the state's academic content standards. SERRCs provide professional development to teachers using the OISM. Through the system, SERRCs work with principal-led teams and have six components, including academic behavior and supports. The model has three components that involve on-site coaching and consultation, verification of implementation of what was learned during professional development, and action plan development and implementation by districts and schools.

A core team of three lead SERRCs provides support to other SERRC coaches, as well as district teams.

To address a statewide shortage of special education teachers, the department of education started a pilot program in 2003 called Pathways to Licensure. The 12-month program is for licensed teachers who are working under temporary IS licensure. Participants move through the program with a cohort and are provided with guidance and mentoring. The program was initially outsourced to an out-of-state university, but now 13 Ohio institutes of higher learning offer the full-licensure program. The state also

offers an Alternative Educator License to people in the professional field who want to become teachers.

In June 2004, the state's education department joined with the Ohio Association of Elementary School Administrators and the Ohio Association of Secondary School Administrators to publish Standards-Based Instruction for All Learners: A Treasure Chest for Principal-led Teams in Improving Results for Learners Most At-Risk. The document is a tool for teams to use to improve access to and progress in the general curriculum for students with disabilities, as well as other at-risk groups. The guide is also available on CD, which includes a presentation on Ohio's accountability system.[345]

ODE also produced Standards-Based Education in Ohio: Providing Access to the General Curriculum for Students with Disabilities, a CD-ROM to help educators connect each IEP to academic content standards.

PENNSYLVANIA

PART A—Data Profile

Academic Achievement

Reading

Fourth-grade students with disabilities made little progress on the NAEP reading assessment between 2002 and 2005. The number of students who scored at the proficient level increased 5 percent, but no significant change was seen between 2002 and 2005 in any other level of proficiency. At the below-basic level, Pennsylvania's fourth graders with disabilities struggled to make progress. In 2002, 65 percent of these students performed at that level, and by 2003, that number had jumped to 76 percent. The percentage fell back to 65 percent in 2005. Their performance was shaky at the basic level as well, with 23 percent of students scoring at that level in 2002. In 2003, the percentage of students who performed at the basic level fell 6 points, to 17 percent, and then rose to 22 percent. The nation as a whole made more consistent progress, but by

2005, the percentage of students in Pennsylvania who performed at each level of proficiency was similar to the national average.

Pennsylvania's eighth-grade students with disabilities did moderately better than the nation as a whole on the NAEP reading assessment. Between 2002 and 2005, the percentage of eighth graders with disabilities who performed at the below-basic level fell from 70 percent to 65 percent. Nationally, almost no progress was made at the below-basic level. Twenty-five percent of eighth-grade students with disabilities in Pennsylvania scored at the basic level in 2002. By 2005, that number had increased to 30 percent, a 5 percent increase. Nationally, performance at the basic level actually fell between 2002 and 2005, moving from 29 percent to 27 percent. Little progress was made, both nationally and in Pennsylvania, at the proficient level.

Mathematics

Pennsylvania's fourth-grade students lagged behind the nation somewhat on the NAEP mathematics assessment. Though they made good progress at the below-basic, basic, and proficient levels of performance, the percentage of students who performed at each level was below that of the nation. In 2003, 58 percent of fourth-grade students with disabilities in Pennsylvania scored at the below-basic level. By 2005, that percentage had decreased to 48 percent, an impressive 10 percent gain in achievement. Nationally, however, in 2005, only 44 percent of such students performed at the below-basic level. At the basic level of achievement, the number of students increased from 30 percent to 35 percent between 2003 and 2005. Nationally, 40 percent of students with disabilities performed at the basic level in 2005. Pennsylvania was on par with the national average at the proficient level, however, with a 4 percent increase, from 11 percent in 2003 to 15 percent in 2005. Nationally, 14 percent of students with disabilities scored at the proficient level in 2005.

The state's eighth-grade students with disabilities made some gains in mathematics. The number of students who performed at the below-basic level decreased 5 percent, from 73 percent to 68 percent, between 2003 and 2005. Conversely, the number of

students at the basic level increased 5 percent, from 21 percent to 26 percent, for the same time period. Pennsylvania's growth in performance at the basic level was quicker than the nation's. Between 2003 and 2005, the national percentage of eighth-grade students with disabilities who performed at the basic level increased just 1 percentage point, from 23 percent to 24 percent. Little change was seen at the highest two levels of achievement, both nationally and in Pennsylvania.

Exit Data

Pennsylvania's graduation rate for students with disabilities has increased significantly since 1999. In 1999, 41 percent of these students graduated from high school. That number fluctuated somewhat over the years, hovering around 50 percent in 2002 and 2003, then jumping to 80 percent in 2004. BY 2005, the graduation rate had climbed to 88 percent. Very few students with disabilities received certificates in Pennsylvania.

Since 1999, Pennsylvania's dropout rate for students with disabilities has remained fairly steady at around 10 percent. The state's dropout rate rose briefly to 20 percent in 2004, but it dropped back to 10 percent in 2005.

Inclusion and Performance in Assessments

Disaggregated state assessment data are available on Pennsylvania's department of education Web site for the 2001–2002 through 2003–2004 school years for grades 5, 8, and 11.

Reading

On the Pennsylvania System of School Assessment (PSSA) reading assessment, the fifth graders increases from 15 percent to 23 percent in the number of students who performed at the advanced and proficient levels between 2002 and 2004. Those at the below-basic level also made progress, with 54 percent of the students with disabilities at that lowest achievement level in 2004, compared to 63 percent in 2002.

In reading, Pennsylvania's eighth-grade students with disabilities made more progress than they did in mathematics, with a jump from 13 percent in 2002 to 23 percent in 2004 at the proficient and advanced levels. There was an 8 percent decrease in the number of students who performed at that the below-basic level.

On the state's reading assessment, Pennsylvania's high school students did poorly, and a much higher percentage of them fell into the below-basic proficiency level than did their elementary school counterparts. In fact, it was a consistent trend in the data that as students aged, the percentage of those who performed at the higher proficiency levels decreased, while the number at the lower proficiency levels increased.

Mathematics

In mathematics, fifth-grade students with disabilities made significant progress between the 2001–2002 and 2003–2004 school years. In 2002, 17 percent of the state's fifth graders with disabilities performed at the advanced and proficient levels. That number jumped 10 percentage points, to 27 percent, by 2004. The percentage who performed at the below-basic level between 2002 and 2004 dropped 12 percent, from 65 percent to 53 percent.

Eighth-grade students with disabilities did not make the same progress in mathematics as the fifth graders did. In 2002, 10 percent of the students performed at the proficient or advanced level. By 2004, 16 percent of students were at those two highest levels of achievement. The eighth graders did make significant gains at the below-basic level, with a drop of 9 percent, from 74 percent in 2002 to 65 percent in 2004.

For high school students with disabilities, academic progress was nearly nonexistent. The percentage of students who performed at the proficient and advanced levels in mathematics actually dropped 1 percent, from 11 percent to 10 percent between 2002 and 2004. The number of students at the below-basic level rose 2 percent, from 29 percent to 31 percent.

PART B—Discussion

Assessments

Federal Approval Status

Pennsylvania received partial approval for its assessment system from ED on June 20, 2006. ED cited "outstanding concerns with the technical quality, including the validity and reliability of the general assessment…for grades 4, 6, and 7 and the validity of the alternate assessment based on alternate achievement standards"[346] ED was also concerned about alignment issues regarding Pennsylvania's general and alternate assessments.

Brief History and Description of Assessment System

Pennsylvania established state academic standards for reading, writing, speaking and listening, and mathematics in 1999. Districts are responsible for designing curriculum and instruction that will help students meet those standards. The PSSA is a standards-based criterion-referenced assessment that is administered annually. In 2002–2003, the math and reading assessments were administered to the 5th, 8th, and 11th grades for the first time. In 2005–2006, Pennsylvania's third-grade students began taking the assessment as well. All students in grades 3 through 8 and 11 will be assessed in reading, math, and science in the 2006–2007 school year.[347] Pennsylvania allows students with an IEP to take the PSSA with accommodations.

The Pennsylvania Alternate System of Assessment (PASA) was developed in response to IDEA '97, which required all states to create and administer an assessment for students with severe cognitive disabilities. Only students who meet the criteria set forth by ED are allowed to take the PASA. All other students must take the PSSA, with or without accommodations.[348] The administration of PASA is based upon six rigorous criteria and is aligned to the state's academic standards. The students that participate in the PASA are included in the accountability system at the LEA level. Consistent with recent NCLB regulations, these students will be among the 1 percent maximum who will be permitted to be measured against standards that are not at grade level.

Pennsylvania is expanding the PASA with the implementation of the required administration of statewide assessments in grades 4, 6, and 7.[349]

Policies and Procedures That Support Inclusion

In its Leading for Learning plan, Pennsylvania set the "same expectations for learning and achievement for all students—without exception."[350] Therefore, all students are held to the same standards regardless of background or condition.

All schools and districts specify their own graduation requirements, whereby students must complete all courses and grades, complete a cumulative project, and demonstrate proficiency in reading, writing, and mathematics.[351] Students with disabilities who satisfactorily complete a special education program developed by an IEP team are granted a regular high school diploma. Pennsylvania has no alternate diploma for students with disabilities.

Pennsylvania recently granted a total of $1 million to charter schools, intermediate units, career and technical centers, and 17 school districts to help students with disabilities make the transition from school to living as an adult in the real world. Some of the grant money will also go to mentoring programs. The goal of the transition programs is to provide students with academic and social skills, vocational assessment, career exploration, and work experience.[352]

Accountability

Federal Approval Status

On June 2, 2003, Pennsylvania received approval for the basic elements of its accountability plan from former Secretary of Education Simon Paige.[353]

Pennsylvania's state performance plan was approved by OSEP on March 13, 2006.[354]

Brief History and Description of Accountability System

Data Collection and Management

Pennsylvania is in the process of developing the Pennsylvania Information Management System, a statewide data collection system initiated to improve data capabilities. The state plans to use the system to streamline data management and provide longitudinal data to help teachers and administrators address individual student needs. The system is based on open Internet standards and will include safeguards for data quality and security. A primary feature of the system is that it will allow data sharing among district systems, which are typically diverse and incompatible.

State representatives expressed frustration with changes in definitions that ED makes, and they complained that ED often does not give adequate time to states to implement the changes to the data collection system and test the validity of new indicators. Also, turnover at the local and state level can affect data quality.

The Pennsylvania State Board of Education passed a resolution in 2002 to adopt a value-added approach to evaluate how well districts educated students. The system, the Pennsylvania Value-Added Assessment System (PVAAS), was developed in collaboration with a subcontractor to provide the statistical analysis of data that links individual student growth and achievement with the school they attend. The data are provided to districts so they may make locally appropriate decisions. The goal of PVAAS is to give schools and districts a more "robust and comprehensive picture of their effectiveness in raising student achievement."[355] In fall 2006, every district received a report on the progress of its students linked to the schools they attended. By 2007, the state intends to send each district more detailed reports.[356] Of note, the PVAAS does not have the capability to perform a teacher-level analysis; therefore, teachers cannot be linked to their students.

Public Reporting

Pennsylvania produces an annual state report card. Before NCLB, the state issued school profiles “to disseminate information about its schools to the public.” The profiles included information on a number of subjects (student achievement, for example), but the data were not disaggregated by subgroup.

To meet NCLB regulations regarding the publication of report cards, the state passed House Bill 204, referred to as the State and School Report Card Bill, in 2002. The law requires the department of education to issue guidelines concerning the collection and submission of data to ensure compliance with federal and state mandates. The school profiles were modified to meet NCLB requirements and were reformatted to be more user-friendly. The report cards are posted at www.paayp.com. The PDE is also required by the general assembly to inform the public of the availability of the report card prior to its publication.[357]

Compliance Monitoring

Pennsylvania has one accountability system that holds all schools accountable for student progress, regardless of whether it has a Title I designation. The system takes into account both the school’s absolute level of achievement and the school’s overall growth in achievement when calculating a school’s performance index.[358]

To ensure compliance with IDEA regulations, the Pennsylvania’s BSE requires school districts and IUs to submit a Special Education Plan for review and approval. LEA performance plans must include information from their Special Education Data Summary and be aligned with the state’s performance targets. The IU Special Education Plans must be aligned with the state’s performance targets as well, and they must include data analysis and projected plans and goals. A professional special education advisor is assigned to each region in the state to review the LEAs’ and IUs’ performance plans. The advisor serves as the chairperson on monitoring teams for the region and reviews complaints filed against the LEAs.

The BSE also conducts Compliance Monitoring for Continuous Improvement (CMCI) of districts, charter schools, and early intervention programs. Monitoring teams perform on-site review processes to gain an understanding of LEA programs, identify noncompliance, and assist LEAs in corrective action and improvement activities. The teams include trained parents and stakeholders. The Local Task Force for Right to Education that serves the IU where the LEA or charter school is located is notified of the monitoring and invited to submit input to the Chairperson.

The 501 school district programs for school age students are monitored on a six-year cycle. The Philadelphia School District is monitored annually.

The PDE's monitoring systems are Web-based and include reporting, corrective action planning, and implementation and tracking of corrective action. The *Basic Education Circular, Special Education Compliance*, details a hierarchy of sanctions that the state imposes on noncompliant school districts. If a LEA or charter school has a Corrective Action Verification Plan in place, it must correct all noncompliance within one year of implementing the plan.

The state performs focused monitoring based on specified priorities. Previously, focused monitoring addressed graduation and dropout rates. In 2005–2006, the state began conducting focused monitoring on least restrictive environment (LRE).

Other BSE activities related to compliance monitoring include training and technical assistance provided by the PaTTAN network (discussed below) and interagency coordination to ensure the timely provision of services to students with disabilities.[359]

The BSE is also responsible for ensuring that students with disabilities are educated in an LRE, an initiative that came out of the settlement of a lawsuit. The *Gaskin* case was a class-action lawsuit filed in 1994 against the PDE by a group of families and advocacy organizations on behalf of a group of students with disabilities. According to the terms of the settlement, IEP teams must strive to place students with disabilities in LREs.

Schools must provide the supports and services needed to ensure that students with disabilities have the opportunity to be educated with their nondisabled peers.

Interventions

Pennsylvania encourages its LEAs to use data- and research-based strategies to inform school improvement planning, to develop innovative programs, to provide professional development, and to create aligned curriculum and standards.

If a school does not make AYP for two consecutive years, it receives a School Improvement I designation and must develop and implement a two-year plan to address the problem areas. Once the plan is developed, the state encourages schools to have representatives from the intermediate unit and the school's board of directors review it for quality. The school must then submit to the state a statement of assurance signed by the superintendent, the board president, and the executive director of the IU. Districts must also submit improvement plans to the state if they fail to make AYP. Pennsylvania developed two frameworks—Getting Results! and Leading for Learning!—to guide schools and districts through the process of creating effective improvement plans.

If a school does not make AYP for three consecutive years, it receives a School Improvement II designation and must revise its school improvement plan to address the underlying causes of not meeting state standards. The state encourages schools at this stage to form support teams to supervise school improvement efforts.

If a school fails to make AYP for a fourth consecutive year, it receives a Corrective Action designation and the state steps in to provide targeted intervention and technical assistance.

For the 2005–2006 school year, Pennsylvania introduced a new initiative to further provide support to low-performing schools. It gives funding to the state's 29 IUs to provide school improvement services to districts with schools with an improvement or a corrective action status. The IU school improvement program also includes funding to

help all districts and schools utilize existing state improvement tools such as assessment anchors. IUs meet with all districts that have schools that need improvement or corrective action and use various tools to identify and provide targeted services based on the district's unique individual needs. Finally, funding is provided to IUs to partner with those districts that have teams of distinguished educators. Sanctions for not meeting AYP will range from school and district improvement planning to corrective action requirements consistent with NCLB.

The Distinguished Educator initiative aims to provide direct assistance and targeted intervention to districts. Distinguished educators are current or retired administrators, teachers, specialists, and consultants who are selected by the state to work with struggling districts and schools for up to two years to improve instructional leadership and help build capacity to improve student achievement. These educators of distinction can work as full-time members of a core team focused on instructional leadership or as specialists brought into the team to provide specific assistance based on specific needs.[360]

Beginning with the 2004–2005 school year, Pennsylvania began offering districts Accountability Block Grants, with the goal of helping districts implement effective educational practices and initiatives to improve student achievement. To achieve its goals, the PDE has chosen to focus on four key areas: early success in school, increased achievement, equitable outcomes, and student preparedness.[361]

The Center for Data-Driven Reform in Education (CDDRE) is housed at Johns Hopkins University and works with four states: Pennsylvania, Ohio, Arizona, and Alabama. Funding for the study comes from a $10 million grant from ED's Institute for Education Statistics to help low-performing schools and districts increase student achievement.[362] Twenty-seven school districts in Pennsylvania were selected to participate in CDDRE research studies in an effort to improve student achievement. The selected schools receive free on-site support and resources from CDDRE's national experts, as well as consulting and coaching services. The aim of the partnership is to assist districts and schools in capturing, organizing, and using data to evaluate and improve program

effectiveness. The CDDRE also helps schools and districts develop achievement plans for making AYP.

A major component of the work Pennsylvania is doing through the CDDRE revolves around using 4Sight assessments to predict how students will perform on the state assessment. The 4Sight assessments are one-hour tests modeled on the state assessments and administered five times a year to help teachers focus on areas where students are struggling.[363]

Professional Development

Preservice

Pennsylvania offers special education certificates for teachers of students who are blind or have visual impairments; students with cognitive, behavior, and physical/health disabilities; students who are deaf or hard of hearing; and students with speech and language disabilities.[364]

Pennsylvania requires special education teachers who provide direct instruction in one or more core content areas to have a bachelor's degree, to have a Pennsylvania teaching certificate, and to demonstrate subject matter competency for the core content areas they teach.[365]

Highly Qualified Teachers

ED's peer review panel found Pennsylvania's plan for meeting the HQT goal set forth by NCLB to have deficiencies. The state had difficulty creating an effective strategy for decreasing its use of the HOUSSE option to ensure that all teachers are highly qualified. Pennsylvania also did not create an adequate plan for ensuring that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers.[366]

For teachers who do not have the appropriate instructional certificate in the subject they teach, Pennsylvania has developed a HOUSSE program that evaluates their

competency based on years of satisfactory teaching experience, college and graduate level coursework, professional education courses taken, academic awards received, and special education certification. The state issued a deadline of June 30, 2007, to have all teachers highly qualified. Teachers that are not considered highly qualified by the deadline must develop an Individualized Professional Development Plan to attain HQT status by December 31, 2008.[367]

In-Service

As part of its Getting Results! and Leading for Learning! frameworks for district and school improvement, Pennsylvania has designed a data toolkit to assist schools and districts in making data-driven decisions. The toolkit contains templates, graphs, charts, and guiding questions to direct the development of curriculum and instruction.[368]

The Pennsylvania Training and Technical Assistance Network (PaTTAN) is a BSE initiative that provides professional development with the aim of helping LEAs meet students' needs. Though the network is focused primarily on special education, services are also provided to support various general education programs, such as Early Intervention. PaTTAN offers ongoing training opportunities such as workshops, guided practice, seminars, statewide conferences, distance learning, videoconferences, and online courses.

On the PaTTAN Web site, teachers and administrators can access a calendar of upcoming training opportunities offered not only by PaTTAN but also by other IUs, districts, and charter schools. The site posts handouts for upcoming trainings, as well as videotapes and DVDs of past teleconferences and training courses. The materials are offered free to parents, IUs, and school districts in Pennsylvania.

The PDE has a SIG issued by OSEP in 2004 to develop a unified, integrated, and coordinated professional development plan. The grant is also meant to help the state provide staff with professional development, technical assistance, and information on best practices. Funds from the grant support LEAs in providing effective research

practices that improve student outcomes for all students and provide professional development to ensure that all special education personnel are highly qualified. To promote partnerships and collaboration, contracts will be issued among institutions of higher education, local education agencies, and parent training institutions. A major planned outcome of the project is the development of distance learning/online courses in secondary-level content areas for candidates seeking to become teachers of students with disabilities (including the hard of hearing and deaf) and the certification of teachers or supervisors of special education.[369]

Pennsylvania has a statewide Parent Education Network (PEN), which provides technical assistance, information, skills training, support, and workshops for parents through its seven Parent Training and Information Centers.[363] PEN is funded through ED.

APPENDIX E. STATE DATA TABLES

Table 1.1a: California Academic Achievement on NAEP Mathematics Assessment

		Mathematics											
		Below Basic						Basic					
		Students w/o disabilities			Students w/ disabilities			Students w/o disabilities			Students w/ disabilities		
Grade	Year	CA	US	A	CA	US	A	CA	US	A	CA	US	A
4	2000	49	33	16	0	71	NA	38	43	-5	0	23	NA
	2003	30	21	9	59	50	9	44	46	-2	29	38	-9
	2005	27	17	10	56	44	12	44	45	-1	31	40	-9
	A	22	16	6	4	27	0	-6	-2	-4	-3	-17	0
8	2000	47	33	14	86	80	6	53	39	14	14	16	-2
	2003	40	27	13	80	71	9	60	41	19	20	23	-3
	2005	40	27	13	82	69	13	60	41	19	18	24	-6
	A	7	6	1	4	11	-7	-7	-2	-5	-4	-8	4
		Proficient						Advanced					
		Students w/o disabilities			Students w/ disabilities			Students w/o disabilities			Students w/ disabilities		
Grade	Year	CA	US	A	CA	US	A	CA	US	A	CA	US	A
4	2000	13	22	-9	0	6	NA	1	3	-2	0	1	NA
	2003	23	30	-7	11	11	0	3	4	-1	1	1	0
	2005	25	33	-8	11	14	-3	4	5	-1	1	2	-1
	A	-12	-11	-1	0	-8	3	-3	-2	-1	0	-1	1
8	2000	18	22	-4	2	4	-2	3	5	NA	*	*	NA
	2003	24	25	-1	5	5	0	5	6	-1	1	1	0
	2005	23	26	-3	5	6	-1	5	7	-2	1	1	0
	A	-5	-4	-1	-3	-2	-1	-2	-2	0	0	0	0

Students w/o Disabilities

Students with Disabilities

* Results round to zero

NA Value is incalculable

0 Reporting standards not met

Source: US Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000, 2003, 2005 Mathematics Assessments

Table 1.1b: California Academic Achievement on NAEP Reading Assessment

		Reading											
		Below Basic						Basic					
		Students w/o disabilities			Students w/ disabilities			Students w/o disabilities			Students w/ disabilities		
Grade	Year	CA	US	A	CA	US	A	CA	US	A	CA	US	A
4	1998	51	40	11	0	76	NA	28	31	-3	0	16	NA
	2002	48	35	13	88	71	NA	30	33	-3	11	20	-9
	2003	48	35	13	78	71	7	30	33	-3	17	20	-3
	2005	48	34	14	79	67	12	30	34	-4	16	22	-6
	A	3	6	-3	9	9	-5	-2	-3	1	-5	-6	3
8	1998	34	25	9	78	69	9	44	43	1	18	25	-7
	2002	36	22	14	78	65	13	43	45	-2	19	29	-10
	2003	34	23	11	80	68	12	41	44	-3	16	26	-10
	2005	37	25	12	79	67	12	41	44	-3	18	27	-9
	A	-3	0	-3	-1	2	-3	3	-1	4	0	-2	2
		Proficient						Advanced					
		Students w/o disabilities			Students w/ disabilities			Students w/o disabilities			Students w/ disabilities		
Grade	Year	CA	US	A	CA	US	A	CA	US	A	CA	US	A
4	1998	16	22	-6	0	7	NA	4	7	-3	0	1	NA
	2002	18	25	-7	1	7	-6	4	7	-3	*	1	NA
	2003	17	24	-7	4	8	-4	5	8	-3	1	1	0
	2005	18	24	-6	5	9	-4	5	7	-2	1	2	-1
	A	-2	-2	0	-4	-2	-2	-1	0	-1	0	-1	1
8	1998	21	29	-8	4	6	-2	1	2	-1	*	*	NA
	2002	20	31	-11	3	6	-3	1	3	-2	*	*	NA
	2003	22	30	-8	3	5	-2	2	3	-1	*	*	NA
	2005	20	28	-8	3	6	-3	2	3	-1	*	*	NA
	A	1	1	0	1	0	1	-1	-1	0	NA	NA	NA

Students w/o Disabilities
Students with Disabilities

* Results round to zero

NA Value is incalculable

• State did not participate in NAEP assessment that year

Source: US Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, 2003, 2005 Reading Assessments.

Table 1.2a: California Exit Totals for Students 14–22+

Reason	School Year						
	1998–99	1999–00	2000–01	2001–02	2002–03	2003–04	2004–05
No Longer Receives Special Education Services	9,719	9,913	7,951	8,042	7,385	x	x
Graduated	9,719	9,913	13,870	18,185	17,650	20,595	12,472
Received a Certificate	4,590	4,689	3,042	2,209	2,220	1,500	1,724
Dropped Out	2,694	2,760	3,912	3,083	3,116	9,736	20,863
Total Exiting	60,450	61,732	58,268	64,499	63,556	32,644	35,760

x = no data available

Source: www.ideadata.org, November 21, 2006

Table 1.2b: California Exit Percentages for Students 14–22+

Reason	School Year						
	1998–99	1999–00	2000–01	2001–02	2002–03	2003–04	2004–05
No Longer Receives Special Education Services	16.08%	16.06%	13.65%	12.47%	11.62%	NA	NA
Graduated	16.08%	16.06%	23.80%	28.19%	27.77%	63.09%	34.88%
Received a Certificate	7.59%	7.60%	5.22%	3.42%	3.49%	4.60%	4.82%
Dropped Out	4.46%	4.47%	6.71%	4.78%	4.90%	29.82%	58.34%

NA = value is incalculable

Source: www.ideadata.org, November 21, 2006.

Table 1.3a: California Participation and Performance on Assessments on Grade Level Achievement Standards 2002–2003

	Mathematics			English-Language Arts		
	Grade 4	Grade 8	High School*	Grade 4	Grade 8	High School*
Total Enrollment: Students with Disabilities	51,443	51,527	44,269	51,443	51,527	44,269
Students who took regular assessment	45,935	45,924	33,204	45,781	46,525	31,784
Percentage of students who scored “Far Below Basic”	27	51		34	52	
Percentage of students who scored “Below Basic”	33	29		27	27	
Percentage of students who scored “Basic”	20	14		24	16	
Percentage of students who scored “Proficient”	13	6		9	4	
Percentage of students who scored “Advanced”	7	1		5	1	
Percentage of students who scored “Not Proficient” (high school exam only)				9		
Percentage of students who scored “Proficient” (high school exam only)						
Percentage of students who scored “Advanced” (high school exam only)			1			2

*High School = California High School Exit Exam, which is administered in the 10th grade

Table 1.3b: California Participation and Performance on State Assessments on Grade Level Achievement Standards 2003–2004

	Mathematics			English-Language Arts		
	Grade 4	Grade 8	High School*	Grade 4	Grade 8	High School*
Total Enrollment: Students with Disabilities	54,296	53,524	47,642	54,296	53,425	47,528
Students who took regular assessment	49,757	45,124	42,587	49,804	48,675	42,482
Percentage of students who scored "Far Below Basic"	14	42		35	46	
Percentage of students who scored "Below Basic"	45	37		27	29	
Percentage of students who scored "Basic"	21	15		23	19	
Percentage of students who scored "Proficient"	13	6		10	4	
Percentage of students who scored "Advanced"	7	1		6	2	
Percentage of students who scored "Not Proficient" (high school exam only)				8		
Percentage of students who scored "Proficient" (high school exam only)						
Percentage of students who scored "Advanced" (high school exam only)			2			3

*High School = California High School Exit Exam, which is administered in the 10th grade.

Table 1.3c: California Participation and Performance on Assessments on Grade Level Achievement Standards 2004–2005

	Mathematics			English-Language Arts		
	Grade 4	Grade 8	High School*	Grade 4	Grade 8	High School
Total Enrollment: Students with Disabilities	53,536	51,395	47,939	53,536	51,169	47,872
Students who took regular assessment	48,519	45,846	41,663	48,568	45,929	41,701
Percentage of students who scored “Far Below Basic”	23	35		32	39	
Percentage of students who scored “Below Basic”	34	42		24	33	
Percentage of students who scored “Basic”	20	16		24	20	
Percentage of students who scored “Proficient”	12	6		12	6	
Percentage of students who scored “Advanced”	10	1		7	2	
Percentage of students who scored “Not Proficient” (high school exam only)				9		
Percentage of students who scored “Proficient” (high school exam only)						
Percentage of students who scored “Advanced” (high school exam only)			2			3

*High School = California High School Exit Exam, which is administered in the 10th grade.

Source: California State Accountability Report Card, Retrieved December 21, 2006, from http://www.cde.ca.gov/ta/ac/sc/.

Table 1.4a: California Educational Setting for Students Ages 6–21 with Disabilities

Reason	Disability	Year							
		1998	1999	2000	2001	2002	2003	2004	2005
Outside Regular Class < 21% of the school day	MR	2,66	2,669	11,535	5,816	3,088	3,055	2,782	3,270
	HI	3,434	3,538	5,238	4,156	3,856	3,874	4,102	4,252
	S/L	107,229	102,647	105,384	108,157	108,914	110,385	109,494	109,952
	VI	1,419	1,416	2,121	1,708	1,584	1,588	1,757	1,714
	ED	2,573	2,820	6,451	5,145	4,474	4,717	4,970	5,593
	OI	3,115	3,137	5,549	3,696	3,140	3,077	3,203	3,388
	OH	8,582	8,229	10,717	11,374	12,513	14,087	16,263	18,536
	LD	165,694	161,283	202,876	171,032	161,721	157,023	152,040	151,820
	DB	19	14	52	52	37	33	16	23
	MD	393	390	1,682	881	385	460	469	394
	AUT	987	1,491	4,587	3,648	3,646	4,396	5,898	7,566
	TBI	256	291	528	431	387	422	259	291
	All	295,767	287,925	356,720	316,096	303,745	303,117	301,473	307,289
Outside Regular Class 21% - 60% of the school day	MR	4,244	4,379	4,216	4,436	4,572	4,754	4,656	4,552
	HI	1,315	1,450	1,176	1,489	1,571	1,577	1,464	1,522
	S/L	6,511	6,964	6,384	7,978	9,288	9,940	10,002	10,447
	VI	619	592	473	495	561	579	565	556
	ED	2,121	2,350	2,340	2,863	3,317	3,740	3,988	3,949
	OI	1,287	1,289	1,219	1,342	1,449	1,504	1,442	1,427
	OH	2,539	3,130	3,384	4,758	6,074	7,166	7,955	8,783
	LD	99,470	95,821	84,018	95,945	101,714	100,504	99,360	93,318
	DB	21	22	16	19	21	19	14	15
	MD	481	489	440	526	500	531	493	503
	AUT	582	783	958	1,386	1,947	2,429	2,748	3,270
	TBI	262	295	241	305	315	331	260	220
	All	119,452	117,564	104,865	121,542	131,329	133,074	133,064	128,663
Outside Regular Class > 60% of the school day	MR	23,573	24,251	16719	24,126	26,996	26,198	27,188	26,720
	HI	3,519	3,625	2016	3,487	3,735	3,515	3,476	3,490
	S/L	7,558	15,114	13069	10,734	11,698	12,527	13,098	13,451
	VI	1,300	1,494	854	1,243	1,305	1,086	1,145	1,156
	ED	7,231	7,960	5092	7,580	8,994	9,108	10,013	9,273
	OI	5,416	5,642	3316	6,029	6,487	5,498	5,597	5,675
	OH	3,206	4,168	3480	4,375	5,263	6,169	6,640	7,619
	LD	70,857	85,162	53778	71,559	72,476	71,627	68,671	63,488
	DB	94	91	61	77	88	82	27	31
	MD	3,520	3,318	2084	3,199	3,620	3,011	3,032	3,049

	AUT	4,143	5,010	3661	6,861	8,719	9,726	11,310	12,692
	TBI	413	463	362	498	592	625	323	341
	All	130,830	156,298	104492	139,768	149,973	149,172	150,885	147,369

Key: MR = Mental Retardation, HI = Hearing Impaired, S/L = Speech or Language Disabled, VI = Visually Disabled, ED = Emotionally Disturbed, OI = Orthopedic Impairment, OH = Other Health Impairment, LD = Learning Disabled, DB = Deaf-Blindness, MD = Multiple Disabilities, AUT = Autism, TBI = Traumatic Brain Injury

*High School = California High School Exit Exam, which is administered in the 10th grade

Source: www.ideadata.org, November 21, 2006.

Table 1.4b: California Educational Setting for Students Ages 6–21 with Disabilities: Disaggregated by Race/Ethnicity

Reason	Race/ Ethnicity	Year							
		1998	1999	2000	2001	2002	2003	2004	2005
Outside Regular Class < 21% of the school day	AS/PI	15,149	15,442	18,814	18,455	18,280	18,733	1,851	19,863
	B	32,467	32,047	41,270	33,201	31,031	30,756	30,149	31,706
	H	109,899	110,335	149,210	128,390	126,450	129,042	130,978	137,970
	W	135,627	127,522	144,597	133,321	125,348	121,913	118,744	115,075
	All	295,767	287,925	356,720	316,096	303,745	303,117	284,473	307,289
Outside Regular Class 21% - 60% of the school day	AI/AN	1,332	1,303	1,178	1,332	1,422	1,510	1,454	1,407
	AS/PI	5,423	5,236	4,852	5,517	5,900	6,015	6,004	5,636
	B	14,015	13,803	13,034	15,061	15,952	16,006	16,330	14,887
	H	46,366	45,965	42,698	52,033	57,723	61,071	62,997	62,322
	W	52,316	51,257	43,103	47,599	50,332	48,472	46,279	44,411
	All	119,452	117,564	104,865	121,542	131,329	133,074	133,064	128,663
Outside Regular Class > 60% of the school day	AI/AN	1,072	1,204	974	1,091	1,127	1,222	1,240	1,188
	AS/PI	7,485	8,338	6,684	7,982	9,196	9,399	9,989	9,658
	B	22,246	24,739	16,136	22,933	24,266	24,155	23,786	21,927
	H	58,330	70,209	43,648	67,387	73,564	73,773	75,482	74,231
	W	41,697	51,809	37,050	40,375	41,820	40,623	40,388	40,365
	All	130,830	156,299	104,492	139,768	149,973	149,172	150,885	147,369

Key: AI/AN = American Indian/Alaskan Native, AS/PI = Asian/Pacific Islander, B = Black, H = Hispanic, W = White

Source: www.ideadata.org, November 21, 2006.

Table 1.4c: California Educational Setting for Students Ages 6–21 with Disabilities: Percentages by Disability

Reason	Disability	Year							
		1998	1999	2000	2001	2002	2003	2004	2005
Outside Regular Class < 21% of the school day	MR	0.7%	0.9%	3.2%	1.8%	1.0%	1.0%	0.9%	1.1%
	HI	1.2%	1.2%	1.5%	1.3%	1.3%	1.3%	1.4%	1.4%
	S/L	36.3%	35.7%	29.5%	34.2%	35.9%	36.4%	36.3%	35.8%
	VI	0.5%	0.5%	0.6%	0.5%	0.5%	0.5%	0.6%	0.6%
	ED	0.9%	1.0%	1.8%	1.6%	1.5%	1.6%	1.6%	1.8%
	OI	1.1%	1.1%	1.6%	1.2%	1.0%	1.0%	1.1%	1.1%
	OH	2.9%	2.9%	3.0%	3.6%	4.1%	4.6%	5.4%	6.0%
	LD	56.0%	56.0%	56.9%	54.1%	53.2%	51.8%	50.4%	49.4%
	DB	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	MD	0.1%	0.1%	0.5%	0.3%	0.1%	0.2%	0.2%	0.1%
	AUT	0.3%	0.5%	1.3%	1.2%	1.2%	1.5%	2.0%	2.5%
	TBI	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
	All	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	99.9%	99.8%
Outside Regular Class 21% - 60% of the school day	MR	3.6%	3.7%	4.0%	3.6%	3.5%	3.6%	3.5%	3.5%
	HI	1.1%	1.2%	1.1%	1.2%	1.2%	1.2%	1.1%	1.2%
	S/L	5.5%	5.9%	6.1%	6.6%	7.1%	7.5%	7.5%	8.1%
	VI	0.5%	0.5%	0.5%	0.4%	0.4%	0.4%	0.4%	0.4%
	ED	1.8%	2.0%	2.2%	2.4%	2.5%	2.8%	3.0%	3.1%
	OI	1.1%	1.1%	1.2%	1.1%	1.1%	1.1%	1.1%	1.1%
	OH	2.1%	2.7%	3.2%	3.9%	4.6%	5.4%	6.0%	6.8%
	LD	83.3%	81.5%	80.1%	78.9%	77.4%	75.5%	74.7%	72.5%
	DB	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	MD	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%
	AUT	0.5%	0.7%	0.9%	1.1%	1.5%	1.8%	2.1%	2.5%
	TBI	0.2%	0.3%	0.2%	0.3%	0.2%	0.2%	0.2%	0.2%
	All	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	99.9%	99.9%
Outside Regular Class > 60% of the school day	MR	18.0%	15.5%	16.0%	17.3%	18.0%	17.6%	18.0%	18.1%
	HI	2.7%	2.3%	1.9%	2.5%	2.5%	2.4%	2.3%	2.4%
	S/L	5.8%	9.7%	12.5%	7.7%	7.8%	8.4%	8.7%	9.1%
	VI	1.0%	1.0%	0.8%	0.9%	0.9%	0.7%	0.8%	0.8%
	ED	5.5%	5.1%	4.9%	5.4%	6.0%	6.1%	6.6%	6.3%
	OI	4.1%	3.6%	3.2%	4.3%	4.3%	3.7%	3.7%	3.9%
	OH	2.5%	2.7%	3.3%	3.1%	3.5%	4.1%	4.4%	5.2%
	LD	54.2%	54.5%	51.5%	51.2%	48.3%	48.0%	45.5%	43.1%
	DB	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.0%	0.0%
	MD	2.7%	2.1%	2.0%	2.3%	2.4%	2.0%	2.0%	2.1%
	AUT	3.2%	3.2%	3.5%	4.9%	5.8%	6.5%	7.5%	8.6%
	TBI	0.3%	0.3%	0.3%	0.4%	0.4%	0.4%	0.2%	0.2%
	All	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	99.8%	99.7%

Key: MR = Mental Retardation, HI = Hearing Impaired, S/L = Speech or Language Disabled, VI = Visually Disabled, ED = Emotionally Disturbed, OI = Orthopedic Impairment, OH = Other Health Impairment, LD = Learning Disabled, DB = Deaf-blindness, MD = Multiple Disabilities, AUT = Autism, TBI = Traumatic Brain Injury

Source: www.ideadata.org, November 21, 2006.

Table 1.4d: California Educational Setting for Students Ages 6–21 with Disabilities: Percentages by Race/Ethnicity

Reason	Race/ Ethnicity	Year							
		1998	1999	2000	2001	2002	2003	2004	2005
Outside Regular Class < 21% of the school day	AI/AN	0.9%	0.9%	0.8%	0.9%	0.9%	0.9%	1.0%	0.9%
	AS/PI	5.1%	5.4%	5.3%	5.8%	6.0%	6.2%	0.7%	6.5%
	B	11.0%	11.1%	11.6%	10.5%	10.2%	10.1%	10.6%	10.3%
	H	37.2%	38.3%	41.8%	40.6%	41.6%	42.6%	46.0%	44.9%
	W	45.9%	44.3%	40.5%	42.2%	41.3%	40.2%	41.7%	37.4%
	All	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Outside Regular Class 21% - 60% of the school day	AI/AN	1.1%	1.1%	1.1%	1.1%	1.1%	1.1%	1.1%	1.1%
	AS/PI	4.5%	4.5%	4.6%	4.5%	4.5%	4.5%	4.5%	4.4%
	B	11.7%	11.7%	12.4%	12.4%	12.1%	12.0%	12.3%	11.6%
	H	38.8%	39.1%	40.7%	42.8%	44.0%	45.9%	47.3%	48.4%
	W	43.8%	43.6%	41.1%	39.2%	38.3%	36.4%	34.8%	34.5%
	All	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Outside Regular Class > 60% of the school day	AI/AN	0.8%	0.8%	0.9%	0.8%	0.8%	0.8%	0.8%	0.8%
	AS/PI	5.7%	5.3%	6.4%	5.7%	6.1%	6.3%	6.6%	6.6%
	B	17.0%	15.8%	15.4%	16.4%	16.2%	16.2%	15.8%	14.9%
	H	44.6%	44.9%	41.8%	48.2%	49.1%	49.5%	50.0%	50.4%
	W	31.9%	33.1%	35.5%	28.9%	27.9%	27.2%	26.8%	27.4%
	All	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Key: AI/AN = American Indian/Alaskan Native, AS/PI = Asian/Pacific Islander, B = Black, H = Hispanic, W = White

Source: www.ideadata.org, November 21, 2006.

*High School = California High School Exit Exam, which is administered in the 10th grade

Table 2.1a: Florida A cademic Achievement on NAEP Mathematics Assessment

Mathematics													
		Below Basic						Basic					
		Students w/o disabilities			Students w/ disabilities			Students w/o disabilities			Students w/ disabilities		
Grade	Year	FL	US	A	FL	US	A	FL	US	A	FL	US	A
4	2000	•	33	NA	•	71	NA	•	43	NA	•	23	NA
	2003	19	21	-2	50	50	0	46	46	0	38	38	0
	2005	15	17	-2	33	44	-11	46	45	1	44	40	4
	A	4	16	0	17	27	11	0	-2	-1	-6	-17	-4
8	2000	•	33	NA	•	80	NA	•	39	NA	•	16	NA
	2003	33	27	6	76	71	5	41	41	0	19	23	-4
	2005	31	27	4	63	69	-6	42	41	1	24	24	0
	A	2	6	2	13	11	11	-1	-2	-1	-5	-8	-4
		Proficient						Advanced					
		Students w/o disabilities			Students w/ disabilities			Students w/o disabilities			Students w/ disabilities		
Grade	Year	FL	US	A	FL	US	A	FL	US	A	FL	US	A
4	2000	•	22	NA	•	6	NA	•	3	NA	•	1	NA
	2003	30	30	0	12	11	1	4	4	0	1	1	0
	2005	34	33	1	19	14	5	6	5	1	5	2	3
	A	-4	-11	-1	-7	-8	-4	-2	-2	-1	-4	-1	-3
8	2000	•	22	NA	•	4	NA	•	5	NA	•	*	NA
	2003	21	25	-4	5	5	0	5	6	-1	*	1	NA
	2005	23	26	-3	10	6	4	5	7	-2	3	1	2
	A	-2	-4	-1	-5	-2	-4	0	-2	0	NA	0	NA

Students w/o Disabilities

Students with Disabilities

* Results round to zero

NA Value is incalculable

• State did not participate in NAEP assessment that year

0 Reporting standards not met

Source: US Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000, 2003, 2005 Mathematics Assessments

**High School = California High School Exit Exam, which is administered in the 10th grade

Table 2.1b: Florida Academic Achievement on NAEP Reading Assessment

Reading													
		Below Basic						Basic					
		Students w/o disabilities			Students w/ disabilities			Students w/o disabilities			Students w/ disabilities		
Grade	Year	FL	US	A	FL	US	A	FL	US	A	FL	US	A
	1998	44	40	4	76	76	0	32	31	1	20	16	4
	2002	35	35	0	68	71	-3	35	33	2	22	20	2
	2003	32	35	-3	72	71	1	33	33	0	18	20	-2
	2005	31	34	-3	62	67	-5	36	34	2	25	22	3
4	A	13	6	7	14	9	5	-4	-3	-1	-5	-6	1
	1998	30	25	5	67	69	-2	46	43	3	27	25	2
	2002	23	22	1	61	65	-4	45	45	0	31	29	2
	2003	26	23	3	71	68	3	43	44	-1	25	26	-1
	2005	29	25	4	66	67	-1	43	44	-1	25	27	-2
8	A	1	0	1	1	2	-1	3	-1	4	2	-2	4
		Proficient						Advanced					
		Students w/o disabilities			Students w/ disabilities			Students w/o disabilities			Students w/ disabilities		
Grade	Year	FL	US	A	FL	US	A	FL	US	A	FL	US	A
	1998	19	22	-3	4	7	-3	5	7	-2	*	1	NA
	2002	24	25	-1	9	7	2	6	7	-1	2	1	1
	2003	26	24	2	9	8	1	9	8	1	1	1	0
	2005	25	24	1	10	9	1	8	7	1	4	2	2
4	A	-6	-2	-4	-6	-2	-4	-3	0	-3	-2	-1	-1
	1998	23	29	-6	6	6	0	1	2	-1	*	*	NA
	2002	30	31	-1	8	6	2	2	3	-1	*	*	NA
	2003	28	30	-2	4	5	-1	3	3	0	*	*	NA
	2005	25	28	-3	8	6	2	2	3	-1	1	*	NA
8	A	-2	1	-3	-2	0	-2	-1	-1	0	NA	NA	NA

Students w/o Disabilities
Students with Disabilities

* Results round to zero NA Value is incalculable

• State did not participate in NAEP assessment that year

Source: US Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, 2003, 2005 Reading Assessments.

**High School = California High School Exit Exam, which is administered in the 10th grade

Table 2.2a: Florida Exit Totals for Students 14–22+

Reason	School Year						
	1998–99	1999–00	2000–01	2001–02	2002–03	2003–04	2004–05
No Longer Receives Special Education Services	4,095	3,257	2,789	2,501	2,747	x	x
Graduated	4,950	5,516	5,558	6,234	8,014	8,865	9,164
Received a Certificate	3,954	4,140	5,265	6,365	6,277	6,523	6,486
Dropped Out	5,723	5,288	5,052	4,573	4,892	6,336	6,689
Total Exiting	29,998	30,094	32,168	35,842	39,628	21,838	22,455

x = no data available

Source: www.ideadata.org, November 21, 2006.

Table 2.2b: Florida Exit Percentages for Students 14–22+

Reason	School Year						
	1998–99	1999–00	2000–01	2001–02	2002–03	2003–04	2004–05
No Longer Receives Special Education Services	13.65%	10.82%	8.67%	6.98%	6.93%	NA	NA
Graduated	16.50%	18.33%	17.28%	17.39%	20.22%	40.59%	40.81%
Received a Certificate	13.18%	13.76%	16.37%	17.76%	15.84%	29.87%	28.88%
Dropped Out	19.08%	17.57%	15.71%	12.76%	12.34%	29.01%	29.79%

NA = value is incalculable

Source: www.ideadata.org, November 21, 2006.

Table 2.3a: FCAT Performance on Assessments on Grade Level Achievement Standards 2001–2002

	Mathematics			Reading		
	Grade 5	Grade 8	Grade 10	Grade 4	Grade 8	Grade 10
Percent of students who scored at Level 3 or above	19%	17%	23%	24%	13%	8%

Table 2.3b: FCAT Performance on Assessments on Grade Level Achievement Standards 2002–2003

	Mathematics			Reading		
	Grade 5	Grade 8	Grade 10	Grade 4	Grade 8	Grade 10
Percent of students who scored at Level 3 or above	21%	18%	26%	28%	15%	10%

Table 2.3c: FCAT Performance on Assessments on Grade Level Achievement Standards 2003–2004

	Mathematics			Reading		
	Grade 5	Grade 8	Grade 10	Grade 4	Grade 8	Grade 10
Percent of students who scored at Level 3 or above	22%	18%	24%	40%	12%	7%

Table 2.3d: FCAT Performance on Assessments on Grade Level Achievement Standards 2004–2005

	Mathematics			Reading		
	Grade 5	Grade 8	Grade 10	Grade 4	Grade 8	Grade 10
Percent of students who scored at Level 3 or above	28%	21%	22%	42%	14%	7%

Table 2.3e: FCAT Performance on Assessments on Grade Level Achievement Standards 2005–2006

	Mathematics			Reading		
	Grade 5	Grade 8	Grade 10	Grade 4	Grade 8	Grade 10
Percent of students who scored at Level 3 or above	29%	22%	25%	35%	13%	7%

Source: Administrator's Management Meeting – Exceptional Student Education and Student Services Personal Communication, fax from Marie LaCap, FLDOE, December 18, 2006

Table 2.4: Florida Participation of Students with Disabilities on the FCAT

	Mathematics			Reading		
	Grade 5	Grade 8	Grade 10	Grade 4	Grade 8	Grade 10
2001–02	87%	79%	61%	87%	79%	62%
2002–03	87%	77%	59%	87%	78%	60%
2003–04	89%	82%	69%	87%	82%	70%
2004–05	87%	83%	73%	88%	83%	72%
2005–05	90%	85%	71%	91%	85%	72%

Table 2.5a: Florida Educational Setting for Students with Disabilities, Ages 6–21

		Year							
Reason	Disability	1998	1999	2000	2001	2002	2003	2004	2005
Outside Regular Class <21% of the school day	MR	7,753	8,097	5989	6,383	5,819	5,523	7,445	3,151
	HI	1,024	1,136	1191	1,302	1,360	1,446	1,593	1,524
	S/L	67,588	69,108	69138	68,897	69,110	69,719	70,961	70,143
	VI	586	610	594	604	656	660	672	638
	ED	12,652	13,882	13624	14,022	13,221	13,396	14,326	11,967
	OI	1,699	1,692	1589	1,653	1,686	1,673	1,827	1,566
	OH	2,448	3,235	3675	4,834	5,800	7,271	9,171	9,195
	LD	59,478	63,585	66779	71,890	76,521	83,887	95,859	98,788
	DB	9	9	4	8	10	6	0	0
	MD	-	0	0	0	0	0	0	0
	AUT	995	1,137	1058	1,238	1,443	1,651	1,906	1,547
	TBI	132	150	148	181	180	196	0	139
	All	154,364	162,641	163789	171,177	175,806	185,428	204,016	198,750
Outside Regular Class 21% – 60% of the school day	MR	6,472	6,635	6971	6,746	7,034	6,419	5,773	6,342
	HI	468	480	583	557	620	602	590	557
	S/L	2,562	2,865	3146	3,255	3,624	3,670	3,624	3,580
	VI	169	143	180	176	160	180	80	47
	ED	7,511	7,522	7568	7,466	7,776	7,176	6,348	5,780
	OI	804	769	798	768	745	677	621	611
	OH	853	1,278	1772	2,470	3,177	3,512	3,441	3,760
	LD	64,507	65,749	67006	67,239	67,657	62,768	54,787	48,976
	DB	1	3	1	2	4	6	0	0
	MD	-	0	0	0	0	0	0	0
	AUT	129	204	290	400	457	544	597	728
	TBI	83	99	104	110	110	113	12	80
	All	83,559	85,747	88419	89,207	91,364	85,667	76,050	70,585
Outside Regular Class > 60% of the school day	MR	21,492	22,256	23011	23,327	23,552	23,458	21,496	23,963
	HI	843	835	828	840	861	882	851	1,003
	S/L	2,415	2,590	2784	2,846	3,036	3,099	3,020	4,486
	VI	143	155	154	149	133	133	125	91
	ED	13,131	13,450	13962	13,792	14,007	13,533	12,282	13,821
	OI	1,787	1,696	1729	1,633	1,604	1,604	1,465	1,634
	OH	670	849	1257	1,668	2,030	2,531	2,675	4,227
	LD	26,290	28,287	29858	30,596	31,200	31,679	28,168	29,864
	DB	19	18	17	25	20	22	0	0
	MD	-	0	0	0	0	0	0	0
	AUT	1,263	1,562	1935	2,331	2,778	3,249	3,854	5,055
	TBI	102	120	139	154	186	201	184	232
	All	68,155	71,818	75674	77,441	79,407	80,391	74,144	84,469

Key: MR = Mental Retardation, HI = Hearing Impaired, S/L = Speech or Language Disabled, VI = Visually Disabled, ED = Emotionally Disturbed, OI = Orthopedic Impairment, OH = Other Health Impairment, LD = Learning Disabled, DB = Deaf-Blindness, MD = Multiple Disabilities, AUT = Autism, TBI = Traumatic Brain Injury

Source: www.ideadata.org, November 21, 2006.

Table 2.5b: Florida Educational Setting for Students with Disabilities, Ages 6–21: Disaggregated by Race/Ethnicity

Reason	Race/ Ethnicity	Year							
		1998	1999	2000	2001	2002	2003	2004	2005
Outside Regular Class < 21% of the school day	AI/AN	436	472	526	534	399	627	747	656
	AS/PI	1,322	1,398	1,423	1,608	1,720	2,006	2,218	2,280
	B	39,031	41,272	40,782	42,336	41,931	44,029	49,886	47,018
	H	16,088	17,927	19,225	21,821	24,275	28,509	34,773	37,817
	W	98,225	101,572	101,833	104,878	107,481	110,257	116,392	110,979
	All	155,102	162,641	163,789	171,177	175,806	185,428	204,016	198,750
Outside Regular Class 21% - 60% of the school day	AI/AN	244	259	238	276	234	271	281	178
	AS/PI	394	473	509	527	593	545	528	503
	B	24,811	25,637	26,251	26,443	27,395	25,221	22,179	20,994
	H	14,474	15,368	16,823	18,221	19,862	19,079	18,054	17,431
	W	43,638	44,010	44,598	43,740	43,280	40,551	35,008	31,479
	All	83,561	85,747	88,419	89,207	91,364	85,667	76,050	70,585
Outside Regular Class > 60% of the school day	AI/AN	140	139	169	172	104	202	191	212
	AS/PI	389	404	426	480	509	578	562	744
	B	26,705	28,166	29,538	30,268	30,798	31,022	28,093	30,621
	H	11,676	12,995	14,161	15,529	16,624	17,404	16,636	17,753
	W	29,245	30,114	31,380	30,992	31,372	31,185	28,662	35,139
	All	68,155	71,818	75,674	77,441	79,407	80,391	74,144	84,469

Key: AI/AN = American Indian/Alaskan Native, AS/PI = Asian/Pacific Islander, B = Black, H = Hispanic, W = White

Source: www.ideadata.org, November 21, 2006.

Table 2.5c: Florida Educational Setting for Students with Disabilities, Ages 6–21: Percentages by Disability

Reason	Disability	Year							
		1998	1999	2000	2001	2002	2003	2004	2005
Outside Regular Class < 21% of the school day	MR	5.0%	5.0%	3.7%	3.7%	3.3%	3.0%	3.6%	1.6%
	HI	0.7%	0.7%	0.7%	0.8%	0.8%	0.8%	0.8%	0.8%
	S/L	43.8%	42.5%	42.2%	40.2%	39.3%	37.6%	34.8%	35.3%
	VI	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%	0.3%	0.3%
	ED	8.2%	8.5%	8.3%	8.2%	7.5%	7.2%	7.0%	6.0%
	OI	1.1%	1.0%	1.0%	1.0%	1.0%	0.9%	0.9%	0.8%
	OH	1.6%	2.0%	2.2%	2.8%	3.3%	3.9%	4.5%	4.6%
	LD	38.5%	39.1%	40.8%	42.0%	43.5%	45.2%	47.0%	49.7%
	DB	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	MD	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	AUT	0.6%	0.7%	0.6%	0.7%	0.8%	0.9%	0.9%	0.8%
	TBI	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.0%	0.1%
	All	100.0%	100.0%	100.0%	99.9%	100.0%	100.0%	99.9%	100.0%
Outside Regular Class 21% - 60% of the school day	MR	7.7%	7.7%	7.9%	7.6%	7.7%	7.5%	7.6%	9.0%
	HI	0.6%	0.6%	0.7%	0.6%	0.7%	0.7%	0.8%	0.8%
	S/L	3.1%	3.3%	3.6%	3.6%	4.0%	4.3%	4.8%	5.1%
	VI	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.1%	0.1%
	ED	9.0%	8.8%	8.6%	8.4%	8.5%	8.4%	8.3%	8.2%
	OI	1.0%	0.9%	0.9%	0.9%	0.8%	0.8%	0.8%	0.9%
	OH	1.0%	1.5%	2.0%	2.8%	3.5%	4.1%	4.5%	5.3%
	LD	77.2%	76.7%	75.8%	75.4%	74.1%	73.3%	72.0%	69.4%
	DB	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	MD	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	AUT	0.2%	0.2%	0.3%	0.4%	0.5%	0.6%	0.8%	1.0%
	TBI	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.0%	0.1%
	All	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	99.8%	99.8%
Outside Regular Class > 60% of the school day	MR	31.5%	3 1.0%	30.4%	30.1%	29.7%	29.2%	29.0%	28.4%
	HI	1.2%	1.2%	1.1%	1.1%	1.1%	1.1%	1.1%	1.2%
	S/L	3.5%	3.6%	3.7%	3.7%	3.8%	3.9%	4.1%	5.3%
	VI	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.1%
	ED	19.3%	18.7%	18.5%	17.8%	17.6%	16.8%	16.6%	16.4%
	OI	2.6%	2.4%	2.3%	2.1%	2.0%	2.0%	2.0%	1.9%
	OH	1.0%	1.2%	1.7%	2.2%	2.6%	3.1%	3.6%	5.0%
	LD	38.6%	39.4%	39.5%	39.5%	39.3%	39.4%	38.0%	35.4%
	DB	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	MD	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	AUT	1.9%	2.2%	2.6%	3.0%	3.5%	4.0%	5.2%	6.0%
	TBI	0.1%	0.2%	0.2%	0.2%	0.2%	0.3%	0.2%	0.3%
	All	100.0%	100.0%	100.0%	99.9%	100.0%	100.0%	100.0%	99.9%

Key: MR = Mental Retardation, HI = Hearing Impaired, S/L = Speech or Language Disabled, VI = Visually Disabled, ED = Emotionally Disturbed, OI = Orthopedic Impairment, OH = Other Health Impairment, LD = Learning Disabled, DB = Deaf-blindness, MD = Multiple Disabilities, AUT = Autism, TBI = Traumatic Brain Injury

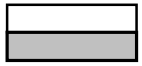
Source: www.ideadata.org, November 21, 2006.

Table 2.5d: Florida Educational Setting for Students with Disabilities, Ages 6–21: Percentages by Race/Ethnicity

Reason	Race/ Ethnicity	Year							
		1998	1999	2000	2001	2002	2003	2004	2005
Outside Regular Class < 21% of the school day	AS/PI	0.3%	0.3%	0.3%	0.3%	0.2%	0.3%	0.4%	0.3%
	AS/PI	0.9%	0.9%	0.9%	0.9%	1.0%	1.1%	1.1%	1.1%
	B	25.2%	25.4%	24.9%	24.7%	23.9%	23.7%	24.5%	23.7%
	H	10.4%	11.0%	11.7%	12.7%	13.8%	15.4%	17.0%	19.0%
	W	63.3%	62.5%	62.2%	61.3%	6 1.1%	59.5%	57.1%	55.8%
	All	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Outside Regular Class 21% - 60% of the school day	AI/AN	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.4%	0.3%
	AS/PI	0.5%	0.6%	0.6%	0.6%	0.6%	0.6%	0.7%	0.7%
	B	29.7%	29.9%	29.7%	29.6%	30.0%	29.4%	29.2%	29.7%
	H	17.3%	17.9%	19.0%	20.4%	21.7%	22.3%	23.7%	24.7%
	W	52.2%	51.3%	50.4%	49.0%	47.4%	47.3%	46.0%	44.6%
	All	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Outside Regular Class > 60% of the school day	AI/AN	0.2%	0.2%	0.2%	0.2%	0.1%	0.3%	0.3%	0.3%
	AS/PI	0.6%	0.6%	0.6%	0.6%	0.6%	0.7%	0.8%	0.9%
	B	39.2%	39.2%	39.0%	39.1%	38.8%	38.6%	37.9%	36.3%
	H	17.1%	18.1%	18.7%	20.1%	20.9%	21.6%	22.4%	21.0%
	W	42.9%	41.9%	41.5%	40.0%	39.5%	38.8%	38.7%	41.6%
	All	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 3.1a: Georgia Academic Achievement on NAEP Mathematics Assessment

Mathematics															
		Below Basic							Basic						
		Students w/o disabilities				Students w/ disabilities			Students w/o disabilities				Students w/ disabilities		
Grade	Year	GA	US	A		GA	US	A	GA	US	A		GA	US	A
4	2000	41	33	8		68	71	-3	41	43	-2		28	23	5
	2003	25	21	4		57	50	7	46	46	0		32	38	-6
	2005	21	17	4		46	44	2	48	45	3		38	40	-2
	A	20	16	4		22	27	-5	-7	-2	-5		-10	-17	-4
8	2000	44	33	11		74	80	-6	37	39	-2		20	16	4
	2003	37	27	10		76	71	5	40	41	-1		19	23	-4
	2005	35	27	8		71	69	2	40	41	-1		23	24	-1
	A	9	6	3		3	11	-8	-3	-2	-1		-3	-8	5
		Proficient							Advanced						
		Students w/o disabilities				Students w/ disabilities			Students w/o disabilities				Students w/ disabilities		
Grade	Year	GA	US	A		GA	US	A	GA	US	A		GA	US	A
4	2000	17	22	-5		4	6	-2	1	3	-2		*	1	NA
	2003	25	30	-5		10	11	-1	4	4	0		1	1	0
	2005	28	33	-5		14	14	0	4	5	-1		1	2	-1
	A	-11	-11	0		-10	-8	-2	-3	-2	-1		0	-1	NA
8	2000	17	22	-5		5	4	1	3	5	-2		1	*	NA
	2003	19	25	-6		5	5	0	4	6	-2		*	1	NA
	2005	20	26	-6		5	6	-1	5	7	-2		1	1	0
	A	-3	-4	1		0	-2	2	-2	-2	0		0	0	NA



Students w/o Disabilities

Students with Disabilities

* Results round to zero

NA Value is incalculable due to absence of data

• State did not participate in NAEP assessment that year

0 Reporting standards not met

Source: US Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, 2003, 2005 Reading Assessments.

Table 3.1b: Georgia Academic Achievement on NAEP Reading Assessment

Reading																
		Below Basic							Basic							
		Students w/o disabilities				Students w/ disabilities			Students w/o disabilities					Students w/ disabilities		
Grade	Year	GA	US	A		GA	US	A	GA	US	A		GA		US	A
4	1998	45	40	5		73	76	-3	30	31	-1		22		16	6
	2002	38	35	3		76	71	5	32	33	-1		15		20	-5
	2003	38	35	3		72	71	1	34	33	1		17		20	-3
	2005	40	34	6		63	67	-4	33	34	-1		21		22	-1
	A	5	6	-1		10	9	1	-3	-3	0		1		-6	7
8	1998	29	25	4		67	69	-2	44	43	1		26		25	1
	2002	27	22	5		74	65	9	46	45	1		21		29	-8
	2003	26	23	3		78	68	10	46	44	2		20		26	-6
	2005	30	25	5		68	67	1	43	44	-1		27		27	0
	A	-1	0	-1		-1	2	-3	1	-1	2		-1		-2	1
		Proficient							Advanced							
		Students w/o disabilities				Students w/ disabilities			Students w/o disabilities					Students w/ disabilities		
Grade	Year	GA	US	A		GA	US	A	GA	US	A		GA		US	A
4	1998	20	22	-2		3	7	-4	5	7	-2		1		1	0
	2002	23	25	-2		8	7	1	7	7	0		1		1	0
	2003	21	24	-3		9	8	1	7	8	-1		2		1	1
	2005	21	24	-3		13	9	4	7	7	0		2		2	0
	A	-1	-2	1		-10	-2	-8	-2	0	-2		-1		-1	0
8	1998	25	29	-4		7	6	1	2	2	0		*		*	NA
	2002	26	31	-5		5	6	-1	2	3	-1		*		*	NA
	2003	27	30	-3		2	5	-3	2	3	-1		*		*	NA
	2005	24	28	-4		5	6	-1	3	3	0		*		*	NA
	A	1	1	0		2	0	2	-1	-1	0		NA		NA	NA

Students w/o Disabilities
Students with Disabilities

* Results round to zero

NA Value is incalculable

• State did not participate in NAEP assessment that year

Source: US Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, 2003, 2005 Reading Assessments.

Table 3.2a: Georgia Exit Totals Students 14–22+

Reason	School Year						
	1998–99	1999–00	2000–01	2001–02	2002–03	2003–04	2004–05
No Longer Receives Special Education Services	993	1,325	1,299	190	551	x	x
Graduated	1,411	1,913	2,180	2,709	2,806	3,108	2,804
Received a Certificate	1,802	2,077	2,574	2,922	3,459	3,877	4,176
Dropped Out	856	3,210	3,487	1,859	2,184	2,553	3,473
Total Exiting	7,024	14,252	16,339	13,995	14,298	9,573	10,492

x = no data available

Source: www.ideadata.org, November 21, 2006.

Table 3.2b: Georgia Exit Percentages for Students 14–22+

Reason	School Year						
	1998–99	1999–00	2000–01	2001–02	2002–03	2003–04	2004–05
No Longer Receives Special Education Services	14.14%	9.30%	7.95%	1.36%	3.85%	NA	NA
Graduated	20.09%	13.42%	13.34%	19.36%	19.63%	32.47%	26.73%
Received a Certificate	25.65%	14.57%	15.75%	20.88%	24.19%	40.50%	39.80%
Dropped Out	12.19%	22.52%	21 .34%	13.28%	15.27%	26.67%	33.10%

NA = value is incalculable

Source: www.ideadata.org, November 21, 2006.

Table 3.3a: Georgia Performance on Assessments on Grade Level Achievement Standards 1999–2000

	Mathematics			ELA		
	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
% who did not meet standards/failed	73%	87%	45%	67%	83%	33%
% who met standards/passed	24%	12%	43%	30%	16%	50%
% exceeds standards/pass plus	3%	1%	12%	3%	1%	18%

Source: 2000–2001 K-12 Public Schools Annual Report Card, Retrieved December 12, 2006, from http://report card 2001.gaosa.org/k12/reports.asp

Table 3.3b: Georgia Performance on Assessments on Grade Level Achievement Standards 2000–2001

	Mathematics			ELA		
	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
% who did not meet standards/failed	76%	85%	43%	65%	80%	32%
% who met standards/passed	22%	14%	47%	33%	18%	50%
% exceeds standards/pass plus	2%	1%	10%	3%	2%	18%

Source: 2000–2001 K-12 Public Schools Annual Report Card, Retrieved December 12, 2006, from http://report card 2001.gaosa.org/k12/reports.asp

Table 3.3c: Georgia Performance assessments on Grade Level Achievement Standards 2001–2002

	Mathematics			ELA		
	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
% who did not meet standards/failed	65%	77%	41%	55%	73%	26%
% who met standards/passed	30%	20%	44%	41%	23%	53%
% exceeds standards/pass plus	5%	3%	16%	4%	3%	21%

Source: 2002–2003 K-12 Public Schools Annual Report Card, Retrieved December 12, 2006, from http://report card 2003.gaosa.org/k12/reports.asp

Table 3.3d: Georgia Performance on Assessments on Grade Level Achievement Standards 2002–2003

	Mathematics			ELA		
	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
% who did not meet standards/failed	58%	76%	40%	53%	69%	26%
% who met standards/passed	35%	21%	45%	41%	27%	50%
% exceeds standards/pass plus	7%	2%	15%	6%	4%	24%

Source: 2002–2003 K-12 Public Schools Annual Report Card, Retrieved December 12, 2006, from http://report card 2003.gaosa.org/k12/reports.asp

Table 3.3e: Georgia Performance on Assessments on Grade Level Achievement Standards 2003–2004

	Mathematics			ELA		
	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
% who did not meet standards/failed	53%	71%	45%	43%	61%	36%
% who met standards/passed	39%	26%	40%	48%	34%	39%
% exceeds standards/pass plus	7%	3%	15%	10%	4%	25%

Source: 2004–2005 K-12 Public Schools Annual Report Card, Retrieved December 12, 2006, from http://report card 2005.gaosa.org/k12/reports.asp

Table 3.3f: Georgia Performance on Assessments on Grade Level Achievement Standards 2004–2005

	Mathematics			ELA		
	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
% who did not meet standards/failed	53%	72%	43%	42%	59%	31%
% who met standards/passed	39%	24%	42%	47%	36%	46%
% exceeds standards/pass plus	7%	3%	15%	10%	5%	23%

Source: 2002–2003 K-12 Public Schools Annual Report Card, Retrieved December 12, 2006, from http://report card 2003.gaosa.org/k12/reports.asp

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Table 3.3g: Georgia Performance on Assessments on Grade Level Achievement Standards

	Mathematics			ELA		
	Grade 4	Grade 8	Grade 11	Grade 4	Grade 8	Grade 11
% who did not meet standards/failed	48%	60%	43%	50%	45%	26%
% who met standards/passed	44%	35%	40%	42%	50%	46%
% exceeds standards/pass plus	8%	5%	16%	8%	5%	28%

Source: 2005–2006 K-12 Public Schools Annual Report Card, Retrieved December 12, 2006, from http://report card 2006.gaosa.org/k12/reports.asp

Table 3.4a: Georgia Educational Setting for Students with Disabilities, Ages 6–21

Reason	Disability	Year							
		1998	1999	2000	2001	2002	2003	2004	2005
Regular Class < 21% of the school day	MR	1,591	1,430	1,771	1,616	2,195	2,893	3,408	3, 843
	HI	359	411	409	456	514	597	666	720
	S/L	23,751	24,138	24,914	26,479	31,046	34,160	35,288	34,093
	VI	289	290	311	282	343	418	226	236
	ED	5,212	5,027	5,385	5,608	6,783	7,799	8,645	9,574
	OI	330	289	325	337	367	403	436	455
	OH	2,794	3,172	3,938	4,597	6,692	8,258	10,000	12,387
	LD	17,901	17,048	18,610	18,668	22,840	25,377	27,824	30,279
	DB	4	4	2	1	8	10	0	5
	MD	-	220	0	0	0	0	0	0
	AUT	164	66	269	418	582	1,203	1,501	2.100
	TBI	62	0	77	97	106	179	13	114
	All	52,457	52,095	56,011	58,608	71,817	82,066	89,476	95,592
Outside Regular Class > 60% of the school day	MR	7,852	7,914	8,042	8,223	8,442	7,685	7,143	6,901
	HI	291	328	385	347	407	370	185	403
	S/L	5,764	6,873	7,346	7,040	3,542	1,864	1,675	1,754
	VI	146	146	149	157	117	100	50	49
	ED	8,085	8,578	8,751	8,770	8,135	7,442	6,661	6,261
	OI	222	279	259	243	229	225	228	243
	OH	4,023	5,125	6,121	7,110	7,301	7,586	7,983	8,072
	LD	20,815	23,026	22,817	23,096	21,258	19,939	18,853	18,115
	DB	1	1	3	5	6	2	0	0
	MD	-	216	0	0	0	0	0	0
	AUT	129	118	326	419	669	623	741	977
	TBI	103	0	129	135	133	109	75	75
	All	47,431	52,604	54,328	55,613	50,598	46,402	44,643	43,774
Outside Regular Class 21%–60% of the school day	MR	19,486	20,056	19,875	19,568	18,122	17,129	15,927	14,461
	HI	393	434	383	432	377	333	342	165
	S/L	348	413	405	416	478	447	396	306
	VI	41	59	52	57	40	45	18	12
	ED	8,110	8,427	8,350	8,364	7,736	7,208	6,759	5,688
	OI	349	366	351	381	330	344	327	300
	OH	2,470	2,982	3,474	4,076	3,993	4,269	4,372	3,972
	LD	6,268	6,766	7,020	7,900	6,558	6,698	6,309	5,701
	DB	4	7	10	7	6	5	0	0
	MD	-	0	0	0	0	0	0	0
	AUT	888	1,131	1,287	1,591	1,756	2,061	2,319	2,451
	TBI	106	140	149	132	161	160	162	163
	All	38,463	40,781	41,356	43,041	39,874	39,102	37,700	

Key: MR = Mental Retardation, HI = Hearing Impaired, S/L = Speech or Language Disabled, VI = Visually Disabled, ED = Emotionally Disturbed, OI = Orthopedic Impairment, OH = Other Health Impairment, LD = Learning Disabled, DB = Deaf-Blindness, MD = Multiple Disabilities, AUT = Autism, TBI = Traumatic Brain Injury

Table 3.4b: Georgia Educational Setting for Students with Disabilities, Ages 6–21: Disaggregated by Race/Ethnicity

Reason	Race/ Ethnicity	Year							
		1998	1998	1998	1998	1998	1998	1998	1998
Outside Regular Class < 21% of the school day	AI/AN	61	66	89	84	104	117	136	132
	AS/PI	351	366	454	490	865	986	1,075	1,208
	B	17,289	17,201	18,619	19,314	23,026	26,896	30,259	33,233
	H	1,048	1,143	1,378	1,682	2,617	3,362	4,454	5,271
	W	33,708	33,319	35,471	37,038	45,205	50,705	53,552	55,748
	All	52,457	52,095	56,011	58,608	71,817	82,066	89,476	95,592
Outside Regular Class > 60% of the school day	AI/AN	51	56	70	90	85	66	60	61
	AS/PI	367	426	486	553	368	346	373	351
	B	15,622	17,637	18,684	19,705	20,611	19,333	19,037	19,311
	H	1,016	1,393	1,755	2,148	2,252	2,461	2,654	3,064
	W	30,375	33,092	33,333	33,117	27,282	24,196	22,519	20,987
	All	47,431	52,604	54,328	55,613	50,598	46,402	44,643	43,774
Outside Regular Class 21%–60% of the school day	AI/AN	43	36	49	64	61	48	54	42
	AS/PI	262	307	361	386	378	435	461	467
	B	20,787	21,793	22,262	22,831	20,569	20,566	19,797	18,119
	H	840	1,043	1,266	1,596	1,739	2,020	2,243	2,297
	W	16,531	17,602	17,418	18,164	17,100	16,033	15,145	13,284
	All	38,463	40,781	41,356	43,041	39,847	39,102	37,700	34,209

Key: AI/AN = American Indian/Alaskan Native, AS/PI = Asian/Pacific Islander, B = Black, H = Hispanic, W = White

Source: www.ideadata.org, November 21, 2006.

Table 3.4c: Georgia Educational Setting for Students with Disabilities, Ages 6–21: Percentages

		Year							
Reason	Disability	1998	1999	2000	2001	2002	2003	2004	2005
Outside Regular Class < 21% of the school day	MR	3.0%	2.7%	3.2%	2.8%	3.1%	3.5%	3.8%	4.0%
	HI	0.7%	0.8%	0.7%	0.8%	0.7%	0.7%	0.7%	0.8%
	S/L	45.3%	46.3%	44.5%	45.2%	43.2%	41.6%	39.4%	35.7%
	VI	0.6%	0.6%	0.6%	0.5%	0.5%	0.5%	0.3%	0.2%
	ED	9.9%	9.6%	9.6%	9.6%	9.4%	9.5%	9.7%	10.0%
	OI	0.6%	0.6%	0.6%	0.6%	0.5%	0.5%	0.5%	0.5%
	OH	5.3%	6.1%	7.0%	7.8%	9.3%	10.1%	11.2%	13.0%
	LD	34.1%	32.7%	33.2%	31.9%	31.8%	30.9%	31.1%	31.7%
	DB	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	MD	0.0%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	AUT	0.3%	0.1%	0.5%	0.7%	0.8%	1.5%	1.7%	2.2%
	TBI	0.1%	0.0%	0.1%	0.2%	0.1%	0.2%	0.0%	0.1%
	All	100.0%	100.0%	100.0%	99.9%	99.5%	99.1%	98.4%	98.1%
Outside Regular Class 21% - 60% of the school day	MR	16.6%	15.0%	14.8%	14.8%	16.7%	16.6%	16.0%	15.8%
	HI	0.6%	0.6%	0.7%	0.6%	0.8%	0.8%	0.4%	0.9%
	S/L	12.2%	13.1%	13.5%	12.7%	7.0%	4.0%	3.8%	4.0%
	VI	0.3%	0.3%	0.3%	0.3%	0.2%	0.2%	0.1%	0.1%
	ED	17.0%	16.3%	16.1%	15.8%	16.1%	16.0%	14.9%	14.3%
	OI	0.5%	0.5%	0.5%	0.4%	0.5%	0.5%	0.5%	0.6%
	OH	8.5%	9.7%	11.3%	12.8%	14.4%	16.3%	17.9%	18.4%
	LD	43.9%	43.8%	42.0%	41.5%	42.0%	43.0%	42.2%	41.4%
	DB	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	MD	0.0%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	AUT	0.3%	0.2%	0.6%	0.8%	1.3%	1.3%	1.7%	2.2%
	TBI	0.2%	0.0%	0.2%	0.2%	0.3%	0.2%	0.2%	0.2%
	All	100.0%	100.0%	100.0%	99.9%	99.3%	99.0%	97.7%	97.9%
Outside Regular Class > 60% of the school day	MR	50.7%	49.2%	48.1%	45.5%	45.4%	43.8%	42.2%	42.3%
	HI	1.0%	1.1%	0.9%	1.0%	0.9%	0.9%	0.9%	0.5%
	S/L	0.9%	1.0%	1.0%	1.0%	1.2%	1.1%	1.1%	0.9%
	VI	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.0%	0.0%
	ED	21.1%	20.7%	20.2%	19.4%	19.4%	18.4%	17.9%	16.6%
	OI	0.9%	0.9%	0.8%	0.9%	0.8%	0.9%	0.9%	0.9%
	OH	6.4%	7.3%	8.4%	9.5%	10.0%	10.9%	11.6%	11.6%
	LD	16.3%	16.6%	17.0%	18.4%	16.4%	17.1%	16.7%	16.7%
	DB	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	MD	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	AUT	2.3%	2.8%	3.1%	3.7%	4.4%	5.3%	6.2%	7.2%
	TBI	0.3%	0.3%	0.4%	0.3%	0.4%	0.4%	0.4%	0.5%
	All	100.0%	100.0%	100.0%	99.7%	99.2%	99.0%	98.0%	97.1%

Key: MR = Mental Retardation, HI = Hearing Impaired, S/L = Speech or Language Disabled, VI = Visually Disabled, ED = Emotionally Disturbed, OI = Orthopedic Impairment, OH = Other Health Impairment, LD = Learning Disabled, DB = Deaf-blindness, MD = Multiple Disabilities, AUT = Autism, TBI = Traumatic Brain Injury

Source: www.ideadata.org, November 21, 2006.

Table 3.4d: Georgia Educational Setting for Students with Disabilities, Ages 6–21: Percentages: Race/Ethnicity

		Year							
Reason	Disability	1998	1999	2000	2001	2002	2003	2004	2005
Outside Regular Class < 21% of the school day	AI/AN	0.1%	0.1%	0.2%	0.1%	0.1%	0.1%	0.2%	0.1%
	AS/PI	0.7%	0.7%	0.8%	0.8%	1.2%	1.2%	1.2%	1.3%
	B	33.0%	33.0%	33.2%	33.0%	32.1%	32.8%	33.8%	34.8%
	H	2.0%	2.2%	2.5%	2.9%	3.6%	4.1%	5.0%	5.5%
	W	64.3%	64.0%	63.3%	63.2%	62.9%	61.8%	59.9%	58.3%
	All	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Outside Regular Class 21% - 60% of the school day	AI/AN	0.1%	0.1%	0.1%	0.2%	0.2%	0.1%	0.1%	0.1%
	AS/PI	0.8%	0.8%	0.9%	1.0%	0.7%	0.7%	0.8%	0.8%
	B	32.9%	33.5%	34.4%	35.4%	40.7%	41.7%	42.6%	44.1%
	H	2.1%	2.6%	3.2%	3.9%	4.5%	5.3%	5.9%	7.0%
	W	64.0%	62.9%	61.4%	59.5%	53.9%	52.1%	50.4%	47.9%
	All	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Outside Regular Class > 60% of the school day	AI/AN	0.1%	0.1%	0.1%	0.1%	0.2%	0.1%	0.1%	0.1%
	AS/PI	0.7%	0.8%	0.9%	0.9%	0.9%	1.1%	1.2%	1.4%
	B	54.0%	53.4%	53.8%	53.0%	51.6%	52.6%	52.5%	53.0%
	H	2.2%	2.6%	3.1%	3.7%	4.4%	5.2%	5.9%	6.7%
	W	43.0%	43.2%	42.1%	42.2%	42.9%	41.0%	40.2%	38.8%
	All	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Key: AI/AN = American Indian/Alaskan Native, AS/PI = Asian/Pacific Islander, B = Black, H = Hispanic, W = White

Source: www.ideadata.org, November 21, 2006.

Table 4.1a: Illinois Academic Achievement on NAEP Mathematics Assessment

		Mathematics											
		Below Basic						Basic					
		Students w/o disabilities			Students w/ disabilities			Students w/o disabilities			Students w/ disabilities		
Grade	Year	IL	US	A	IL	US	A	IL	US	A	IL	US	A
4	2000	36	33	3	50	71	-21	43	43	0	43	23	20
	2003	24	21	3	49	50	-1	42	46	-4	37	38	-1
	2005	24	17	7	43	44	-1	43	45	-2	40	40	0
	A	12	16	-4	7	27	-20	0	-2	2	3	-17	20
8	2000	30	33	-3	77	80	-3	42	39	3	21	16	5
	2003	28	27	1	72	71	1	39	41	-2	23	23	0
	2005	26	27	-1	69	69	0	42	41	1	25	24	1
	A	4	6	-2	8	11	-3	0	-2	2	-4	-8	4
		Proficient						Advanced					
		Students w/o disabilities			Students w/ disabilities			Students w/o disabilities			Students w/ disabilities		
Grade	Year	IL	US	A	IL	US	A	IL	US	A	IL	US	A
4	2000	20	22	-2	7	6	1	2	3	-1	*	1	NA
	2003	29	30	-1	12	11	1	5	4	1	2	1	1
	2005	29	33	-4	15	14	1	5	5	0	1	2	-1
	A	-9	-11	2	-8	-8	0	-3	-2	-1	1	-1	2
8	2000	24	22	2	2	4	-2	4	5	NA	●	*	NA
	2003	26	25	1	5	5	0	7	6	1	1	1	0
	2005	26	26	0	5	6	-1	6	7	-1	●	1	NA
	A	-2	-4	2	-3	-2	-1	-2	-2	2	NA	0	NA

Students w/o Disabilities

Students with Disabilities

* Results round to zero

NA Value is incalculable

● State did not participate in NAEP assessment that year

Source: US Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000, 2003, 2005 Mathematics Assessments, 1998, 2002, 2003, 2005 Reading Assessments.

Table 4.1b: Illinois Academic Achievement on NAEP Reading Assessment Reading Assessment

		Reading											
		Below Basic						Basic					
		Students w/o disabilities			Students w/ disabilities			Students w/o disabilities			Students w/ disabilities		
Grade	Year	IL	US	A	IL	US	A	IL	US	A	IL	US	A
4	1998	•	40	NA	•	76	NA	•	31	NA	•	16	NA
	2002	•	35	NA	•	71	NA	•	33	NA	•	20	NA
	2003	35	35	0	69	71	-2	32	33	-1	20	20	0
	2005	35	34	1	64	67	-3	34	34	0	21	22	-1
	A	0	6	-1	5	9	1	-2	-3	-1	-1	-6	1
8	1998	•	25	NA	•	69	NA	•	43	NA	•	25	NA
	2000	•	22	NA	•	65	NA	•	45	NA	•	29	NA
	2003	18	23	-5	60	68	-8	43	44	-1	35	26	9
	2005	21	25	-4	62	67	-5	45	44	1	31	27	4
	A	-3	0	-1	-2	2	-3	-2	-1	-2	4	-2	5
		Proficient						Advanced					
		Students w/o disabilities			Students w/ disabilities			Students w/o disabilities			Students w/ disabilities		
Grade	Year	IL	US	A	IL	US	A	IL	US	A	IL	US	A
4	1998	•	22	NA	•	7	NA	•	7	NA	•	1	NA
	2002	•	25	NA	•	7	NA	•	7	NA	•	1	NA
	2003	25	24	1	10	8	2	8	8	0	2	1	1
	2005	24	24	0	12	9	3	7	7	0	3	2	1
	A	1	-2	1	-2	-2	-1	1	0	0	-1	-1	0
8	1998	•	29	NA	•	6	NA	•	2	NA	•	*	NA
	2002	•	31	NA	•	6	NA	•	3	NA	•	*	NA
	2003	34	30	4	5	5	0	4	3	NA	*	*	NA
	2005	31	28	3	7	6	1	3	3	NA	*	*	NA
	A	3	1	1	-2	0	-1	1	-1	NA	NA	NA	NA

Students w/o Disabilities
Students with Disabilities

* Results round to zero

NA Value is incalculable

• State did not participate in NAEP assessment that year

Source: US Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000, 2003, 2005 Mathematics Assessments, 1998, 2002, 2003, 2005 Reading Assessments.

Table 4.2a: Illinois Exit Totals Students, Ages 14–22+

Reason	School Year						
	1998–99	1999–00	2000–01	2001–02	2002–03	2003–04	2004–05
No Longer Receives Special Education Services	2,873	2,908	2,262	3,735	1,998	x	x
Graduated	7,999	7,772	9,383	9,595	8,660	11,676	12,516
Received a Certificate	173	165	273	294	187	152	194
Dropped Out	4,545	5,388	3,989	4,575	3,290	4,405	4,570
Total Exiting	26,205	27,631	26,305	32,248	21,616	16,486	17,598

x = no data available

Source: www.ideadata.org, November 21, 2006

Table 4.2b: Illinois Exit Percentages for Students, Ages 14–22+

Reason	School Year						
	1998–99	1999–00	2000–01	2001–02	2002–03	2003–04	2004–05
No Longer Receives Special Education Services	10.96%	10.52%	8.60	11.58%	9.24%	NA	NA
Graduated	30.52%	28.13%	35.67	29.75%	40.06%	70.82%	71.12%
Received a Certificate	0.66%	0.60%	1.04	0.91%	0.87%	0.92%	1.10%
Dropped Out	17.34%	19.50%	15.16	14.19%	15.22%	26.72%	25.97%

NA = value is incalculable

Source: www.ideadata.org, November 21, 2006.

Table 4.3a: Illinois Performance on Assessments on Grade Level Achievement Standards 2002–2003

	Mathematics			Reading		
	Grade 3	Grade 8	Grade 11	Grade 3	Grade 8	Grade 11
Students who scored "academic warning"	18.9%	32.7%	42.8%	21.2%	5.7%	37.2%
Students who scored "below standards"	29.3%	54.3%	43.4%	47.7%	69.1%	45.7%
Students who scored "meets standards"	39.1%	11.4%	12.9%	25.5%	24.3%	15.0%
Students who scored "exceeds standards"	12.6%	1.6%	0.9%	5.5%	1.0%	2.1%

Source: Illinois State Report Card, Retrieved December 1, 2006, from http://webprod1.isbe.net/ereportcard/publicsite/getSearchCriteria.aspx

Table 4.3b: Illinois Performance on State Assessments on Grade Level Achievement Standards 2003–2004

	Mathematics			Reading		
	Grade 3	Grade 8	Grade 11	Grade 3	Grade 8	Grade 11
Students who scored "academic warning"	17.3%	28.8%	41.9%	24.3%	2.7%	37.8%
Students who scored "below standards"	27.7%	58.2%	45.3%	43.5%	77.8%	45.9%
Students who scored "meets standards"	40.6%	1.8%	0.7%	7.8%	0.9%	1.7%
Students who scored "exceeds standards"	14.4%	1.8%	0.7%	7.8%	0.9%	1.7%

Source: Illinois State Report Card, Retrieved December 1, 2006, from http://webprod1.isbe.net/ereportcard/publicsite/getSearchCriteria.aspx.

Table 4.3c: Illinois Performance on State Assessments on Grade Level Achievement Standards 2004–2005

	Mathematics			Reading		
	Grade 3	Grade 8	Grade 11	Grade 3	Grade 8	Grade 11
Students who scored "academic warning"	17.3%	27.2%	39.6%	22.3%	9.0%	43.0%
Students who scored "below standards"	23%	59.0%	44.3%	42.1%	66.8%	44.9%
Students who scored "meets standards"	43.5%	11.9%	11.8%	27.2%	23.1%	11.1%
Students who scored "exceeds standards"	16.2%	2.0%	1.8%	8.4%	1.1%	1.0%

Source: Illinois State Report Card, Retrieved December 1, 2006, from http://webprod1.isbe.net/ereportcard/publicsite/getSearchCriteria.aspx

Table 4.3d: Illinois Performance on State Assessments on Grade Level Achievement Standards 2005–2006

	Mathematics			Reading		
	Grade 3	Grade 8	Grade 11	Grade 3	Grade 8	Grade 11
Students who scored "academic warning"	14.4%	27.3%	43.2%	21.3%	4.0%	39.6%
Students who scored "below standards"	25.4%	57.6%	4443%	40.1%	65.1%	44.5%
Students who scored "meets standards"	41.6%	12.9%	11.8%	30.0%	29.5%	14.0%
Students who scored "exceeds standards"	18.5%	2.2%	0.6%	8.6%	14%	1.9%

Source: Illinois State Report Card, Retrieved December 1, 2006, from http://webprod1.isbe.net/ereportcard/publicsite/getSearchCriteria.aspx

Table 4.4a: Illinois Educational Setting for Students with Disabilities, Ages 6–21

		Year							
Reason	Disability	1998	1999	2000	2001	2002	2003	2004	2005
Outside Regular Class < 21% of the school day	MR	1,762	1,913	2028	1,140	1,067	1,104	1,240	1,460
	HI	762	805	826	1,126	1,276	1,418	1,599	1,818
	S/L	51,246	50,747	52137	52,647	51,795	50,943	51,859	50,936
	VI	457	442	412	516	553	588	607	642
	ED	3,821	4,176	4289	4,772	5,362	5,716	6,508	6,990
	OI	837	891	866	849	914	950	1,014	1,025
	OH	1,659	2,030	2394	4,042	5,529	7,077	9,045	10,783
	LD	32,496	35,349	33984	42,697	48,906	54,277	60,906	65,954
	DB	9	4	11	6	7	9	0	0
	MD	—	0	0	15	22	33	0	0
	AUT	349	514	660	718	1,016	1,330	1,714	2,256
	TBI	152	131	127	158	172	196	234	241
	All	93,550	97,002	97734	108,686	116,619	123,641	134,778	142,163
Outside Regular Class 21% - 60% of the school day	MR	1,253	1,344	1450	3,013	3,592	3,886	4,967	5,461
	HI	790	834	869	663	571	549	537	510
	S/L	1,161	1,330	1502	1,589	1,424	1,255	1,396	1,466
	VI	336	335	326	261	211	199	100	176
	ED	5,414	5,109	5398	5,725	5,605	5,483	5,828	5,933
	OI	523	502	528	521	512	460	429	384
	OH	2,269	2,911	3859	4,181	4,554	5,182	5,627	6,195
	LD	60,389	60,039	63256	60,670	57,912	55,996	53,663	52,597
	DB	9	5	6	3	5	5	0	0
	MD	—	0	0	17	41	60	8	63
	AUT	183	248	347	538	762	907	1,058	1,368
	TBI	155	165	198	213	205	197	218	140
	All	72,482	72,822	77739	77,394	75,394	74,179	73,995	74,446
Outside Regular Class > 60% of the school day	MR	19,275	19,679	20272	19,908	19,175	18,937	17,307	15,722
	HI	1,286	1,254	1273	1,280	1,285	1,212	1,118	915
	S/L	2,169	2,256	2139	2,162	1,958	1,835	1,811	1,337
	VI	184	182	198	199	182	166	68	64
	ED	11,249	11,210	11090	10,834	10,090	9,929	8,819	7,192
	OI	1,015	1,133	1151	1,108	952	876	780	659
	OH	1,594	2,023	2504	2,771	3,042	3,471	3,432	3,311
	LD	34,000	34,181	35777	32,683	30,589	29,460	25,815	21,043
	DB	24	38	40	39	23	24	0	0
	MD	—	0	0	96	226	362	426	547
	AUT	1,237	1,549	1895	2,321	2,517	2,844	3,053	3,125
	TBI	261	311	335	303	305	317	284	252
	All	72,294	73,816	76,674	73,704	70,344	69,433	63,028	54,534

Key: MR = Mental Retardation, HI = Hearing Impaired, S/L = Speech or Language Disabled, VI = Visually Disabled, ED = Emotionally Disturbed, OI = Orthopedic Impairment, OH = Other Health Impairment, LD = Learning Disabled, DB = Deaf-blindness, MD = Multiple Disabilities, AUT = Autism, TBI = Traumatic Brain Injury

Table 4.4b: Illinois Educational Setting for Students with Disabilities, Ages 6–21: Disaggregated by Race/Ethnicity

		Year							
Reason	Race/Ethnicity	1998	1999	2000	2001	2002	2003	2004	2005
Outside Regular Class < 21% of the school day	AI/AN	94	111	141	142	138	167	200	220
	AS/PI	1,189	1,303	1,319	1,462	1,684	1,917	2,068	2,371
	B	15,319	16,446	17,479	19,275	19,596	20,068	22,069	24,065
	H	8,239	9,649	10,911	12,719	13,905	15,878	17,895	19,915
	W	68,709	69,493	67,884	75,088	81,296	84,999	92,546	95,592
	All	93,550	97,002	97,734	108,686	116,619	123,029	134,778	142,163
Outside Regular Class 21% - 60% of the school day	AI/AN	61	66	80	87	85	79	95	97
	AS/PI	573	557	673	696	693	753	783	813
	B	13,521	13,139	14,021	14,844	15,259	15,534	16,659	17,295
	H	7,452	7,257	8,120	9,053	9,921	10,185	10,916	11,620
	W	50,875	51,803	54,845	52,714	49,436	47,628	45,542	44,621
	All	72,482	72,822	77,739	77,394	75,394	74,179	73,995	74,446
Outside Regular Class > 60% of the school day	AI/AN	55	64	63	60	56	59	58	58
	AS/PI	697	754	807	827	822	881	853	783
	B	25,577	26,385	27,769	27,189	26,477	26,419	24,969	21,405
	H	8,774	9,113	9,820	10,047	10,204	10,604	10,294	9,408
	W	37,191	37,500	38,215	35,581	32,785	31,470	26,854	22,880
	All	72,294	73,816	76,674	73,704	70,344	69,433	63,028	54,534

Key: AI/AN = American Indian/Alaskan Native, AS/PI = Asian/Pacific Islander, B = Black, H = Hispanic, W = White

Source: www.ideadata.org, November 21, 2006

Table 4.4c: Illinois Educational Setting for Students 6–21: Percentages by Disability

		Year							
Reason	Disability	1998	1999	2000	2001	2002	2003	2004	2005
Outside Regular Class < 21% of the school day	MR	1.9%	2.0%	2.1%	1.0%	0.9%	0.9%	0.9%	1.0%
	HI	0.8%	0.8%	0.8%	1.0%	1.1%	1.1%	1.2%	1.3%
	S/L	54.8%	52.3%	53.3%	48.4.%	44.4%	41.2%	38.5%	35.8%
	VI	0.5%	0.5%	0.4%	0.5%	0.5%	0.5%	0.5%	0.5%
	ED	4.1%	4.3%	4.4%	4.4%	4.6%	4.6%	4.8%	4.9%
	OI	0.9%	0.9%	0.5%	0.8%	0.8%	0.8%	0.8%	0.7%
	OH	1.8%	2.1%	2.4%	3.7%	4.7%	5.7%	6.7%	7.6%
	LD	34.7%	36.4%	34.8%	39.3%	41.9%	43.9%	45.2%	46.4%
	DB	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	MD	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	AUT	0.4%	0.5%	0.7%	0.7%	0.9%	1.1%	1.3%	1.6%
	TBI	0.2%	0.1%	0.1%	0.1%	0.1.%	0.2%	0.2%	0.2%
	All	100%	100%	100%	100%	100%	100%	100%	100%
Outside Regular Class 21% - 60% of the school day	MR	1.7%	1.8%	1.9%	3.9%	4.8%	5.2%	6.7%	7.3%
	HI	1.1%	1.1%	1.1%	0.9%	0.8%	0.7%	0.7%	0.7%
	S/L	1.6%	1.8%	1.9%	2.1%	1.9%	1.7%	1.9%	2.0%
	VI	0.5%	0.5%	0.4%	0.3%	0.3%	0.3%	0.1%	0.2%
	ED	7.5%	7.0%	6.9%	7.4%	7.4%	7.4%	7.9%	8.0%
	OI	0.7%	0.7%	0.7%	0.7%	0.7%	0.6%	0.6%	0.5%
	OH	3.1%	4.0%	5.0%	5.4%	6.0%	7.0%	7.6%	8.3%
	LD	83.3%	82.4%	81.4%	78.4%	76.8%	75.5%	72.5%	70.7%
	DB	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	MD	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.0%	0.0%
	AUT	0.3%	0.3%	0.4%	0.7%	1.0%	1.2%	1.4%	1.8%
	TBI	0.2%	0.2%	0.3%	0.3%	0.3%	0.3%	0.3%	0.2%
	All	100%	100%	100%	100%	100%	100%	99.8%	99.8%
Outside Regular Class > 60% of the school day	MR	26.7%	26.7%	26.4%	27.0%	27.3%	27.3%	27.5%	28.8%
	HI	1.8%	1.7%	1.7%	1.7%	1.8%	1.7%	1.8%	1.7%
	S/L	3.0%	3.1%	2.8%	2.9%	2.8%	2.6%	2.9%	2.5%
	VI	0.3%	0.2%	0.3%	0.3%	0.3%	0.2%	0.1%	0.1%
	ED	15.6%	15.2%	14.5%	14.7%	14.3%	14.3%	14.0%	13.2%
	OI	1.4%	1.5%	1.5%	1.5%	1.4%	1.3%	1.2%	1.2%
	OH	2.2%	2.7%	3.3%	3.8%	4.3%	5.0%	5.4%	6.1%
	LD	47.0%	46.3%	46.7%	44.3%	43.5%	42.4%	41.0%	38.6%
	DB	0.0%	0.1%	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%
	MD	0.0%	0.0%	0.0%	0.1%	0.3%	0.5%	0.7%	1.0%
	AUT	1.7%	2.1%	2.5%	3.1%	3.6%	4.1%	4.8%	5.7%
	TBI	0.4%	0.4%	0.4%	0.4%	0.4%	0.5%	0.5%	0.5%
	All	100%	100%	100%	100%	100%	100%	99.8%	99.3%

Key: MR = Mental Retardation, HI = Hearing Impaired, S/L = Speech or Language Disabled, VI = Visually Disabled, ED = Emotionally Disturbed, OI = Orthopedic Impairment, OH = Other Health Impairment, LD = Learning Disabled, DB = Deaf-Blindness, MD = Multiple Disabilities, AUT = Autism, TBI = Traumatic Brain Injury

Source: www.ideadata.org, November 21, 2006

Table 4.4d: Illinois Educational Setting for Students with Disabilities, Ages 6–21: Percentages: Race/Ethnicity

		Year							
Reason	Race/ Ethnicity	1998	1999	2000	2001	2002	2003	2004	2005
Outside Regular Class < 21% of the school day	AS/PI	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.2%
	AS/PI	1.3%	1.3%	1.3%	1.3%	1.4%	1.6%	1.5%	1.7%
	B	16.4%	17.0%	17.9%	17.7%	16.8%	16.3%	16.4%	16.9%
	H	8.8%	9.9%	11.2%	11.7%	11.9%	12.9%	13.3%	14.0%
	W	73.4%	71.6%	69.5%	69.1%	69.7%	69.1%	68.7%	67.2%
	All	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Outside Regular Class 21% - 60% of the school day	AI/AN	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
	AS/PI	0.8%	0.8%	0.9%	0.9%	0.9%	1.0%	1.1%	1.1%
	B	18.7%	18.0%	18.0%	19.2%	20.2%	20.9%	22.5%	23.2%
	H	10.3%	10.0%	10.4%	11.7%	13.2%	13.7%	14.8%	15.6%
	W	70.2%	7 1.1%	70.6%	68.1%	65.6%	64.2%	61.5%	59.9%
	All	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Outside Regular Class > 60% of the school day	AI/AN	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
	AS/PI	1.0%	1.0%	1.1%	1.1%	1.2%	1.3%	1.4%	1.4%
	B	35.4%	35.7%	36.2%	36.9%	37.6%	38.0%	39.6%	39.3%
	H	12.1%	12.3%	12.8%	13.6%	14.5%	15.3%	16.3%	17.3%
	W	51.4%	50.8%	49.8%	48.3%	46.6%	45.3%	42.6%	42.0%
	All	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Key: AI/AN = American Indian/Alaskan Native, AS/PI = Asian/Pacific Islander, B = Black, H = Hispanic, W = White

Source: www.ideadata.org, November 21, 2006

Table 5.1a: Massachusetts Academic Achievement on NAEP Mathematics Assessments

Grade	Year	Mathematics											
		Below Basic						Basic					
		Students w/o disabilities			Students w/ disabilities			Students w/o disabilities			Students w/ disabilities		
		MA	US	A	MA	US	A	MA	US	A	MA	US	A
4	2000	19	33	-14	46	71	-25	46	43	3	42	23	19
	2003	12	21	-9	35	50	-15	43	46	-3	47	38	9
	2005	6	17	-11	26	44	-18	40	45	-5	52	40	12
	A	13	16	-3	20	27	-7	6	-2	8	-10	-17	7
8	2000	22	33	-11	72	80	-8	43	39	4	22	16	6
	2003	18	27	-9	59	71	-12	39	41	-2	32	23	9
	2005	16	27	-11	49	69	-20	37	41	-4	35	24	11
	A	6	6	0	23	11	12	6	-2	8	-13	-8	-5
		Proficient						Advanced					
Grade	Year	Students w/o disabilities			Students w/ disabilities			Students w/o disabilities			Students w/ disabilities		
		MA	US	A	MA	US	A	MA	US	A	MA	US	A
4	2000	31	22	9	11	6	5	3	3	0	1	1	0
	2003	39	30	9	18	11	7	7	4	3	1	1	0
	2005	44	33	11	21	14	7	9	5	4	1	2	-1
	A	-13	-11	-2	-10	-8	-2	-6	-2	-4	0	-1	1
8	2000	28	22	6	5	4	1	6	5	1	1	*	NA
	2003	34	25	9	8	5	3	10	6	4	1	1	0
	2005	34	26	8	14	6	8	13	7	6	3	1	2
	A	-6	-4	-2	-9	-2	-7	-7	-2	-5	-2	0	-2

Students w/o Disabilities

Students with Disabilities

* Results round to zero

NA Value is incalculable

• State did not participate in NAEP assessment that year

P0 Reporting standards not met

Source: US Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000, 2003, 2005 Mathematics Assessments

Table 5.1b: Massachusetts Academic Achievement on NAEP Reading Assessments

		Reading											
		Below Basic						Basic					
Grade	Year	Students w/o disabilities			Students w/ disabilities			Students w/o disabilities			Students w/ disabilities		
		MA	US	A	MA	US	A	MA	US	A	MA	US	A
	1998	25	40	-15	64	76	-12	36	31	5	26	16	10
	2002	16	35	-19	51	71	-20	33	33	0	30	20	10
	2003	21	35	-14	59	71	-12	34	33	1	29	20	9
	2005	18	34	-16	47	67	-20	34	34	0	36	22	14
4	A	7	6	1	17	9	8	2	-3	5	-10	-6	-4
	1998	17	25	-8	51	69	-18	43	43	0	36	25	11
	2002	14	22	-8	49	65	-16	42	45	-3	42	29	13
	2003	13	23	-10	56	68	-12	39	44	-5	33	26	7
	2005	13	25	-12	47	67	-20	39	44	-5	40	27	13
8	A	4	0	4	4	2	2	4	-1	5	-4	-2	-2
		Proficient						Advanced					
Grade	Year	Students w/o disabilities			Students w/ disabilities			Students w/o disabilities			Students w/ disabilities		
		MA	US	A	MA	US	A	MA	US	A	MA	US	A
	1998	30	22	8	10	7	3	9	7	2	1	1	0
	2002	36	25	11	16	7	9	15	7	8	4	1	3
	2003	33	24	9	11	8	3	12	8	4	1	1	0
	2005	35	24	11	15	9	6	13	7	6	2	2	0
4	A	-5	-2	-3	-5	-2	-3	-4	0	-4	-1	-1	0
	1998	37	29	-7	14	6	8	4	2	2	*	*	NA
	2002	44	31	-7	9	6	3	4	3	1	*	*	NA
	2003	42	30	-7	11	5	6	6	3	3	*	*	NA
	2005	42	28	-7	13	6	7	6	3	3	*	*	NA
8	A	-5	1	0	1	0	1	-2	-1	-1	NA	NA	NA

Students w/o Disabilities

Students with Disabilities

* Results round to zero

NA Value is incalculable

• State did not participate in NAEP assessment that year

Source: US Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, 2003, 2005 Reading Assessments.

Table 5.2a: Massachusetts Exit Totals Students, Ages 14-22+

Reason	School Year						
	1998–99	1999–00	2000–01	2001–02	2002–03	2003–04	2004–05
No Longer Receives Special Education Services	2180	3012	3946	3126	3,198	x	x
Graduated	5851	6164	5673	6078	5,690	6,270	6,388
Received a Certificate	0	0	0	0	238	x	x
Dropped Out	2346	2465	2225	2188	2,326	6,181	2,359
Total Exiting	14267	15695	15580	15320	15,471	12,953	9,230

x = no data available

Source: www.ideadata.org, November 21, 2006

Table 5.2b: Massachusetts Exit Percentages for Students, Ages 14-22+

Reason	School Year						
	1998–99	1999–00	2000–01	2001–02	2002–03	2003–04	2004–05
No Longer Receives Special Education Services	15.28%	19.19%	25.33%	20.40%	20.67%	#VALUE!	#VALUE!
Graduated	41 .01%	39.27%	36.41%	39.67%	36.78%	48.41%	69.21%
Received a Certificate	0.00%	0.00%	0.00%	0.00%	1.54%	#VALUE!	#VALUE!
Dropped Out	16.44%	15.71%	14.28%	14.28%	15.03%	47.72%	25.56%

NA = value is incalculable

Source: www.ideadata.org, November 21, 2006

Table 5.3a: Massachusetts Performance on Assessments on Grade Level Achievement Standards 1998

	Mathematics			ELA		
	Grade 4	Grade 8	Grade 10	Grade 4	Grade 8	Grade 10
Students who scored "Warning/Failing"	46%	78%	84%	43%	44%	64%
Students who scored "Needs Improvement"	42%	15%	9%	54%	41%	27%
Students who scored "Proficient"	10%	5%	3%	3%	15%	7%
Students who scored "Advanced"	2%	1%	1%	0%	0%	0%

Source: Report of Statewide Results: The Massachusetts Comprehensive Assessment System, Retrieved December 15, 2006, from http://www.doe.mass.edu/mcas/1998/results/98stasum.pdf

Table 5.3b: Massachusetts Performance on Assessments on Grade Level Achievement Standards 1999

	Mathematics			ELA		
	Grade 4	Grade 8	Grade 10	Grade 4	Grade 8	Grade 10
Students who scored "Warning/Failing"	42%	75%	84%	37%	41%	71%
Students who scored "Needs Improvement"	44%	18%	9%	60%	42%	21%
Students who scored "Proficient"	10%	5%	3%	3%	16%	6%
Students who scored "Advanced"	3%	1%	1%	0%	0%	0%

Source: Massachusetts Comprehensive Assessment System: Report of 1999 State Results; Retrieved December 15, 2006, from http://www.doe.mass.edu/mcas/1999/results/99mcas/iiipart2.html#preform

Table 5.3c: Massachusetts Performance on Assessments on Grade Level Achievement Standards 2000

	Mathematics			ELA		
	Grade 4	Grade 8	Grade 10	Grade 4	Grade 8	Grade 10
Students who scored "Warning/Failing"	39%	76%	78%	39%	76%	70%
Students who scored "Needs Improvement"	45%	16%	11%	58%	16%	19%
Students who scored "Proficient"	13%	6%	4%	3%	6%	6%
Students who scored "Advanced"	3%	1%	2%	0%	1%	0%

Source: Spring 2000 MCAS Tests: Report of State Results, Retrieved December 15, 2006, from http://www.doe.mass.edu/mcas/2000/results/statewide.pdf

Table 5.3d: Massachusetts Performance on Assessments on Grade Level Achievement Standards 2001

	Mathematics			ELA		
	Grade 4	Grade 8	Grade 10	Grade 4	Grade 8	Grade 10
Students who scored "Warning/Failing"	42%	70%	62%	34%	38%	53%
Students who scored "Needs Improvement"	45%	23%	27%	49%	45%	32%
Students who scored "Proficient"	10%	6%	9%	16%	16%	12%
Students who scored "Advanced"	2%	1%	3%	1%	1%	2%

Source: Spring 2005 MCAS Tests: Summary of State Results, Retrieved December 15, 2006, from http://www.doe.mass.edu/mcas/2005/results/summary.pdf

Table 5.3e: Massachusetts Performance on Assessments on Grade Level Achievement Standards 2002

	Mathematics			ELA		
	Grade 4	Grade 8	Grade 10	Grade 4	Grade 8	Grade 10
Students who scored "Warning/Failing"	42%	72%	18%	31%	30%	45%
Students who scored "Needs Improvement"	42%	21%	31%	50%	47%	35%
Students who scored "Proficient"	13%	5%	30%	18%	22%	16%
Students who scored "Advanced"	3%	1%	21%	1%	1%	2%

Source: Spring 2005 MCAS Tests: Summary of State Results, Retrieved December 15, 2006, from http://www.doe.mass.edu/mcas/2005/results/summary.pdf

Table 5.3f: Massachusetts Performance on Assessments on Grade Level Achievement Standards 2003

	Mathematics			ELA		
	Grade 4	Grade 8	Grade 10	Grade 4	Grade 8	Grade 10
Students who scored "Warning/Failing"	35%	70%	48%	25%	20%	30%
Students who scored "Needs Improvement"	48%	22%	32%	50%	51%	44%
Students who scored "Proficient"	15%	7%	16%	24%	28%	23%
Students who scored "Advanced"	3%	1%	5%	2%	1%	3%

Source: Spring 2005 MCAS Tests: Summary of State Results, Retrieved December 15, 2006, from http://www.doe.mass.edu/mcas/2005/results/summary.pdf

Table 5.3g: Massachusetts Performance on Assessments on Grade Level Achievement Standards 2004

	Mathematics			ELA		
	Grade 4	Grade 8	Grade 10	Grade 4	Grade 8	Grade 10
Students who scored "Warning/Failing"	35%	64%	41%	28%	25%	34%
Students who scored "Needs Improvement"	48%	26%	36%	48%	45%	42%
Students who scored "Proficient"	14%	8%	18%	22%	29%	21%
Students who scored "Advanced"	3%	2%	5%	2%	1%	2%

Source: Spring 2005 MCAS Tests: Summary of State Results, Retrieved December 15, 2006, from http://www.doe.mass.edu/mcas/2005/results/summary.pdf

Table 5.3h: Massachusetts Performance on Assessments on Grade Level Achievement Standards 2005

	Mathematics			ELA		
	Grade 4	Grade 8	Grade 10	Grade 4	Grade 8	Grade 10
Students who scored "Warning/Failing"	39%	67%	39%	30%	25%	31%
Students who scored "Needs Improvement"	47%	24%	33%	51%	47%	42%
Students who scored "Proficient"	12%	8%	20%	17%	28%	24%
Students who scored "Advanced"	3%	2%	8%	1%	1%	3%

Source: Spring 2005 MCAS Tests: Summary of State Results, Retrieved December 15, 2006, from http://www.doe.mass.edu/mcas/2005/results/summary.pdf

Table 5.4a: Massachusetts Educational Setting for Students with Disabilities, Ages 6–21

Reason	Disability	Year							
		1998	1999	2000	2001	2002	2003	2004	2005
Outside Regular Class < 21% of the school day	MR	1,010	850	1108	844	735	1,458	1,691	1,742
	HI	245	207	269	64	75	288	393	388
	S/L	4,016	3,379	4,400	1,326	1,665	8,030	11,713	13,723
	VI	157	133	173	58	55	167	150	0
	ED	585	492	641	561	766	2,082	2,799	3,221
	OI	105	88	115	69	77	458	628	648
	OH	116	97	127	424	597	2,631	4,005	5,044
	LD	18,788	15,808	20,585	11,957	11,614	28,776	34,551	36,766
	DB	2	2	3	25	28	72	32	33
	MD	30	25	33	249	226	686	895	996
	AUT	6	6	8	142	136	745	1,059	1,363
	TBI	22	19	25	326	436	1,695	2,323	2,813
	All	25,082	21,106	27,487	16,853	17,265	50,218	65,087	72,654
Outside Regular Class 21% - 60% of the school day	MR	5,033	5,146	4824	4,388	4,559	4,150	3,615	3,377
	HI	487	487	436	363	398	288	305	180
	S/L	20,110	20,066	17,667	9,416	11,745	7,305	5,696	5,195
	VI	375	375	339	207	252	165	0	0
	ED	3,071	3,105	2838	3,433	3,956	2,688	2,277	1,995
	OI	606	607	531	684	758	387	272	228
	OH	375	383	348	2,281	3,049	2,294	2,111	2,065
	LD	65,669	66,045	59,435	60,533	57,887	35,501	27,411	23,064
	DB	2	0	0	111	138	77	0	0
	MD	596	607	566	1,826	1,786	1,364	1,443	1,041
	AUT	31	30	26	1,075	1,318	1,026	1,023	1,057
	TBI	63	66	61	1,926	2,395	1,669	1,418	1,337
	All	96,418	96,917	87,071	89,559	93,018	60,428	48,437	41,945
Outside Regular Class > 60% of the school day	MR	6,196	6,287	6654	5,509	5,095	6,136	6,338	6,328
	HI	373	379	402	214	217	233	233	195
	S/L	1,701	1,726	1827	1,094	1,412	1,385	1,634	1,633
	VI	94	95	100	43	47	55	63	25
	ED	3,675	3,728	3946	3,381	3,569	3,848	3,870	3,766
	OI	172	174	186	114	115	118	141	103
	OH	126	128	136	232	275	425	508	556
	LD	8,199	8,318	8803	6,766	6,706	6,256	5,709	5,197
	DB	13	13	14	23	47	83	49	19
	MD	942	957	1013	1,532	1,530	1,655	1,645	1,550
	AUT	251	255	270	871	1,018	1,329	1,468	1,624
	TBI	89	90	96	283	371	439	470	515
	All	21,831	22,150	23,447	21,129	21,717	23,520	23,703	23,006

Key: MR = Mental Retardation, HI = Hearing Impaired, S/L = Speech or Language Disabled, VI = Visually Disabled, ED = Emotionally Disturbed, OI = Orthopedic Impairment, OH = Other Health Impairment, LD = Learning Disabled, DB = Deaf-blindness, MD = Multiple Disabilities, AUT = Autism, TBI = Traumatic Brain Injury

Source: www.ideadata.org, November 21, 2006

Table 5.4b: Massachusetts Educational Setting for Students with Disabilities, Ages 6–21: Disaggregated by Race/Ethnicity

		Year							
Reason	Race/Ethnicity	1998	1999	2000	2001	2002	2003	2004	2005
Outside Regular Class < 21% of the school day	AI/AN	50	42	52	98	69	177	261	277
	AS/PI	326	275	394	239	224	1,011	1,417	1,559
	B	2,508	2,111	2817	1,266	1,377	4,306	5,840	6,041
	H	2,533	2,132	3064	1,756	1,924	4,951	6,648	8,222
	W	19,665	16,546	21160	13,494	13,671	39,773	50,921	56,555
	All	25,082	21,106	27,487	16,853	17,265	50,218	65,087	72,654
Outside Regular Class 21% - 60% of the school day	AI/AN	193	194	165	354	391	284	235	190
	AS/PI	1,254	1,260	1248	1,665	1,849	1,255	994	841
	B	9,642	9,691	8922	8,873	9,240	6,537	5,186	4,459
	H	9,738	9,788	9705	10,511	11,233	8,770	7,826	7,577
	W	75,591	75,984	67031	68,156	70,305	43,582	34,196	28,878
	All	96,418	96,917	87,071	89,559	93,018	60,428	48,437	41,945
Outside Regular Class > 60% of the school day	AI/AN	44	44	44	90	79	99	94	91
	AS/PI	284	288	336	508	549	579	573	653
	B	2,183	2,215	2,403	4,489	4,608	4,738	4,725	4,406
	H	2,205	2,237	2,614	4,250	4,601	5,192	5,453	5,640
	W	17,115	17,366	18,050	11,792	11,880	12,912	12,858	12,216
	All	21,831	22,150	23,447	21,129	21,717	23,520	23,703	23,006

Key: AI/AN = American Indian/Alaskan Native, AS/PI = Asian/Pacific Islander, B = Black, H = Hispanic, W = White

Source: www.ideadata.org, November 21, 2006

Table 5.4c: Massachusetts Educational Setting for Students with Disabilities, Ages 6–21: Percentages by Disability

Reason	Disability	Year							
		1998	1999	2000	2001	2002	2003	2004	2005
Outside Regular Class < 21% of the school day	MR	4.0%	4.0%	4.0%	5.0%	4.3%	2.9%	2.6%	2.4%
	HI	1.0%	1.0%	1.0%	0.4%	0.4%	0.6%	0.6%	0.5%
	S/L	16.0%	16.0%	16.0%	7.9%	9.6%	16.0%	18.0%	18.9%
	VI	0.6%	0.6%	0.6%	0.3%	0.3%	0.3%	0.2%	0.0%
	ED	2.3%	2.3%	2.3%	3.3%	4.4%	4.1%	4.3%	4.4%
	OI	0.4%	0.4%	0.4%	0.4%	0.4%	0.9%	1.0%	0.9%
	OH	0.5%	0.5%	0.5%	2.5%	3.5%	5.2%	6.2%	6.9%
	LD	74.9%	74.9%	74.9%	70.9%	67.3%	57.3%	53.1%	50.6%
	DB	0.0%	0.0%	0.0%	0.1%	0.2%	0.1%	0.0%	0.0%
	MD	0.1%	0.1%	0.1%	1.5%	1.3%	1.4%	1.4%	1.4%
	AUT	0.0%	0.0%	0.0%	0.8%	0.8%	1.5%	1.6%	1.9%
	TBI	0.1%	0.1%	0.1%	1.9%	2.5%	3.4%	3.6%	3.9%
	All	100.0%	100.0%	100.0%	95.2%	95.0%	93.8%	92.6%	91.9%
Outside Regular Class 21% - 60% of the school day	MR	5.2%	5.3%	5.5%	4.9%	4.9%	6.9%	7.5%	8.1%
	HI	0.5%	0.5%	0.5%	0.4%	0.4%	0.5%	0.6%	0.4%
	S/L	20.9%	20.7%	20.3%	10.5%	12.6%	12.1%	11.8%	12.4%
	VI	0.4%	0.4%	0.4%	0.2%	0.3%	0.3%	0.0%	0.0%
	ED	3.2%	3.2%	3.3%	3.8%	4.3%	4.4%	4.7%	4.8%
	OI	0.6%	0.6%	0.6%	0.8%	0.8%	0.6%	0.6%	0.5%
	OH	0.4%	0.4%	0.4%	2.5%	3.3%	3.8%	4.4%	4.9%
	LD	68.1%	68.1%	68.3%	67.6%	62.2%	58.7%	56.6%	55.0%
	DB	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.0%	0.0%
	MD	0.6%	0.6%	0.7%	2.0%	1.9%	2.3%	3.0%	2.5%
	AUT	0.0%	0.0%	0.0%	1.2%	1.4%	1.7%	2.1%	2.5%
	TBI	0.1%	0.1%	0.1%	2.2%	2.6%	2.8%	2.9%	3.2%
	All	100.0%	100.0%	100.0%	96.3%	94.9%	94.2%	94.1%	94.3%
Outside Regular Class > 60% of the school day	MR	28.4%	28.4%	28.4%	26.1%	23.5%	26.1%	26.7%	27.5%
	HI	1.7%	1.7%	1.7%	1.0%	1.0%	1.0%	1.0%	0.8%
	S/L	7.8%	7.8%	7.8%	5.2%	6.5%	5.9%	6.9%	7.1%
	VI	0.4%	0.4%	0.4%	0.2%	0.2%	0.2%	0.3%	0.1%
	ED	16.8%	16.8%	16.8%	16.0%	16.4%	16.4%	16.3%	16.4%
	OI	0.8%	0.8%	0.8%	0.5%	0.5%	0.5%	0.6%	0.4%
	OH	0.6%	0.6%	0.6%	1.1%	1.3%	1.8%	2.1%	2.4%
	LD	37.6%	37.6%	37.5%	32.0%	30.9%	26.6%	24.1%	22.6%
	DB	0.1%	0.1%	0.1%	0.1%	0.2%	0.4%	0.2%	0.1%
	MD	4.3%	4.3%	4.3%	7.3%	7.0%	7.0%	6.9%	6.7%
	AUT	1.1%	1.2%	1.2%	4.1%	4.7%	5.7%	6.2%	7.1%
	TBI	0.4%	0.4%	0.4%	1.3%	1.7%	1.9%	2.0%	2.2%
	All	100.0%	100.0%	100.0%	95.0%	93.9%	93.4%	93.4%	93.5%

Key: MR = Mental Retardation, HI = Hearing Impaired, S/L = Speech or Language Disabled, VI = Visually Disabled, ED = Emotionally Disturbed, OI = Orthopedic Impairment, OH = Other Health Impairment, LD = Learning Disabled, DB = Deaf-Blindness, MD = Multiple Disabilities, AUT = Autism, TBI = Traumatic Brain Injury

* In 2001, Massachusetts began reporting inclusion data for students with development delays, however that data are not included in this table. Therefore, from 2001 to 2005, the "All" section of Table 5.4c does not equal 100 percent.

Source: www.ideadata.org, November 21, 2006

Table 5.4d: Massachusetts Educational Setting for Students with Disabilities, Ages 6–21: Percentages: Race/Ethnicity

		Year							
Reason	Race/ Ethnicity	1998	1999	2000	2001	2002	2003	2004	2005
Outside Regular Class < 21% of the school day	AI/AN	0.2%	0.2%	0.2%	0.6%	0.4%	0.4%	0.4%	0.4%
	AS/PI	1.3%	1.3%	1.4%	1.4%	1.3%	2.0%	2.2%	2.1%
	B	10.0%	10.0%	10.2%	7.5%	8.0%	8.6%	9.0%	8.3%
	H	10.1%	10.1%	11.1%	10.4%	11.1%	9.9%	10.2%	11.3%
	W	78.4%	78.4%	77.0%	80.1%	79.2%	79.2%	78.2%	77.8%
	All	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Outside Regular Class 21% - 60% of the school day	AI/AN	0.2%	0.2%	0.2%	0.4%	0.4%	0.5%	0.5%	0.5%
	AS/PI	1.3%	1.3%	1.4%	1.9%	2.0%	2.1%	2.1%	2.0%
	B	10.0%	10.0%	10.2%	9.9%	9.9%	10.8%	10.7%	10.6%
	H	10.1%	10.1%	11.1%	11.7%	12.1%	14.5%	16.2%	18.1%
	W	78.4%	78.4%	77.0%	76.1%	75.6%	72.1%	70.6%	68.8%
	All	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Outside Regular Class > 60% of the school day	AI/AN	0.2%	0.2%	0.2%	0.4%	0.4%	0.4%	0.4%	0.4%
	AS/PI	1.3%	1.3%	1.4%	2.4%	2.5%	2.5%	2.4%	2.8%
	B	10.0%	10.0%	10.2%	21.2%	21.2%	20.1%	19.9%	19.2%
	H	10.1%	10.1%	11.1%	20.1%	21.2%	22.1%	23.0%	24.5%
	W	78.4%	78.4%	77.0%	55.8%	54.7%	54.9%	54.2%	53.1%
	All	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Key: AI/AN = American Indian/Alaskan Native, AS/PI = Asian/Pacific Islander, B = Black, H = Hispanic, W = White

Source: www.ideadata.org, November 21, 2006

Table 6.1a: Michigan Academic Achievement on NAEP Mathematics Assessment

Mathematics													
		Below Basic						Basic					
		Students w/o disabilities			Students w/ disabilities			Students w/o disabilities			Students w/ disabilities		
Grade	Year	MI	US	A	MI	US	A	MI	US	A	MI	US	A
4	2000	26	33	-7	63	71	-8	44	43	1	31	23	8
	2003	21	21	0	41	50	-9	43	46	-3	44	38	6
	2005	19	17	2	39	44	-5	41	45	-4	41	40	1
	A	7	16	-9	24	27	-3	3	-2	5	-10	-17	5
8	2000	29	33	-4	0	80	NA	41	39	2	0	16	NA
	2003	28	27	1	73	71	2	42	41	1	22	23	-1
	2005	28	27	1	69	69	0	40	41	-1	27	24	3
	A	1	6	-5	4	11	2	1	-2	3	-5	-8	-4
		Proficient						Advanced					
		Students w/o disabilities			Students w/ disabilities			Students w/o disabilities			Students w/ disabilities		
Grade	Year	MI	US	A	MI	US	A	MI	US	A	MI	US	A
4	2000	27	22	5	6	6	0	3	3	0	*	1	NA
	2003	31	30	1	12	11	1	5	4	1	2	1	1
	2005	34	33	1	19	14	5	6	5	1	2	2	0
	A	-7	-11	4	-13	-8	-5	-3	-2	-1	0	-1	1
8	2000	25	22	3	0	4	NA	5	5	0	0	*	NA
	2003	25	25	0	5	5	0	5	6	-1	*	1	NA
	2005	26	26	0	4	6	-2	6	7	-1	*	1	NA
	A	-1	-4	3	1	-2	2	-1	-2	1	NA	0	NA

Students w/o Disabilities

Students with Disabilities

* Results round to zero

NA Value is incalculable

• State did not participate in NAEP assessment that year

0 Reporting standards not met

Source: US Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000, 2003, 2005 Mathematics Assessments

Table 6.1b: Michigan Academic Achievement on NAEP Reading Assessment

Reading													
		Below Basic						Basic					
		Students w/o disabilities			Students w/ disabilities			Students w/o disabilities			Students w/ disabilities		
Grade	Year	MI	US	A	MI	US	A	MI	US	A	MI	US	A
4	1998	36	40	-4	0	76	NA	35	31	4	0	16	NA
	2002	34	35	-1	64	71	-7	35	33	2	26	20	6
	2003	34	35	-1	70	71	-1	33	33	0	22	20	2
	2005	35	34	1	61	67	-6	32	34	-2	25	22	3
	A	1	6	-5	3	9	-1	3	-3	6	1	-6	3
8	1998	•	25	NA	•	69	NA	•	43	NA	•	25	NA
	2002	21	22	-1	57	65	-8	45	45	0	35	29	6
	2003	22	23	-1	63	68	-5	44	44	0	33	26	7
	2005	24	25	-1	62	67	-5	45	44	1	30	27	3
	A	-3	0	0	-5	2	-3	0	-1	-1	5	-2	3
		Proficient						Advanced					
		Students w/o disabilities			Students w/ disabilities			Students w/o disabilities			Students w/ disabilities		
Grade	Year	MI	US	A	MI	US	A	MI	US	A	MI	US	A
4	1998	23	22	1	0	7	NA	5	7	-2	0	1	NA
	2002	25	25	0	8	7	1	6	7	-1	1	1	0
	2003	26	24	2	6	8	-2	8	8	0	2	1	1
	2005	25	24	1	11	9	2	8	7	1	3	2	1
	A	-2	-2	0	-3	-2	-1	-3	0	-3	-2	-1	-1
8	1998	•	29	-7	•	6	NA	•	2	NA	•	*	NA
	2002	31	31	-7	8	6	2	2	3	-1	*	*	NA
	2003	32	30	-7	4	5	-1	3	3	0	*	*	NA
	2005	28	28	-7	8	6	2	2	3	-1	*	*	NA
	A	3	1	0	0	0	0	0	-1	0	NA	NA	NA

Students w/o Disabilities

Students with Disabilities

* Results round to zero

NA Value is incalculable

• State did not participate in NAEP assessment that year

Source: US Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, 2003, 2005 Reading Assessments.

Table 6.2a: Michigan Exit Totals Students 14–22+

Reason	School Year						
	1998–99	1999–00	2000–01	2001–02	2002–03	2003–04	2004–05
No Longer Receives Special Education Services	3047	3520	3413	2838	2,485	x	x
Graduated	4707	5000	5256	5420	5,741	6,907	8,199
Received a Certificate	465	596	595	1049	1,058	711	294
Dropped Out	4611	4753	7151	5476	6,266	5,078	3,242
Total Exiting	21040	22892	22726	21240	23,784	12,770	11,812

x = no data available

Source: www.ideadata.org, November 21, 2006

Table 6.2b: Michigan Exit Percentages for Students 14–22+

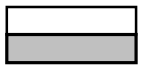
Reason	School Year						
	1998–99	1999–00	2000–01	2001–02	2002–03	2003–04	2004–05
No Longer Receives Special Education Services	14.48%	15.38%	15.02%	13.36%	10.45%	NA	NA
Graduated	22.37%	21 .84%	23.13%	25.52%	24.14%	54.09%	69.41%
Received a Certificate	2.21%	2.60%	2.62%	4.94%	4.45%	5.57%	2.49%
Dropped Out	21.92%	20.76%	31.47%	25.78%	26.35%	39.77%	27.45%

NA = value is incalculable

Source: www.ideadata.org, November 21, 2006

Table 7.1a: New Jersey Academic Achievement on NAEP Mathematics Assessment

Mathematics													
		Below Basic						Basic					
		Students w/o disabilities			Students w/ disabilities			Students w/o disabilities			Students w/ disabilities		
Grade	Year	NJ	US	A	NJ	US	A	NJ	US	A	NJ	US	A
4	2000	•	33	NA	•	71	NA	•	43	NA	•	23	NA
	2003	15	21	-6	51	50	1	42	46	-4	39	38	1
	2005	10	17	-7	43	44	-1	40	45	-5	40	40	0
	A	5	16	1	8	27	2	2	-2	1	-1	-17	1
8	2000	·	33	NA	·	80	NA	·	39	NA	·	16	NA
	2003	22	27	-5	66	71	-5	41	41	0	26	23	3
	2005	19	27	-8	68	69	-1	40	41	-1	27	24	3
	A	3	6	3	-2	11	-4	1	-2	1	-1	-8	0
		Proficient						Advanced					
		Students w/o disabilities			Students w/ disabilities			Students w/o disabilities			Students w/ disabilities		
Grade	Year	NJ	US	A	NJ	US	A	NJ	US	A	NJ	US	A
4	2000	•	22	NA	•	6	NA	•	3	NA	•	1	NA
	2003	37	30	7	16	11	5	6	4	2	1	1	0
	2005	41	33	8	19	14	5	9	5	4	2	2	0
	A	-4	-11	-1	-3	-8	0	-3	-2	-2	-1	-1	0
8	2000	•	22	NA	•	4	NA	•	5	NA	•	*	NA
	2003	25	25	0	6	5	1	5	6	-1	1	1	NA
	2005	31	26	5	4	6	-2	10	7	3	*	1	NA
	A	-6	-4	-5	2	-2	3	-5	-2	-4	NA	0	NA



Students w/o Disabilities

Students with Disabilities

* Results round to zero

NA Value is incalculable

• State did not participate in NAEP assessment that year

0 Reporting standards not met

Source: US Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000, 2003, 2005 Mathematics Assessments

Table 7.1b: New Jersey Academic Achievement on NAEP Reading Assessment

Reading													
		Below Basic						Basic					
		Students w/o disabilities			Students w/ disabilities			Students w/o disabilities			Students w/ disabilities		
Grade	Year	NJ	US	A	NJ	US	A	NJ	US	A	NJ	US	A
4	1998	•	40	NA	•	76	NA	•	31	NA	•	16	NA
	2002	•	35	NA	•	71	NA	•	33	NA	•	20	NA
	2003	26	35	-9	62	71	-9	32	33	-1	25	20	5
	2005	27	34	-7	70	67	3	32	34	-2	23	22	1
	A	-1	6	-2	-8	9	-12	0	-3	1	2	-6	4
8	1998	•	25	NA	•	69	NA	•	43	NA	•	25	NA
	2002	•	22	NA	•	65	NA	•	45	NA	•	29	NA
	2003	15	23	-8	63	68	-5	43	44	-1	32	26	6
	2005	15	25	-10	52	67	-15	43	44	-1	39	27	12
	A	0	0	2	11	2	10	0	-1	0	-7	-2	-6
		Proficient						Advanced					
		Students w/o disabilities			Students w/ disabilities			Students w/o disabilities			Students w/ disabilities		
Grade	Year	NJ	US	A	NJ	US	A	NJ	US	A	NJ	US	A
4	1998	•	22	NA	•	7	NA	•	7	NA	•	1	NA
	2002	•	25	NA	•	7	NA	•	7	NA	•	1	NA
	2003	30	24	6	6	8	-2	11	8	3	2	1	1
	2005	30	24	6	7	9	-2	11	7	4	1	2	-1
	A	0	-2	0	-1	-2	0	0	0	-1	1	-1	2
8	1998	•	29	-7	•	6	NA	•	2	NA	•	*	NA
	2002	•	31	-7	•	6	NA	•	3	NA	•	*	NA
	2003	38	30	-7	5	5	0	4	3	1	*	*	NA
	2005	37	28	-7	8	6	2	5	3	2	*	*	NA
	A	1	1	0	-3	0	-2	-1	-1	-1	NA	NA	NA

Students w/o Disabilities

Students with Disabilities

* Results round to zero NA

Value is incalculable

• State did not participate in NAEP assessment that year

Source: US Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, 2003, 2005 Reading Assessments.

Table 7.2a: New Jersey Exit Totals Students 14–22+

Reason	School Year						
	1998–99	1999–00	2000–01	2001–02	2002–03	2003–04	2004–05
No Longer Receives Special Education Services	1117	995	855	909	992	x	x
Graduated	8778	9599	9250	9768	10,965	11,876	12,323
Received a Certificate	0	0	0	0	0	x	x
Dropped Out	2906	3124	2794	3442	2,768	3882	4,365
Total Exiting	19250	20864	18030	19802	21,171	16,084	17,023

x = no data available

Source: www.ideadata.org, November 21, 2006

Table 7.2b: New Jersey Exit Percentages for Students 14–22+

Reason	School Year						
	1998–99	1999–00	2000–01	2001–02	2002–03	2003–04	2004–05
No Longer Receives Special Education Services	5.80%	4.77%	4.74%	4.59%	4.69%	NA	NA
Graduated	45.60%	46.01%	51 .30%	49.33%	51.79%	73.84%	72.39%
Received a Certificate	0.00%	0.00%	0.00%	0.00%	NA	NA	NA
Dropped Out	15.10%	14.97%	15.50%	17.38%	13.07%	24.14%	25.64%

NA = value is incalculable

Source: www.ideadata.org, November 21, 2006

Table 7.3a: New Jersey Performance Data 1999

Grade	ELA % Proficient or above	Math % Proficient or above
4th	36%	
8th	27%	16%
12th	—	—

Table 7.3b: New Jersey Performance Data 2000

Grade	ELA % Proficient or above	Math % Proficient or above
4th	36%	—
8th	27%	16%
12th	—	—

Table 7.3c: New Jersey Performance Data 2000

Grade	ELA % Proficient or above	Math % Proficient or above
4th	46%	38%
8th	25%	17%

Table 7.3d: New Jersey Performance Data 2002

Grade	ELA % Proficient or above	Math % Proficient or above
4th	43%	40%
8th	26%	15%
HS	38%	26%

Table 7.3e: New Jersey Performance Data 2003

Grade	ELA % Proficient or above	Math % Proficient or above
4th	41%	38%
8th	28%	16%
HS	55%	39%

Table 7.3f: New Jersey Performance Data 2004

Grade	ELA % Proficient or above	Math % Proficient or above
4th	49%	47%
8th	28%	21%
HS	62%	46%

Table 7.3g: New Jersey Performance Data 2005

	ELA	Math
Grade	% Proficient or above	% Proficient or above
4th	49%	49%
8th	29%	29%
HS	65	65

Sources: Statewide Report: Language Arts Literacy & Mathematics, Spring 2005, Cycle II, Grade 4, Retrieved December 20, 2006, from http://www.state.nj.us/njded/schools/achievement/2006/njask4/statewide.pdf

New Jersey Assessment of Fourth Grade Students Language Arts Literacy and Mathematics Percent Proficient and Above by Subgroups (2001–2004), Retrieved December 20, 2006, from http://www.state.nj.us/njded/schools/achievement/2005/njask4/

New Jersey Grade Eight Proficiency Assessment Language Arts Literacy and Mathematics Percent Proficient and Above by Subgroups (1999–2005), Retrieved December 20, 2006, from http://www.state.nj.us/njded/schools/achievement/2006/gepa/graphs.pdf

New Jersey High School Proficiency Assessment Language Arts Literacy and Mathematics Percent Proficient and Above by Testing Population, Retrieved December 20, 2006, from http://www.state.nj.us/njded/schools/achievement/2006/hspa/longitudinal_graphs.pdf

Table 7.4a: New Jersey Educational Setting for Students with Disabilities, Ages 6–21

Reason	Disability	Year							
		1998	1999	2000	2001	2002	2003	2004	2005
Outside Regular Class < 21% of the school day	MR	147	171	295	447	426	439	199	364
	HI	384	407	459	521	580	635	650	659
	S/L	41,777	38,832	37,221	35,712	36,048	35,685	36,141	36,223
	VI	215	223	211	250	254	250	134	126
	ED	2,130	2,590	2,946	2,971	2,980	3,584	3,472	3,473
	OI	322	595	348	364	348	320	364	357
	OH	654	1,752	3,057	4,614	6,381	8,242	9,984	11,618
	LD	39,886	43,428	43,906	45,890	46,203	47,870	47,792	47,344
	DB	2	2	1	1	3	6	0	0
	MD	1,474	1,794	1916	2,361	2,726	3,258	3,706	4,093
	AUT	89	184	315	447	580	760	723	1,174
	TBI	10	13	13	744	532	501	440	216
	All	87,090	89,991	90,688	94,322	97,061	101,550	104,098	105,932
Outside Regular Class 21% - 60% of the school day	MR	405	688	978	1,159	1,372	1,374	1,378	1,400
	HI	216	286	277	271	326	320	318	319
	S/L	1,717	2,279	2,924	4,086	4,279	4,895	5,326	5,998
	VI	57	63	70	58	77	76	0	31
	ED	1,924	2,212	2,469	2,778	2,812	2,567	2,450	2,413
	OI	113	108	115	109	114	119	57	57
	OH	318	1,201	2,119	3,421	4,225	5,287	6,190	7,259
	LD	39,262	41,627	44,594	43,080	43,794	42,440	40,654	39,386
	DB	2	0	1	2	10	3	5	0
	MD	2,133	2,679	3,301	4,150	4,923	5,411	5,623	6,170
	AUT	84	138	183	315	421	500	607	762
	TBI	15	19	18	806	688	548	445	411
	All	46,246	51,300	57,049	60,235	63,041	63,540	63,181	64,305
Outside Regular Class > 60% of the school day	MR	2,475	2,983	3,074	3,084	3,030	3,115	3,271	3,220
	HI	711	383	359	315	326	276	279	262
	S/L	2,240	2,278	2,379	2,532	2,608	2,965	3,238	3,420
	VI	37	39	29	36	36	39	25	0
	ED	3,400	3,517	3,269	3,165	2,775	2,655	2,627	2,547
	OI	107	90	94	80	74	63	37	62
	OH	211	689	1,024	1,445	1,846	2,181	2,596	2,929
	LD	26,069	21,624	19,786	17,489	16,258	15,683	15,766	15,409
	DB	5	4	8	4	3	4	0	0
	MD	5,261	5,958	6,398	6,768	7,169	7,288	7,772	8,076
	AUT	449	685	813	958	1,159	1,378	1,651	1,995
	TBI	13	18	19	934	661	525	465	402
	All	40,978	38,268	37,252	36,810	35,945	36,172	37,769	38,367

Key: MR = Mental Retardation, HI = Hearing Impaired, S/L = Speech or Language Disabled, VI = Visually Disabled, ED = Emotionally Disturbed, OI = Orthopedic Impairment, OH = Other Health Impairment, LD = Learning Disabled, DB = Deaf-Blindness, MD = Multiple Disabilities, AUT = Autism, TBI = Traumatic Brain Injury

Source: www.ideadata.org, November 21, 2006

Table 7.4b: New Jersey Educational Setting for Students with Disabilities, Ages 6–21: Disaggregated by Race/Ethnicity

		Year							
Reason	Race/Ethnicity	1998	1999	2000	2001	2002	2003	2004	2005
Outside Regular Class < 21% of the school day	AI/AN	71	93	95	130	106	209	129	163
	AS/PI	1,948	2,383	1,916	2,091	2,299	2,801	3,119	3,233
	B	11,106	12,251	11,003	11,275	1,141	13,913	13,955	14,398
	H	7,294	8,834	8,104	9,726	9,694	11,909	12,373	13,665
	W	55,452	66,431	57,702	59,702	60,599	72,718	74,522	74,473
	All	75,871	89,992	78,820	82,924	73,839	101,550	104,098	105,932
Outside Regular Class 21% - 60% of the school day	AI/AN	77	96	123	140	124	198	114	124
	AS/PI	802	940	1,115	1,126	12,283	1,375	1,391	1,388
	B	9,270	10,599	12,308	12,905	13,939	14,278	14,516	14,644
	H	6,266	8,039	9,097	9,167	11,010	11,435	11,757	12,332
	W	29,806	31,626	34,406	34,325	36,308	36,254	35,403	35,817
	All	46,221	51,300	57,049	57,663	73,664	63,540	63,181	64,305
Outside Regular Class > 60% of the school day	AI/AN	67	100	63	83	56	162	54	67
	AS/PI	766	690	693	719	747	773	883	984
	B	13,119	12,924	13,318	13,400	13,172	12,680	13,343	13,247
	H	8,261	7,941	8,386	8,312	8,344	8,458	9,405	984
	W	18,323	16,613	14,792	14,296	13,626	14,099	14,084	67
	All	40,536	38,268	37,252	36,810	35,945	36,172	37,769	15,349

Key: AI/AN = American Indian/Alaskan Native, AS/PI = Asian/Pacific Islander, B = Black, H = Hispanic, W = White

State did not disaggregate data

Source: www.ideadata.org, November 21, 2006

Table 7.4c: New Jersey Educational Setting for Students with Disabilities, Ages 6–21: Percentages by Disability

Reason	Disability	Year							
		1998	1999	2000	2001	2002	2003	2004	2005
Outside Regular Class < 21% of the school day	MR	0.2%	0.2%	0.3%	0.5%	0.4%	0.4%	0.2%	0.3%
	HI	0.4%	0.5%	0.5%	0.6%	0.6%	0.6%	0.6%	0.6%
	S/L	48.0%	43.2%	41.0%	37.9%	37.1%	35.1%	34.7%	34.2%
	VI	0.2%	0.2%	0.2%	0.3%	0.3%	0.2%	0.1%	0.1%
	ED	2.4%	2.9%	3.2%	3.1%	3.1%	3.5%	3.3%	3.3%
	OI	0.4%	0.7%	0.4%	0.4%	0.4%	0.3%	0.3%	0.3%
	OH	0.8%	1.9%	3.4%	4.9%	6.6%	8.1%	9.6%	11.0%
	LD	45.8%	48.3%	48.4%	48.7%	47.6%	47.1%	45.9%	44.7%
	DB	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	MD	1.7%	2.0%	2.1%	2.5%	2.8%	3.2%	3.6%	3.9%
	AUT	0.1%	0.2%	0.3%	0.5%	0.6%	0.7%	0.7%	1.1%
	TBI	0.0%	0.0%	0.0%	0.8%	0.5%	0.5%	0.4%	0.2%
	All	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	99.5%	99.7%
Outside Regular Class 21% - 60% of the school day	MR	0.9%	1.3%	1.7%	1.9%	2.2%	2.2%	2.2%	2.2%
	HI	0.5%	0.6%	0.5%	0.4%	0.5%	0.5%	0.5%	0.5%
	S/L	3.7%	4.4%	5.1%	6.8%	6.8%	7.7%	8.4%	9.3%
	VI	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.0%	0.0%
	ED	4.2%	4.3%	4.3%	4.6%	4.5%	4.0%	3.9%	3.8%
	OI	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.1%	0.1%
	OH	0.7%	2.3%	3.7%	5.7%	6.7%	8.3%	9.8%	11.3%
	LD	84.9%	81.1%	78.2%	71.5%	69.5%	66.8%	64.3%	61.2%
	DB	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	MD	4.6%	5.2%	5.8%	6.9%	7.8%	8.5%	8.9%	9.6%
	AUT	0.2%	0.3%	0.3%	0.5%	0.7%	0.8%	1.0%	1.2%
	TBI	0.0%	0.0%	0.0%	1.3%	1.1%	0.9%	0.7%	0.6%
	All	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	99.8%	99.8%
Outside Regular Class > 60% of the school day	MR	6.0%	7.8%	8.3%	8.4%	8.4%	8.6%	8.7%	8.4%
	HI	1.7%	1.0%	1.0%	0.9%	0.9%	0.8%	0.7%	0.7%
	S/L	5.5%	6.0%	6.4%	6.9%	7.3%	8.2%	8.6%	8.9%
	VI	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.0%
	ED	8.3%	9.2%	8.8%	8.6%	7.7%	7.3%	7.0%	6.6%
	OI	0.3%	0.2%	0.3%	0.2%	0.2%	0.2%	0.1%	0.2%
	OH	0.5%	1.8%	2.7%	3.9%	5.1%	6.0%	6.9%	7.6%
	LD	63.6%	56.5%	53.1%	47.5%	45.2%	43.4%	41.7%	40.2%
	DB	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	MD	12.8%	15.6%	17.2%	18.4%	19.9%	20.1%	20.6%	21.0%
	AUT	1.1%	1.8%	2.2%	2.6%	3.2%	3.8%	4.4%	5.2%
	TBI	0.0%	0.0%	0.1%	2.5%	1.8%	1.5%	1.2%	1.0%
	All	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	99.9%	99.9%

Key: MR = Mental Retardation, HI = Hearing Impaired, S/L = Speech or Language Disabled, VI = Visually Disabled, ED = Emotionally Disturbed, OI = Orthopedic Impairment, OH = Other Health Impairment, LD = Learning Disabled, DB = Deaf-blindness, MD = Multiple Disabilities, AUT = Autism, TBI = Traumatic Brain Injury

Source: www.ideadata.org, November 21, 2006

Table 7.4d: New Jersey Educational Setting for Students with Disabilities, Ages 6–21: Percentages by Race/Ethnicity

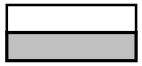
		Year							
Reason	Race/ Ethnicity	1998	1999	2000	2001	2002	2003	2004	2005
Outside Regular Class < 21% of the school day	AI/AN	0.1%	0.1%	0.1%	0.2%	0.1%	0.2%	0.1%	0.2%
	AS/PI	2.6%	2.6%	2.4%	2.5%	3.1%	2.8%	3.0%	3.1%
	B	14.6%	13.6%	14.0%	13.6%	1.5%	13.7%	13.4%	13.6%
	H	9.6%	9.8%	10.3%	11.7%	13.1%	11.7%	11.9%	12.9%
	W	73.1%	73.8%	73.2%	72.0%	82.1%	71.6%	71.6%	70.3%
	All	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Outside Regular Class 21% - 60% of the school day	AI/AN	0.2%	0.2%	0.2%	0.2%	0.2%	0.3%	0.2%	0.2%
	AS/PI	1.7%	1.8%	2.0%	2.0%	16.7%	2.2%	2.2%	2.2%
	B	20.1%	20.7%	21.6%	22.4%	18.9%	22.5%	23.0%	22.8%
	H	13.6%	15.7%	15.9%	15.9%	14.9%	18.0%	18.6%	19.2%
	W	64.5%	61.6%	60.3%	59.5%	49.3%	57.1%	56.0%	55.7%
	All	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Outside Regular Class > 60% of the school day	AI/AN	0.2%	0.3%	0.2%	0.2%	0.2%	0.4%	0.1%	0.4%
	AS/PI	1.9%	1.8%	1.9%	2.0%	2.1%	2.1%	2.3%	6.4%
	B	32.4%	33.8%	35.8%	36.4%	36.6%	35.1%	35.3%	86.3%
	H	20.4%	20.8%	22.5%	22.6%	23.2%	23.4%	24.9%	6.4%
	W	45.2%	43.4%	39.7%	38.8%	37.9%	39.0%	37.3%	0.4%
	All	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Key: AI/AN = American Indian/Alaskan Native, AS/PI = Asian/Pacific Islander, B = Black, H = Hispanic, W = White

Source: www.ideadata.org, November 21, 2006

Table 8.1a: New York Academic Achievement on NAEP Mathematics Assessments

		Mathematics											
		Below Basic						Basic					
Grade	Year	Students w/o disabilities			Students w/ disabilities			Students w/o disabilities			Students w/ disabilities		
		NY	US	A	NY	US	A	NY	US	A	NY	US	A
4	2000	32	33	-1	53	71	-18	46	43	3	39	23	16
	2003	18	21	-3	49	50	-1	47	46	1	40	38	2
	2005	14	17	-3	48	44	4	46	45	1	41	40	1
	A	18	16	2	5	27	-22	0	-2	2	-2	-17	1
8	2000	33	33	0	81	80	1	41	39	2	16	16	0
	2003	24	27	-3	68	71	-3	40	41	-1	25	23	2
	2005	25	27	-2	63	69	-6	41	41	0	30	24	6
	A	8	6	2	18	11	7	0	-2	2	-14	-8	-6
		Proficient						Advanced					
Grade	Year	Students w/o disabilities			Students w/ disabilities			Students w/o disabilities			Students w/ disabilities		
		NY	US	A	NY	US	A	NY	US	A	NY	US	A
4	2000	20	22	-2	7	6	1	2	3	-1	1	1	0
	2003	31	30	1	11	11	0	4	4	0	*	1	NA
	2005	35	33	2	10	14	-4	5	5	0	1	2	-1
	A	-15	-11	-4	-3	-8	5	-3	-2	-1	0	-1	NA
8	2000	25	22	3	4	4	0	5	5	0	*	*	NA
	2003	29	25	4	7	5	2	7	6	1	*	1	NA
	2005	27	26	1	7	6	1	7	7	0	1	1	0
	A	-2	-4	2	-3	-2	-1	-2	-2	0	NA	0	NA



Students w/o Disabilities
Students with Disabilities

* Results round to zero

NA Value is incalculable

• State did not participate in NAEP assessment that year

0 Reporting standards not met

Source: US Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000, 2003, 2005 Mathematics Assessments.

Table 8.1b: New York Academic Achievement on NAEP Pending Assessments

		Reading											
		Below Basic						Basic					
Grade	Year	Students w/o disabilities			Students w/ disabilities			Students w/o disabilities			Students w/ disabilities		
		NY	US	A	NY	US	A	NY	US	A	NY	US	A
	1998	37	40	-3	60	76	-16	33	31	2	28	16	12
	2002	30	35	-5	66	71	-5	32	33	-1	23	20	3
	2003	29	35	-6	67	71	-4	34	33	1	22	20	2
	2005	26	34	-8	68	67	1	37	34	3	25	22	3
4	A	11	6	5	-8	9	-17	-4	-3	-1	3	-6	9
	1998	20	25	-5	74	69	5	45	43	2	25	25	0
	2002	20	22	-2	64	65	-1	45	45	0	31	29	2
	2003	20	23	-3	67	68	-1	42	44	-2	26	26	0
	2005	21	25	-4	64	67	-3	43	44	-1	28	27	1
8	A	-1	0	-1	10	2	8	2	-1	3	-3	-2	-1
		Proficient						Advanced					
Grade	Year	Students w/o disabilities			Students w/ disabilities			Students w/o disabilities			Students w/ disabilities		
		NY	US	A	NY	US	A	NY	US	A	NY	US	A
	1998	24	22	2	11	7	4	6	7	-1	*	1	NA
	2002	28	25	3	9	7	2	10	7	3	2	1	1
	2003	28	24	4	9	8	1	9	8	1	2	1	1
	2005	28	24	4	7	9	-2	9	7	2	*	2	NA
4	A	-4	-2	-2	4	-2	6	-3	0	-3	0	-1	0
	1998	32	29	3	1	6	-5	2	2	0	*	*	NA
	2002	32	31	1	4	6	-2	2	3	-1	*	*	NA
	2003	34	30	4	8	5	3	4	3	1	*	*	NA
	2005	32	28	4	8	6	2	4	3	1	*	*	NA
8	A	0	1	-1	-7	0	-7	-2	-1	-1	NA	NA	NA

Students w/o Disabilities
Students with Disabilities

* Results round to zero

NA Value is incalculable

• State did not participate in NAEP assessment that year

Source: US Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, 2003, 2005 Reading Assessments.

Table 8.2a: New York Exit Totals Students 14–22+

Reason	School Year						
	1998–99	1999–00	2000–01	2001–02	2002–03	2003–04	2004–05
No Longer Receives Special Education Services	2,213	3,418	3,739	3,465	3,474	x	x
Graduated	6,813	9,749	10,301	10,734	11,681	12,762	12,792
Received a Certificate	2,387	4,558	4,759	4,638	4,851	5,186	5,472
Dropped Out	3,201	8,634	9,633	8,453	7,760	7,894	8,941
Total Exiting	23,122	41,569	44,950	43,826	44,340	26,393	27,739

x = no data available

Source: www.ideadata.org, November 21, 2006

Table 8.2b: New York Exit Percentages for Students 14–22+

Reason	School Year						
	1998–99	1999–00	2000–01	2001–02	2002–03	2003–04	2004–05
No Longer Receives Special Education Services	9.57%	8.22%	8.32%	7.91%	7.83%	NA	NA
Graduated	29.47%	23.45%	22.92%	24.49%	26.34%	48.35%	46.12%
Received a Certificate	10.32%	10.96%	10.59%	10.58%	10.94%	19.65%	19.73%
Dropped Out	13.84%	20.77%	21 .43%	19.29%	17.50%	29.91%	32.23%

NA = value is incalculable

Source: www.ideadata.org, November 21, 2006

Table 8.3a: New York Performance on Assessments on Grade Level Achievement Standards 1999

	Mathematics		ELA	
	Elementary	Middle	Elementary	Middle
% of students who scored at Level I	30%	66%	32%	33%
% of students who scored at Level II	34%	26%	50%	57%
% of students who scored at Level III	30%	7%	18%	9%
% of students who scored at Level IV	6%	0%	1%	0%

Table 8.3b: New York Performance on Assessments on Grade Level Achievement Standards 2000

	Mathematics		ELA	
	Elementary	Middle	Elementary	Middle
% of students who scored at Level I	29%	60%	32%	44%
% of students who scored at Level II	36%	30%	43%	47%
% of students who scored at Level III	30%	9%	23%	8%
% of students who scored at Level IV	5%	0%	3%	1%

Table 8.3c: New York Performance on Assessments on Grade Level Achievement Standards 2001

	Mathematics		ELA	
	Elementary	Middle	Elementary	Middle
% of students who scored at Level I	29%	62%	35%	47%
% of students who scored at Level II	33%	29%	40%	45%
% of students who scored at Level III	31%	9%	23%	7%
% of students who scored at Level IV	8%	0%	3%	1%

Table 8.3d: New York Performance on Assessments on Grade Level Achievement Standards 2002

	Mathematics		ELA	
	Elementary	Middle	Elementary	Middle
% of students who scored at Level I	26%	52%	28%	28%
% of students who scored at Level II	37%	34%	43%	63%
% of students who scored at Level III	31%	14%	26%	9%
% of students who scored at Level IV	6%	1%	4%	1%

Table 8.3e: New York Performance on Assessments on Grade Level Achievement Standards 2003

	Mathematics		ELA	
	Elementary	Middle	Elementary	Middle
% of students who scored at Level I	20%	49%	29%	38%
% of students who scored at Level II	32%	35%	49%	54%
% of students who scored at Level III	39%	16%	20%	8%
% of students who scored at Level IV	9%	1%	3%	0%

Table 8.3f: New York Performance on Assessments on Grade Level Achievement Standards 2004

	Mathematics		ELA	
	Elementary	Middle	Elementary	Middle
% of students who scored at Level I	17%	45%	28%	33%
% of students who scored at Level II	34%	36%	50%	59%
% of students who scored at Level III	41%	18%	21%	8%
% of students who scored at Level IV	8%	1%	2%	1%

Table 8.3g: New York Performance on Assessments on Grade Level Achievement Standards 2005

	Mathematics		ELA	
	Elementary	Middle	Elementary	Middle
% of students who scored at Level I	16%	42%	28%	29%
% of students who scored at Level II	29%	39%	43%	61%
% of students who scored at Level III	44%	18%	26%	10%
% of students who scored at Level IV	11%	1%	2%	0%

Source: New York State Education Department: Elementary, Middle, Secondary, and Continuing Education. (2006) A Report to the Governor and the Legislature on the Educational Status of the State's Schools: Submitted October 2006. Albany, NY: Information and Reporting Services. Retrieved December 21, 2006, from http://www.emsc.nysed.gov/irts/655report/2006/home.htm

Table 8.4a: Performance on the New York State Regents Examination

	Mathematics	ELA
Year	**% at 55% percent or above**	
2002–2003	46%	60%
2003–2004	72%	65%
2004–2005	68%	64%

Source: New York State Education Department: Elementary, Middle, Secondary, and Continuing Education. (2006) A Report to the Governor and the Legislature on the Educational Status of the State's Schools: Submitted October 2006. Albany, NY: Information and Reporting Services. Retrieved December 21, 2006, from http://www.emsc.nysed.gov/irts/655report/2006/home.htm

Table 8.5a: New York Participation on Assessments on Grade Level Achievement Standards 2002–2003

	Mathematics			Reading		
	Grade 4	Grade 8	High School*	Grade 4	Grade 8	High School*
Students w/ IEPs	29,539	33,564	16,878	29,650	34,009	16,878
Students who took regular assessment	28,440	31,220	16,878	28,217	31,679	16,878

*High School = Cohort of students who entered ninth grade in 1999

	Mathematics			Reading		
	Grade 4	Grade 8	High School*	Grade 4	Grade 8	High School*
Students w/ IEPs	30,948	34,996	18,065	30,901	35,218	18,065
Students who took regular assessment	28,017	30,874	13.875	28.033	31,645	13,302

*High School = Cohort of students who entered ninth grade in 2000

Table 8.6a: New York Educational Setting for Students with Disabilities, Ages 6–21

		Year							
Reason	Disability	1998	1999	2000	2001	2002	2003	2004	2005
Outside Regular Class < 21% of the school day	MR	1,384	1,726	1,718	1,388	1,259	1,150	1,093	1,009
	HI	2,243	2,393	2,525	2,596	2,564	2,563	2,704	2,507
	S/L	33,374	35,016	37,524	39,728	41,553	44,574	46,463	48,095
	VI	812	791	780	795	809	811	x	368
	ED	8,119	8,992	9,045	9,535	9,364	9,453	9,230	9,347
	OI	1,689	1,697	1,743	1,817	1,762	1,787	1,781	1,763
	OH	10,332	12,129	15,111	17,763	20,266	23,567	26,394	28,863
	LD	109,614	114,867	119,339	118,589	116,467	116,589	115,740	113,693
	DB	3	x	7	3	3	3	x	0
	MD	2,217	2,967	3,542	3,689	3,237	2,995	2,884	2,751
	AUT	551	843	1,001	1,328	1,672	2,058	2,420	2,826
	TBI	402	475	504	593	566	610	x	174
	All	170,740	181,896	192,839	197,824	199,522	206,160	210,074	212,129
Outside Regular Class 21% - 60% of the school day	MR	1,419	1,564	1,771	1,810	2,150	1,886	1,716	1,735
	HI	431	424	422	396	403	389	343	449
	S/L	5,401	5,663	5,743	5,878	6,913	6,172	6,003	6,717
	VI	119	139	141	134	138	123	x	52
	ED	3,393	3,388	3,476	3,394	4,117	3,494	3,328	3,855
	OI	294	299	364	236	231	214	195	199
	OH	3,260	3,973	4,396	4,601	5,377	5,529	5,822	6,414
	LD	32,371	31,640	30,116	29,857	30,397	26,415	25,554	27,216
	DB	1	2	1	3	1	1	x	0
	MD	2,102	2,624	2,976	2,928	3,113	3,103	2,953	2,846
	AUT	169	310	479	588	767	782	895	1,023
	TBI	200	225	246	202	220	219	232	171
	All	49,160	50,251	50,131	50,027	53,827	48,327	47,139	50,808
Outside Regular Class > 60% of the school day	MR	10,342	9,760	9,444	9,660	8,915	8,824	9,080	8,441
	HI	1,591	1,609	1,580	1,662	1,493	1,343	1,145	949
	S/L	15,541	15,268	15,662	16,107	16,024	17,041	17,622	17,513
	VI	532	536	562	500	494	479	x	178
	ED	19,399	18,141	18,043	16,933	16,798	17,290	18,009	16,163
	OI	600	551	496	457	464	455	x	209
	OH	4,434	4,543	5,060	5,558	5,994	6,829	7,790	8,207
	LD	64,317	56,100	52,763	46,545	40,110	37,742	37,119	31,494
	DB	3	8	3	1	5	4	x	0
	MD	8,690	8,316	9,408	9,745	10,024	9,922	10,150	9,999
	AUT	1,939	2,106	2,632	3,024	3,570	4,162	4,796	5,370
	TBI	405	418	459	461	456	469	454	425
	All	127,793	117,356	116,112	110,653	4,819	104,560	106,983	99,283

Key: MR = Mental Retardation, HI = Hearing Impaired, S/L = Speech or Language Disabled, VI = Visually Disabled, ED = Emotionally Disturbed, OI = Orthopedic Impairment, OH = Other Health Impairment, LD = Learning Disabled, DB = Deaf-blindness, MD = Multiple Disabilities, AUT = Autism, TBI = Traumatic Brain Injury

x = data not available

Source: www.ideadata.org, October 20, 2006

Table 8.6b: New York Educational Setting for Students with Disabilities, Ages 6–21: Disaggregated by Race/Ethnicity

		Year							
Reason	Race/Ethnicity	1998	1999	2000	2001	2002	2003	2004	2005
Outside Regular Class 21% - 60% of the school day	AI/AN	845	950	1,050	1,122	1,091	1,161	1,167	1,179
	AS/PI	3,940	4,257	4,501	4,336	4,706	4,948	5,257	5,502
	B	35,744	37,809	39,458	47,042	38,856	39,691	40,500	40,862
	H	32,053	33,871	36,210	39,435	36,265	37,725	39,697	41,191
	W	107,288	115,698	121,492	105,889	118,604	122,635	123,453	123,395
	All	179,870	192,585	202,711	197,824	199,522	206,160	210,074	212,129
Outside Regular Class 21% - 60% of the school day	AI/AN	225	212	224	284	269	204	242	278
	AS/PI	464	497	598	1,096	622	576	569	706
	B	5,653	6,837	7,535	11,896	9,554	7,380	7,069	8,690
	H	3,433	3,823	4,377	9,973	6,368	4,923	4,916	7,179
	W	40,349	39,907	38,484	26,778	37,014	35,244	34,343	33,955
	All	50,124	51,276	51,218	50,027	53,827	48,327	47,139	50,808
Outside Regular Class > 60% of the school day	AI/AN	717	682	735	628	-	708	740	702
	AS/PI	2,601	2,628	2,883	2,425	79	2,806	2,945	2,799
	B	44,672	41,283	40,301	26,313	398	33,611	35,151	31,736
	H	36,551	35,747	35,099	22,058	4,478	29,640	30,427	27,322
	W	49,370	43,120	42,630	59,229	2,944	37,795	37,720	36,724
	All	133,911	123,460	121,648	110,653	7,899	104,560	106,983	99,283

Key: AI/AN = American Indian/Alaskan Native, AS/PI = Asian/Pacific Islander, B = Black, H = Hispanic, W = White

Source: www.ideadata.org, October 20, 2006

Table 8.6c: New York Educational Setting for Students with Disabilities, Ages 6–21: Percentages

		Year							
Reason	Disability	1998	1999	2000	2001	2002	2003	2004	2005
Outside Regular Class < 21% of the school day	MR	0.8%	0.9%	0.9%	0.7%	0.6%	0.6%	0.5%	0.5%
	HI	1.3%	1.3%	1.3%	1.3%	1.3%	1.2%	1.3%	1.2%
	S/L	19.5%	19.3%	19.5%	20.1%	20.8%	21.6%	22.1%	22.7%
	VI	0.5%	0.4%	0.4%	0.4%	0.4%	0.4%	NA	0.2%
	ED	4.8%	4.9%	4.7%	4.8%	4.7%	4.6%	4.4%	4.4%
	OI	1.0%	0.9%	0.9%	0.9%	0.9%	0.9%	0.8%	0.8%
	OH	6.1%	6.7%	7.8%	9.0%	10.2%	11.4%	12.6%	13.6%
	LD	64.2%	63.1%	61.9%	59.9%	58.4%	56.6%	55.1%	53.6%
	DB	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	NA	0.0%
	MD	1.3%	1.6%	1.8%	1.9%	1.6%	1.5%	1.4%	1.3%
	AUT	0.3%	0.5%	0.5%	0.7%	0.8%	1.0%	1.2%	1.3%
	TBI	0.2%	0.3%	0.3%	0.3%	0.3%	0.3%	NA	0.1%
	All	100.0%	100.0%	100.0%	100.0%	99.7%	100.0%	100.0%	99.4%
Outside Regular Class 21% - 60% of the school day	MR	2.9%	3.1%	3.5%	3.6%	3.4%	4.0%	3.9%	3.6%
	HI	0.9%	0.8%	0.8%	0.8%	0.9%	0.7%	0.8%	0.7%
	S/L	11.0%	11.3%	11.5%	11.7%	13.2%	12.8%	12.8%	12.7%
	VI	0.2%	0.3%	0.3%	0.3%	0.1%	0.3%	0.3%	NA
	ED	6.9%	6.7%	6.9%	6.8%	7.6%	7.6%	7.2%	7.1%
	OI	0.6%	0.6%	0.7%	0.5%	0.4%	0.4%	0.4%	0.4%
	OH	6.6%	7.9%	8.8%	9.2%	12.6%	10.0%	11.4%	12.4%
	LD	65.8%	63.0%	60.1%	59.7%	53.6%	56.5%	54.7%	54.2%
	DB	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	NA
	MD	4.3%	5.2%	5.9%	5.9%	5.6%	5.8%	6.4%	6.3%
	AUT	0.3%	0.6%	1.0%	1.2%	2.0%	1.4%	1.6%	1.9%
	TBI	0.4%	0.4%	0.5%	0.4%	0.3%	0.4%	0.5%	0.5%
	All	100.0%	100.0%	100.0%	100.0%	99.7%	100.0%	100.0%	99.8%
Outside Regular Class > 60% of the school day	MR	8.1%	8.3%	8.1%	8.7%	8.5%	185.0%	8.4%	8.5%
	HI	1.2%	1.4%	1.4%	1.5%	1.0%	31.0%	1.3%	1.1%
	S/L	12.2%	13.0%	13.5%	14.6%	17.6%	332.5%	16.3%	16.5%
	VI	0.4%	0.5%	0.5%	0.5%	0.2%	10.3%	0.5%	NA
	ED	15.2%	15.5%	15.5%	15.3%	16.3%	348.6%	16.5%	16.8%
	OI	0.5%	0.5%	0.4%	0.4%	0.2%	9.6%	0.4%	NA
	OH	3.5%	3.9%	4.4%	5.0%	8.3%	124.4%	6.5%	7.3%
	LD	50.3%	47.8%	45.4%	42.1%	3 1.7%	832.3%	36.1%	34.7%
	DB	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	NA
	MD	6.8%	7.1%	8.1%	8.8%	10.1%	208.0%	9.5%	9.5%
	AUT	1.5%	1.8%	2.3%	2.7%	5.4%	74.1%	4.0%	4.5%
	TBI	0.3%	0.4%	0.4%	0.4%	0.4%	9.5%	0.4%	0.4%
	All	100.0%	100.0%	100.0%	100.0%	99.7%	2165.3%	100.0%	99.2%

Key: MR = Mental Retardation, HI = Hearing Impaired, S/L = Speech or Language Disabled, VI = Visually Disabled, ED = Emotionally Disturbed, OI = Orthopedic Impairment, OH = Other Health Impairment, LD = Learning Disabled, DB = Deaf-Blindness, MD = Multiple Disabilities, AUT - Autism, TBI = Traumatic Brain Injury

NA = value is incalculable

Source: www.ideadata.org, November 21, 2006

Table 8.6d: New York Educational Setting for Students with Disabilities, Ages 6–21: Percentages by Race/Ethnicity

		Year							
Reason	Race/Ethnicity	1998	1999	2000	2001	2002	2003	2004	2005
Outside Regular Class 21% of the school day	AI/AN	0.5%	0.5%	0.5%	0.6%	0.5%	0.6%	0.6%	0.6%
	AS/PI	2.2%	2.2%	2.2%	2.2%	2.4%	2.4%	2.5%	2.6%
	B	19.9%	19.6%	19.5%	23.8%	19.5%	19.3%	19.3%	19.3%
	H	17.8%	17.6%	17.9%	19.9%	18.2%	18.3%	18.9%	19.4%
	W	59.6%	60.1%	59.9%	53.5%	59.4%	59.5%	58.8%	58.2%
	All	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Outside Regular Class 21% - 60% of the school day	AI/AN	0.4%	0.4%	0.4%	0.6%	0.5%	0.4%	0.5%	0.5%
	AS/PI	0.9%	1.0%	1.2%	2.2%	1.2%	1.2%	1.2%	1.4%
	B	11.3%	13.3%	14.7%	23.8%	17.7%	15.3%	15.0%	17.1%
	H	6.8%	7.5%	8.5%	19.9%	11.8%	10.2%	10.4%	14.1%
	W	80.5%	77.8%	75.1%	53.5%	68.8%	72.9%	72.9%	66.8%
	All	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Outside Regular Class > 60% of the school day	AI/AN	0.5%	0.6%	0.6%	0.6%	0.0%	0.7%	0.7%	0.7%
	AS/PI	1.9%	2.1%	2.4%	2.2%	1.0%	2.7%	2.8%	2.8%
	B	33.4%	33.4%	33.1%	23.8%	5.0%	32.1%	32.9%	32.0%
	H	27.3%	29.0%	28.9%	19.9%	56.7%	28.3%	28.4%	27.5%
	W	36.9%	34.9%	35.0%	53.5%	37.3%	36.1%	35.3%	37.0%
	All	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Key: AI/AN = American Indian/Alaskan Native, AS/PI = Asian/Pacific Islander, B = Black, H = Hispanic, W = White

Source: www.ideadata.org, November 21, 2006

Table 9.1a: Ohio Academic Achievement on NAEP Mathematics Assessments

		Mathematics											
		Below Basic						Basic					
		Students w/o disabilities			Students w/ disabilities			Students w/o disabilities			Students w/ disabilities		
Grade	Year	OH	US	A	OH	US	A	OH	US	A	OH	US	A
4	2000	25	33	-8	0	71	NA	48	43	5	0	23	NA
	2003	16	21	-5	49	50	-1	45	46	-1	42	38	4
	2005	14	17	-3	38	44	-6	41	45	-4	41	40	1
	A	11	16	-5	11	27	5	7	-2	9	1	-17	3
8	2000	24	33	-9	0	80	NA	44	39	5	0	16	NA
	2003	22	27	-5	67	71	-4	45	41	4	28	23	5
	2005	22	27	-5	62	69	-7	42	41	1	29	24	5
	A	2	6	-4	5	11	3	2	-2	4	-1	-8	0
		Proficient						Advanced					
		Students w/o disabilities			Students w/ disabilities			Students w/o disabilities			Students w/ disabilities		
Grade	Year	OH	US	A	OH	US	A	OH	US	A	OH	US	A
4	2000	24	22	2	0	6	NA	2	3	-1	0	1	NA
	2003	34	30	4	9	11	-2	4	4	0	*	1	NA
	2005	38	33	5	19	14	5	7	5	2	1	2	-1
	A	-14	-11	-3	-10	-8	-7	-5	-2	-3	NA	-1	NA
8	2000	27	22	5	0	4	NA	5	5	0	0	*	NA
	2003	27	25	2	5	5	0	5	6	-1	*	1	NA
	2005	28	26	2	8	6	2	7	7	0	1	1	0
	A	-1	-4	3	-3	-2	-2	-2	-2	0	NA	0	NA

Students w/o Disabilities

Students with Disabilities

* Results round to zero

NA Value is incalculable

• State did not participate in NAEP assessment that year

0 Reporting standards not met

Source: US Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000, 2003, 2005 Mathematics Assessments

Table 9.1b: Ohio Academic Achievement on NAEP Reading Assessments

		Reading											
		Below Basic						Basic					
		Students w/o disabilities			Students w/ disabilities			Students w/o disabilities			Students w/ disabilities		
Grade	Year	OH	US	A	OH	US	A	OH	US	A	OH	US	A
4	1998	•	40	NA	•	76	NA	•	31	NA	•	16	NA
	2002	30	35	-5	65	71	-6	35	33	2	26	20	6
	2003	28	35	-7	80	71	9	36	33	3	15	20	-5
	2005	30	34	-4	54	67	-13	35	34	1	30	22	8
	A	0	6	-1	11	9	7	0	-3	1	-4	-6	-2
8	1998	•	25	NA	•	69	NA	•	43	NA	•	25	NA
	2002	15	22	-7	68	65	3	48	45	3	26	29	-3
	2003	18	23	-5	68	68	0	45	44	1	27	26	1
	2005	19	25	-6	62	67	-5	43	44	-1	31	27	4
	A	-19	0	5	6	2	12	-43	-1	2	-5	-2	-6
		Proficient						Advanced					
		Students w/o disabilities			Students w/ disabilities			Students w/o disabilities			Students w/ disabilities		
Grade	Year	OH	US	A	OH	US	A	OH	US	A	OH	US	A
4	1998	•	22	NA	•	7	NA	•	7	NA	•	1	NA
	2002	28	25	3	9	7	2	7	7	0	1	1	0
	2003	28	24	4	4	8	-4	9	8	1	1	1	0
	2005	27	24	3	14	9	5	8	7	1	2	2	0
	A	1	-2	0	-5	-2	-3	8	0	-1	-1	-1	0
8	1998	•	29	-7	•	6	NA	•	2	NA	•	*	NA
	2002	34	31	-7	6	6	0	3	3	0	*	*	NA
	2003	33	30	-7	4	5	-1	3	3	0	*	*	NA
	2005	34	28	-7	6	6	0	4	3	1	*	*	NA
	A	0	1	0	0	0	0	-1	-1	-1	NA	NA	NA

Students w/o Disabilities

Students with Disabilities

* Results round to zero

NA Value is incalculable

• State did not participate in NAEP assessment that year

Source: US Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, 2003, 2005 Reading Assessments.

Table 9.2a: Ohio Exit Totals Students 14–22+

Reason	School Year						
	1998–99	1999–00	2000–01	2001–02	2002–03	2003–04	2004–05
No Longer Receives Special Education Services	2353	3029	2928	2996	4,811	x	x
Graduated	8775	9709	10225	11053	12,343	12,678	6,387
Received a Certificate	0	0	0	0	x	x	7,481
Dropped Out	2150	3256	2903	2353	2,630	2,585	3,203
Total Exiting	18801	22844	23465	22054	26,530	15,401	18,245

x = no data available

Source: www.ideadata.org, November 21, 2006

Table 9.2b: Ohio Exit Percentages for Students 14–22+

Reason	School Year						
	1998–99	1999–00	2000–01	2001–02	2002–03	2003–04	2004–05
No Longer Receives Special Education Services	12.52%	13.26%	12.48%	13.58%	18.13%	NA	NA
Graduated	46.67%	42.50%	43.58%	50.12%	46.52%	82.32%	35.01%
Received a Certificate	0.00%	0.00%	0.00%	0.00%	NA	NA	41.00%
Dropped Out	11.44%	14.25%	12.37%	10.67%	9.91%	16.78%	17.56%

NA = value is incalculable

Source: www.ideadata.org, November 21, 2006

Table 9.3a: Ohio Performance Data for School Year 2001–2002

Grade	Reading	Math
	% Proficient or above	% Proficient or above
4th		
6th		
9th		
10th		

Table 9.3b: Ohio Performance Data for School Year 2002–2003

Grade	Reading	Math
	% Proficient or above	% Proficient or above
4th	35.8	34.3
6th	29.6	24.8
9th	50.9	35.9
10th	47.5	64.8

Table 9.3c: Ohio Performance Data for School Year 2003–2004

Grade	Reading	Math
	% Proficient or above	% Proficient or above
4th	47.9	4.4
6th	31.3	35.9
9th	70.1	48.4
10th	84.2	65.6

Table 9.3d: Ohio Performance Data for School Year 2004–2005

Grade	Reading	Math
	% Proficient or above	% Proficient or above
4th	62.4	40
6th	33.3	27.3
8th	39.8	22.7
10th	59.7	39.6

Table 9.3e: Ohio Performance Data for School Year 2005–2006

Grade	Reading	Math
	% Proficient or above	% Proficient or above
4th	57.4	51.9
6th	55.8	36.4
9th	40	31.4
10th	56.9	45

Table 9.4a: Ohio Educational Setting for Students with Disabilities, Ages 6–21

		Year							
Reason	Disability	1998	1999	2000	2001	2002	2003	2004	2005
Outside Regular Class < 21% of the school day	MR	14,393	16,377	6969	7,065	7,376	7,794	8,390	9,151
	HI	1,222	1,360	1045	1,047	1,096	1,193	1,220	1,369
	S/L	42,238	41,425	33228	31,650	31,741	35,395	0	0
	VI	607	505	521	538	530	599	310	333
	ED	3,239	3,608	2520	2,652	3,056	3,641	4,012	4,708
	OI	1,264	1,315	1055	1,056	1,075	1,105	1,064	1,124
	OH	2,530	3,505	3323	4,464	6,055	7,791	9,096	11,566
	LD	68,455	70,437	39503	40,684	42,786	47,904	48,569	54,836
	DB	9	8	8	31	8	9	0	0
	MD	873	1,061	627	553	767	600	767	900
	AUT	466	738	700	966	1,302	1,773	2,212	2,890
	TBI	225	276	180	189	217	280	34	37
	All	135,521	140,615	89679	90,895	96,009	108,084	111,417	122,025
Outside Regular Class 21% - 60% of the school day	MR	31,333	30,737	23073	22,895	23,821	23,754	21,336	19,722
	HI	622	657	615	573	580	593	528	482
	S/L	-	0	0	0	0	0	0	0
	VI	226	244	206	194	211	213	212	89
	ED	4,606	4,934	3066	2,953	3,579	4,259	4,096	4,062
	OI	572	599	528	444	484	589	641	645
	OH	324	476	1902	2,437	3,347	4,193	5,121	5,764
	LD	10,954	11,053	37893	35,450	37,504	39,999	39,977	39,169
	DB	1	2	2	32	8	4	0	0
	MD	4,246	4,738	1679	1,510	1,685	1,661	1,667	1,747
	AUT	411	558	614	752	1,052	1,352	1,564	1,848
	TBI	87	91	168	174	205	255	265	305
	All	53,382	54,089	69746	67,414	72,476	76,872	75,414	73,939
Outside Regular Class > 60% of the school day	MR	4,266	3,638	20404	19,468	18,591	15,769	13,576	12,256
	HI	270	220	490	567	548	568	518	502
	S/L	-	87	0	0	0	0	0	0
	VI	51	34	179	173	167	123	88	110
	ED	2,174	2,163	5737	6,263	6,523	8,350	5,341	5,558
	OI	431	380	614	540	528	457	430	439
	OH	59	71	421	550	662	892	1,005	1,199
	LD	1,502	1,556	6010	7,774	7,909	5,906	5,742	5,688
	DB	3	0	4	4	5	13	0	0
	MD	2,956	2,980	6859	7,370	7,827	7,970	7,565	8,015
	AUT	146	185	733	985	1,318	1,749	1,812	2,229
	TBI	20	20	88	126	159	173	191	214
	All	11,878	11,334	41539	43,820	44,237	41,970	36,282	36,225

Key: MR = Mental Retardation, HI = Hearing Impaired, S/L = Speech or Language Disabled, VI = Visually Disabled, ED = Emotionally Disturbed, OI = Orthopedic Impairment, OH = Other Health Impairment, LD = Learning Disabled, DB = Deaf-Blindness, MD = Multiple Disabilities, AUT = Autism, TBI = Traumatic Brain Injury

Source: www.ideadata.org, November 21, 2006

Table 9.4b: Ohio Educational Setting for Students with Disabilities, Ages 6–21: Disaggregated by Race/Ethnicity

		Year							
Reason	Race/Ethnicity	1998	1999	2000	2001	2002	2003	2004	2005
Outside Regular Class < 21% of the school day	AI/AN	190	207	144	141	164	185	198	225
	AS/PI	569	707	543	417	430	623	642	708
	B	24,719	17,414	11,102	17,008	18,853	14,502	15,760	17,957
	H	2,114	1,920	1,189	1,591	1,760	1,746	1,866	2,208
	W	10,729	120,367	76,701	71,738	74,802	91,028	92,951	100,927
	All	38,321	140,615	89,679	90,895	96,009	108,084	111,417	122,025
Outside Regular Class 21% - 60% of the school day	AI/AN	75	70	112	103	123	142	134	132
	AS/PI	224	185	219	312	324	279	308	288
	B	9,737	15,884	11,385	12,614	14,242	15,611	15,397	15,206
	H	833	1,136	1,289	1,179	1,319	1,572	1,608	1,754
	W	42,513	36,814	56,741	53,206	56,468	59,268	57,967	56,559
	All	53,382	54,089	69,746	67,414	72,476	76,872	75,414	73,939
Outside Regular Class > 60% of the school day	AI/AN	17	16	72	65	76	78	82	71
	AS/PI	50	70	147	166	197	175	211	193
	B	2,166	3,439	15,374	9,496	8,692	14,672	11,986	12,297
	H	185	288	1,008	782	805	1,073	1,025	1,056
	W	9,460	7,521	24,938	33,311	34,467	25,972	22,978	22,608
	All	11,878	11,334	41,539	43,820	44,237	41,970	36,282	36,225

Key: AI/AN = American Indian/Alaskan Native, AS/PI = Asian/Pacific Islander, B = Black, H = Hispanic, W = White

Source: www.ideadata.org, November 21, 2006

Table 9.4c: Ohio Educational Setting for Students with Disabilities 6-21: Percentages by Disability

		Year							
Reason	Disability	1998	1999	2000	2001	2002	2003	2004	2005
Outside Regular Class <21% of the school day	MR	10.6%	11.6%	7.8%	7.8%	7.7%	7.2%	7.5%	7.5%
	HI	0.9%	1.0%	1.2%	1.2%	1.1%	1.1%	1.1%	1.1%
	S/L	31.2%	29.5%	37.1%	34.8%	33.1%	32.7%	0.0%	0.0%
	VI	0.4%	0.4%	0.6%	0.6%	0.6%	0.6%	0.3%	0.3%
	ED	2.4%	2.6%	2.8%	2.9%	3.2%	3.4%	3.6%	3.9%
	OI	0.9%	0.9%	1.2%	1.2%	1.1%	1.0%	1.0%	0.9%
	OH	1.9%	2.5%	3.7%	4.9%	6.3%	7.2%	8.2%	9.5%
	LD	50.5%	50.1%	44.0%	44.8%	44.6%	44.3%	43.6%	44.9%
	DB	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	MD	0.6%	0.8%	0.7%	0.6%	0.8%	0.6%	0.7%	0.7%
	AUT	0.3%	0.5%	0.8%	1.1%	1.4%	1.6%	2.0%	2.4%
	TBI	0.2%	0.2%	0.2%	0.2%	0.2%	0.3%	0.0%	0.0%
	All	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	67.9%	71.2%
Outside Regular Class 21% - 60% of the school day	MR	58.7%	56.8%	33.1%	34.0%	32.9%	30.9%	28.3%	26.7%
	HI	1.2%	1.2%	0.9%	0.8%	0.8%	0.8%	0.7%	0.7%
	S/L	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	VI	0.4%	0.5%	0.3%	0.3%	0.3%	0.3%	0.3%	0.1%
	ED	8.6%	9.1%	4.4%	4.4%	4.9%	5.5%	5.4%	5.5%
	OI	1.1%	1.1%	0.8%	0.7%	0.7%	0.8%	0.8%	0.9%
	OH	0.6%	0.9%	2.7%	3.6%	4.6%	5.5%	6.8%	7.8%
	LD	20.5%	20.4%	54.3%	52.6%	51.7%	52.0%	53.0%	53.0%
	DB	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	MD	8.0%	8.8%	2.4%	2.2%	2.3%	2.2%	2.2%	2.4%
	AUT	0.8%	1.0%	0.9%	1.1%	1.5%	1.8%	2.1%	2.5%
	TBI	0.2%	0.2%	0.2%	0.3%	0.3%	0.3%	0.4%	0.4%
	All	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	99.9%
Outside Regular Class > 60% of the school day	MR	35.9%	32.1%	49.1%	44.4%	42.0%	37.6%	37.4%	33.8%
	HI	2.3%	1.9%	1.2%	1.3%	1.2%	1.4%	1.4%	1.4%
	S/L	0.0%	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	VI	0.4%	0.3%	0.4%	0.4%	0.4%	0.3%	0.2%	0.3%
	ED	18.3%	19.1%	13.8%	14.3%	14.7%	19.9%	14.7%	15.3%
	OI	3.6%	3.4%	1.5%	1.2%	1.2%	1.1%	1.2%	1.2%
	OH	0.5%	0.6%	1.0%	1.3%	1.5%	2.1%	2.8%	3.3%
	LD	12.6%	13.7%	14.5%	17.7%	17.9%	14.1%	15.8%	15.7%
	DB	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	MD	24.9%	26.3%	16.5%	16.8%	17.7%	19.0%	20.9%	22.1%
	AUT	1.2%	1.6%	1.8%	2.2%	3.0%	4.2%	5.0%	6.2%
	TBI	0.2%	0.2%	0.2%	0.3%	0.4%	0.4%	0.5%	0.6%
	All	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Key: MR = Mental Retardation, HI = Hearing Impaired, S/L = Speech or Language Disabled, VI = Visually Disabled, ED = Emotionally Disturbed, OI = Orthopedic Impairment, OH = Other Health Impairment, LD = Learning Disabled, DB = Deaf-blindness, MD = Multiple Disabilities, AUT - Autism, TBI = Traumatic Brain Injury

Source: www.ideadata.org, November 21, 2006

Table 9.4d: Ohio Educational Setting for Students with Disabilities 6-21: Percentages by Race/Ethnicity

Reason	Race/ Ethnicity	Year							
		1998	1999	2000	2001	2002	2003	2004	2005
Outside Regular Class < 21% of the school day	AI/AN	0.5%	0.1%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%
	AS/PI	1.5%	0.5%	0.6%	0.5%	0.4%	0.6%	0.6%	0.6%
	B	64.5%	12.4%	12.4%	18.7%	19.6%	13.4%	14.1%	14.7%
	H	5.5%	1.4%	1.3%	1.8%	1.8%	1.6%	1.7%	1.8%
	W	28.0%	85.6%	85.5%	78.9%	77.9%	84.2%	83.4%	82.7%
	All	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Outside Regular Class 21% - 60% of the school day	AI/AN	0.1%	0.1%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%
	AS/PI	0.4%	0.3%	0.3%	0.5%	0.4%	0.4%	0.4%	0.4%
	B	18.2%	29.4%	16.3%	18.7%	19.7%	20.3%	20.4%	20.6%
	H	1.6%	2.1%	1.8%	1.7%	1.8%	2.0%	2.1%	2.4%
	W	79.6%	68.1%	81.4%	78.9%	77.9%	77.1%	76.9%	76.5%
	All	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Outside Regular Class > 60% of the school day	AI/AN	0.1%	0.1%	0.2%	0.1%	0.2%	0.2%	0.2%	0.2%
	AS/PI	0.4%	0.6%	0.4%	0.4%	0.4%	0.4%	0.6%	0.5%
	B	18.2%	30.3%	37.0%	21.7%	19.6%	35.0%	33.0%	33.9%
	H	1.6%	2.5%	2.4%	1.8%	1.8%	2.6%	2.8%	2.9%
	W	79.6%	66.4%	60.0%	76.0%	77.9%	61.9%	63.3%	62.4%
	All	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Key: AI/AN = American Indian/Alaskan Native, AS/PI = Asian/Pacific Islander, B = Black, H = Hispanic, W = White

Source: www.ideadata.org, November 21, 2006

Table 10.1a: Pennsylvania Academic Achievement on NAEP Mathematics Assessments

		Mathematics											
		Below Basic						Basic					
		Students w/o disabilities			Students w/ disabilities			Students w/o disabilities			Students w/ disabilities		
Grade	Year	PA	US	A	PA	US	A	PA	US	A	PA	US	A
4	2000	•	33	NA	•	71	NA	•	43	NA	•	23	NA
	2003	18	21	-3	58	50	8	43	46	-3	30	38	-8
	2005	13	17	-4	48	44	4	42	45	-3	35	40	-5
	A	5	16	1	10	27	4	1	-2	0	-5	-17	-3
8	2000	•	33	NA	•	80	NA	•	39	NA	•	16	NA
	2003	25	27	-2	73	71	2	41	41	0	21	23	-2
	2005	22	27	-5	68	69	-1	43	41	2	26	24	2
	A	3	6	3	5	11	3	-2	-2	-2	-5	-8	-4
		Proficient						Advanced					
		Students w/o disabilities			Students w/ disabilities			Students w/o disabilities			Students w/ disabilities		
Grade	Year	PA	US	A	PA	US	A	PA	US	A	PA	US	A
4	2000	•	22	NA	•	6	NA	•	3	NA	•	1	NA
	2003	34	30	4	11	11	0	5	4	1	1	1	0
	2005	39	33	6	15	14	1	7	5	2	2	2	0
	A	-5	-11	-2	-4	-8	-1	-2	-2	-1	-1	-1	0
8	2000	•	22	NA	•	4	NA	•	5	NA	•	*	NA
	2003	27	25	2	6	5	1	6	6	0	*	1	NA
	2005	28	26	2	5	6	-1	6	7	-1	*	1	NA
	A	-1	-4	0	1	-2	2	0	-2	1	NA	0	NA

Students w/o Disabilities
Students with Disabilities

* Results rounded to zero

NA Value is incalculable

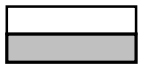
• State did not participate in NAEP assessment that year

0 Reporting standards not met

Source: US Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000, 2003, 2005 Mathematics Assessments

Table 10.1b: Pennsylvania Academic Achievement on NAEP Reading Assessments

		Reading											
		Below Basic						Basic					
		Students w/o disabilities			Students w/ disabilities			Students w/o disabilities			Students w/ disabilities		
Grade	Year	PA	US	A	PA	US	A	PA	US	A	PA	US	A
4	1998	•	40	NA	•	76	NA	•	31	NA	•	16	NA
	2002	30	35	-5	65	71	-6	33	33	0	23	20	3
	2003	30	35	-5	76	71	5	34	33	1	17	20	-3
	2005	27	34	-7	65	67	-2	34	34	0	22	22	0
	A	3	6	2	0	9	-4	-1	-3	0	1	-6	3
8	1998	•	25	NA	•	69	NA	•	43	NA	•	25	NA
	2002	17	22	-5	70	65	5	44	45	-1	25	29	-4
	2003	17	23	-6	69	68	1	46	44	2	27	26	1
	2005	17	25	-8	65	67	-2	43	44	-1	30	27	3
	A	0	0	3	5	2	7	1	-1	0	-5	-2	-7
		Proficient						Advanced					
		Students w/o disabilities			Students w/ disabilities			Students w/o disabilities			Students w/ disabilities		
Grade	Year	PA	US	A	PA	US	A	PA	US	A	PA	US	A
4	1998	•	22	NA	•	7	NA	•	7	NA	•	1	NA
	2002	28	25	3	6	7	-1	8	7	1	1	1	0
	2003	36	24	12	7	8	-1	8	8	0	1	1	0
	2005	29	24	5	11	9	2	10	7	3	2	2	0
	A	-1	-2	-2	-5	-2	-3	-2	0	-2	-1	-1	0
8	1998	•	29	-7	•	6	NA	•	2	NA	•	*	NA
	2002	36	31	-7	5	6	-1	3	3	0	*	*	NA
	2003	34	30	-7	4	5	-1	2	3	-1	*	*	NA
	2005	36	28	-7	6	6	0	4	3	1	*	*	NA
	A	0	1	0	-1	0	-1	-1	-1	-1	NA	NA	NA



Students w/o Disabilities

Students with Disabilitiesp

* Results round to zero

NA Value is incalculable

• State did not participate in NAEP assessment that year

Source: US Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, 2003, 2005 Reading Assessments.

Table 10.2a: Pennsylvania Exit Totals Students 14–22+

Reason	School Year						
	1998–99	1999–00	2000–01	2001–02	2002–03	2003–04	2004–05
No Longer Receives Special Education Services	2014	1432	1877	1413	1,584	x	x
Graduated	9324	6941	5533	9671	11,828	12,344	13,400
Received a Certificate	0	39	19	80	18	33	28
Dropped Out	2386	1631	1766	1933	2,463	3,050	1,551
Total Exiting	23025	15674	14611	19232	23,136	15,614	15,180

x = no data available

Source: www.ideadata.org, November 21, 2006

Table 10.2b: Pennsylvania Exit Percentages for Students 14–22+

Reason	School Year						
	1998–99	1999–00	2000–01	2001–02	2002–03	2003–04	2004–05
No Longer Receives Special Education Services	8.75%	9.14%	12.85%	7.35%	6.85%	NA	NA
Graduated	40.50%	44.28%	37.87%	50.29%	51.12%	79.06%	88.27%
Received a Certificate	0.00%	0.25%	0.13%	0.42%	0.08%	0.21%	0.18%
Dropped Out	10.36%	10.41%	12.09%	10.05%	10.65%	19.53%	10.22%

NA = value is incalculable

Source: www.ideadata.org, November 21, 2006

Table 10.3a: Pennsylvania Performance on Assessments on Grade Level Achievement Standards 2001–2002

	Mathematics			Reading		
	Grade 5	**Grade 8**	**Grade 11**	**Grade 5**	**Grade 8**	**Grade 11**
Students who scored "Below Basic"	64.7%	74.1%	78.2%	21.6%	19.2%	17.7%
Students who scored "Basic Proficiency"	18.5%	15.5%	11.9%	11.9%	11.1%	11.4%
Students who scored "Proficient"	10.8%	8.7%	6.7%	3.5%	2.1%	2.2%
Students who scored "Advanced Proficiency"	6.1%	1.7%	3.2%	15.4%	13.2%	13.6%

Source: Pennsylvania State Report Card, 2003–2004, http://www.pde.state.pa.us/pas/lib/pas/2004StateReportCard1_27_05.pdf

Table 10.3b: Pennsylvania Performance on Assessments on Grade Level Achievement Standards 2002–2003

	Mathematics			Reading		
	Grade 5	**Grade 8**	**Grade 11**	**Grade 5**	**Grade 8**	**Grade 11**
Students who scored "Below Basic"	57%	72%	77%	61%	60%	71%
Students who scored "Basic Proficiency"	21%	17%	13%	20%	22%	16%
Students who scored "Proficient"	15%	9%	7%	13%	15%	12%
Students who scored "Advanced Proficiency"	7%	2%	3%	5%	3%	2%

Source: Pennsylvania State Report Card, 2003–2004, http://www.pde.state.pa.us/pas/lib/pas/2004StateReportCard1_27_05.pdf

Table 10.3c: Pennsylvania Performance on Assessments on Grade Level Achievement Standards 2003–2004

	Mathematics			Reading		
	Grade 5	**Grade 8**	**Grade 11**	**Grade 5**	**Grade 8**	**Grade 11**
Students who scored "Below Basic"	51%	62%	75%	52%	54%	65%
Students who scored "Basic Proficiency"	22%	21%	15%	23%	23%	19%
Students who scored "Proficient"	16%	13%	8%	15%	18%	12%
Students who scored "Advanced Proficiency"	12%	4%	3%	9%	5%	4%

Source: Pennsylvania State Report Card, 2003–2004, http://www.pde.state.pa.us/pas/lib/pas/2004StateReportCard1_27_05.pdf

	Mathematics	Reading
Assessments on Grade Level Achievement		
Participation Rate	93%	94%

Source: Pennsylvania State Report Card, 2003–2004, http://www.pde.state.pa.us/pas/lib/pas/2004StateReportCard1_27_05.pdf

Table 10.4a: Pennsylvania Educational Setting for Students Ages 6–21

		Year							
Reason	Disability	1998	1999	2000	2001	2002	2003	2004	2005
Outside Regular Class < 21% of the school day	MR	1,802	2469	3,743	3,559	2,988	2,430	2,321	2,467
	HI	1,143	1243	1,389	1,488	1,521	1,563	1,580	1,608
	S/L	31,023	31254	31,559	34,310	35,933	36,612	37,169	37,555
	VI	657	615	605	676	688	708	683	707
	ED	2,650	3068	4,779	4,731	5,134	5,581	6,139	7,175
	OI	203	269	344	374	311	284	264	148
	OH	498	653	1,079	1,612	2,334	3,227	4,281	5,810
	LD	32,201	35317	44,997	50,369	54,092	55,560	57,486	63,994
	DB	8	5	9	7	13	20	9	11
	MD	39	81	220	146	111	192	68	57
	AUT	323	323	568	751	945	1,323	1,710	2,299
	TBI	149	187	380	218	193	180	178	180
	All	82,221	75,484	89,672	98,241	104,356	107,787	112,014	122,230
Outside Regular Class 21% - 60% of the school day	MR	7,870	8801	9,559	9,251	9,428	9,201	9,311	9,071
	HI	617	435	460	343	361	379	486	454
	S/L	9,467	2254	2,481	780	601	702	994	879
	VI	108	111	111	81	84	91	52	56
	ED	2,919	4653	5,108	5,192	5,694	6,183	6,760	7,115
	OI	192	158	136	128	130	143	146	174
	OH	516	531	809	1,120	1,748	2,469	3,468	4,321
	LD	49,307	51545	54,618	57,235	60,389	64,810	68,889	66,533
	DB	2	3	3	4	9	6	-	-
	MD	110	84	97	142	169	201	237	234
	AUT	407	340	491	580	857	1,045	1,429	1,844
	TBI	288	286	344	338	300	283	290	235
	All	80,009	69201	74,217	75,194	79,773	85,517	92,118	90,990
Outside Regular Class > 60% of the school day	MR	15,258	14895	13,090	13,432	13,389	13,500	12,544	11,781
	HI	518	579	541	464	446	381	346	291
	S/L	396	1722	1,537	892	531	454	381	402
	VI	50	173	265	203	134	185	167	171
	ED	6,979	7861	7,204	7,074	7,431	7,404	7,086	6,374
	OI	397	662	359	530	508	465	412	351
	OH	171	293	381	452	683	923	1,039	1,247
	LD	20,551	29037	22,491	18,144	17,597	16,666	14,430	12,084
	DB	11	18	24	10	12	18	5	8
	MD	1,012	1080	1,072	1,385	1,488	1,545	1,588	1,595
	AUT	1,399	1649	1,937	2,141	2,458	2,799	3,133	3,233
	TBI	456	490	292	466	456	423	383	264
	All	47,198	58,459	49,193	45,193	45,199	44,804	41,624	37,883

Key: MR = Mental Retardation, HI = Hearing Impaired, S/L = Speech or Language Disabled, VI = Visually Disabled, ED = Emotionally Disturbed, OI = Orthopedic Impairment, OH = Other Health Impairment, LD = Learning Disabled, DB = Deaf-blindness, MD = Multiple Disabilities, AUT = Autism, TBI = Traumatic Brain Injury

Source: www.ideadata.org, November 6, 2006

Table 10.4b: Pennsylvania Educational Setting for Students with Disabilities 6–21: Disaggregated by Race/Ethnicity

		Year							
Reason	Race/Ethnicity	1998	1999	2000	2001	2002	2003	2004	2005
Outside Regular Class < 21% of the school day	AI/AN	123	150	160	147	157	124	166	181
	AS/PI	459	703	725	579	674	776	1,026	1,070
	B	4,459	8,200	11,196	13,439	12,890	13,065	13,562	15,084
	H	1,514	2,490	4,022	4,059	4,369	5,003	5,049	5,991
	W	64,022	72,071	77,279	80,017	86,266	88,819	92,211	99,904
	All	70,577	83,614	95,382	98,241	104,356	107,787	112,014	122,230
Outside Regular Class 21% - 60% of the school day	AI/AN	150	139	111	121	113	185	163	137
	AS/PI	569	347	392	306	367	375	598	678
	B	15,095	8,905	11,030	10,812	12,304	14,212	16,858	18,048
	H	3,993	2,410	3,300	3,491	4,229	4,973	6,210	6,593
	W	60,202	56,939	56,915	60,464	62,760	65,772	68,289	65,534
	All	80,009	68,740	71,748	75,194	79,773	85,517	92,118	90,990
Outside Regular Class > 60% of the school day	AI/AN	95	161	113	125	113	75	82	69
	AS/PI	373	454	338	249	269	327	458	467
	B	9,905	15,712	11,227	10,218	11,510	11,847	10,888	9,999
	H	3,597	4,939	2,847	3,663	3,844	3,889	3,328	3,373
	W	33,228	36,034	32,715	30,938	29,463	28,666	26,868	23,975
	All	47,198	57,300	47,240	45,193	45,199	44,804	41,624	37,883

Key: AI/AN = American Indian/Alaskan Native, AS/PI = Asian/Pacific Islander, B = Black, H = Hispanic, W = White

Source: www.ideadata.org, November 6, 2006

Table 10.4c: Pennsylvania Educational Setting for Students 6–21: Percentages

		Year						
Reason	Disability	1998	1999	2000	2001	2002	2003	2004
Outside Regular Class < 21% of the school day	MR	0.8%	0.9%	0.9%	0.7%	0.6%	0.6%	0.5%
	HI	1.3%	1.3%	1.3%	1.3%	1.3%	1.2%	1.3%
	S/L	19.5%	19.3%	19.5%	20.1%	20.8%	21.6%	22.1%
	VI	0.5%	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%
	ED	4.8%	4.9%	4.7%	4.8%	4.7%	4.6%	4.4%
	OI	1.0%	0.9%	0.9%	0.9%	0.9%	0.9%	0.8%
	OH	6.1%	6.7%	7.8%	9.0%	10.2%	11.4%	12.6%
	LD	64.2%	63.1%	61.9%	59.9%	58.4%	56.6%	55.1%
	DB	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	MD	1.3%	1.6%	1.8%	1.9%	1.6%	1.5%	1.4%
	AUT	0.3%	0.5%	0.5%	0.7%	0.8%	1.0%	1.2%
	TBI	0.2%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%
	All	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Outside Regular Class 21% - 60% of the school day	MR	2.9%	3.1%	3.5%	3.6%	4.0%	3.9%	3.6%
	HI	0.9%	0.8%	0.8%	0.8%	0.7%	0.8%	0.7%
	S/L	11.0%	11.3%	11.5%	11.7%	12.8%	12.8%	12.7%
	VI	0.2%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%
	ED	6.9%	6.7%	6.9%	6.8%	7.6%	7.2%	7.1%
	OI	0.6%	0.6%	0.7%	0.5%	0.4%	0.4%	0.4%
	OH	6.6%	7.9%	8.8%	9.2%	10.0%	11.4%	12.4%
	LD	65.8%	63.0%	60.1%	59.7%	56.5%	54.7%	54.2%
	DB	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	MD	4.3%	5.2%	5.9%	5.9%	5.8%	6.4%	6.3%
	AUT	0.3%	0.6%	1.0%	1.2%	1.4%	1.6%	1.9%
	TBI	0.4%	0.4%	0.5%	0.4%	0.4%	0.5%	0.5%
	All	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Outside Regular Class > 60% of the school day	MR	8.1%	8.3%	8.1%	8.7%	8.7%	8.7%	8.7%
	HI	1.2%	1.4%	1.4%	1.5%	1.5%	1.5%	1.5%
	S/L	12.2%	13.0%	13.5%	14.6%	14.6%	14.6%	14.6%
	VI	0.4%	0.5%	0.5%	0.5%	0.5%	0.5%	0.5%
	ED	15.2%	15.5%	15.5%	15.3%	15.3%	15.3%	15.3%
	OI	0.5%	0.5%	0.4%	0.4%	0.4%	0.4%	0.4%
	OH	3.5%	3.9%	4.4%	5.0%	5.0%	5.0%	5.0%
	LD	50.3%	47.8%	45.4%	42.1%	42.1%	42.1%	42.1%
	DB	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	MD	6.8%	7.1%	8.1%	8.8%	8.8%	8.8%	8.8%
	AUT	1.5%	1.8%	2.3%	2.7%	2.7%	2.7%	2.7%
	TBI	0.3%	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%
	All	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Key: MR = Mental Retardation, HI = Hearing Impaired, S/L = Speech or Language Disabled, VI = Visually Disabled, ED = Emotionally Disturbed, OI = Orthopedic Impairment, OH = Other Health Impairment, LD = Learning Disabled, DB = Deaf-blindness, MD = Multiple Disabilities, UT = Autism, TBI = Traumatic Brain Injury

Source: www.ideadata.org, October 20, 2006

Table 10.4d: Pennsylvania Educational Setting for Students with Disabilities, Ages 6–21: Percentages: Race/Ethnicity

		Year						
Reason	Disability	1998	1999	2000	2001	2002	2003	2004
Outside Regular Class < 21% of the school day	AI/AN	0.5%	0.5%	0.5%	0.6%	0.5%	0.6%	0.6%
	AS/PI	2.3%	2.3%	2.3%	2.2%	2.4%	2.4%	2.5%
	B	20.9%	20.8%	20.5%	23.8%	19.5%	19.3%	19.3%
	H	18.8%	18.6%	18.8%	19.9%	18.2%	18.3%	18.9%
	W	62.8%	63.6%	63.0%	53.5%	59.4%	59.5%	58.8%
	All	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Outside Regular Class 21% - 60% of the school day	AI/AN	0.5%	0.4%	0.4%	0.6%	0.5%	0.4%	0.5%
	AS/PI	0.9%	1.0%	1.2%	2.2%	1.2%	1.2%	1.2%
	B	11.5%	13.6%	15.0%	23.8%	17.7%	15.3%	15.0%
	H	7.0%	7.6%	8.7%	19.9%	11.8%	10.2%	10.4%
	W	82.1%	79.4%	76.8%	53.5%	68.8%	72.9%	72.9%
	All	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Outside Regular Class > 60% of the school day	AI/AN	0.6%	0.6%	0.6%	0.6%	0.0%	0.7%	0.7%
	AS/PI	2.0%	2.2%	2.5%	2.2%	1.6%	2.7%	2.8%
	B	35.0%	35.2%	34.7%	23.8%	8.3%	32.1%	32.9%
	H	28.6%	30.5%	30.2%	19.9%	92.9%	28.3%	28.4%
	W	38.6%	36.7%	36.7%	53.5%	61.1%	36.1%	35.3%
	All	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Key: AI/AN = American Indian/Alaskan Native, AS/PI = Asian/Pacific Islander, B = Black, H = Hispanic, W = White

Source: www.ideadata.org, November 21, 2006

ENDNOTES

[1] S.D. Sparks, "Officials Struggle to Build Statewide Data Systems," *Education Daily* 40 (June 14, 2007): 1, 3.

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[6] Ibid., February 27, 2006. Retrieved December 20, 2006, from http://www.ed.gov/fund/data/report/idea/partbspap/il-bsppltr06.pdf.

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