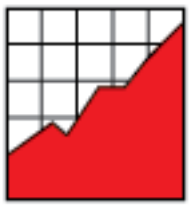
Technical Report 58

Participation and Performance Reporting for the Alternate Assessment Based on Modified Achievement Standards (AA-MAS)



NATIONAL CENTER ON EDUCATIONAL OUTCOMES

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Participation and Performance Reporting for the Alternate Assessment Based on Modified Achievement Standards (AA-MAS)

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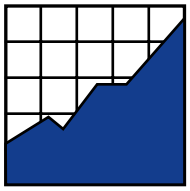

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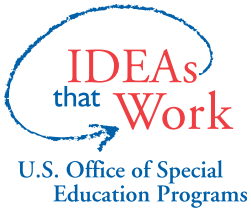

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Executive Summary

This report examines publicly reported participation and performance data for the alternate assessment based on modified achievement standards (AA-MAS). Our analysis of these data included all states publicly reporting AA-MAS data, regardless of whether they had received approval to use the results for Title I accountability calculations. Data were examined for school years 2006-07 through 2009-10. Because most states had not yet reported data for 2009-10, we focused most of our analyses on 2006-07 (six states with an AA-MAS), 2007-08 (eight states with an AA-MAS), and 2008-09 (eight states with an AA-MAS).

Our analysis of AA-MAS participation and performance reporting indicated that most states implementing these assessments were reporting some data publicly. For participation data across years, seven states reported participation data by grade. Most of these states reported numbers of students tested; a few states reported the percent of students tested on the AA-MAS.

For participation, the states with at least two years of data showed variations in the number of students taking the AA-MAS. One state showed a notable increase in the number of students participating. This occurred across all grades and content areas. It will be important for states seeing significant increases in participation to check on whether their participation criteria are clear and being adhered to by schools.

In terms of performance data, states are reporting these data generally in terms of the percentage of students at each achievement level. Next most often were states reporting mean scale scores or states not disaggregating the AA-MAS performance data, but instead merging these data with the regular assessment data.

Five states had performance data spanning more than two years. Some of these states showed consistent increases in the percent of students who were proficient across years; others showed increases and decreases in these percentages. As for participation data, it will be important for states to continue to monitor changes in the performance levels of students taking the AA-MAS, to determine whether the changes are related to participation changes or to changes in instruction.

States are not required to report on the use of accommodations for students participating in alternate assessments. Still there were a few states that reported data on the number of students using accommodations and the performance when accommodations were used. Some states also reported by specific accommodation used. States may find over time that reporting on specific accommodations used in each grade for the AA-MAS will help them better understand the accommodation needs of those students participating in this assessment.

Public reporting of data from assessments disaggregated for students with disabilities is helpful in determining how these students are participating and performing on large-scale assessments and for informing policy and practice. Continued attention to transparent reporting of data, and the nature of those data, will be essential for states that have opted to provide an AA-MAS for some of their students with disabilities.

Table of Contents

Executive Summary iii

Overview 1

Method 2

Results 3

AA-MAS Data Reported in 2007-08 and 2008-09 5

Participation Data 5

Performance Data 7

Use of Accommodations Data Reported for AA-MAS 9

Discussion 14

References 17

Appendix A 19

Appendix B 23

Appendix C 37

Overview

Publicly reported data on the participation of students in state assessments and their performance on those assessments are an important aspect of ensuring accountability for educational results. These data are used to measure the progress of the nation in its push for educational reform (Barton & Coley, 2008, 2010; Center on Education Policy, 2008; Snipes, Horwitz, Soga, & Casserly, 2008; Ushomirsky & Hall, 2010). Data on the participation and performance of students with disabilities on general state assessments and on alternate assessments based on alternate achievement standards (AA-AAS) also have been examined to document the nature of reporting and the results for this group of students (Albus, Thurlow, & Bremer, 2009; Thurlow, Bremer, & Albus, 2008; VanGetson & Thurlow, 2007; Klein, Wiley, & Thurlow, 2006; Wiley, Thurlow, & Klein, 2005; Thurlow, Quenemoen, Altman, & Cuthbert, 2007).

In April of 2007, the federal Office of Elementary and Secondary Education Act issued regulations for the Elementary and Secondary Education Act (ESEA) known as the No Child Left Behind (NCLB) Act and the Individuals with Disabilities Education Act (IDEA). Through those regulations, it allowed for an assessment option that states could consider for the inclusion of students with disabilities in state assessment systems. This option is the alternate assessment based on modified achievement standards (AA-MAS), which states could use to count up to 2% of the total student population as proficient. States were not required to develop this assessment, but it afforded states additional flexibility alongside existing options that included taking a state's regular assessment with or without accommodations, or an alternate assessment based on alternate achievement standards.

The AA-MAS may only be taken by students who have an Individualized Education Program (IEP) and who, even with appropriate grade-level content instruction, are not likely to achieve proficient performance in a full academic year covered by an IEP. The AA-MAS is not limited to students from a specific disability category. At the time of this report, numerous states had developed an assessment that they believed met the criteria to be considered an AA-MAS. In 2009, 14 states had participation guidelines posted for an AA-MAS (Lazarus, Hodgson, & Thurlow, 2010). States that intend to use an AA-MAS for accountability purposes must submit the assessment to a peer review process led by the U.S. Department of Education and receive approval for its use for accountability. As of November 2010, Kansas, Louisiana, and Texas had been approved to use an AA-MAS for NCLB accountability purposes.

Since 2007, the National Center on Educational Outcomes (NCEO) has produced numerous reports focused on AA-MAS. These looked at eligibility and participation guidelines (Lazarus, Hodgson, & Thurlow, 2010; Lazarus, Rogers, Cormier, & Thurlow, 2008; Lazarus, Thurlow, Christensen, & Cormier, 2007), accommodation policies (Lazarus, Cormier, Crone, & Thurlow,

2009), and test characteristics (Albus, Lazarus, Thurlow, & Cormier, 2009; Hodgson, Lazarus, & Thurlow, 2010).

The purpose of this report is to examine publicly reported data for the AA-MAS for all states reporting these data, including those that had not as of November 2010 had their AA-MAS approved through the U.S. Department of Education peer review process. Although students without disabilities do not take the AA-MAS, it is important that data for students with disabilities who do take the AA-MAS are given the same considerations in public reporting as the data for their peers without disabilities. Therefore, we examined state report cards and other state reports as well as customizable report generators designed for public audiences to determine the extent to which this was the case. Data found in Annual Performance Reports (APRs) were not examined for this analysis of publicly reported data. The exception to this is that in describing how states reported students who took assessments with or without accommodations, some mention is given to APR reports that report on AA-MAS data.

Guiding questions for the analysis of state public reports, conducted across years, were:

1. To what extent do states with the AA-MAS include disaggregated AA-MAS data on participation and performance in their public reporting?

2. To what extent do states with AA-MAS publicly report on participation and performance when accommodations are used for the AA-MAS?

Method

AA-MAS participation and performance data examined in this report were gathered in searches of state Web sites conducted in September 2010. In addition, previous NCEO reports on state public reporting of disaggregated data were used to obtain historical data for 2006-07 and 2007-08 (Albus, Thurlow, & Bremer, 2009; Bremer, Albus, & Thurlow, 2010; Thurlow, Bremer, & Albus, 2008).

Historical data (2006-07, 2007-08, 2008-09) included not only data found in public reports, but also data from publicly posted Annual Performance Reports (APRs) or State Performance Plans (SPPs) that state special education offices report to the Office of Special Education Programs for students receiving special education services. The APR data were used primarily for data on participation with accommodations. Data for 2009-10 were only from state report cards and other state reports, as well as customizable report generators designed for public audiences.

Results

The number of states implementing or piloting an AA-MAS across the years 2006-07 through 2009-10 (n = 11) by content area is presented in Figure 1. Although by 2009-10, an additional two states were developing an AA-MAS (Ohio and Tennessee), Figure 1 includes only the 11 states that had implemented or piloted their AA-MAS (California, Connecticut, Kansas, Louisiana, Maryland, Michigan, North Carolina, North Dakota, Oklahoma, Pennsylvania, and Texas).

Figure 1. Number of States with AA-MAS in Different Content Areas for 2006-07 through 2009-10

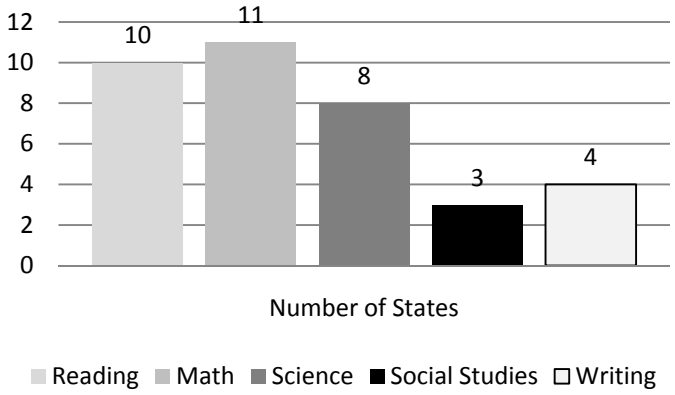


Figure 1 shows that 10 states had an AA-MAS in reading (all except Pennsylvania), 11 states in mathematics, and 8 states in science (all except Connecticut, Maryland, and Michigan). Three states had an AA-MAS in social studies (Kansas, Louisiana, and Texas), and four states had an AA-MAS in writing (California, Kansas, Michigan, and Texas). Details on these states and the first year in which they implemented or piloted their assessments in each content area (and for which grades) are provided in Appendix A, Table A-1.

Only a few states administered an End-of-Course AA-MAS (see Figure 2). States administering these during the years 2006-07 through 2008-09 were three in reading (Maryland, North Carolina, and Oklahoma), four each mathematics (California, Maryland, North Carolina, and Oklahoma), and two each in science (Maryland and Oklahoma), and social studies (Kansas and Maryland). Full details on the information presented in Figure 2 is presented in Appendix A, Table A-1.

Figure 2. Number of States with AA-MAS that are End of Course (EoC) Assessments for 2006-07 Through 2009-10

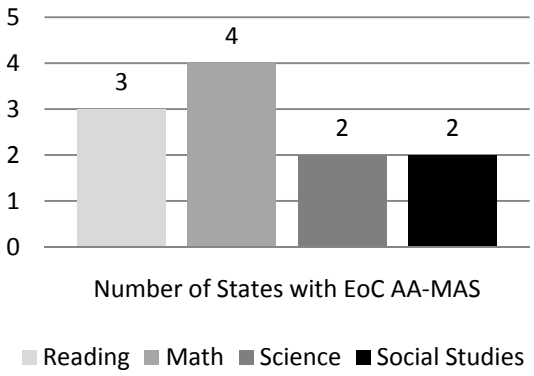
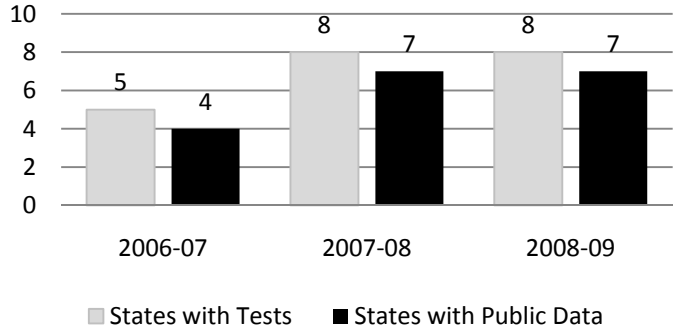


Figure 3 provides a summary of the states with AA-MAS by year, and whether they publicly reported disaggregated AA-MAS data. In 2006-07, there were five states that had what they considered to be an AA-MAS (Kansas, Louisiana, North Carolina, North Dakota, and Oklahoma). Four of these states reported data for that year (all except Kansas).

Figure 3. Number of States with Tests and Disaggregated AA-MAS Data Publicly Reported by Year



For 2007-08 and 2008-09, eight states had an AA-MAS (the five states from 2007-08 plus California, Maryland, and Texas). In each of these years, seven states reported data disaggregated for students with disabilities (all except Kansas). In these years, Kansas did report its AA-MAS data combined with its regular assessment data, but not disaggregated for the AA-MAS. Details on public reporting of AA-MAS data are presented in Appendix A, Table A-2. The 2009-10 data included in the Appendix are not included in Figure 3 because there is typically a delay in reporting of up to six months or more before final assessment data are posted and available. For several states, the 2009-10 data were not yet posted. Still, states had implemented an AA-MAS during this year, up from 8 the year before.

AA-MAS Data Reported in 2007-08 and 2008-09

We examined both participation and performance data for 2007-08 and 2008-09, starting with how the data were reported, followed by an analysis of the actual data. Detailed information on how data were reported are provided in Appendix A, Tables A-3 and A-4. Information on the actual participation and performance data is presented in Appendix B. In Appendix B, we also included 2009-10 data that had been reported by November, 2010 (see California and Texas), but do not summarize those data here because many states had not yet reported data publicly for that year.

Participation Data

There are a number of ways that states can report on the participation of students with disabilities in state assessments. Figure 4 shows that six of the eight states with an AA-MAS reported the number of students tested for each grade. Three states reported the percent of students tested, using as the denominator those students enrolled in each grade. Two states reported the percent of students tested who were designated to take the AA-MAS. Other categories, such as reporting AA-MAS data merged with regular assessment data and reporting across grade levels rather than by grade, were represented by one state each. Equal numbers of states reported in more than one-way (e.g., both the number tested by grade and the percent of students taking the AA-MAS) as reported in one way only (e.g., only the number tested by grade). Details on how individual states reported are presented in Appendix A, Table A-3.

Figure 4. How Participation was Reported on AA-MAS for 2007-08 and 2008-09 (n=8 States)

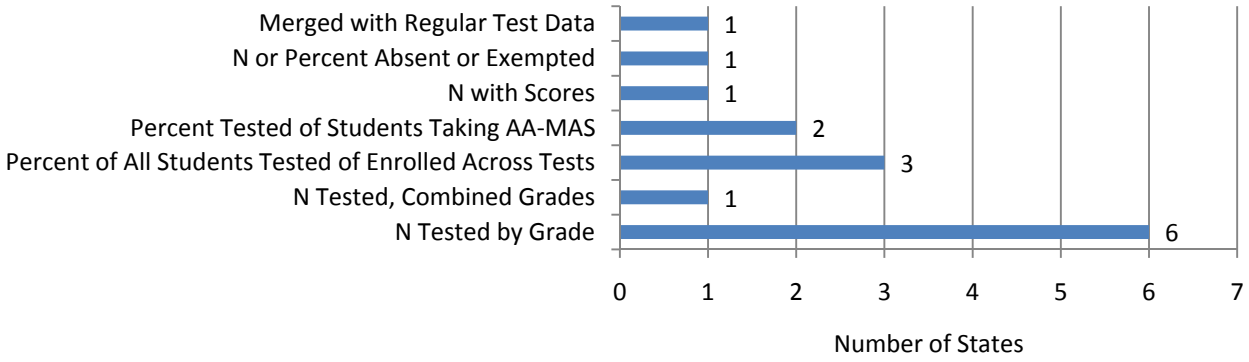


Table 1 shows the participation data publicly reported by each state across years (from 2006-07 through 2009-10). Where percentages are shown, they reflect reported percentages, not percentages we calculated (which we could have done for one state, North Carolina, because it provided enrollment data as well as participation numbers). For more detailed data for all grades, see Appendix B, Table B-1.

Table 1. AA-MAS Participation Data: Number and Percent of Enrolled Students with Disabilities Who were Assessed in 2006-07 through 2009-10 in Grades 4/5 and 8

State	Subject	Gr.	2006-07		2007-08		2008-09		2009-10	
			N	%	N	%	N	%	N	%
California	ELA	4			12,859	3	18,214	4	21,462	5
	ELA	8					13,433	3	18,200	4
	Math	4			10,862	2	15,479	3	17,980	4
	Math	8								
	Science	5			11,761	3	17,764	4	Not posted	
	Science	8					12,272	3		
Connecticut	Reading	4							1,693	-
	Reading	8							1,183	-
	Math	4							1,318	-
	Math	8							1,065	-
Kansas[1]			-	-	-	-	-	-	-	-
Louisiana	ELA	4	653	-	868	-	973	-	Not posted	
	ELA	8	921	-	1,298	-	1,617	-		
	Math	4	653	-	866	-	972	-		
	Math	8	921	-	1,295	-	1,611	-		
	Science	4			860	-	966	-		
	Science	8			1,281	-	1,588	-		
Maryland	Reading	4							1,340	-
	Reading	8					1,805	-	1,972	-
	Math	4							1,305	-
	Math	8					1,856	-	1,946	-
Michigan									Not posted	
North Carolina	Reading	4	3,187	-	2,793	-	3,642	-	Not posted	
	Reading	8	2,459	-	3,380	-	3,298	-		
	Math	4	2,767	-	3,172	-	3,048	-		
	Math	8	2,366	-	2,827	-	3,145	-		
North Dakota[2]			-	-	-	-	-	-	Not posted	
Oklahoma[3]	Reading	4	2,079 (+83 nonaccom)	-	3,233 (+53 nonaccom)	-	3,311 (+488 nonaccom)	-		
	Reading	8	2,432 (+138 nonaccom)	-	3,011 (+83 nonaccom)	-	3,045 (+619 nonaccom)	-	Not posted	
	Math	4	1,869 (+81 nonaccom)	-	2,855 (+27 nonaccom)	-	2,894 (+433 nonaccom)	-		
	Math	8	2,582 (+128 nonaccom)	-	3,152 (+49 nonaccom)	-	3,072 (+560 nonaccom)	-		
	Science	5	-	-	2,194 (+24 nonaccom)		2,624 (+374 nonaccom)	-		
	Science	8	-	-	2,270 (+39 nonaccom)		2,293 (+409 nonaccom)	-		
Pennsylvania									Not posted	

Table 1. AA-MAS Participation Data: Number and Percent of Enrolled Students with Disabilities Who were Assessed in 2006-07 through 2009-10 in Grades 4/5 and 8 (continued)

State	Subject	Gr.	2006-07		2007-08		2008-09		2009-10	
			N	%	N	%	N	%	N	%
Texas	Reading	4			12,296	-	13,206	-	14,119	-
	Reading	8			11,757	-	14,331	-	14,140	-
	Math	4			11,007	-	12,662	-	13,561	-
	Math	8			16,506	-	16,506	-	15,850	-
	Science	5			15,919	-	16,827	-	15,793	-
	Science	8			15,163	-	16,864	-	15,612	-

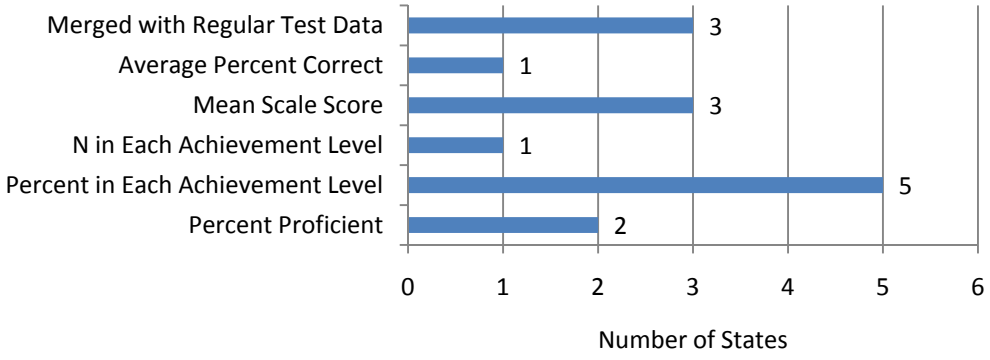
Note: Shaded areas indicate that no tests were administered. Dashes indicate no data reported. Table does not include states that were in development (Ohio, Tennessee).
[1]Kansas had its publicly reported AA-MAS data merged with regular assessment data.
[2]North Dakota reported AA-MAS by combined grades and merged data.
[3]Oklahoma reports participation and performance by accommodated and non-accommodated students (in parentheses) on its AA-MAS.

The numbers in Table 1 provide useful information for within-state comparisons of the numbers of students with disabilities participating in an AA-MAS. Three states that had more than one year of data (California, Louisiana, and Maryland) showed increases in the number of students with disabilities participating in the AA-MAS across grades and content areas. Three other states (North Carolina, Oklahoma, and Texas) showed no consistent pattern of increases or decreases across grades and content areas. Oklahoma's data for students not receiving accommodations showed a notable increase in 2008-09 from previous years across all grade and content areas.

Performance Data

Figure 5 shows how states publicly reported AA-MAS performance data for 2007-08 and 2008-09 (see details in Appendix A, Table A-4). The most common way of reporting performance was by percent in achievement level (five states). Three states reported AA-MAS data merged with regular data. Three states reported mean scale scores. Fewer states reported in other ways, such as percent proficient, average percent correct, and the number in each achievement level. It is possible that the state reporting the percent in each achievement level also could derive the percent proficient, but the percent proficient was not explicitly reported.

Figure 5. How Performance was Reported for AA-MAS for 2007-08 and 2008-09 (n=8)



Six states (California, Louisiana, Maryland, North Carolina, Oklahoma, and Texas) had at least two years of performance data from 2006-07 through 2009-10. These data are presented in Table 2 for grade 4 or 5 and grade 8. The percent counted as proficient in the six states changed considerably within and across most states over time. In contrast, Texas showed consistent increases in percentages of students counted as proficient across years in all grades and content areas. For more detailed data for all grades, see Appendix B, Table B-2.

Table 2. AA-MAS Performance Data: Number and Percent Proficient in 2006-07 to 2009-10

State	Subject	Gr.	2006-07		2007-08		2008-09		2009-10	
			N Profic.	Percent Profic.	N Profic.	Percent Profic.	N Profic.	Percent Profic.	N Profic.	Percent Profic.
California	ELA	4			-	52	-	30	-	31
	ELA	8					-	-	-	25
	Math	4			-	54	-	35	-	37
	Math	8								
	Science	5			-	59	-	42	Not posted	
	Science	8					-	-		
Connecticut	Reading	4							-	44
	Reading	8							-	64
	Math	4							-	71
	Math	8							-	40
Kansas			-	-	-	-	-	-	-	-
Louisiana	ELA	4	108	17	120	13	31	3	Not posted	
	Math	4	148	22	159	18	68	7		
	Science	4			196	23	105	11		
	ELA	8	170	18	257	20	70	4		
	Math	8	114	12	142	11	41	3		
	Science	8			180	14	94	6		
Maryland	Reading	4							526	39
	Reading	8					649	36	891	45
	Math	4							517	40
	Math	8					374	20	429	22
Michigan			-	-	-	-	-	-	Not posted	
North Carolina	Reading	4	-	21	-	17	-	20	Not posted	
	Reading	8	-	29	-	23	-	30		
	Math	4	-	29	-	29	-	33		
	Math	8	-	37	-	44	-	51		
North Dakota			-	-	-	-	-	-	Not posted	

Table 2. AA-MAS Performance Data: Number and Percent Proficient in 2006-07 to 2009-10 (continued)

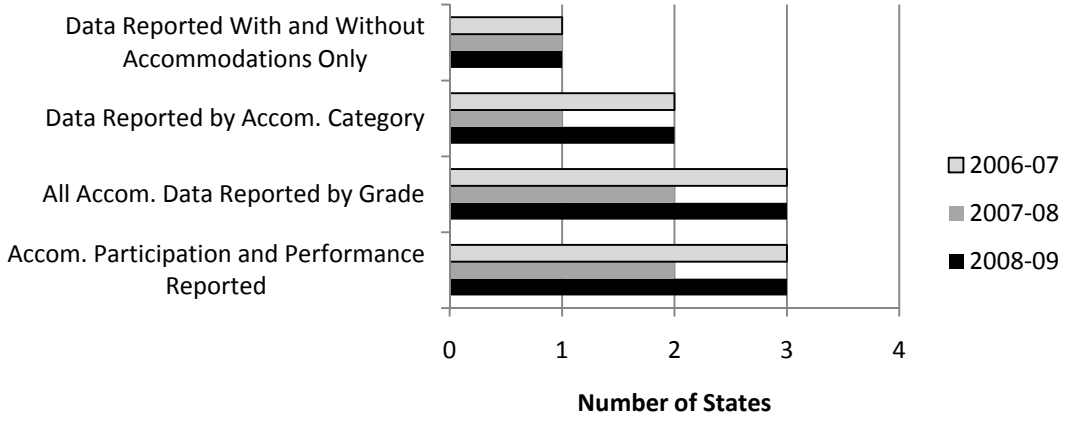
State	Subject	Gr.	2006-07		2007-08		2008-09		2009-10	
			N Profic.	Percent Profic.	N Profic.	Percent Profic.	N Profic.	Percent Profic.	N Profic.	Percent Profic.
Oklahoma[1]	Reading	4	-	57 (64)	-	67 (63)	-	50 (45)	Not posted	
	Reading	8	-	57 (47)	-	66 (67)	-	48 (49)		
	Math	4	-	59 (60)	-	67 (59)	-	44 (36)		
	Math	8	-	50 (37)	-	54 (53)	-	37 (28)		
	Science	5	-	67	-	73 (55)	-	79 (75)		
	Science	8	-	83	-	88 (82)	-	91 (91)		
Pennsylvania				-		-		-	Not posted	
Texas	Reading	4			-	76	-	90	-	104
	Reading	8			-	77	-	90	-	103
	Math	4			-	70	-	91	-	109
	Math	8			-	64	-	73	-	78
	Science	5			-	45	-	55	-	68
	Science	8			-	49	-	62	-	71

Note: Shaded areas indicate that no tests were administered. Dashes indicate no data reported for a year prior to 2009-10, or in 2009-10 when other data are posted. "Not posted" indicates that for 2009-10 no data were posted at the time we collected information. Table does not include states that were in development (Ohio, Tennessee).
[1]Kansas had its publicly reported AA-MAS data merged with regular assessment data.
[2] North Dakota reported AA-MAS by combined grades and merged data.
[3]Oklahoma reports participation and performance by accommodated and non-accommodated students (in parentheses) on its AA-MAS.

Use of Accommodations Data Reported for AA-MAS

Across 2006-07, 2007-08, and 2008-09, only three states reported AA-MAS data disaggregated for students using accommodations (Louisiana, North Carolina, and Oklahoma). These data are presented in Figure 6. Detailed data for Figure 6 are provided in Appendix C, Tables C-1 through C-4, for each year. Across these years, one state reported data with and without accommodations (Oklahoma) each year. Three states reported accommodations data across years by specific accommodation such as read aloud or individual administration (Louisiana, Kansas, and North Carolina). The specific accommodations were not necessarily the same across states. For example, Louisiana reported on "communication assistance," which included specific accommodations that North Carolina separated out into individual accommodations. The percent of students using specific accommodations often was very small (0-2%) for many of the reported accommodations. The more common accommodations, with larger percentages of students with disabilities using them, were read aloud, individual or quiet setting, and timing and scheduling accommodations such as extended time and frequent breaks.

Figure 6. How States with Accommodation Data for AA-MAS Reported by Year



In 2008-09, the two accommodations with the highest reported percentage using them were read aloud and individual or quiet setting. Data on these accommodations for the regular assessment and AA-MAS, for Kansas and Louisiana, are presented in Figures 7-12. These figures show data for two grades (grades 4 and 8) for reading, mathematics, and science. Each figure shows data for the regular assessment and the AA-MAS for each state. North Carolina also reported participation data for its students using accommodations, but the data reported for its regular assessment may include students without disabilities as well as students with disabilities who used an accommodation; thus, we did not include the North Carolina data here. Interpretation of participation with specific accommodations should take into account that states vary in their policies of whether an accommodation is allowed, allowed for certain circumstances, allowed with scoring consequences, or prohibited (Lazarus et al., 2009). For example, Kansas and Louisiana allow read aloud for directions given to the student and allow the reading aloud of questions in certain circumstances. Louisiana does not allow read aloud on the Read and Respond section of its reading assessments, meaning that no part of the questions, answers, or passages may be read. In Kansas, if the read aloud is used for questions there are consequences for scoring. Still, the policies governing the use of these two accommodations are the same for the regular and AA-MAS assessments for each state.

Figure 7. Percentage of Students by Specific Accommodation in Grade 4 Reading, Regular and AA-MAS

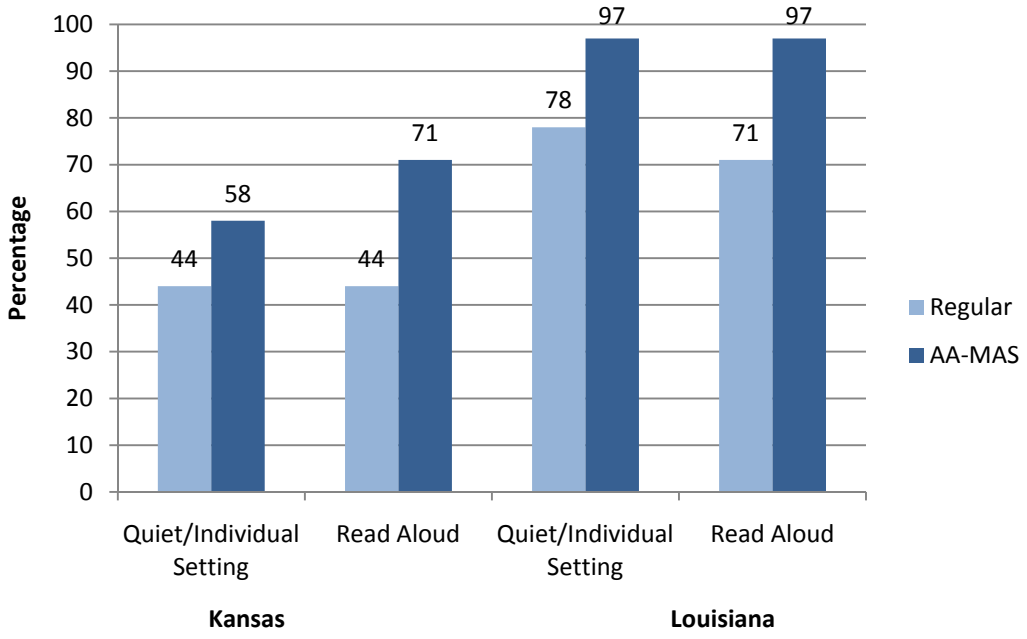


Figure 8. Percentage of Students by Specific Accommodation in Grade 8 Reading, Regular and AA-MAS

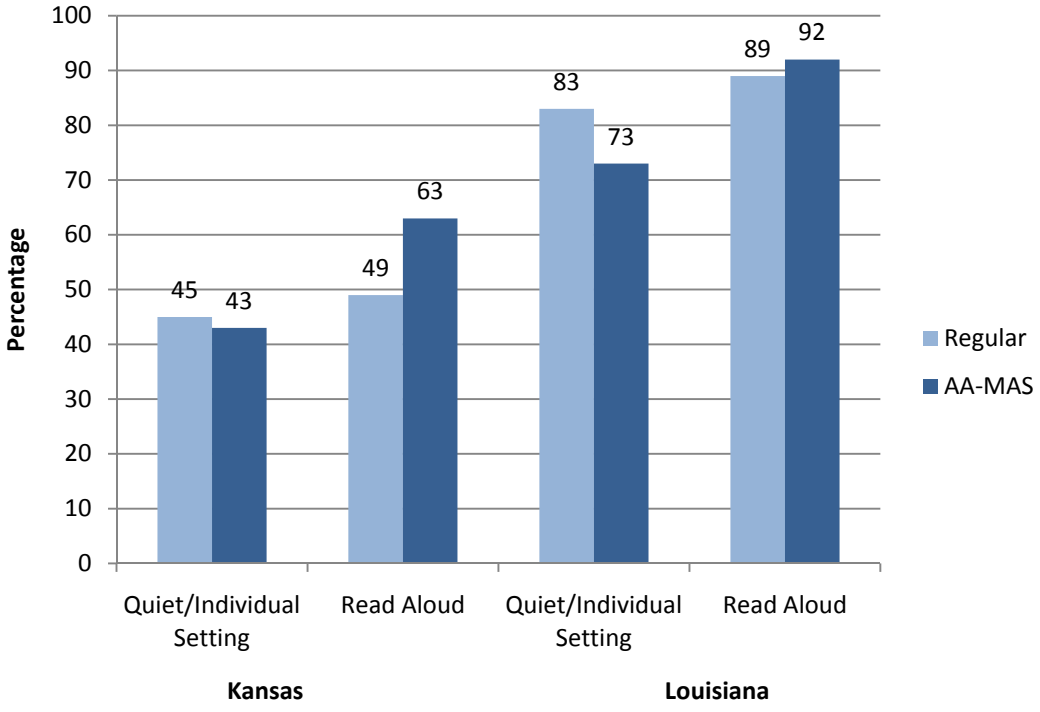


Figure 9. Percentage of Students with Disabilities by Specific Accommodations in Grade 4 Math, Regular and AA-MAS

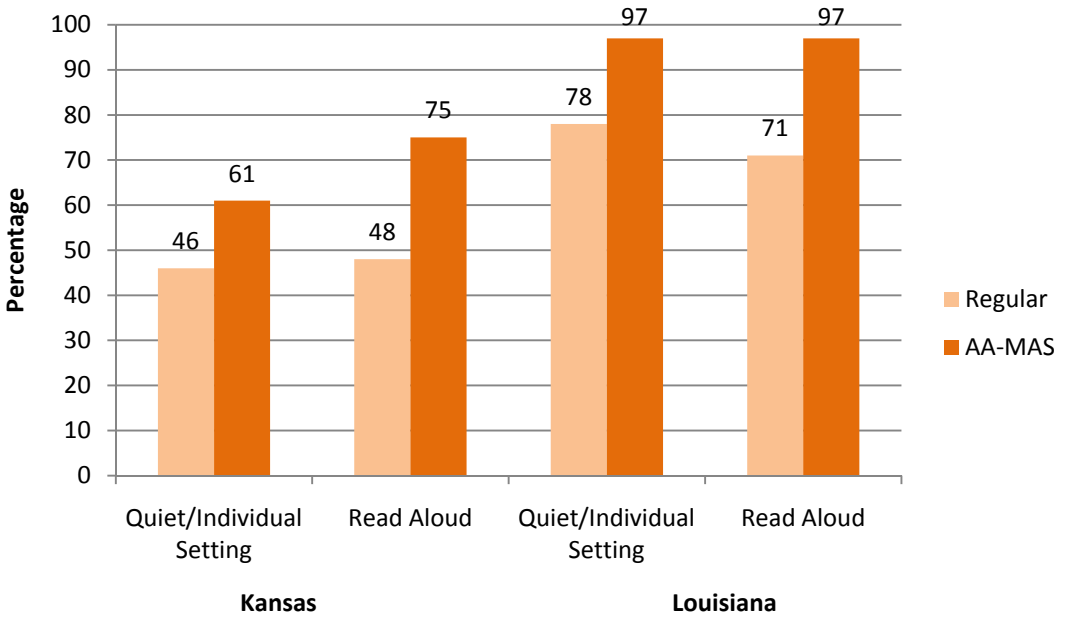


Figure 10. Percentage of Students By Specific Accommodation in Grade 8 Math, Regular and AA-MAS

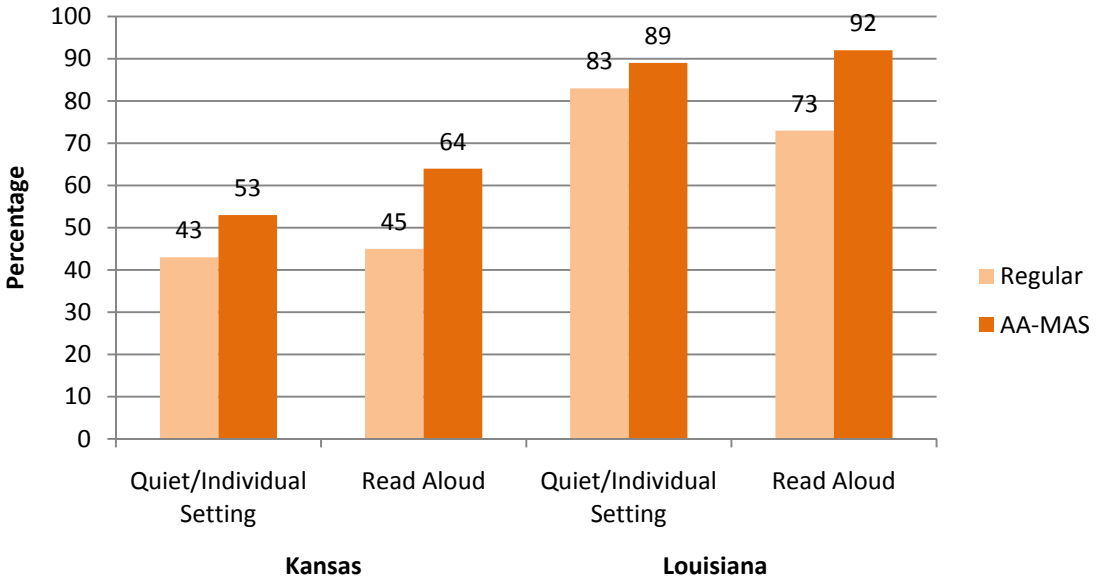


Figure 11. Percentage of Students with Disabilities by Specific Accommodation in Grade 4 Science, Regular and AA-MAS

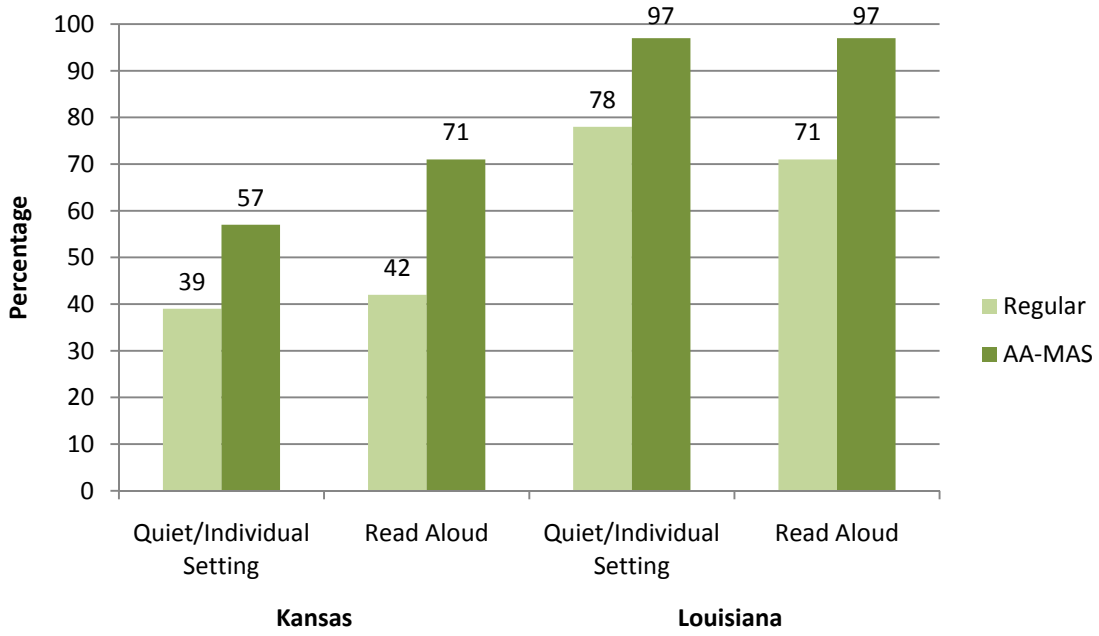
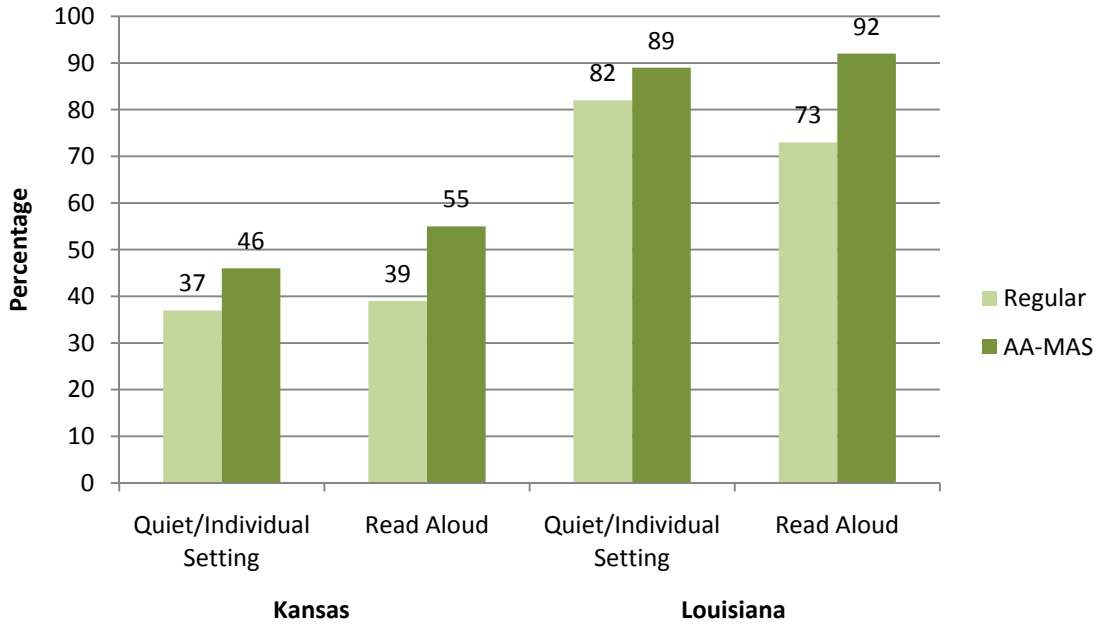


Figure 12. Percentage of Students with Disabilities by Specific Accommodation in Grade 7/8 Science, Regular and AA-MAS



Discussion

The results of our analysis of publicly reported data on the AA-MAS participation and performance of students with disabilities indicated that most states that have implemented the AA-MAS are reporting some data publicly. Of the eight states that had an AA-MAS in place in 2008-09, seven had data for participation or performance within the timeframe of 2006-07 to 2009-10; one of these reported participation data only. In the most recent year (2008-09), seven of eight states had publicly reported data, compared to the same numbers in 2007-2008, and to four of five states in 2006-07. The state with no data on its AA-MAS in 2006-07 continued to not report disaggregated data publicly across all years of our analysis.

States have increased the number of AA-MAS being implemented in different content areas, and reporting practices reflect this. In 2009-10, 11 states had an AA-MAS; 10 states administered the AA-MAS in reading, 11 states in mathematics, 8 states in science, 3 states in social studies, and 4 states in writing. States also have AA-MAS End-of-Course assessments, with 2 to 4 states offering these in reading, math, science, or social studies.

Across 2006-07 through 2009-10, seven states reported participation data by grade. Most states had not yet posted 2009-10 data. Generally, there were more states that reported numbers tested than reported percent tested on AA-MAS, with only one reporting the latter. It should be noted that data on AA-MAS participation are also reported by states to the U.S. Department of Education in a way that allows for percentages to be calculated. Summaries of calculated percentages from states' APRs are available on the NCEO Web site at www.nceo.info/OnlinePubs/annualperformancereports.html.

For the six states with at least two years of participation data, three states showed increased numbers taking AA-MAS for all grades and subjects across years, and three states showed no consistent pattern of increases or decreases across years. One state showed a notable increase in the number of students participating and not receiving accommodations across all grades and content areas on the assessment, potentially indicating a change in participation or accommodation policies. These types of increases are ones that the public will want to monitor, especially given the restriction on the percentage of students (2% of the total population) who can be considered proficient under ESEA accountability provisions.

Six states had performance data spanning more than two years. Just one state showed consistent increases in percent proficient across all grades and content, whereas most states had inconsistent patterns in performance.

For the 2007-08 and 2008-09 years, some states also reported data on AA-MAS by accommodated conditions, with two states reporting data for students assessed with and without accommodations, and three states reporting by specific accommodation type. Three states reported data for

participation and performance by grade. These data are informative. It would be useful to have more states report these data in relation to participation and performance on all assessments, including the AA-MAS.

Public reporting of data from assessments disaggregated for students with disabilities is helpful in determining how these students are participating and performing on large-scale assessments and for informing policy and practice. Having comparable data reported for students with disabilities who participate in the AA-MAS is similarly important for informing policy and practice for this new assessment option. Continued attention to transparent reporting of data, and the nature of those data, will be essential for states that have opted to provide an AA-MAS for some of their students with disabilities.

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Appendix A

Table A-1. First Year of AA-MAS Implementation by Content Area[1]

States	Reading	Math	Science	Social Studies	Writing	End of Course	Piloted Only
California							
2007-08	3-5	3-5	5				
2008-09	6-8	6-7	5,8				
2009-10	9 (ELA)		10			Algebra I, 7-11	
2010-11	10-11 (ELA)				4,7	Geometry, 7-11	
Connecticut							
2008-09							X
2009-10	3-8	3-8					
Kansas							
2006-07	3-8, HS	3-8, HS	4,7, HS	6,8, HS	5,8, HS		
2007-08	3-8, HS[2]	3-8, HS[2]					
2008-09			4,7, HS[1]				
2010-11				4,7, HS[2]		History/Gov't[3]	
Louisiana							
2006-07	4-8,10	4-8,10	11	11			
2007-08	9	9	4,8	4,8			
Maryland							
2007-08	Unknown grades	Unknown grades					
2008-09	6-8	6-8				English, Algebra I, Biology, and Government	
Michigan							
2008-09							X
2009-10	3-8	3-8			3-8		
North Carolina							
2006-07	3-8	3-8	5,8			Occupational Course of Study: English, Math	Piloted Science
2007-08						Occupational Course of Study: Lifeskills	
North Dakota							
2006-07	3-8,11	3-8,11	4,8,11				

Table A.1.First Year of AA-MAS Implementation by Content Area (continued)[1]

States	Reading	Math	Science	Social Studies	Writing	End of Course	Piloted Only
Oklahoma							
2006-07	3-8	3-8				Reading, Math	
2007-08			5,8			Biology	
Pennsylvania							
2009-10		Unknown grades					Piloted Reading and Science
Texas							
2007-08	3-11	3-11	5,8,10-11	8,10-11			
2008-09					4,7		

[1] The table shows the first year of implementation of assessments that continue in subsequent years.
[2] State added "multiple measure" items, so the assessments are listed again.
[3] History-Government Freshman and Juniors in 2010-11 only.
*Ohio and Tennessee are not included in this table because they were developing their AA-MAS.

Table A-2. Publicly Reported AA-MAS Data Available by Year

States	2006-2007	2007-2008	2008-2009	2009-2010
California	No test	X	X	X
Connecticut	No test	No test	Piloted AA-MAS	X
Kansas	---	---	X (Performance data merged with regular assessment)	X (Performance data merged with regular assessment)
Louisiana	X	X	X	Data not posted yet
Maryland	No test	X	X	X
Michigan	No test	No test	Piloted AA-MAS	Data not posted yet
North Carolina	X	X	X	X
North Dakota	X	X	X	Data not posted yet
Ohio	No test	No test	No test	No test, In development
Oklahoma	X	X	X	Data not posted yet
Pennsylvania	No test	No test	No test	Data not posted yet
Tennessee	No test	No test	No test	No test, In development
Texas	No test	X	X	X

Note: Data do not include Annual Performance Report or State Performance Plan data.

Table A-3. Participation: AA-MAS How States Reported Data for 2007-08 and 2008-09

State	N Tested by Grade	N Tested Combined Grades	Percent of All Students Tested of Enrolled Across Tests	Percent Tested of Students Taking AA-MAS	N with Scores	N or Percent Absent or Exempted	Merged with Regular Test Data
California	X		X		X		
Kansas[1]							X
Maryland	X						
Louisiana	X						
North Carolina	X			X			
North Dakota		X	X				
Oklahoma	X[2]						
Texas	X		X[3]	X		X	

Note: This table includes only those states implementing an AA-MAS in 2007-08 and 2008-09.
[1]Kansas does report N tested by accommodation, but these data are not in a regular state report but a special study looking at accommodated participation.
[2]By accommodated and non-accommodated condition separately.
[3]By all grades combined.

Table A-4. Performance: AA-MAS How States Reported Data for 2007-08 and 2008-09

State	Percent Proficient	Percent in Each Achievement Level	N in Each Achievement Level	Mean Scale Score	Average Percent Correct	Merged with Regular Test Data
California		X		X	X	
Kansas						X
Maryland		X	X			
Louisiana		X				
North Carolina	X	X		X		
North Dakota						X
Oklahoma		X[1]				
Texas	X[2]			X		X[2]

Note: This table includes only those states implementing an AA-MAS in 2007-08 and 2008-09.
[1] By accommodated and non-accommodated condition separately.
[2]By grade and all grades combined depending on the report.

Note: Gray shading indicates no test in year

Table B-1. Detailed Publicly Reported Data for AA-MAS Across 2006-07 to 2007-08

			2006-2007					2007-2008				
			Participation			Proficient		Participation			Proficient	
State	Subject	Gr.	Enrolled/ eligible to be tested	N tested	% of enrolled by grade across tests	N	%	Enrolled /eligible to be tested	N tested	% of enrolled by grade across tests	N	%
California CMA[1]	ELA	3						464055	9824	2		58
	ELA	4						466867	12859	3		52
	ELA	5						470755	12440	3		57
	ELA	6						No data				
	ELA	7						No data				
	ELA	8						No data				
	ELA	9						No data				
	Math	3						464055	8229	2		60
	Math	4						466867	10862	2		54
	Math	5						470755	11313	2		57
	Math	6						No data				
	Math	7						No data				
	Math	8						No data				
	Science	5						470755	11761	3		59
	Science	8										
Connecticut												
Kansas KAMM			Merged data					Merged data				

[1] N tested is N with scores

State	Subject	Gr.	2006-2007 Participation: Enrolled /eligible to be tested	2006-2007 Participation: N tested	2006-2007 Participation: % of enrolled by grade across tests	2006-2007 Proficient: N	2006-2007 Proficient: %	2007-2008 Participation: Enrolled /eligible to be tested	2007-2008 Participation: N tested	2007-2008 Participation: % of enrolled by grade across tests	2007-2008 Proficient: N	2007-2008 Proficient: %
Louisiana LAA2	ELA	4		653		108	17		868		120	13
	Math	4		653		148	22		866		159	18
	Science	4	No data						860		196	23
	Social St	4	No data						861		167	20
	ELA	5		560		109	20		706		141	20
	Math	5		559		119	21		706		131	18
	ELA	6		498		95	19		813		151	18
	Math	6		498		84	17		808		145	18
	ELA	7		454		84	18		815		213	26
	Math	7		450		65	15		813		177	22
	ELA	8		921		170	18		1298		257	20
	Math	8		921		114	12		1295		142	11
	Science	8		No data					1281		180	14
	Social St	8		No data					1280		180	14
	ELA	9		829		130	16		1218		297	24
	Math	9		818		70	8		1207		131	10
	ELA	10		241		25	11		414		45	11
	Math	10		241		5	2		406		9	2
	Science	11		241		8	3		260		20	8
	Social St	11		242		10	4		261		28	11
Maryland MOD-MSA	Reading	3						No data				
	Math	3						No data				

State	Subject	Gr.	2006-2007						2007-2008					
			Participation			Proficient			Participation			Proficient		
			Enrolled /eligible to be tested	N tested	% of enrolled by grade across tests	N	%		Enrolled /eligible to be tested	N tested	% of enrolled by grade across tests	N	%	
Maryland MOD-MSA	Reading	4							No data					
	Math	4							No data					
	Reading	5							No data					
	Math	5							No data					
	Reading	6							No data					
	Math	6							No data					
	Reading	7							No data					
	Math	7							No data					
	Reading	8							No data					
	Math	8							No data					
	English 2	10							4636	1061		142		
	Biology	10							3665	842		210		
	Govern-ment	10							4320	764		172		
	Algebra I	10							4544	662		81		
North Carolina - NCEXTEND 2	Reading	3	17,351	2,858			17			2,793			16	
	Reading	4	17,191	3,187			21			2,793			17	
	Reading	5	16,661	3,141			25			3,185			22	

State	Subject	Gr.	2006-2007					2007-2008				
			Participation			Proficient		Participation			Proficient	
			Enrolled /eligible to be tested	N tested	% of enrolled by grade across tests	N	%	Enrolled /eligible to be tested	N tested	% of enrolled by grade across tests	N	%
North Carolina - NCEXTEND 2	Reading	6	15,816	2,857			28		3,185			26
	Reading	7	15,797	2,705			23		3,380			24
	Reading	8	15,281	2,459			29		3,380			23
	Math	3	17,351	2,411			27		3,172			29
	Math	4	17,191	2,767			29		3,172			29
	Math	5	16,661	2,698			32		3,007			36
	Math	6	15,816	2,534			36		3,007			47
	Math	7	15,797	2,505			36		2,827			44
	Math	8	15,281	2,366			37		2,827			44
	Science	5	No data									20
	Science	8	No data									30
	Reading and Math com-bined	3					10					9
		4					12					9
		5					15					14
		6					18					18
		7					15					17
		8					19					17
	OCS English						46					47
	OCS Math						48					55
	OCS science						Pilot					61

State	Subject	Gr.	2006-2007					2007-2008				
			Participation			Proficient		Participation			Proficient	
			Enrolled /eligible to be tested	N tested	% of enrolled by grade across tests	N	%	Enrolled /eligible to be tested	N tested	% of enrolled by grade across tests	N	%
North Dakota			No data					No data				
Oklahoma OMAAP	Reading	3		2389(+132 nonaccom)			52 (47)		3110(+27 nonaccom)			55 (59)
	Math	3		2030(+115 nonaccom)			67 (63)		2623(+19 nonaccom)			70 (48)
	Reading	4		2079(+83 nonaccom)			57 (64)		3233(+53 nonaccom)			67 (63)
	Math	4		1869(+81 nonaccom)			59 (60)		2855(+27 nonaccom)			67 (59)
	Reading	5		2027(+103 nonaccom)			46 (47)		3032(+27 nonaccom)			54 (33)
	Math	5		1884(+87 nonaccom)			58 (56)		2853(+27 nonaccom)			70 (70)
	Reading	6		2191(+138 nonaccom)			44 (49)		3073(+70 nonaccom)			48 (51)
	Math	6		1826(+107 nonaccom)			64 (62)		2772(+25 nonaccom)			69 (84)
	Reading	7		2230(+135 nonaccom)			45 (40)		3046(+102 nonaccom)			53 (57)
	Math	7		2234(+124 nonaccom)			48 (36)		3006(+33 nonaccom)			59 (61)
	Reading	8		2432(+138 nonaccom)			57 (47)		3011(+83 nonaccom)			66 (67)
	Math	8		2582(+128 nonaccom)			50 (37)		3152(+49 nonaccom)			54 (53)
	Reading	EoI		2043(+158 nonaccom)			65 (67)		2575(+177 nonaccom)			66 (69)
	Math	EoI		2141(+188 nonaccom)			66 (66)		3196(+95 nonaccom)			74 (83)
	Science	5					67		2194(+24 nonaccom)			73 (55)

State	Subject	Gr.	2006-2007						2007-2008					
			Participation			Proficient			Participation			Proficient		
			Enrolled /eligible to be tested	N tested	% of enrolled by grade across tests	N	%		Enrolled /eligible to be tested	N tested	% of enrolled by grade across tests	N	%	
Oklahoma OMAAP	Science	8					83			2270(+39 nonaccom)			88 (82)	
	Biology I	EoI					49			2511(+96 nonaccom)			55 (56)	
Pennsylvania														
Texas TAKS-M	Reading	3								10199			83	
	Math	3								9644			75	
	Reading	4								12296			76	
	Math	4								11007			70	
	Writing	4								13345			Field test	
	Reading	5								13216			77	
	Math	5								15126			74	
	Science	5								15919			45	
	Reading	6								12411			75	
	Math	6								11764			63	
	Reading	7								12223			78	
	Math	7								12449			58	
	Writing	7								13170			Field test	
	Reading	8								11757			77	
	Math	8								16506			64	
	Social St	8								14650			field test	

State	Subject	Gr.	2006-2007						2007-2008				
			Participation			Proficient			Participation			Proficient	
			Enrolled /eligible to be tested	N tested	% of enrolled by grade across tests	N	%		Enrolled /eligible to be tested	N tested	% of enrolled by grade across tests	N	%
Texas TAKS-M	Science	8								15163			49
	Reading	9								12865			Field test
	Math	9								13913			Field test
	ELA	10								10206			78
	Math	10								11531			43
	Social St	10								9865			Field test
	Science	10								10957			46
	ELA	11								10582			Field test
	Math	11								11796			Field test
	Social St	11								9622			Field test
	Science	11								10924			Field test

Table B-2. Detailed Publicly Reported Data for AA-MAS Across 2008-09 to 2009-10

			2008-09					2009-2010				
			Participation			Proficient		Participation			Proficient	
State	Subject	Gr	Enrolled/ eligible to be tested (specific test)	N tested	% of enrolled by grade across tests	N	%	Enrolled/ eligible to be tested (specific test)	N tested	% enrolled by grade across tests	N	%
California CMA[1]	ELA	3	469,941	13,428	3		27	461,545	14,900	3.3%		27
	ELA	4	463,953	18,214	4		30	466,842	21,462	4.6%		31
	ELA	5	467,446	18,902	4		35	462,314	22,736	4.9%		32
	ELA	6	468,750	17,385	4		n/a	465,499	21,640	4.7%		29
	ELA	7	478,349	14,214	3		n/a	469,270	20,208	4.4%		28
	ELA	8	486,056	13,433	3		n/a	478,254	18,200	3.9%		25
	ELA	9	No data					515,702	10,703	2.1%		49*
	Math	3	469,941	11,549	3		33	461,545	12,768	2.8%		36
	Math	4	463,953	15,479	3		35	466,842	17,980	3.9%		37
	Math	5	467,446	16,707	4		36	462,314	20,244	4.4%		40
	Math	6	468,750	16,745	4		n/a	465,499	20,448	4.4%		34
	Math	7	478,349	14,408	3		n/a	469,270	20,057	4.3%		26
	Math	8	486,056					478,254				
	Science	5	467,446	17,764	4		42	No data				
	Science	8	486,056	12,272	3		No data	No data				
Connecticut CMT/CAPT Modified	Reading	3							1438			44
	Reading	4							1693			65
	Reading	5							1822			66
	Reading	6							1718			48

[1]N tested is N with scores.
*average percent correct
Not posted = for 2009-10, no data were posted at the time information was collected. No data = for a year prior to 2009-10, or where other data are posted.

State	Subject	Gr	2008-09 Participation: Enrolled/ eligible to be tested (specific test)	2008-09 Participation: N tested	2008-09 Participation: % of enrolled by grade across tests	2008-09 Proficient: N	2008-09 Proficient: %	2009-2010 Participation: Enrolled/ eligible to be tested (specific test)	2009-2010 Participation: N tested	2009-2010 Participation: % enrolled by grade across tests	2009-2010 Proficient: N	2009-2010 Proficient: %
Connecticut CMT/CAPT Modified	Reading	7							1487			56
	Reading	8							1183			64
	Math	3							1082			74
	Math	4							1318			71
	Math	5							1395			70
	Math	6							1419			73
	Math	7							1306			44
	Math	8							1065			40
Kansas KAMM			Data merged with regular test					Data merged with regular test				
Louisiana LAA2	Math	4		972		68	7	Louisiana not posted				
	Science	4		966		105	11					
	Social St	4		966		104	11					
	ELA	5		882		48	5					
	Math	5		880		45	5					
	ELA	6		855		62	7					
	Math	6		853		68	8					
	ELA	7		1092		111	10					
	Math	7		1085		80	7					
	ELA	8		1617		70	4					
	Math	8		1611		41	3					

State	Subject	Gr	2008-09 Participation: Enrolled/ eligible to be tested (specific test)	2008-09 Participation: N tested	2008-09 Participation: % of enrolled by grade across tests	2008-09 Proficient: N	2008-09 Proficient: %	2009-2010 Participation: Enrolled/ eligible to be tested (specific test)	2009-2010 Participation: N tested	2009-2010 Participation: % enrolled by grade across tests	2009-2010 Proficient: N	2009-2010 Proficient: %
Louisiana LAA2	Science	8		1588		94	6	Louisiana not posted				
	Social St	8		1579		72	5					
	ELA	9		1488		161	11					
	Math	9		1458		70	5					
	ELA	10		602		57	9					
	Math	10		583		5	1					
	Science	11		443		12	3					
	Social St	11		441		43	10					
Maryland MOD-MSA	Reading	3	No data						1063		403	38
	Math	3	No data						968		362	37
	Reading	4	No data						1340		526	39
	Math	4	No data						1305		517	40
	Reading	5	No data						1462		566	39
	Math	5	No data						1438		543	38
	Reading	6		1287		460	36		1356		593	44
	Math	6		1358		394	29		1478		410	28
	Reading	7		1640		540	33		1710		532	31
	Math	7		1580		504	32		1774		664	37
	Reading	8		1805		649	36		1972		891	45
	Math	8		1856		374	20		1946		429	22
	English 2	10		799		131		No data				
	Biology	10		562		156		No data				
	Govern-ment	10		715		273		No data				
	Algebra I	10		772		233		No data				

State	Subject	Gr	2008-09					2009-2010				
			Participation			Proficient		Participation			Proficient	
			Enrolled/ eligible to be tested (specific test)	N tested	% of enrolled by grade across tests	N	%	Enrolled/ eligible to be tested (specific test)	N tested	% enrolled by grade across tests	N	%
North Carolina NCEXTEND 2	Reading	3		3,201			16	North Carolina not posted				
	Reading	4		3,642			20					
	Reading	5		3,880			26					
	Reading	6		3,784			27					
	Reading	7		3,496			30					
	Reading	8		3,298			30					
	Math	3		2,727			30					
	Math	4		3,048			33					
	Math	5		3,389			40					
	Math	6		3,518			49					
	Math	7		3,254			49					
	Math	8		3,145			51					
	Reading and math combined	3		3,111			9					
	Reading and math combined	4		3,593			12					
		5		3,812			16					
		6		3,743			20					

State	Subject	Gr	2008-09 Participation: Enrolled/ eligible to be tested (specific test)	2008-09 Participation: N tested	2008-09 Participation: % of enrolled by grade across tests	2008-09 Proficient: N	2008-09 Proficient: %	2009-2010 Participation: Enrolled/ eligible to be tested (specific test)	2009-2010 Participation: N tested	2009-2010 Participation: % enrolled by grade across tests	2009-2010 Proficient: N	2009-2010 Proficient: %
North Carolina NCEXTEND 2	Reading and math combined	7		3,456			22	North Carolina not posted				
		8		3,262			22					
	OCS English	EoC		2,665			52					
	OCS Math	EoC		2,685			57					
	OCS Science	EoC		2,449			64					
North Dakota			No data					North Dakota not posted				
Oklahoma OMAAP	Reading	3		3222(+471 nonaccom)			37 (36)	Oklahoma not posted				
	Math	3		2828(+373 nonaccom)			54 (47)					
	Reading	4		3311(+488 nonaccom)			50 (45)					
	Math	4		2894(+433 nonaccom)			44 (36)					
	Reading	5		3318(+524 nonaccom)			36 (35)					
	Math	5		3051(+533 nonaccom)			43 (37)					
	Reading	6		3015(+624 nonaccom)			34 (30)					
	Math	6		2831(+541 nonaccom)			49 (45)					
	Reading	7		3031(+552 nonaccom)			38 (34)					
	Math	7		2934(+530 nonaccom)			41 (35)					

State	Subject	Gr	2008-09 Participation: Enrolled/ eligible to be tested (specific test)	2008-09 Participation: N tested	2008-09 Participation: % of enrolled by grade across tests	2008-09 Proficient: N	2008-09 Proficient: %	2009-2010 Participation: Enrolled/ eligible to be tested (specific test)	2009-2010 Participation: N tested	2009-2010 Participation: % enrolled by grade across tests	2009-2010 Proficient: N	2009-2010 Proficient: %
Oklahoma OMAAP	Reading	8		3045(+619 nonaccom)			48 (49)	Oklahoma not posted				
	Math	8		3072(+560 nonaccom)			37 (28)					
	Reading	EoI		2547(+1127 nonaccom)			50 (44)					
	Math	EoI		2959(+1441 nonaccom)			50 (48)					
	Science	5		2624(+374 nonaccom)			79 (75)					
	Science	8		2293(+409 nonaccom)			91 (91)					
	Biology I	EoI		2348(+1133 nonaccom)			65 (63)					
Pennsylvania								Pennsylvania not posted				
Texas TAKS-M	Reading	3		11339			102		12903			117
	Math	3		10893			101		11567			98
	Reading	4		13206			90		14119			104
	Math	4		12662			91		13561			109
	Writing	4		14447			83		15389			93
	Reading	5		15087			93		15746			105
	Math	5		15126			92		15334			97
	Science	5		16827			55		15793			68
	Reading	6		14124			86		14855			97
	Math	6		14478			80		15172			85
	Reading	7		13886			92		13643			92
	Math	7		15280			80		15183			91
	Writing	7		15378			78		15183			80

State	Subject	Gr	2008-09					2009-2010				
			Participation			Proficient		Participation			Proficient	
			Enrolled/ eligible to be tested (specific test)	N tested	% of enrolled by grade across tests	N	%	Enrolled/ eligible to be tested (specific test)	N tested	% enrolled by grade across tests	N	%
Texas TAKS-M	Reading	8		14331			90		14140			103
	Math	8		16506			73		15850			78
	Social St	8		15944			69		14674			76
	Science	8		16864			62		15612			71
	Reading	9		13834			87		14251			114
	Math	9		16051			52		16833			58
	ELA	10		11736			97		11004			101
	Math	10		13934			53		13567			72
	Social St	10		10653			74		9742			77
	Science	10		12291			57		11566			65
	ELA	11		10749			83		11059			84
	Math	11		13214			52		13389			65
	Social St	11		10117			68		10170			65
	Science	11		11951			46		11934			61

Appendix C

Table C-1. 2006-2007 Summary of States that Reported State-level AA-MAS Accommodations Data

State	Assessments	Terminology Used	By Content/ Grade?	Participation	Performance	Population Comments
Louisiana	LAA2	By specific accommodation	Yes/Yes	Yes	Yes	Students with Disabilities, LEP
North Carolina	NCEXTEND2	By specific accommodation	Yes/Yes	Yes	Yes	N/A
Oklahoma	OMAAP	With and without accommodations	Yes/Yes	Yes	Yes	Students with disabilities Note: The OAAP Portfolio facilitates all appropriate accommodations

Note: Two states that had an AA-MAS in 2006-07 did not report accommodations data (Kansas, North Dakota).

Table C-2. 2007-2008 Summary of States that Reported State-level AA-MAS Accommodations Data

State	Assessments	Terminology Used	By Content/ Grade?	Participation	Performance	Population Comments
North Carolina	NCEXTEND2	By specific accommodation	Yes/Yes	Yes	Yes	N/A
Oklahoma	OCCT and OMAAP	With and without accommodations	Yes/Yes	Yes	Yes	Students with disabilities Note: The OAAP Portfolio facilitates all appropriate accommodations

Note: Six states that had an AA-MAS in 2007-08 did not report accommodations data (California, Kansas, Louisiana, Maryland, North Dakota, Texas).

Table C-3. 2008-2009 Summary of States that Reported State-level AA-MAS Accommodations Participation Data

State	Assessment	Participation					
		With and Without Accom.	By Specific Accom.	By Non-approved/ Nonstan-dard	Ns Reported	%s Reported	Ns and %s Reported
Louisiana	LAA2	With ac-com	X		X		
North Carolina	NCEXTEND-2EOG		X				X
	NCEXTEND-2OCS		X				X
Oklahoma	OMAAP	X			X		

Note: Five states that had an AA-MAS in 2007-08 did not report accommodations participation data (California, Kansas, Maryland, North Dakota, Texas).

Table C-4. 2008-2009 Summary of States that Reported State-level AA-MAS Accommodations Performance Data

State	Assessment	Performance				
		With and Without Accomm.	By Specific Accomm.	Ns Proficient Reported	%s Proficient Reported	Ns and %s Proficient Reported
Louisiana	LAA2	Without accom	X		X	
North Carolina	NCEXTEND-2EOG		X		X	
	NCEXTEND-2OCS		X		X	
Oklahoma	OMAAP	With accom			X	

Note: Five states that had an AA-MAS in 2007-08 did not report accommodations performance data (California, Kansas, Maryland, North Dakota, Texas).

Table C-5. Data for Specific Accommodations of States with Publicly Reported Data by Accommodation for Students with Disabilities on Regular and AA-MAS Assessments

			Quiet/Individual Setting	Read-aloud (Individual and Group)
Grade 4 Reading	Kansas	Regular (N=3428) *Includes 504	44	44
		AA-MAS (N=1173) *Includes 504	58	71
	Louisiana	Regular (N=6826)	78	71
		AA-MAS (N=973)	97	97
Grade 8 Reading	Kansas	Regular (N=3051) *Includes 504	45	43
		AA-MAS (N=941) *Includes 504	49	63
	Louisiana	Regular (N=4292)	83	73
		AA-MAS (N=1617)	89	92
Grade 4 Math	Kansas	Regular (N=3612) *Includes 504	46	48
		AA-MAS (N=982) *Includes 504	61	75
	Louisiana	Regular (N=6827)	78	71
		AA-MAS (N=972)	97	97
Grade 8 Math	Kansas	Regular (N=3022) *Includes 504	43	45
		AA-MAS (N=947) *Includes 504	53	64
	Louisiana	Regular (N=4274)	83	73
		AA-MAS (N=1611)	89	92
Grade 4 Science	Kansas	Regular (N=3796) *Includes 504	39	42
		AA-MAS (N=826) *Includes 504	57	71
	Louisiana	Regular (N=6825)	78	71
		AA-MAS (N=966)	97	97
Middle School Science	Kansas	Regular (N=3117) *Includes 504	37	39
		AA-MAS Gr. 7 (N=910) *Includes 504	46	55
	Louisiana	Regular (N=4232)	82	73
		AA-MAS Gr. 8 (N=1588)	89	92