

**2015-16
Publicly
Reported
Assessment
Results for
Students with
Disabilities
and ELs with
Disabilities**

NCEO Report 407



NCEO

National Center on
Educational Outcome:

**2015-16 Publicly Reported Assessment
Results for Students with Disabilities and ELs
with Disabilities**

Deb A. Albus, Kristin K. Liu, Sheryl S. Lazarus, and Martha L. Thurlow

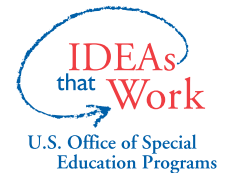
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Executive Summary

Reporting assessment results to the public has been a part of the Elementary and Secondary Education Act (ESEA) since the early 1990s, with the reauthorization of ESEA as the Improving America's Schools Act in 1994. In 1997, the Individuals with Disabilities Education Act (IDEA) included this requirement to make sure that assessment participation and performance were reported publicly for students with disabilities who received special education services.

The purpose of this report is to examine the extent to which states reported 2015-16 assessment data for students with disabilities “to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children,” as required by IDEA (Wiley, Thurlow, & Klein, 2005). It also describes how states report assessment participation and performance data to the public online. It summarizes these data for grades 4 and 8, and high school, with additional analyses that focus on average performance gaps across years. The report also summarizes the extent to which states report participation and performance for English Learners (ELs) with disabilities and examines public reporting of accommodations. A summary of results are provided below.

Extent of Public Reporting for Students with Disabilities

Thirty regular states, and one unique state, reported participation and performance for all general assessments and alternate assessments based on alternate achievement standards (AA-AAS) used for Title I accountability purposes in 2015-16. Thirty-seven of the 61 states reported both participation and performance for all general assessments and 40 reported similar data for the AA-AAS.

Of the 27 states with general assessments not used for Title I, only seven states reported participation and performance and two additional states reported performance only. This is almost exactly the same number that reported these in the prior year.

Extent of Public Reporting for ELs with Disabilities

The number of states that reported both participation and performance for ELs with disabilities decreased to two states from three in 2014-15. For AA-AAS, 13 states reported participation and performance of ELs with disabilities. This number increased by one from 12 states in 2014-15. In 2015-16, no state reported participation and performance for ELs with disabilities on general assessments not used for Title I, whereas one state reported these data in 2014-15.

How Data Are Reported

Among the regular states, the most common approaches for communicating participation and performance on general assessments and AA-AAS remained the same in 2015-16 as the prior year.

The most common way to report for regular and unique states on general assessments was in terms of the number assessed (35 states) and percent participating (28 states). For performance, the most common way for regular and unique states to report on general assessments was the percent proficient (N=38), followed by percent of students in each achievement level (N=32).

For state reporting of participation rates for middle school math, as an example of participation rate reporting, there were 17 states that reported participation rates by grade in a way that would be comparable to include in a graph. Additional states provided numbers that would possibly allow for rates to be calculated. Because the AA-MAS has been phased out of most states that used them, it is anticipated that these data should become more transparent in future reporting cycles.

Achievement Gaps

The achievement gaps between students with and without Individualized Education Programs (IEPs) in reading and mathematics continue. This report presents average achievement gaps for elementary, middle school, and high school levels. As in past reports, there were generally smaller overall gaps in elementary reading and mathematics than at the middle school and high school levels. There were a few states that did not fit this generalization.

In the previous report year (2014-15), there had been a noticeable decrease in the average gap for middle and high school mathematics from the previous two years, and the current year continued with these lower average gaps. Due to the many factors underlying achievement gaps, the reason for the observed changes starting in 2014-15 is not clear. Many states were field-testing or adopting new assessments in this time frame, which may have affected the publicly reported data.

Recommendations for Reporting

Many states have transitioned to new assessments based on college- and career-ready standards, and states continue to shift in what assessments they are using. Given this backdrop, and flexibility in different approaches for accountability reporting, there may be further changes in how participation and performance data for students with disabilities and ELs with disabilities are reported. The following recommendations are offered to states for public reporting of disaggregated data for students with disabilities:

1. Report participation and performance results for each assessment, content area, and grade level.
2. Clearly label preliminary and final data with dates posted.

3. Report participation with accommodations.
4. Report participation percentages, disaggregated by grade.
5. Make data accessible by attending carefully to the usability of formats, ease of finding information, and clarity of language. This includes not relying on a log-in code to access otherwise public data if confidentiality of individual students is not jeopardized.
6. Provide reports in a format that are user-friendly for the general public rather than relying on technical reports to be the sole type of public reporting for student data.

This report examined only the participation, performance, and achievement gaps for students with disabilities, including ELs with disabilities, on states' general and alternate assessments of reading and math. With the passage of ESSA, states are now required to disaggregate data on the progress of ELs with disabilities on statewide assessments of English language proficiency. It will be important to examine the extent to which these data are reported as well as the nature of the data that are reported.

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Overview

Reporting assessment results to the public has been a part of the Elementary and Secondary Education Act (ESEA) since the early 1990s, with the reauthorization of ESEA as the Improving America's Schools Act in 1994. In 1997, the Individuals with Disabilities Education Act (IDEA) included this requirement to make sure that assessment participation and performance were reported publicly for students with disabilities who received special education services.

This requirement has continued through subsequent reauthorizations of ESEA and IDEA. All states that receive federal funding, including unique states, are to report reading, mathematics, and science assessment data to the federal government for all students and student subgroups. In addition, states are required to report the number of students with disabilities who receive accommodations during state assessments. States report these data online to the public in several ways, including as state report cards, state assessment reports, and customized data reports generated on state education websites (Albus, Lazarus, & Thurlow, 2014).

For many years, the National Center on Educational Outcomes (NCEO) has documented the public reporting of participation and performance data for students with disabilities who receive special education services and for English learners (ELs) with disabilities when available. In its previous report for the school year 2014-15 (Thurlow, Albus, & Lazarus, 2017), NCEO noted that many states were field testing new assessments, for either their general assessment or their alternate assessments. Often, these were assessments of the consortia of states that had developed common assessments for use across states. As a result, a number of states had not provided public reports on assessment results for students with disabilities. It was expected that this was an anomaly in public reporting for just that year.

The purpose of this report is to examine the extent to which states reported 2015-16 assessment data for students with disabilities “to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children,” as required by IDEA (Wiley, Thurlow, & Klein, 2005). It also describes how states report assessment participation and performance data to the public online. It summarizes these data for grades 4 and 8, and high school, with additional analyses that focus on average performance gaps across years. The report also summarizes the extent to which states report participation and performance for ELs with disabilities. It also examines the public reporting of accommodations.

NCEO has tracked and analyzed public reporting for students with disabilities for more than 15 years. In 2014-15, the total number of regular and unique states reporting disaggregated participation and performance data online for students with disabilities on general assessments was 42 states (Thurlow et al., 2017). This was a slight decrease from 45 states reporting these data in 2013-14 (Lazarus, Albus, & Thurlow, 2016). This number was 52 states in 2012-13, 49

states in 2011-12, 53 states in 2010-11, and 46 states in 2008-09 and 2007-08 (Albus, Lazarus & Thurlow, 2015; Albus & Thurlow, 2013; Thurlow, Bremer, & Albus, 2011; Albus, Thurlow, & Bremer, 2009). From 2002-03 to 2006-07, the number of states reporting participation and performance varied between 35 states and 39 states (Klein, Wiley, & Thurlow, 2006; Thurlow, Bremer, & Albus, 2008; Thurlow & Wiley, 2004; Thurlow, Wiley, & Bielinski, 2003; Wiley, Thurlow, & Klein, 2005; VanGetson & Thurlow, 2007).

In 2014-15, the number of states that reported disaggregated participation and performance data on alternate assessments based on alternate achievement standards (AA-AAS) was 37. In 2013-14, this number was 48 states. The number of states reporting for the AA-AAS had been as high as 52 in 2012-13 and as low as 36 states in 2006-07 and 2007-08.

In 2014-15, only three states reported both participation and performance for ELs with disabilities for Title I assessments, whereas 12 states reported data for the AA-AAS for ELs with disabilities. In addition, one state reported participation and performance for ELs with disabilities on general assessments not used for Title I. It was expected that these numbers might increase, given the increased emphasis on ELs with disabilities in ESSA.

Method

Between January and March 2016, state department of education websites were searched for publicly available reports that disaggregated participation and performance data for students with disabilities for the 2015-16 school year (i.e., state assessment reports, state report cards, customized report generators, and other report formats). The Annual Performance Report (APR) that states submit for federal accountability was not included in the analysis.

States included in the search were the 50 “regular” states and 11 “unique” states (American Samoa, Bureau of Indian Education, Commonwealth of Northern Mariana Islands, U.S. Department of Defense Education Activities, District of Columbia, Federated States of Micronesia, Guam, Palau, Puerto Rico, Republic of the Marshall Islands, and U.S. Virgin Islands). Participation and performance data were collected, as well as information about how states reported those data. Data collection included all general and alternate assessments regardless of whether they were used for Title I accountability, including those assessments required to be given to subpopulations such as those designed for bilingual students or ELs that were either general or alternate assessments.

Individual state summary tables were prepared for verification using the information gathered about how states reported participation and performance. This verification process with state assessment directors and state directors of special education occurred from August to October,

2017. A total of 26 states verified their state data, up from just 13 states the prior year. After the verification was completed, the information on how and whether states reported participation and performance was summarized and additional information on participation rates and proficiency rates were analyzed. Double-checks of the data were completed for accuracy. Appendix A provides a sample of the email that was sent to state directors for verification, along with a sample of tables used in the verification process.

Different types of assessments are given in states to serve one or more purposes. For example, some are given for accountability, while others are for diploma or graduation purposes. Some assessments may serve dual purposes within a state. Although the data collected for this report included all state-level administered assessments found on state websites, this report focuses on how states publicly reported participation and performance data for students with disabilities on general assessments and AA-AAS. For this analysis, assessments were defined as follows:

General assessment: Any assessment intended for students without disabilities and most students with disabilities that is designed to measure content area performance for Title I accountability or for exit or diploma purposes. General assessments may include end-of-course assessments for states that have them.

Alternate assessment based on alternate achievement standards (AA-AAS): Any assessment intended for a very small percentage of students with disabilities who have significant cognitive disabilities to measure content area performance for Title I accountability, or for exit or diploma purposes. AA-AAS may include end-of-course assessments for states that have them.

For the few states that administer additional types of alternate assessments, such as those using modified achievement standards or grade-level achievement standards, we provide only basic information on how they reported those data.

Changes in policies over time for reporting data to the U.S. Department of Education, as well as adjustments in our own criteria, which narrowed after 2004-05, likely have affected the numbers of states counted as reporting on the general assessment and AA-AAS across years. APR data were not counted as publicly reported data after 2004-05 because these data were not necessarily reported with the same frequency and detail as public reporting for all students (see Thurlow et al., 2008).

Results

Results are presented in five sections in this report. The first section presents information about how states reported participation and performance data for students with disabilities for general

and alternate assessments used for Title I accountability as well as those assessments not used for Title I accountability. It also examines how the same data were reported for English learners with disabilities. The second section describes the approaches states used to report participation data for general assessments. The third section describes the approaches states used to report performance data for general assessments. The fourth section presents general assessment performance data at the elementary, middle school, and high school levels for reading and math, including information about average achievement gaps. The final section presents information about the public reporting of the use of accommodations on state assessments.

How States Reported Participation and Performance Data

General Assessment Data for Students with Disabilities

Figure 1 shows that 37 of the 61 regular and unique states (61%) reported participation and performance for all general assessments used for Title I accountability for students with disabilities. Fifteen percent reported participation and performance for some general assessments and 15 percent had no publicly reported data. Four of the 9 states with no publicly reported data for students with disabilities also had no publicly reported data for students without disabilities (or for all students). Five percent (3 unique states) had no general assessments used for Title I because they are not held to ESEA requirements. States with “no information found” (2%) differed from states without reported data found in that no assessment information or documents were found for general students in those states.

Figure 2 shows how each state reported the participation and performance of students with disabilities for the general assessment. The map shows that most states had full reporting of participation and performance for students with disabilities on general assessments used for Title I accountability. For details, see Table B-1 in Appendix B.

Figure 1. Extent of Reporting of General Assessment Data for Students with Disabilities Used for Title I [N=61]

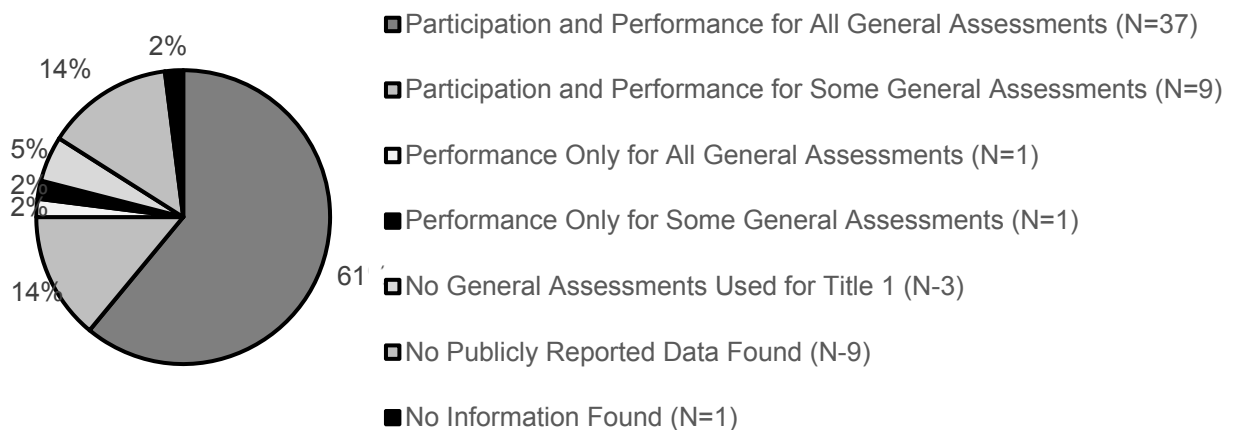
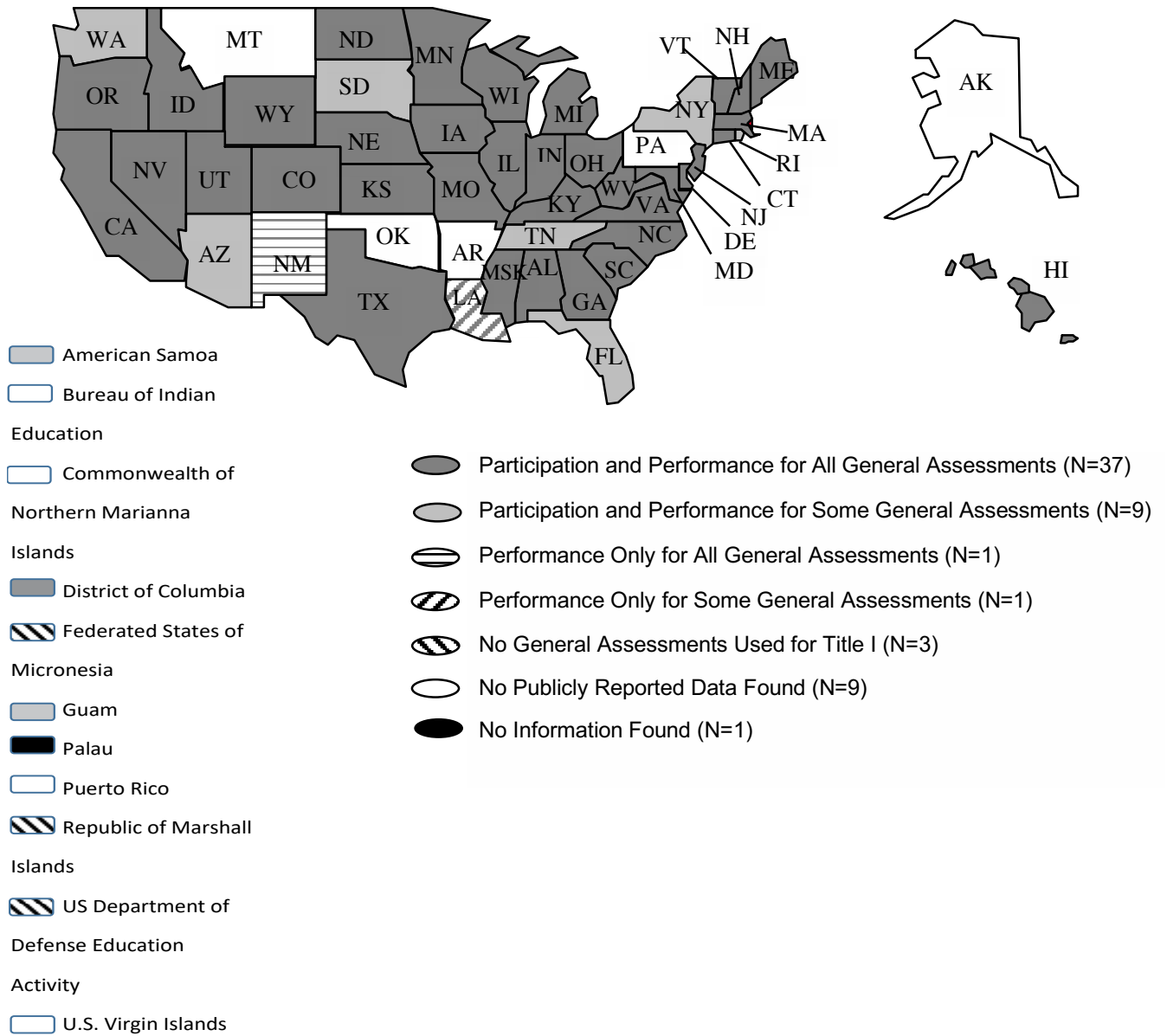


Figure 2. States Reporting 2015-16 Disaggregated Participation or Performance Data for Students with Disabilities on General State Assessments Used for Title I*



*Note: The figure does not include state APR data. A broad definition was used to determine whether a state had data. States were included if they had any data reported for the assessment (regardless of whether it was across all grades, by grade range, or for specific grades).

Thirty-four states only had general assessments used for Title I. We examined reporting for the remaining 27 states, which had additional assessments, ones not used for Title I accountability. Figure 3 shows that of the 27 states that had general assessments not used for Title I, 7 states reported participation and performance data for all tests, 2 reported performance only for all tests, and 18 states did not publicly report data.

Figure 3. Extent of Reporting of General Assessment Data for Students with Disabilities Not Used for Title I [N=61]

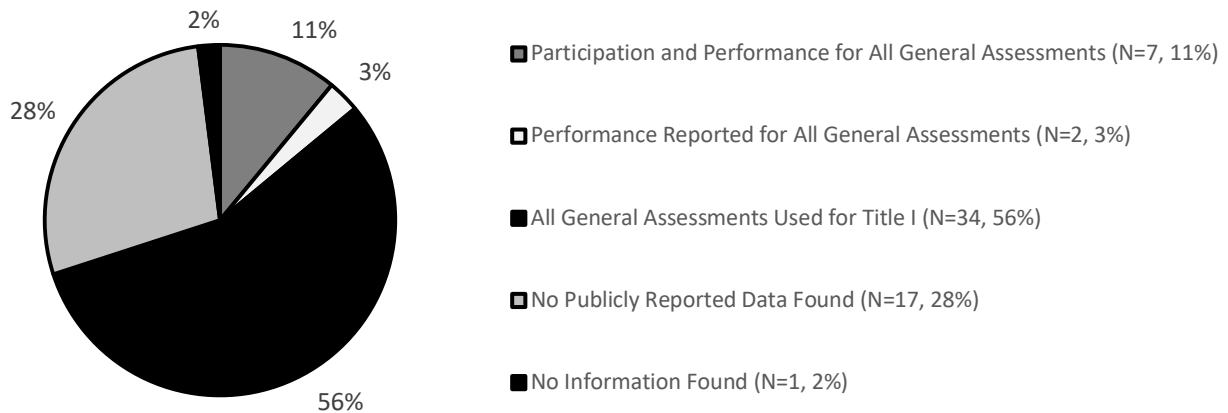
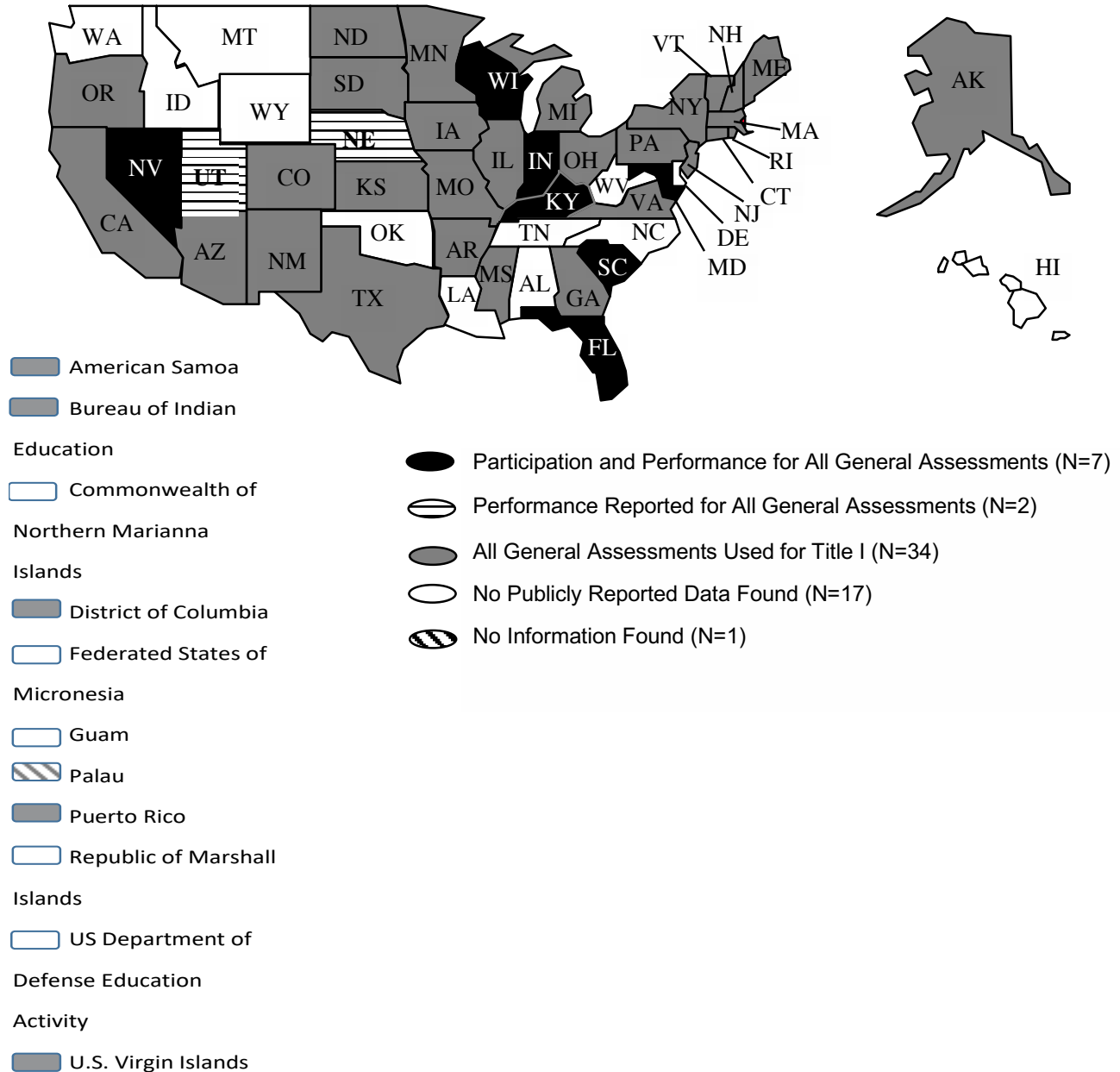


Figure 4 presents participation and performance reporting by state for general assessments not used for Title I. This map shows that only a handful of states publicly reported participation and performance for these assessments. For details, see Table B-2 in Appendix B.

Figure 4. States Reporting 2015-16 Disaggregated Participation or Performance Data for Students with Disabilities on General Assessments Not Used for Title I*



*Note: States were included if they had any data reported for the assessment (regardless of whether it was across all grades, by grade range, or for specific grades).

Alternate Assessment Based on Alternate Achievement Standards (AA-AAS) Data for Students with Disabilities

This section presents information on the extent to which states reported participation and performance data for students with disabilities on alternate assessments based on alternate achievement standards (AA-AAS) used for Title I. Figure 5 shows that 40 states reported both participation and performance data for all AA-AAS. This represents 65% of the states. One state reported these data for some AA-AAS, and two states reported performance only. The remaining states either had no AA-AAS used for Title I, had no publicly reported data found for AA-AAS, or no information was found about having an AA-AAS.

Figure 5. Extent of Reporting of AA-AAS Used for Title I [N=61]

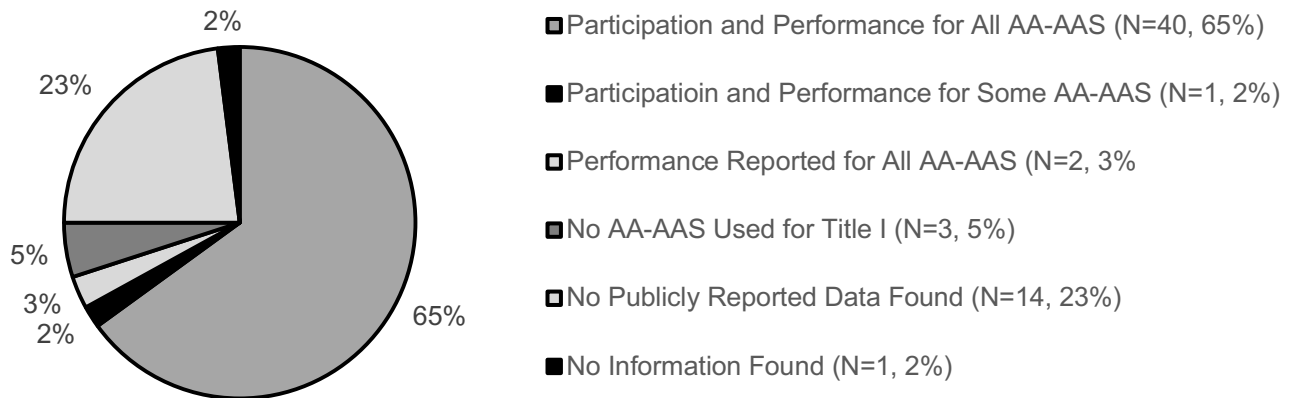
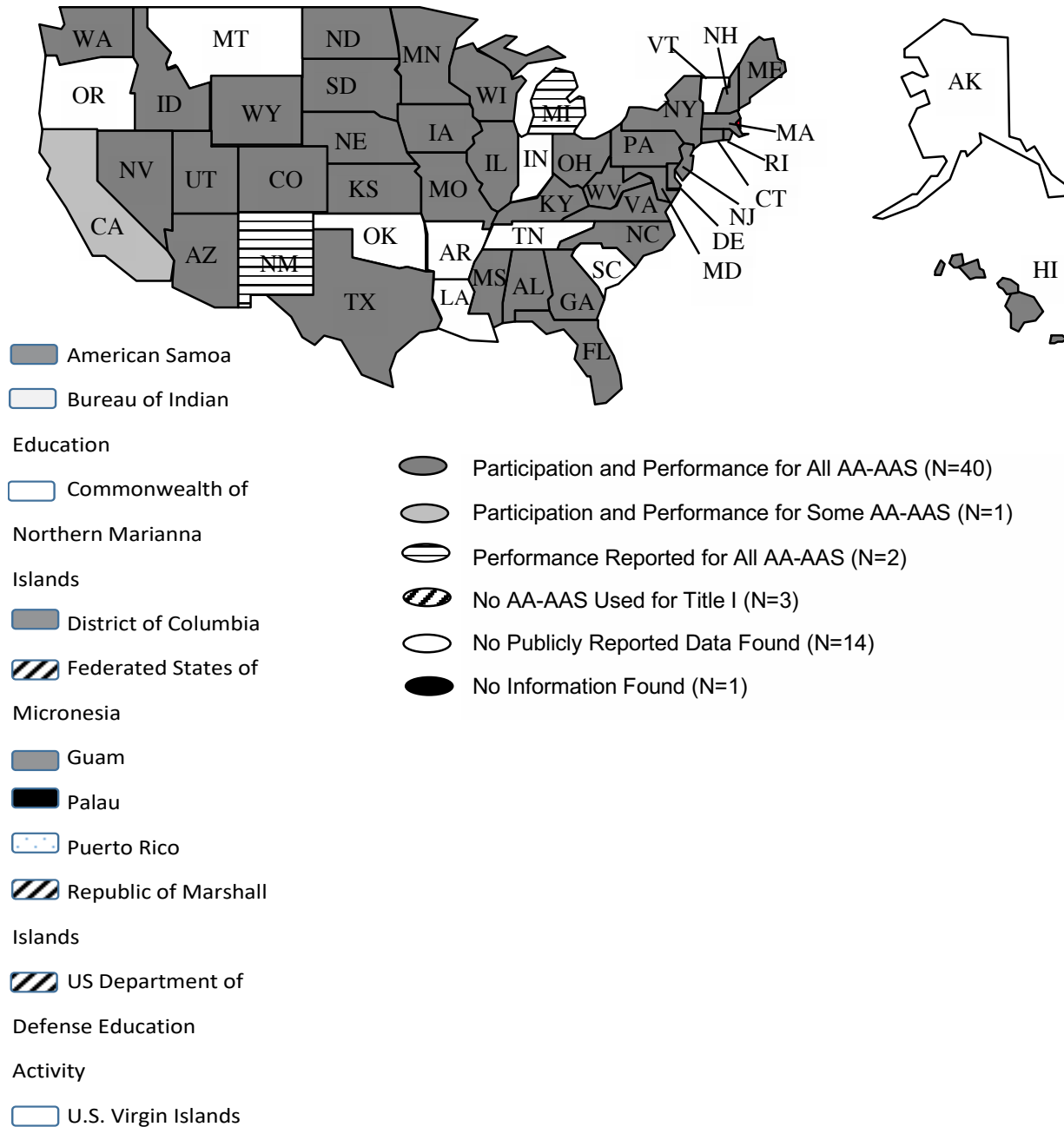


Figure 6 shows the states that reported participation and performance data for AA-AAS used for Title I accountability. The map shows that most states (N=40) publicly reported participation and performance for students with disabilities for these assessments. For details, see Table B-3 in Appendix.

Figure 6. States Reporting 2015-16 Participation or Performance Data for Students with Disabilities on AA-AAS Used for Title I*



*Note: The figure does not include state APR data. A broad definition was used to determine whether a state had data. States were included if they had any data reported for the assessment (regardless of whether it was across all grades, by grade range, or for specific grades).

Assessment Data for English Learners with Disabilities

Like their peers, most English learners with disabilities take general assessments. Only a small percentage take an AA-AAS. Figure 7 shows that 53 states did not report participation or performance for ELs with disabilities on general assessments used for Title I. Only 2 states reported both participation and performance data for all general assessments used for Title I. This represents 3% of the states.

Figure 7. Extent of States Reporting Data for ELs with Disabilities on General Assessments Used for Title I [N=61]

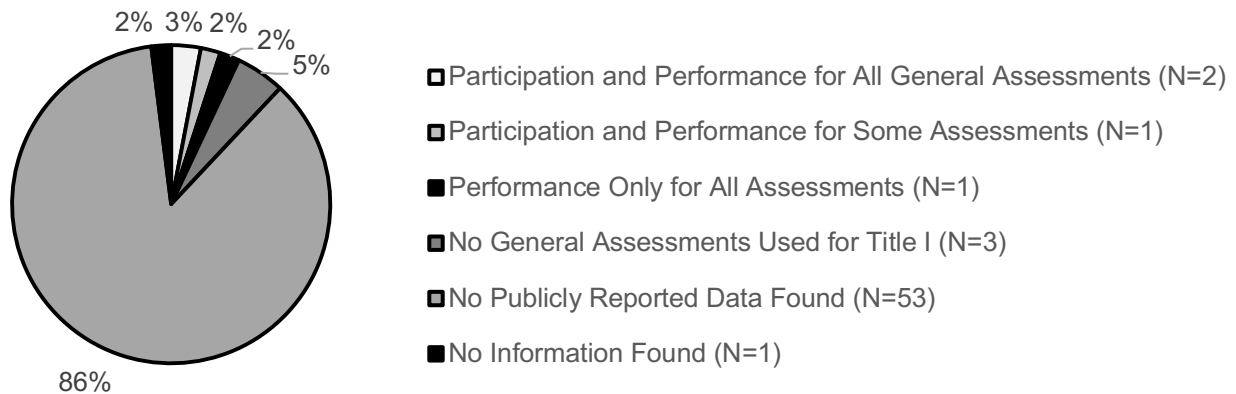
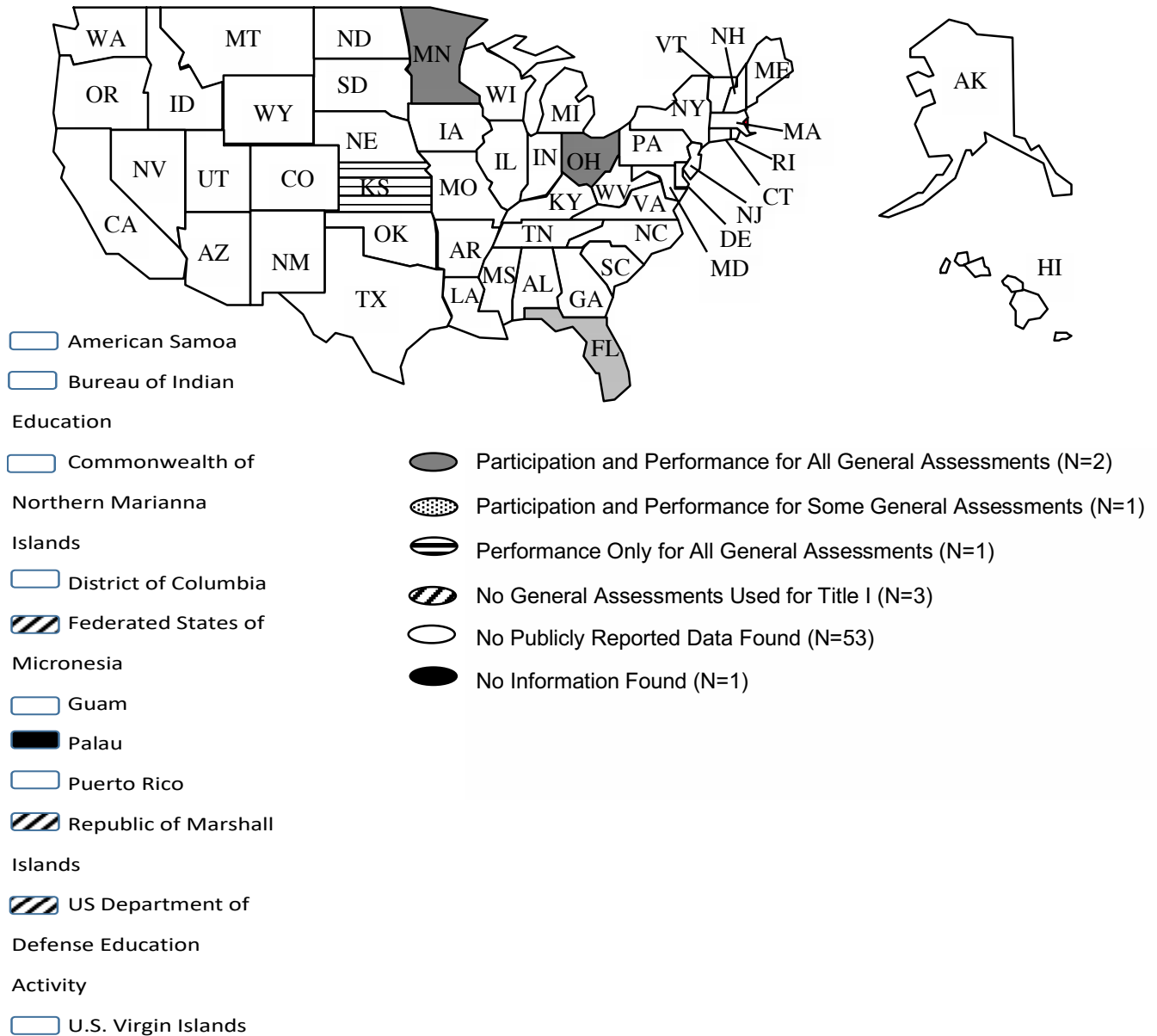


Figure 8 presents the states that reported participation and performance data for ELs with disabilities on general assessments used for Title I. This map shows that very few states (N=2) publicly reported participation and performance data for ELs with disabilities on all general assessments. For details, see Table B-4 in Appendix B.

Figure 8. States Reporting 2014-15 Disaggregated Participation or Performance Data for ELs with Disabilities on General Assessments Used for Title I



*Note: The figure does not include state APR data. A broad definition was used to determine whether a state had data. States were included if they had any data reported for the assessment (regardless of whether it was across all grades, by grade range, or for specific grades).

For the 27 states that had general assessments not used for Title I, no state reported participation and performance for ELs with disabilities (see B-5 in Appendix B for more details).

Figure 9 shows that 13 states, or 21% of states, publicly reported participation and performance on all AA-AAS for ELs with disabilities. Another 2 states publicly reported these data for some of their AA-AAS. Forty-three states did not publicly report data for ELs with disabilities who participated in an AA-AAS.

Figure 9. Extent of States Reporting AA-AAS Data for ELs with Disabilities for Title I [N=61]

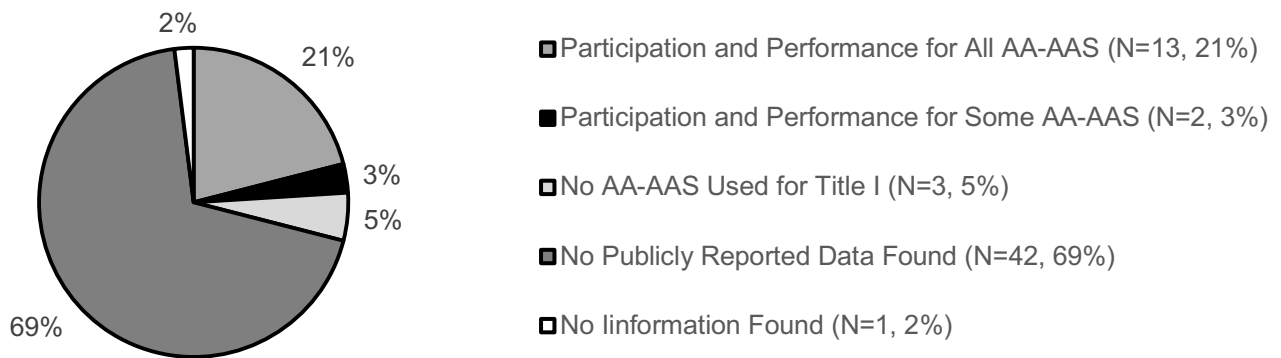
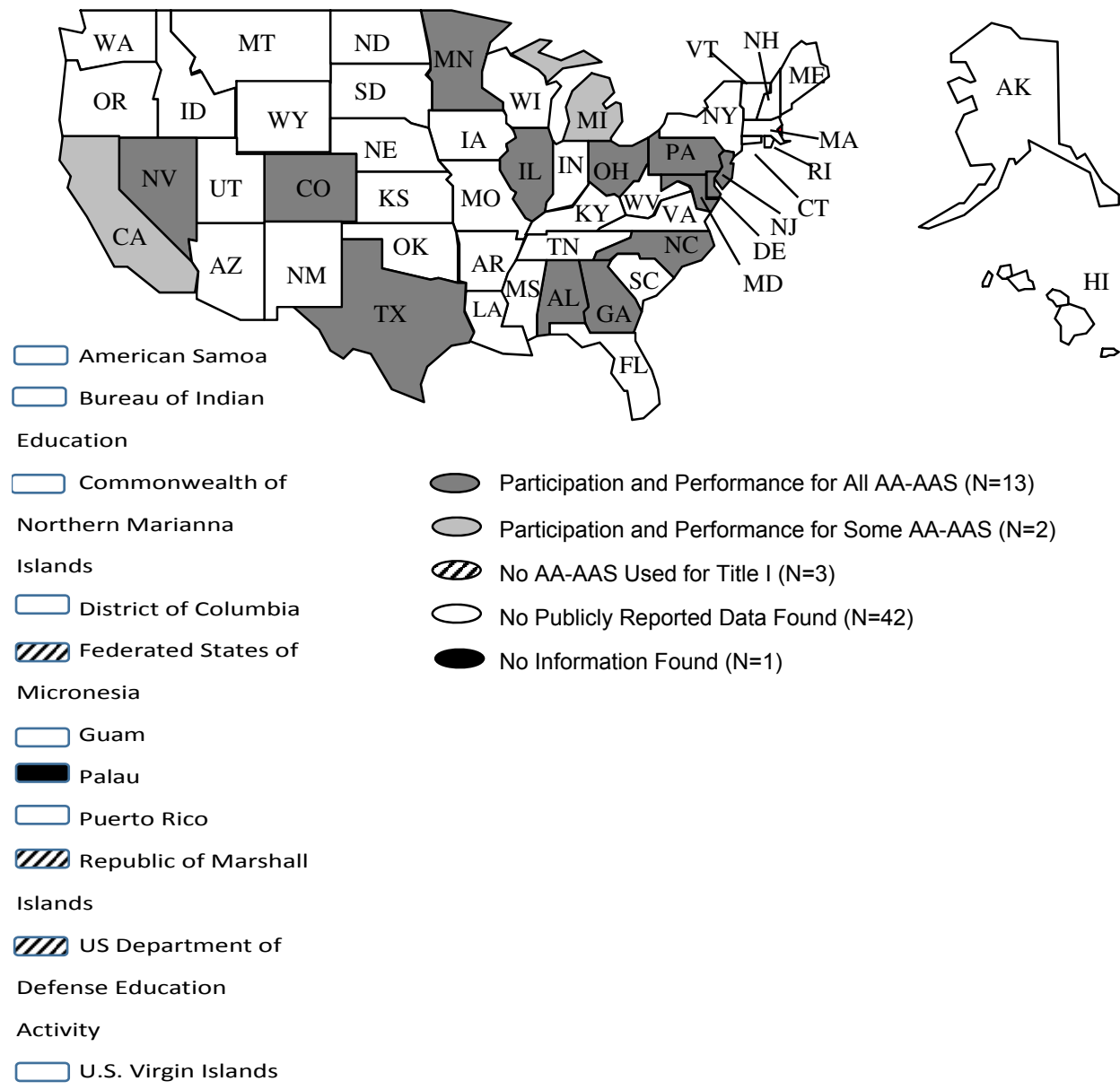


Figure 10 shows the 15 states that reported participation and performance for ELs with disabilities on some or all of the AA-AAS used for Title I. For details, see Table B-6 in Appendix B.

Figure 10. States Reporting 2015-16 Disaggregated Participation or Performance Data for ELs with Disabilities on AA-AAS Used for Title I



Alternate Assessment Based on Modified Achievement Standards (AA-MAS) Data for Students with Disabilities and ELs with Disabilities

Alternate assessments based on modified achievement standards (AA-MAS) were an optional assessment used for Title I accountability until 2014-15. In 2015-16, two states continued to administer these assessments in their states. These states reported participation and performance data for that year, either separately or noted that the AA-MAS data were merged with data for the general assessment. Both states also reported participation and performance disaggregated for ELs with disabilities. For details, see Table B-7 in Appendix B.

Alternate Assessment Based on Grade-Level Achievement Standards (AA-GLAS) Data for students with Disabilities and ELs with Disabilities

According to the publicly available data on state assessments found, two states had an Alternate Assessment based on Grade-Level Achievement Standards (AA-GLAS). Both of these states reported participation and performance data for students with disabilities, and one reported these data for ELs. For details see Table B-8 in Appendix B.

Reporting Participation in 2015-16

States reported participation data for assessments in several ways. Figure 11 shows the approaches taken by 46 states that reported participation data. Thirty-five states publicly reported the number of students tested and 28 states reported the percent of students participating in general assessments for the Title I accountability system. Four states reported the percent of students with no scores or the number of students with no scores. Figure 11 includes data for states that used any method of reporting participation data (i.e., by grade and test, by merging grades and tests, by grade with tests merged, and by test with grades merged). For additional details see Table B-9 in Appendix B. For details about AA-AAS participation see Table B-10 in Appendix B.

Figure 11. States Reporting Participation by Students with Disabilities for General Assessments Used for Title I Accountability in 2015-16

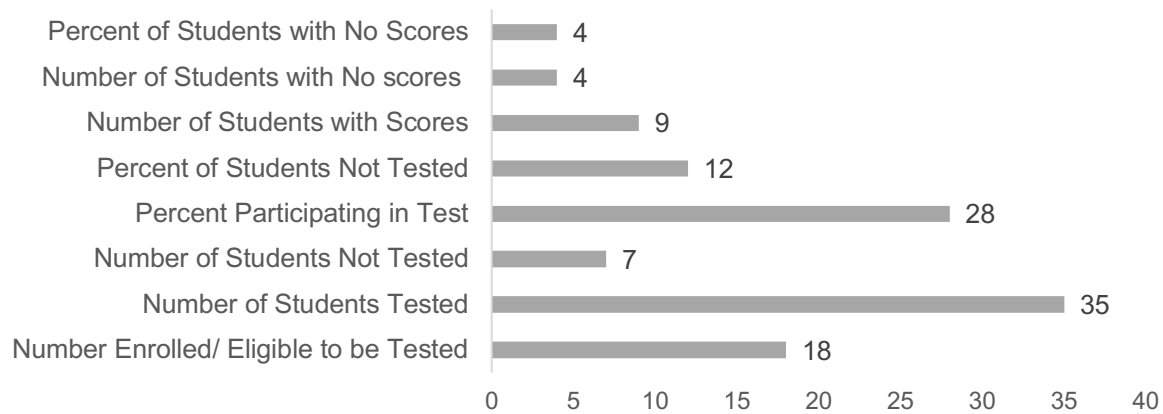
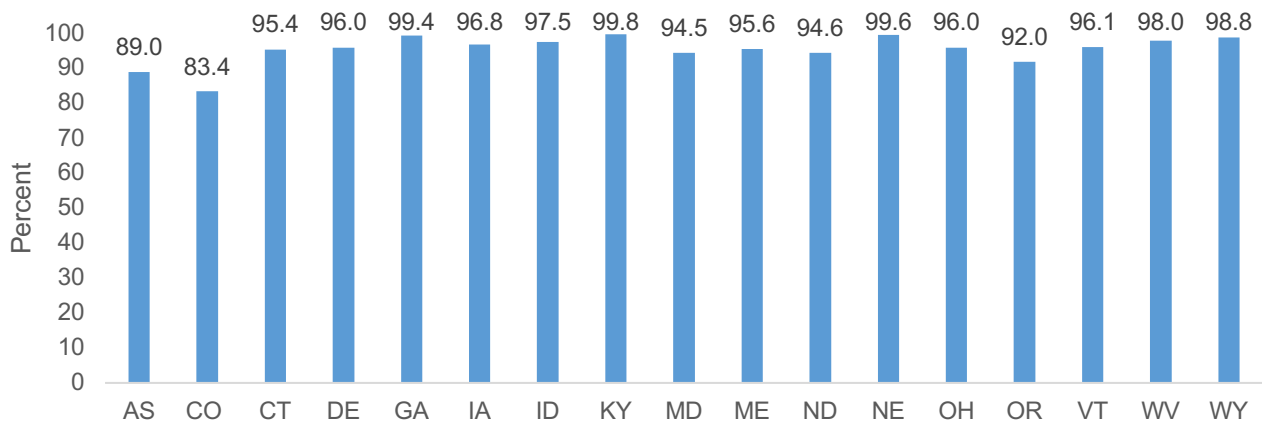


Figure 12 shows the participation rates for grade 8 mathematics for those states with this information reported by grade and test. Of the 28 states that reported on participation rates, 17 states reported these data with denominators based on students with disabilities in grade 8 using an approach that could be compared (e.g., does not include rates of entire population or rates reported by accommodated status). See Appendix Table B-11 for the state abbreviation key.

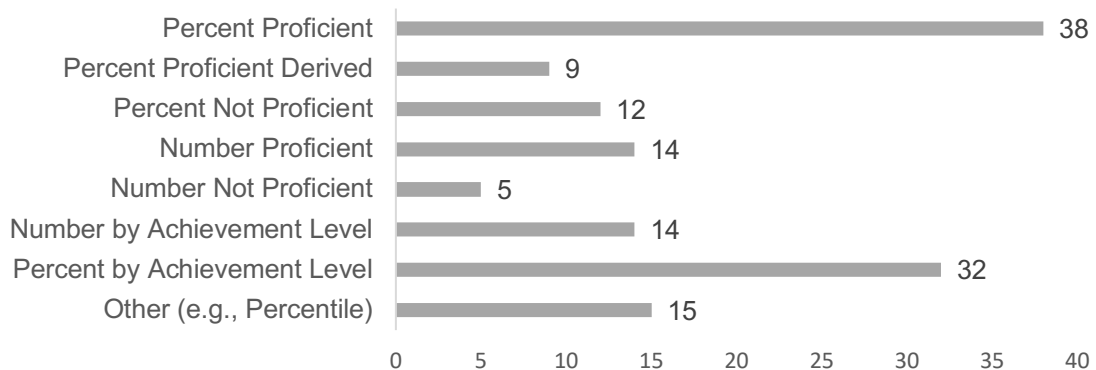
Figure 12. Percentages of Students with Disabilities Participating in Middle School General Math Assessments in Those States with Reported Participation Rates by Grade Level in 2015-16



General Assessment Performance Approaches for Students with Disabilities

States reported performance data in a variety of ways, such as the number or percent in each achievement level, percent proficient or not proficient, average scaled scores, or percentiles, for example. Figure 13 shows that of the 47 states that reported performance data, the most common way was by percent proficient (N=38). The next most frequent way was by percent proficient by achievement level (N=32). The “other” category includes states that reported scaled scores, percentiles, or other types of scores. This figure includes data from states that used any method of reporting participation data (i.e., by grade and test, by merging grades and tests, by grade with tests merged, and by test with grades merged). Also, states could be counted more than once for the type of data reported, so the number does not total to 61 states. For additional details see Table B-12 in Appendix B. For details about AA-AAS performance see Table B-13 in the Appendix.

Figure 13. Number of States Reporting Performance in Different Ways for Students with Disabilities in 2015-16 General Assessments Used for Title I



Selected Results of General Assessment Performance for Students with Disabilities

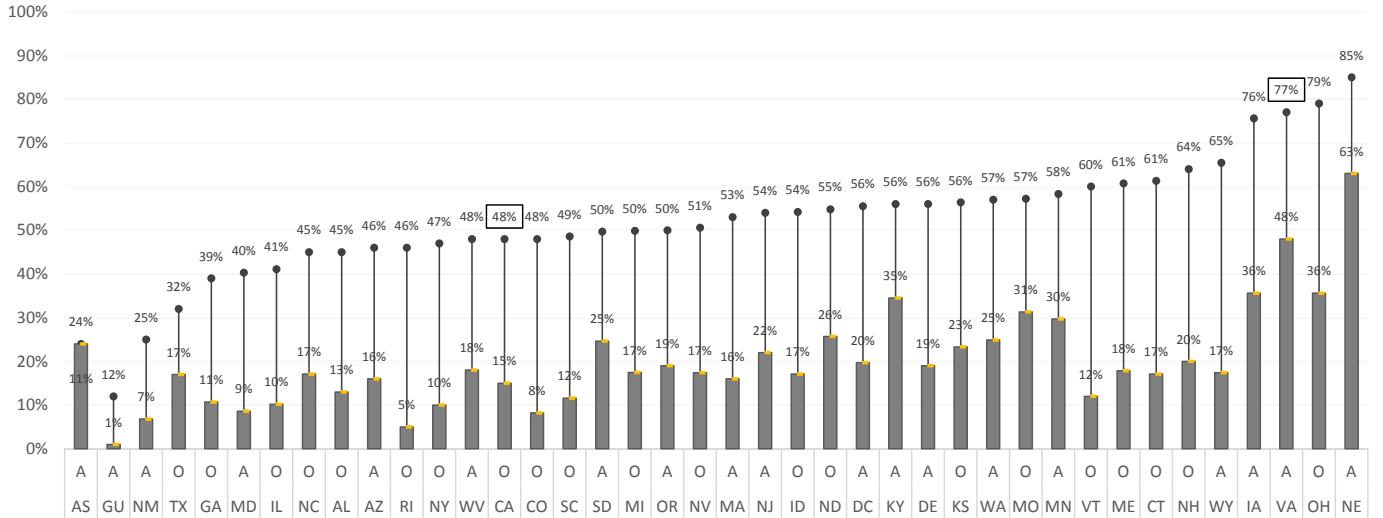
In this section the performance of students with and without Individualized Education Programs (IEPs) is compared for states that reported data for each of three representative grades (e.g., Grade 4, Grade 8, and high school) by the content areas of reading and mathematics. Figures 14 to 19 show the gaps between students with disabilities and a comparison peer group, with the solid line representing the gap between student groups. The comparison peer group varied by state, with some states reporting the performance of students without IEPs and others reporting the total student population that included students with IEPs. Because the gaps were affected by whether a state used a comparison group of all students or students without disabilities, we indicate the group used by each state on the horizontal axis with an A if the state included all students and an O if the comparison group for the state was students who do not have IEPs. The students without IEPs group may include students with 504 plans depending on how a state defined its population. Therefore, the gaps reported here could also vary based on how those states reported their performance data. States with an AA-MAS are indicated in the figures with a box around the percent proficiency number for the comparison group, but these states did not report AA-MAS merged with the regular assessment. See Appendix Table B-11 for the state abbreviation key.

Elementary School

Figures 14 and 15 present the results for Grade 4. Across the states, the smallest gap between students with IEPs and the comparison group for elementary reading was 11 percentage points, and the largest gap was 48 percentage points. For elementary mathematics, the gap ranged from 7 percentage points to 44 percentage points.

Figure 14. Percent Proficient for Elementary Reading*

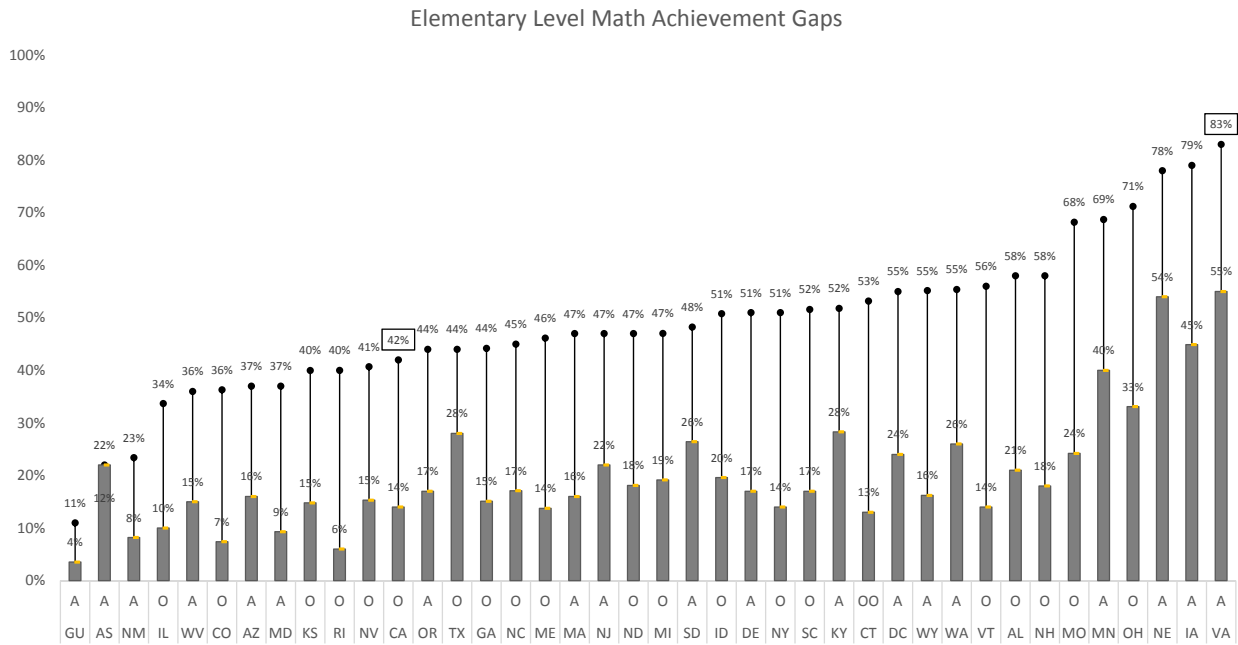
Elementary Level Reading Achievement Gaps



Legend: Heavy Solid Bar= Students with IEPs percent proficient
 Narrow Solid Line = Gap between students with IEPs and the comparison group
 Box= State has an AA-MAS
 A= All students (n=19 states)
 O=Students without IEPs (n=21 states)

*Note: N=40 of 61 states [includes unique states]; No data=21 states.

Figure 15. Percent Proficient Elementary Mathematics*



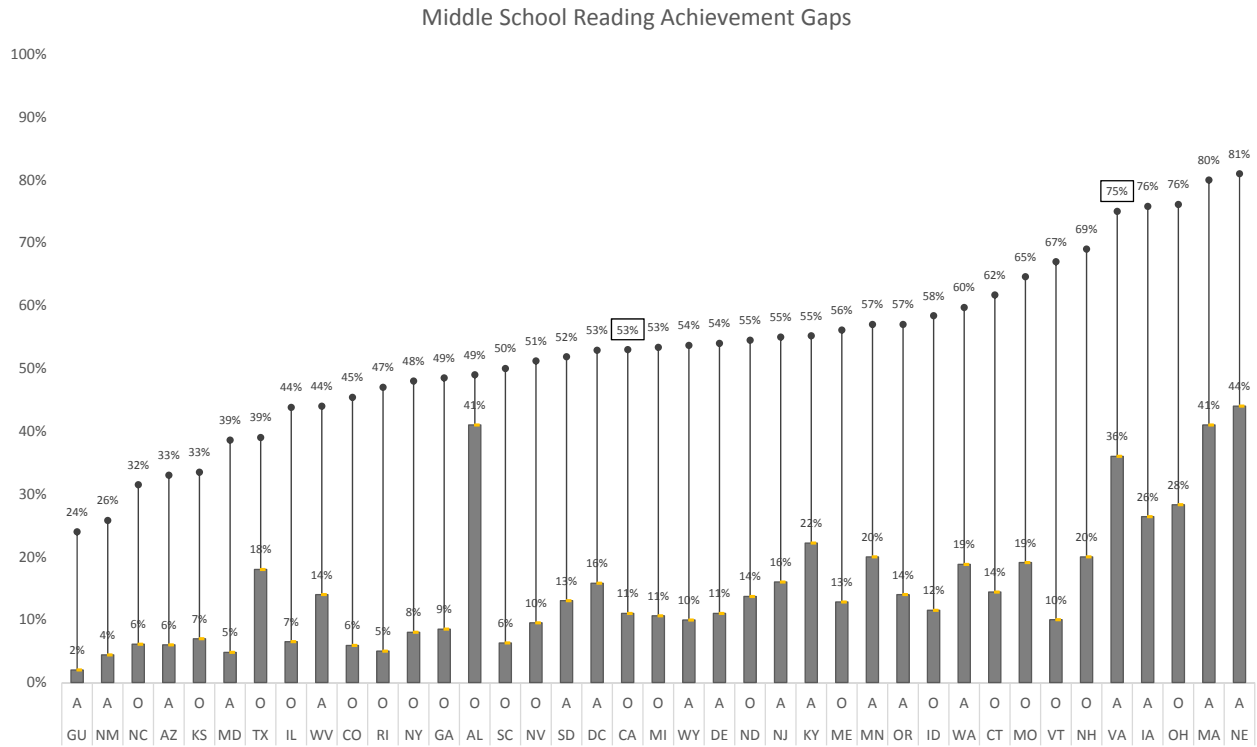
Legend:
 Heavy Solid Bar= Students with IEPs percent proficient
 Narrow Solid Line = Gap between students with IEPs and the comparison group
 Box= State has an AA-MAS
 A= All students (n=19 states)
 O=Students without IEPs (n=21 states)

*Note: N=40 of 61 states [includes unique states]; No data =21 states

Middle School

Figures 16 and 17 show the performance gaps for Grade 8 reading and mathematics. At the middle school level, for reading, gaps ranged from 21 percentage points to 49 percentage points. For mathematics, the gaps ranged from 1 percentage points to 49 percentage points.

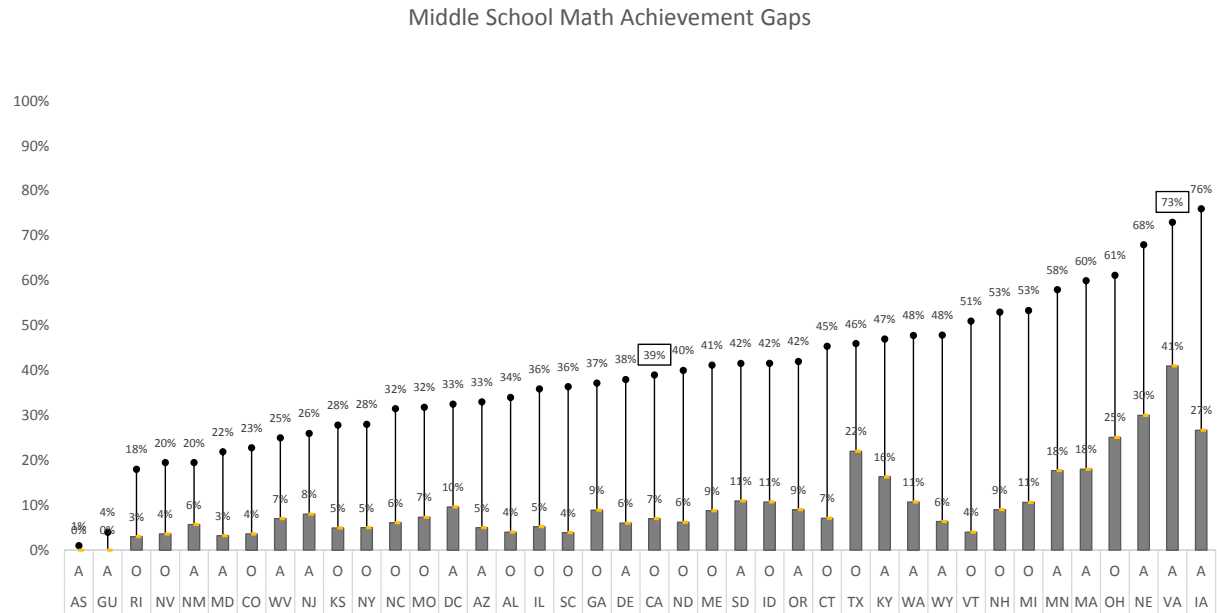
Figure 16. Percent Proficient for Middle School Reading*



Legend: Heavy Solid Bar= Students with IEPs percent proficient
 Narrow Solid Line = Gap between students with IEPs and the comparison group
 Box= State has an AA-MAS
 A= All students (n=18 states)
 O=Students without IEPs (n=21 states)

*Note: N=39 of 61 states [includes unique states]; No data=22 states

Figure 17. Percent Proficient Middle School Mathematics*



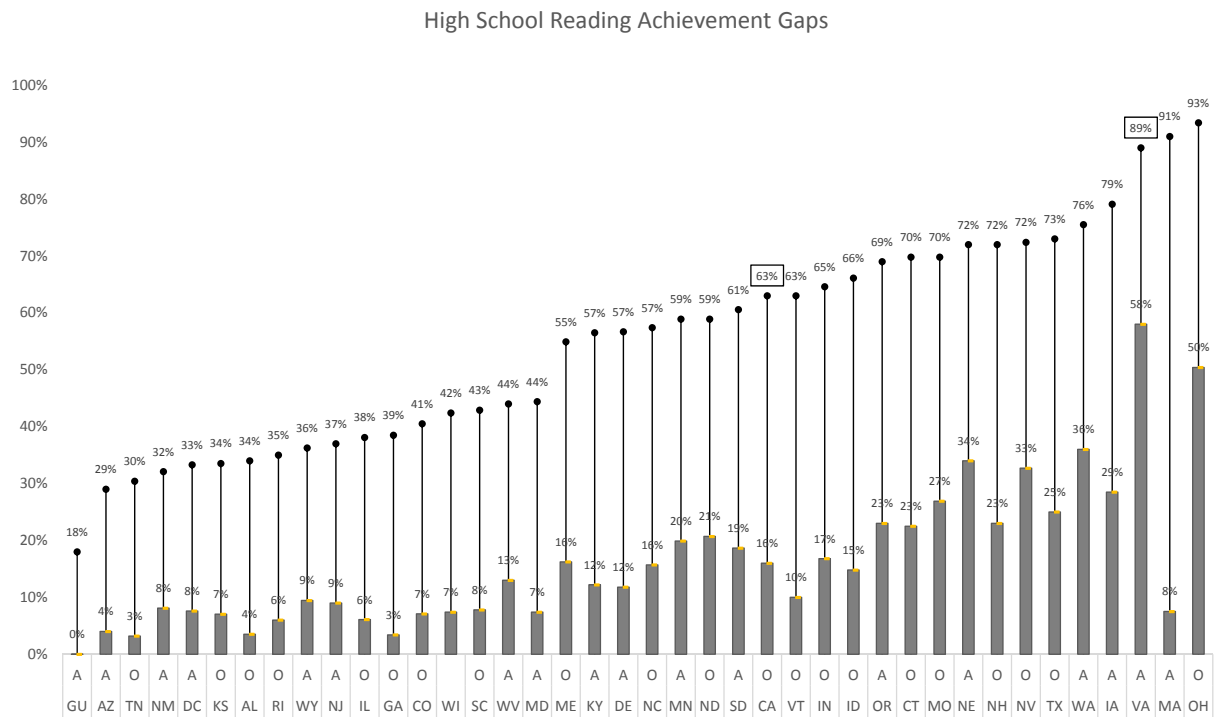
Legend: Heavy Solid Bar= Students with IEPs percent proficient
 Narrow Solid Line = Gap between students with IEPs and the comparison group
 Box= State has an AA-MAS
 A= All students (n=19 states)
 O=Students without IEPs (n=21 states)

- Note: N=40 of 61 states [includes unique states]; No data=21 states

High School

Figures 18 and 19 show gaps for high school reading and mathematics. Grade 10 was used when more than one grade was tested. For reading, the gaps ranged from 18 percentage points to 83 percentage points; for mathematics the range is from 3 percentage points to 44 percentage points.

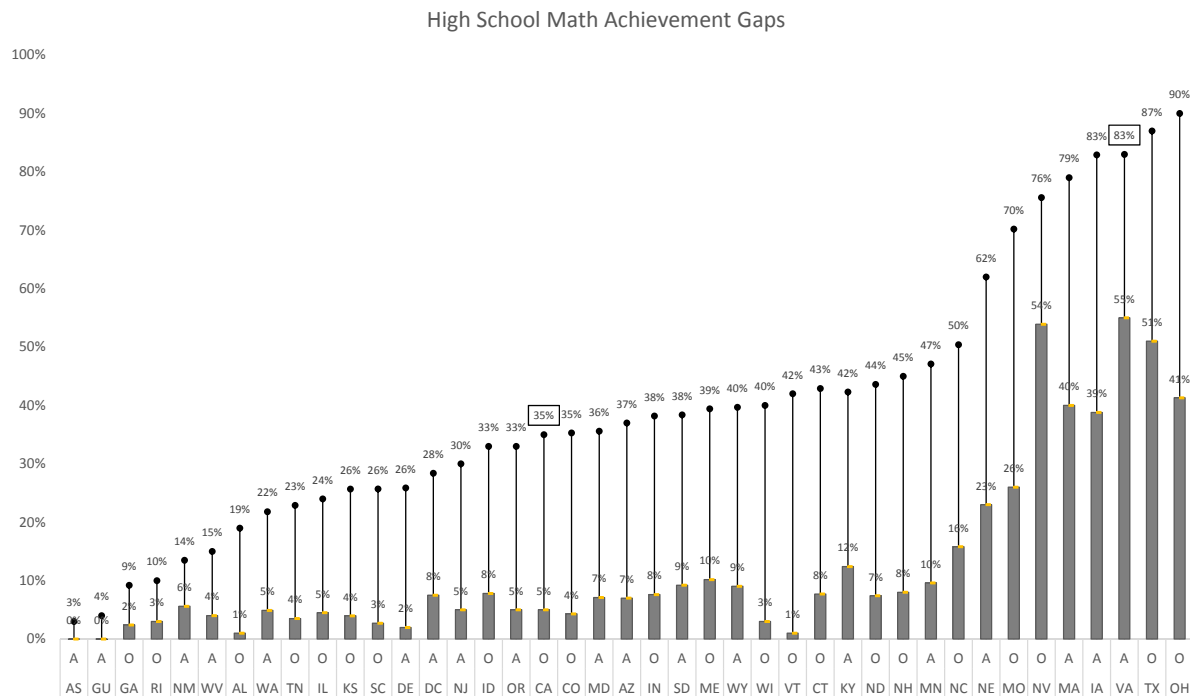
Figure 18. Percent Proficient for High School Reading*



Legend:
 Heavy Solid Bar= Students with IEPs percent proficient
 Narrow Solid Line = Gap between students with IEPs and the comparison group
 Box= State has an AA-MAS
 A= All students (n=18 states)
 O=Students without IEPs (n=22 states)

*Note: N=40 of 61 states [includes unique states]; No data= 21 states

Figure 19. Percent Proficient for High School Mathematics*



Legend:
 Heavy Solid Bar= Students with IEPs percent proficient
 Narrow Solid Line = Gap between students with IEPs and the comparison group
 Box= State has an AA-MAS
 A= All students (n=19 states)
 O=Students without IEPs (n=22 states)

*Note: N=41 of 61 states [includes unique states]; No data= 20 states

Average Gap Summaries for Students With and Without IEPs by Content Area and School Level

Table 1 summarizes the average achievement gaps between students with IEPs and the comparison peer group. The comparison peer group may or may not include students with IEPs depending on the reporting practices of each state. The table presents gaps by content area and school levels across select years. There are limitations to this analysis in that the number of states with data fluctuates each year and the assessments a state use may change over time. Further, in prior years, some states reported AA-MAS performance merged with general assessment performance.

Table 1 shows the mean gaps for every other year from 2006-07 through 2014-15 and the current year. The average gap is presented with the number of states with data for each year. The gap sizes changed only slightly across grades and content areas except for 2014-15 and the current year for middle and high school math, where math average gaps were much lower compared

to previous years, even though the number of states changed only slightly. For example, for elementary reading, the mean gap was 31 in 2006-07 and 2008-09, 34 in 2010-11, 35 in 2012-13, 32 in 2014-15, and 33 in 2015-16. But for middle and high school math, the gap ranged from 37 to 40 from 2006-07 to 2013-14, but was 28 to 30 in the past two years.

Table 1. Gaps for Students with IEPs and Comparison Peer Group on General Assessments: Biannually from 2006-07 to 2014-15 and Current Data Year

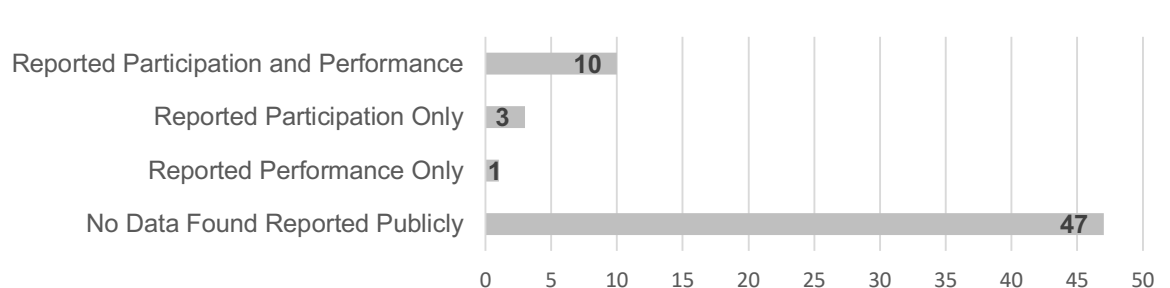
Grade Ranges	Mean Gaps for All States with Data ¹											
	2006-2007		2008-2009		2010-11		2012-13		2014-15		2015-16	
	Gap	No. of states	Gap	No. of states	Gap	No. of states	Gap	No. of states	Gap	No. of states	Gap	No. of states
Elementary Reading	31	47	41	45	34	45	35 (34)	45 (48)	32 (32)	41 (42)	33 (32)	37 (40)
Middle School Reading	40	47	40	46	41	45	41 (41)	45 (48)	38 (38)	41 (42)	39 (39)	37 (39)
High School Reading	40	46	40	44	40	45	39 (38)	46 (49)	37 (36)	41 (42)	39 (38)	38 (40)
Elementary Math	29	47	28	46	30	45	32 (32)	45 (48)	29 (28)	41 (42)	30 (29)	37 (40)
Middle School Math	40	47	38	46	40	42	40 (39)	45 (48)	29 (29)	41 (42)	31 (29)	37 (40)
High School Math	38	44	37	44	40	43	37 (36)	46 (49)	28 (27)	42 (43)	28 (27)	38 (41)

¹Data in parentheses include the unique states. Data including the unique states were not available prior to 2012-13 so were not included in the analyses.

Accommodations Data for Students with Disabilities

Figure 20 presents the number of regular and unique states that reported data for students with disabilities using accommodations on the general assessment, by whether the state reported participation, performance, or both. Only 14 states had any accommodations data reported, with 10 states reporting participation and performance, 3 states reporting participation only, and 1 state reporting performance only. This shows a decrease from the prior year where 20 states reported data on students using accommodations, with 12 states reporting participation and performance and 8 states either reporting only participation or performance. See Appendix B-14 for specific state information shown in Figure 20.

Figure 20. Number of States Reporting Accommodations Data



Summary and Conclusions

Extent of Public Reporting for Students with Disabilities

Thirty regular states, and one unique states, reported participation and performance for all general assessments and alternate assessments based on alternate achievement standards (AA-AAS) used for Title I accountability purposes in 2015-16. Thirty-seven of the 61 states reported both participation and performance for all general assessments and 40 reported similar data for the AA-AAS.

Of the 27 states with general assessments not used for Title I, only 7 states reported participation and performance and 2 additional states reported performance only. This is almost exactly the same number that reported these in the prior year, where one less state reported participation and performance and one less state reported performance only, for all general assessments not used for Title I.

Extent of Public Reporting for ELs with Disabilities

The number of states that reported both participation and performance for ELs with disabilities decreased to two states from three in 2014-15. For AA-AAS, 13 states reported participation and performance. This number increased by one from 12 states in 2014-15. However, this number has dropped significantly from the previous two years when 21 states reported these data. It might be expected that more states would have reported disaggregated data for this assessment, given the requirements of ESEA to report by subgroup for each state assessment. In 2015-16, no state reported participation and performance for ELs with disabilities on general assessments not used for Title I, whereas one state reported these data in 2014-15.

How Data Are Reported

Among the regular states, the most common approaches for communicating participation and performance on general assessments and AA-AAS remained the same in 2008-09, and 2010-

11 through 2014-15. For participation in 2015-16, the most common way to report for regular and unique states on general assessments was in terms of the number assessed (35 states) and percent participating (28 states). For performance, the most common way for regular and unique states to report on general assessments was the percent proficiency (N=38), followed by percent of students in each achievement level (N=32). Because states used different methods to report (e.g., merging assessments, grades, or both), the numerators and denominators used to report participation and performance data varied significantly across states. Adding to the complexity is the fact that some states report public data using multiple methods across participation and performance, thus increasing the difficulty of making interpretations about participation and performance.

As in previous reports, this report presented participation rates for middle school mathematics as an example of how states report participation rates for students with disabilities. Seventeen states reported participation rates by grade in a way that would be comparable to include in a graph. Additional states provided numbers that would possibly allow for rates to be calculated. However, in recent years participation data have become less transparent, in part because states that had alternates based on modified achievement standards (AA-MAS) or alternates based on grade-level achievement standards sometimes opted to merge those data with the general assessment data in public reporting for participation and performance. Because the AA-MAS has been phased out of most states that used them, it is anticipated that these data should become more transparent. Although some states report merged participation rates for general assessments and AA-AAS, this usually does not have a strong influence on the overall participation rates given the very low percentage of students that participate in the AA-AAS. Another reason that rates may be less straightforward is that states vary in the denominators used to calculate rates.

Achievement Gaps

The achievement gaps between students with and without IEPs in reading and mathematics continue. This report presented average achievement gaps for elementary, middle school, and high school levels. As in past reports, there were generally smaller overall gaps in elementary reading and mathematics than at the middle school and high school levels. There were a few states that did not fit this generalization. For example, one state had a gap as low as 1 percentage point in high school mathematics. At the middle school and high school levels, for reading and mathematics, the average gaps across states spanned from 28 percentage points to 45 percentage points for 2015-16, a range almost identical to the previous year.

In the previous report year (2014-15), there had been a noticeable decrease in the average gap for middle and high school mathematics from the previous two years, and the current year continued with these lower average gaps. Due to the many factors underlying achievement gaps, the reason for the observed changes starting in 2014-15 is not clear. Many states were field-testing

or adopting new assessments in this time frame, which may have affected the publicly reported data. And states continued to shift assessments after 2014-15. But there may be other factors also contributing to this shift in average gaps. In general, the different methods used to report data among states influences the achievement gaps reported. As would be expected, those states with “all students” as the comparison group tended to show smaller gaps compared to states using “students without IEPs” as the comparison group. Other factors that influence the size of achievement gaps include whether a state had an AA-MAS, the percentage of students taking an AA-MAS in lieu of the general assessment, and how these data are reported.

Recommendations for Reporting

Many states have transitioned to new assessments based on College- and Career-Ready Standards, and states continue to shift in what assessments they are using. Given this backdrop, and flexibility in different approaches for accountability reporting, there may be further changes in how participation and performance data for students with disabilities and ELs with disabilities are reported. In the intervening time, it is important that states continue to publicly report data for students with disabilities with the same frequency and detail as for other students. As in the previous report (Thurlow, Albus, & Lazarus, 2017), the following recommendations are offered to states for public reporting of disaggregated data for students with disabilities:

1. Report participation and performance results for each assessment, content area, and grade level.
2. Clearly label preliminary and final data with dates posted.
3. Report participation with accommodations.
4. Report participation percentages, disaggregated by grade.
5. Make data accessible by attending carefully to the usability of formats, ease of finding information, and clarity of language. This includes not relying on a log-in code to access otherwise public data if confidentiality of individual students is not jeopardized.
6. Provide reports in a format that are user-friendly for the general public rather than relying on technical reports to be the sole type of public reporting for student data.

This report examined only the participation, performance, and achievement gaps, for students with disabilities, including ELs with disabilities, on states’ general and alternate assessments of reading and math. With the passage of ESSA, states are now required to disaggregate data on the progress of ELs with disabilities on statewide assessments of English language proficiency. It will be important to examine the extent to which these data are reported as well as the nature of the data that are reported.

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Appendix A

Material Used for the Verification Process

1. Example letter to Assessment Director and Special Education Director.

The National Center on Educational Outcomes is examining states' public reports for the 2015-2016 school year assessment results. Our goal is to:

- (a) identify all components of each state's testing system;
- (b) determine whether each state reports disaggregated test results for students with disabilities and English language learners (ELLs) with disabilities; and
- (c) describe the way participation and performance information is presented.

As in previous years, we are looking at assessment department reports and the equivalent of report cards used for Title I.

We have reviewed your Web site for this information and have enclosed tables summarizing that review. **Please verify all included information. Specifically, please return the tables that we have attached, noting your changes to them. Also, if there is additional publicly reported information available for your state, please provide us with the public document and/or website that contains the information.** Address your responses to Deb Albus via email albus001@umn.edu.

If you have any questions about our request, please email Deb Albus or call at [\(612\) 626-0323](tel:6126260323). Please respond by September 5, 2017.

Thank you for taking the time to provide this information.

Martha Thurlow, Director NCEO

Deb Albus, Research Fellow, NCEO

Alabama

1. Reporting in State Assessments Summary

Please check the information below for accuracy and make edits as needed.

Assessments	Grade	Subject Areas	Disaggregated Data				Used for Title I
			Special Education		ELLs with Disabilities		
			Participation	Performance	Participation	Performance	
ACT Aspire	3-8, 10	Reading, Math	Yes	Yes	No	No	Yes
The ACT College Readiness Test	11	English, Math, Reading, Science	No	No	No	No	No

Assessments	Grade	Subject Areas	Disaggregated Data				Used for Title I
			Special Education		ELLs with Disabilities		
			Participation	Performance	Participation	Performance	
Alabama Alternate Assessment	3-8, 11	Reading, Math	Yes	Yes	Yes	Yes	Yes

2. Reporting on Students with Disabilities

How was participation and performance reported on the Title I assessments (general and alternate based on alternate achievement standards (AA-AAS))?

Note Yes, No, or NA (not applicable). If AA-AAS is merged with general, repeat the answer for general.

For Title I Assessments:	Participation			Performance	
Participation	General	AA-AAS	Performance	General	AA-AAS
Number Enrolled/ Eligible to be Tested	No	No	Percent Proficient	Yes	Yes
Number of Students Tested	No	No	OR Percent Proficient Derived	No	No
Number of Students Not Tested	No	No	Percent Not Proficient	No	No
Percent Participating in Test	No	Yes	Number Proficient	No	No
Percent of Students Not Tested	No	No	Number Not Proficient	No	No
Number of Students with Scores	No	No	Number by Achievement Level	No	No
Number of Students with No scores	No	No	Percent by Achievement Level	Yes	Yes
Percent of Students with No Scores	No	No	Other (e.g., percentile rank	No	No

3. If your state had an alternate based on modified achievement standards in 2014, how was participation reported? Not applicable

Accommodated Status Reporting

4. Did your state report accommodated status data for any population? List assessments or note NA, then answer Yes or No. Please note the report name or provide link if different from below.

	List assessment and describe reporting	Reported Participation?	Reported Performance?
On what assessment(s)?	No	No	No

Report name/Link to report/attach:

Participation and Performance Data for Students with Disabilities, English Language Proficiency Assessment (ELPA)

5. Disaggregated Data for the English Language Proficiency Assessment

ELPA Name	Grade	Reports Data for All Students	Disaggregated Data for ELLs with Disabilities	
			Participation	Performance
Not found, was ACCESS for ELLs	K-12	No	No	No

Appendix B:

Data Tables

Table B-1. Participation and Performance Data for Students with Disabilities, Regular Assessment Used for Title I Accountability, 2015-2016

State	Test	Grade	Subject Areas	Disaggregated Special Education Data on General Assessments Used for Title I						
				Participation	Performance	Reporting Summary By State				No Publicly Reported Data Found
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only for All Tests	Perf. Only For Some Tests	
Regular States										
Alabama	ACT Aspire	3 to 8, 10	Reading, Math	Yes	Yes	Yes				
Alaska	Standards Based Assessments	3 to 10	Reading, Writing, Math (3-10), Science (4, 8 10)	No	No					X Tests Canceled
Arizona	Arizona's Instrument to Measure Standards (AIMS and AIMS HS)	4, 8, HS	Science	No	No		Yes			
	AZMerit	3 to 11, EoC	Alg I, Alg II, Geometry, Math, English Language Arts	Yes	Yes					
Arkansas	ACT Aspire, reported data but not disaggregated by students with disabilities	3-8, 10	English, Reading, Science, Math, Writing	No	No					X
California	California Standards Test Scores (CST)	5, 8, 10	Science	Yes	Yes		Yes			
	Smarter Balanced Summative	3-11	English Language Arts, Math	Yes	Yes					
Colorado	PARCC Assessment	3 to 11, EoC	Reading (3-11), Math (3-8 and Alg.I & II, Geom., Integ. I, II, and III.	Yes	Yes		Yes			
	Colorado Measures of Academic Success	4-5, 7-8	Science (5,8), Social Studies (4,7)	Yes	Yes					
Connecticut	Smarter Balanced Assessments	3 to 8	English Language Arts./Literacy, Math	Yes	Yes					
	Connecticut Academic Performance Test	10	Science	Yes	Yes		Yes			
	Connecticut SAT School Day	11	Reading, Writing, and Language, Math	Yes	Yes					
	Connecticut Mastery Test (CMT)	5, 8	Science	Yes	Yes					

Disaggregated Special Education Data on General Assessments Used for Title I										
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only for All Tests	Perf. Only For Some Tests	No Publicly Reported Data Found
Delaware	Smarter Balanced Assessment	3-8, 11	English Language Arts, Math	Yes	Yes					
	SAT 11	11	Reading, Math, Science, Social Studies	Yes	Yes	Yes				
	Delaware Comprehensive Assessment Systems (DCAS)	4-5, 7-8, 10	Social Studies (4,7), Science (5,8,10)	Yes	Yes					
Florida	Florida Standards Assessment	3 to 10	English Language Arts, Math	Yes	Yes		Yes			
	Statewide Science Assessment	5, 8	Science	No	No					
Georgia	Georgia Milestone Assessment End of Grade	3-8	Language Arts, Math, Science, Social Studies	Yes	Yes					
	Georgia Milestone Assessment; EoC	EoC	Algebra I, CCGPS Coordinate Algebra, United States History, Economics/Business/Free Enterprise, Biology, Physical Science, Ninth Grade Literature and Composition, American Literature and Composition, Geometry, Analytic Geometry	Yes	Yes	Yes				
Hawaii	Smarter Balanced Assessment	3-8, 11	English Language Arts, Math	Yes	Yes					
	End of Course	EoC	Biology I (required), Algebra I, Algebra II, and U.S. History are optional. Only Biology reported.	Yes	Yes	Yes				
	Hawaii State Assessment in Science	4, 8	Science	Yes	Yes					
Idaho	General Assessment	3-8, HS	English Language Arts (ELA) and Math(3-8, HS), Science (5,7, HS)	Yes	Yes	Yes				
Illinois	PARCC Assessment	3-8, HS	English Language Arts, Math	Yes	Yes	Yes				

Disaggregated Special Education Data on General Assessments Used for Title I										
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only For All Tests	Perf. Only For Some Tests	No Publicly Reported Data Found
Indiana	Indiana State-wide Testing for Education Progress- Plus (ISTEP+)	3-8, 10	English/Language Arts, Math, Science (4, 6), Social Studies (5, 7) Data found and disaggregated for ELA and Math only.	Yes	Yes	Yes				
	End of Course Assessments (ECAs)	EoC	English 10, Algebra I, Biology I Reported English and Algebra I only.	Yes	Yes					
Iowa	Iowa Assessment	3-8,11	Reading, Math	Yes	Yes					
	Iowa Assessment Science	5,8,11	Science	Yes	Yes	Yes				
Kansas	General Assessment	3-8,10, 11	Reading, Math, Science (4,7,11) No Science reported	Yes	Yes	Yes				
Kentucky	Kentucky Performance Rating for Educational Progress (K-PREP)	3-8, 10, 11	Reading, Math, Science (4, 7), Social Studies (5,8), Writing (5, 6, 8, 10, 11), Language Mechanics (4, 6, 10)	Yes	Yes					
	End of Course	EoC	English II, Algebra II, Biology, US History	Yes	Yes	Yes				
Louisiana	Stanford Achievement Test 10 (part of K-PREP)	3-8	Reading, Math (3-8) Science (4,7), Social Studies (5,8), Language Mechanics (4,6)	Yes	Yes					
	End of Course tests	EoC, 9 to 12	English, Math, Science, Social Studies	No	No					
Maine	LEAP	3 to 8	Reading, Math, Science, Social Studies (optional field test in 2015-16)	No	Yes				Yes	
	eMPowerME	3-8	Mathematics, Reading, Writing, Language	Yes	Yes					
Maine	Maine Educational Assessment (MEA) Science	5,8, 3 rd year HS	Science	Yes	Yes	Yes				
	SAT	HS	Math, English, Language Arts	Yes	Yes					

Disaggregated Special Education Data on General Assessments Used for Title I										
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only for All Tests	Perf. Only For Some Tests	No Publicly Reported Data Found
Maryland	Maryland School Assessment (MSA)	5, 8	Science	Yes	Yes					
	PARCC Assessment	3 to 8,	English Language Arts, Math	Yes	Yes	Yes				
	High School Assessments (HSA)	EoC	Algebra/Data analysis, English, Biology, Government	Yes	Yes					
Massachusetts	Massachusetts Comprehensive Assessment System (MCAS)	3-8, 10	English/Language Arts, Math,	Yes	Yes					
	PARCC general assessment	3 to 8	English/Language Arts, Math (3 to 8), Algebra I (8th grade)	Yes	Yes	Yes				
	STE MCAS Tests	5, 8, 9, or 10	Science and Technology/Engineering (single discipline tests in (Biology, Chemistry, Intro Physics, and Technology/ Engineering)	Yes	Yes					
Michigan	Michigan Student Test of Educational Progress (M-STEP)	3-8, 11	English Language Arts, Math, (3 to 8, 11), Science (4,7, 11), Social Studies (5, 8, 11)	Yes	Yes					
	Michigan Merit Exam (MME)	11	College Board SAT, WorkKeys Job skills assessment in reading, mathematics, and locating information and Michigan-developed Science and Social Studies M-STEP.	Yes	Yes	Yes				
Minnesota	Minnesota Comprehensive Assessment (MCA) –III	3-8, HS	Reading (3 to 8, 10), Math (3 to 8, 11), Science (5, 8, HS)	Yes	Yes	Yes				
	Mississippi Assessment Program (MAP)	3-8, EOC	Language Arts, Math, English II, and Algebra I	Yes	Yes					
Mississippi	Mississippi Science Tests, Second Education (MST2)	5,8	Science	Yes	Yes	Yes				
	High school Subject Area Tests	EoC	Biology I, US History	Yes	Yes					
				Yes	Yes	Yes				

Disaggregated Special Education Data on General Assessments Used for Title I										
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only For All Tests	Perf. Only For Some Tests	No Publicly Reported Data Found
Missouri	Grade-Level Assessment	3-8, HS	English Language Arts, Math, Science (5,8), Social Studies (HS)	Yes	Yes					
	Online End of Course Assessments	EoC	English I and II, Algebra I and II, Geometry, Biology I, Physical Science, American History, Government	Yes	Yes	Yes				
Montana	Smarter Balanced Assessment	3-8, 11	English Language Arts, Math	No	No					X
	Criterion Referenced Test Science	4, 8, 10	Science	No	No					
Nebraska	Nebraska State Accountability (NeSA)	3-8, 11	Reading, Math, Science (5,8,11), Writing (4, 8, 11)	Yes	Yes	Yes				
Nevada	Criterion Referenced Test (CRT)	3-8, 10	Reading, Math (3-8), Science (5,8, 10)	Yes	Yes					
	High School Proficiency Exam	EoC	ELA, Math	Yes	Yes	Yes				
New Hampshire	SAT	3-8, 11	Reading, Math	Yes	Yes					
	New England Comprehensive Assessment Program (NECAP)	4, 8, 11	Science	Yes	Yes	Yes				
New Jersey	PARCC Assessment	3 to 8	English Language Arts, Math	Yes	Yes					
	New Jersey Biology Competency Test	EoC	Biology	Yes	Yes	Yes				
	PARCC High School Assessments	9 to 11	English Language Arts (9 to 11), Algebra I, Algebra II, Geometry	Yes	Yes	Yes				
New Mexico	PARCC Assessment	3 to 8, 11	English Language Arts, Math	No	Yes					
	Standards Based Assessment (SBA)	4, 7, 10-11	Science (4, 7, 10, 11). And High School SBA serves as diploma also	No	Yes				Yes	
	Standards Based Assessment Spanish	4, 7, 10-11	Reading	No	Yes					

Disaggregated Special Education Data on General Assessments Used for Title I										
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only for All Tests	Perf. Only For Some Tests	No Publicly Reported Data Found
New York	New York State Testing Program (NYSTP)	3-8	English Language Arts, Math, Science (4,8)	Yes	Yes					
	Common Core Regents	EoC	Algebra I, English Language Arts, Geometry	No	No					
	Regents Competency Tests	EoC	Math, Science, Reading, Writing, Global Studies, US History and Government. Parts used for Title I and Diploma.	No	No		Yes			
	Regents Exams	EoC	Comprehensive English, US History & Gov't, Global History & Geography, Alg2/ Trig, Geometry, Integ Alg, Living Env't, Physical Setting/Physics, Physical Setting/ Chemistry, Physical setting/Earth Science. Parts used for Title I and Diploma.	No	No					
North Carolina	End of Grade Multiple Choice Test	3-8	Reading, Math, Science (5,8)	Yes	Yes					
	End of Course Multiple Choice	EOC	NC Math I, Biology, English II,	Yes	Yes		Yes			
North Dakota	Smarter Balanced Assessment	3-8, 11	Reading, Math	Yes	Yes		Yes			
	Science Assessment	4, 8, 11	Science	Yes	Yes					
Ohio	Ohio State Tests	3-8	Math, Reading, Science (5, 8,) Social Studies (4, 6)	Yes	Yes					
	Ohio End of Course Exams	EoC	Algebra 1, Geometry, Integrated Math 1, Integrated Math 2, Biology, American history and American government, English I and English II	Yes	Yes		Yes			
Oklahoma	Oklahoma Core Curriculum Tests (OCCT)	3-8	Math, Reading, Science (5,8), Geography (7), Social Studies (5), US History (8), Writing (5,8)	No	No					
	End of Instruction	EoI	ACE Algebra I, ACE Geometry, ACE English II, III, (writing included), ACE Biology I ACE US History	No	No					X

Disaggregated Special Education Data on General Assessments Used for Title I										
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only for All Tests	Perf. Only For Some Tests	No Publicly Reported Data Found
Oregon	Smarter Balanced Assessment	3-8,11	English Language Arts, Math	Yes	Yes	Yes				
	Science Assessment	5, 8, 11	Science	Yes	Yes					
Pennsylvania	Pennsylvania System of School Assessment (PSSA)	3-8	Reading, Math, Science (4,8,)	No	No					X
	Keystone Exam	11	Algebra, Biology and Literature	No	No					
Rhode Island	New England Education Assessment Program (NECAP)	4, 8, 11	Science	No	Yes					
	PARCC Assessment	3-8, 11	English Language Arts, Math, Algebra, Geometry	Yes	Yes		Yes			
South Carolina	Palmetto Assessment of State Standards	3-8	Science, Social Studies,	Yes	Yes					
	South Carolina College- and Career-Ready Assessments (SC READY)	3 to 8	English, Reading, Writing, and Math	Yes	Yes	Yes				
	End of Course Examination (performance reported as grades A-F)	EoC	Algebra 1 /Math for Technologies 2, Biology 1/Applied Biology 2, English 1, US History and the Constitution	Yes	Yes					
South Dakota	Smarter Balanced Assessment	3-8	ELA and Math. 11	Yes	Yes					
	ACT	HS	Reading, Math	No	No		Yes			
Tennessee	South Dakota State Test of Educational Progress (DSTEP)	5, 8, 11	Science	Yes	Yes					
	Adopted new TNReady standards No assessment data reported	3-8	ELA, Math	No	No					
Tennessee	End of Course	EoC	Algebra I, Algebra II, English I, English II, English III, US History, Biology, Chemistry	Yes	Yes		Yes			

Disaggregated Special Education Data on General Assessments Used for Title I										
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only for All Tests	Perf. Only For Some Tests	No Publicly Reported Data Found
Texas	State of Texas State of Texas Assessments of Academic Readiness (STAAR) Includes Spanish version Assessments of Academic Readiness STAAR EOC* and STAAR L reporting	3-8	Math, Reading, Writing (4,7), Science (5,8) Social Studies (8)	Yes	Yes	Yes				
		EoC	Algebra I, Biology, English I Reading, English I Writing, US History STAAR-A accommodated, and STAAR-L Linguistically accommodated	Yes	Yes	Yes				
Utah	Student Assessment of Growth and Excellence (SAGE)	3-11	Reading, Language Arts, Math, Science	Yes	Yes	Yes				
Vermont	Smarter Balanced Assessment NECAP	3-8, 11	English Language Arts, Math	Yes	Yes	Yes				
		4, 8, 11	Science	Yes	Yes	Yes				
Virginia	Standards of Learning (SOL) Content Specific Test End of Course Test	3-8	Reading, Math, Science (3,5,8), History/Social Studies (3,5,8), Writing (5,8)	Yes	Yes	Yes				
		3-8	Reading, Math, History/Social Science, Science	Yes	Yes	Yes				
		EoC	Reading, Writing, Algebra I, II, Geometry, Biology, Chemistry, Earth Science, Virginia and US History, World History I, II, World Geography, US History to 1865, US History from 1865 to present, Civics and Economics, Virginia Studies	Yes	Yes	Yes				
Washington	Smarter Balanced Assessment Measurements of Student Progress (MSP) End of Course	3-8, 11	English Language Arts, Math	Yes	Yes	Yes				
		5, 8	Science	No	No	No	Yes			
		EoC	Algebra 1/Integrated Math 1, Geometry/ Integrated Math 2, Biology - part also not used for Title I. Biology reported only.	Yes	Yes	Yes				

Disaggregated Special Education Data on General Assessments Used for Title I										
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				No Publicly Reported Data Found
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only for All Tests	Perf. Only For Some Tests	
West Virginia	West Virginia General Summative Assessment (WV/GSA)	3-11	English Language Arts/Literacy, Math	Yes	Yes	Yes				
	Science	4, 6, 10	Science	Yes	Yes					
	ACT	11	English, Reading, Math, Writing, Science	Yes	Yes					
Wisconsin	Wisconsin Forward	3 to 8	English Language Arts, Mathematics, Science, Social Studies	Yes	Yes	Yes				
				Yes	Yes					
Wyoming	Proficiency Assessments for Wyoming Students (PAWS)	3-8, 11	Reading, Math, Science (4-8, 11)	Yes	Yes	Yes				
Total Regular States (N=50)						36	7	1	1	5
Unique States										
American Samoa	Standards Based Assessments	3, 5, 7, 10	Reading (3, 5 reported, 7 and 10 piloting), Math (3, 5, 7, 10)	Yes	Yes		Yes			
Bureau of Indian Education	Individual state administered assessments	11, 12 Elem to HS	English, Math, Reading, Science By State: Language Arts, Reading, Math, Science	No	No					X
Commonwealth of Northern Mariana Islands	ACT ASPIRE	3 to 10	English, Math, Reading, Science, Writing	No	No					X
U.S. Department of Defense Education Activity	No Assessments Used for Title I									No Title I Assmts.

Disaggregated Special Education Data on General Assessments Used for Title I										
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only for All Tests	Perf. Only For Some Tests	No Publicly Reported Data Found
District of Columbia	PARCC Assessment	3 to 8, HS	English Language Arts (HS: ELA I and II), Math (HS: Algebra I and II, Geometry, Integrated Math)	Yes	Yes	Yes				
Federated States of Micronesia	No Assessments Used for Title I									No Title I Assmts.
Guam	Stanford Achievement Test, 10	1-12	Reading (1,2), Math (1,2), Science(1-8) and Social Studies(1-8), Following are 9to 12: Anatomy and Physiology, Biology, Chemistry, Physical Science, Algebra 1 and 2, Geometry, US Government, US History, World History, Guam History, and Geography. Results reported for students with disabilities only for Reading, Math and Science.	No	No	Yes				
Palau	ACT ASPIRE No information found	3 to 10	English, Reading, Math	Yes	Yes					No Info Found
Puerto Rico	Puerto Rican Academic Achievement Test	3-8, 11	Spanish, English, Math, Science (4,8,11)	No	No					X
Republic of Marshall Islands	No Assessments Used for Title I									No Title I Assmts.
U.S. Virgin Islands	Smarter Balanced Assessment	3-8, 11	English Language Arts, Math	No	No					X
Total Unique States (N=11)*				1	2	0	0	0	8	
Total Regular and Unique States (N=61)				37	9	1	1	1	13¹	
Percent				61%	14%	2%	2%	2%	21%	

¹ One of these states had no information found (2%). Three of these states had no Title 1 assessments (5%). Nine of these had tests but no data reported (14%).

Table B-2. Participation and Performance Data for Students with Disabilities, General Assessment Not Used for Title I Accountability, 2015-2016

State	Test	Grade	Subject Areas	Disaggregated Special Education Data on General Assessments Not Used for Title I								
				Participation	Performance	Reporting Summary By State			No Publicly Reported Data Found			
						All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests		Performance Only For All Tests		
Regular States												
Alabama	The ACT College Readiness Test	11	English, Math, Reading, Science	No	No							X
Alaska	No assessments found outside Title I			-	-							X Tests Canceled
Arizona	No assessments found outside Title I			-	-	Yes						
Arkansas	No assessments found outside Title I			-	-	Yes						
California	No assessments found outside Title I			-	-	Yes						
Colorado	No assessments found outside Title I			-	-	Yes						
Connecticut	No assessments found outside Title I			-	-	Yes						
Delaware	End of Course Exams	EoC	U.S. History (required), Biology, Algebra II, Integrated Mathematics III (not required)	No	No							X
Florida	End of Course Assessment	EoC	Algebra I, Civics, U.S. History, Biology I, Geometry	Yes	Yes							
	Next Generation Sunshine State Standards (NGSSS) EOC Assessments	EoC	Civics, U.S. History, and Biology 1	No	No		Yes					
Georgia	No assessments found outside Title I			-	-	Yes						
Hawaii	End of Course	EoC	Algebra I, Algebra II, Biology I, Expository Writing I and/or U.S. History	No	No							X
Idaho	Idaho Reading Indicator	K-3	Reading	No	No							X
Illinois	No assessments found outside Title I			-	-	Yes						

Disaggregated Special Education Data on General Assessments Not Used for Title I										
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	Performance Only For All Tests	No Publicly Reported Data Found
Indiana	Indiana Reading Evaluation and Determination (IREAD-3)	3	Reading	Yes	Yes		Yes			
Iowa	No assessments found outside Title I			-	-	Yes				
Kansas	No assessments found outside Title I			-	-	Yes				
Kentucky	ACT	11	English, Math, Reading, Science	Yes	Yes		Yes			
Louisiana	ACT	12	English, Reading, Math, Science	No	No					
	Plan	10	English, Math, Reading, Science	No	No					X
	Dibels Next	K to 3	Reading	No	No					
Maine	No assessments found outside Title I			-	-	Yes				
Maryland	High School Assessments (HSA)	EoC	English, Algebra/Data Analysis, Biology, Government	Yes	Yes		Yes			
Massachusetts	No assessments found outside Title I			-	-	Yes				
Michigan	No assessments found outside Title I			-	-	Yes				
Minnesota	No assessments found outside Title I			-	-	Yes				
Mississippi	No assessments found outside Title I			-	-	Yes				
Missouri	No assessments found outside Title I			-	-	Yes				
Montana	ACT Plus Writing	HS	Reading, Language, Math, Science, Writing	No	No					X

Disaggregated Special Education Data on General Assessments Not Used for Title I										
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	Performance Only For All Tests	No Publicly Reported Data Found
Nebraska	Iowa Test of Basic Skills (ITBS)	3-10	Reading, Math	No	Yes					
	National Assessment Instrument	2 to 12	Reading, Math	No	Yes				Yes	
	Terra Nova	3-11	Reading, Math	No	Yes					
	ACT ASPIRE	7, 10	Reading, Math	No	Yes					
Nevada	ACT	11		Yes	Yes					
New Hampshire	No assessments found outside Title I			-	-	Yes				
New Jersey	No assessments found outside Title I			-	-	Yes				
New Mexico	No assessments found outside Title I			-	-	Yes				
New York	No assessments found outside Title I			-	-	Yes				
North Carolina	ACT Benchmark	11	English, Math, Reading, Science, Writing. State requires taking in 11th grade.	No	No					X
North Dakota	No assessments found outside Title I			-	-	Yes				
Ohio	No assessments found outside Title I			-	-	Yes				
Oklahoma	Oklahoma Core Curriculum Tests (OCCT)	3 to 8	Math, Reading, Science (5,8), Geography (7), Social Studies (5), US History (8), Writing (5,8) For Title I, all used except for Geography, Social Studies, History and Writing	No	No					
	End of Instruction	Eol	ACE Algebra I, ACE Geometry, ACE English II, III, (writing included), ACE Biology I, ACE US History. For Title I, all used except for Alg II, Eng II, Geometry and US History	No	No					X

Disaggregated Special Education Data on General Assessments Not Used for Title I									
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State			
						All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	Performance Only For All Tests
Oregon	No assessments found outside Title I			-	-	Yes			
Pennsylvania	No assessments found outside Title I			-	-	Yes			
Rhode Island	No assessments found outside Title I			-	-	Yes			
South Carolina	ACT	3 rd year in HS	English, Math, Reading, Science, Writing, English Language Arts, Math, Science/ Technology/ Engineering/ Math	Yes	Yes		Yes		
	ACT Work Keys	3 rd year in HS	Reading for Information, Applied Math, Locating Information	Yes	Yes				
South Dakota	No assessments found outside Title I			-	-	Yes			
Tennessee	ACT	HS	English, Math, Reading, Science, Composite	No	No				X
Texas	No assessments found outside Title I			-	-	Yes			
Utah	K3 Reading Competency	K to 3	Reading	No	Yes			Yes	
Vermont	No assessments found outside Title I			-	-	Yes			
Virginia	No assessments found outside Title I			-	-	Yes			
Washington	End of Course (partially)	EoC	Algebra 1/Integrated Math 1, Geometry/Integrated Math 2, Biology. Part not used for Title I. Biology reported only.	No	No				X

Disaggregated Special Education Data on General Assessments Not Used for Title I										
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	Performance Only For All Tests	No Publicly Reported Data Found
West Virginia	College and Career Readiness Assessment	12	College and Career Readiness	No	No					
	ACT	HS	English, Math, Reading, Science	No	No					X
	SAT (PSAT 8/9, PSAT NMSQT, PSAT10)	HS	Critical Reading and Math	No	No					
Wisconsin	ACT ASPIRE	9, 10	English, Reading, Mathematics, Science, and Writing	Yes	Yes		Yes			
Wyoming	Act Plus Writing or Workkeys (students have option in grades 11 and 12 to take Workkeys)	11, 12	English, Math, Reading, Writing, Science	No	No					X
Total Regular States (N=50)						28	7	0	2	13
Unique States										
American Samoa	No assessments found outside Title I			-	-		Yes			
Bureau of Indian Education	Unclear if any outside for states			-	-		Yes			
Commonwealth of Northern Mariana Islands	Standards Based Assessment	4, 6, 8, 9 to 12	Chamorro & Carolinian Language Heritage Studies (CCLHS)	No	No					X
	End of Course	EoC	NMI History	No	No					

Disaggregated Special Education Data on General Assessments Not Used for Title I										
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	Performance Only For All Tests	No Publicly Reported Data Found
U.S. Department of Defense Education Activity	Terra Nova, Multiple Assessments, 3rd Edition	3 - 9	Reading/Language Arts, Mathematics, Science, Social Studies	No	No					X
	PSAT 8-9, PSAT/NMSQT	8-9, 10-11	Reading, Writing and Language, Math	No	No					
District of Columbia	No assessments found outside Title I			-	-	Yes				
Federated States of Micronesia	National Minimum Competency Standard-Based Test (NIMCT)	4, 6, 8, 10	Reading (6,8,10), Math (4,6,8,10), Science (8)	No	No					X
Guam	Standards-Based Assessment (Partially used for Title I)	1-12	Reading (1,2), Math (1,2), Science(1-8) and Social Studies(1-8), Following are 9to 12: Anatomy and Physiology, Biology, Chemistry, Physical Science, Algebra 1 and 2, Geometry, US Government, US History, World History, Guam History, and Geography. Results reported for students with disabilities only for Reading, Math and Science.	No	No					X
Palau	No information found			-	-	No Info. Found				
Puerto Rico	No assessments found outside Title I			-	-	Yes				
Republic of Marshall Islands	MISAT	3, 6, 8, 10, 12	English Reading, Marshallese Reading, Math, Science. Grade 10 is English and Math, and Grade 12 is English. Other grades include all subjects.	No	No					X
U.S. Virgin Islands	No assessments found outside Title I			-	-	Yes				

Disaggregated Special Education Data on General Assessments Not Used for Title I									
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State			
						All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	Performance Only For All Tests
Total Unique States (N=11)				6	0	0	0	0	5
Total Regular and Unique States (N=61)				34	7	0	2	18 ¹	
Percent *				56%	11%	0	3%	30%	

¹ One of these states had no information found online.

Table B-3. Participation and Performance Data for Students with Disabilities, Alternate Assessments Based on Alternate Achievement Standards (AA-AAS) Used for Title I Accountability System, 2015-2016

State	Test	Grade	Subject Areas	Disaggregated Special Education Data For AA-AAS Used for Title I			
				Participation	Performance	Summary by State	
				Partic. And Perf. For All Tests	Partic. And Perf. For Some Tests	Perf. Only for All Tests	No Publicly Reported Data Found
Regular States							
Alabama	Alabama Alternate Assessment (AAA)	3-8, 11	Reading, Math	Yes	Yes		
Alaska	Alaska Alternate Assessment	3-10	Reading, Writing, Math (3-10) Science (4,8,10)	No	No		X Tests Canceled
Arizona	AIMS Alternate, NCSC	3 to 11, EOC	English Language Arts, Math	Yes	Yes		
Arkansas	Multi-State Alternate Assessment (MSAA)	3 to 8, 11	English Language Arts, Math	No	No		X
	Arkansas Alternate Portfolio	5, 7, 10	Science	No	No		

State	Test	Grade	Subject Areas	Disaggregated Special Education Data For AA-AAS Used for Title I						
				Participation	Performance	Summary by State				
						Partic. And Perf. For All Tests	Partic. And Perf. For Some Tests	Perf. Only for All Tests	No Alt. for Title I	No Publicly Reported Data Found
California	California Alternate Assessment (CAA)	3-8, 11	English Language Arts, Math	Yes	Yes		Yes			
	California Alternate Performance Assessment (CAPA)	5, 8, 10	Science	No	No					
Colorado	Colorado Alternate Assessment (CoAlt)	4-5,7-8, 11	Science	Yes	Yes		Yes			
	DLM	3 to 11	English Language Arts, Math	Yes	Yes					
Connecticut	Alternate CMT and CAPT	5, 8, 10	Science	Yes	Yes					
	Connecticut Alternate Assessment	3-8, 11	English Language Arts, Math	Yes	Yes		Yes			
Delaware	Delaware Comprehensive Assessment System (DCAS-Alt)	3-11	Reading, Math (3-11), Science (5,8,10), Social Studies (4,7,9)	Yes	Yes		Yes			
Florida	Florida Standards Alternate Assessment (FSAA)	3 to 10 and EoC	Grades 3-10 ELA, grades 3-8 Mathematics, grades 5 and 8 Science, Algebra 1, Geometry, Civics, U.S. History, Biology 1	Yes	Yes		Yes			
Georgia	Georgia Alternate Assessment	K-8, 11	English/Language Arts, Math, Science, Social Studies	Yes	Yes		Yes			
Hawaii	Hawaii State Alternate Assessment	3-8, HS	Reading, Math, Science (4,8,11)	Yes	Yes		Yes			
Idaho	ISAT Alternate Science	5, 7, HS	Science	Yes	Yes					
	NCSC	3-8, HS	English Language Arts, Math	Yes	Yes		Yes			
Illinois	DLM	3-8,11	English Language Arts, Math	Yes	Yes		Yes			
Indiana	Indiana Standards Tool for Alternate Reporting (ISTAR)	3-8, 10	English Language Arts, Math, Science and Social Studies Not reported at state level, but by LEAs and Corporations	No	No					X

State	Test	Grade	Subject Areas	Disaggregated Special Education Data For AA-AAS Used for Title I						
				Participation	Performance	Summary by State				No Publicly Reported Data Found
						Partic. And Perf. For All Tests	Partic. And Perf. For Some Tests	Perf. Only for All Tests	No Alt. for Title I	
Iowa	Iowa Alternate Assessment (IAA)	3-8, 11	Reading, Math	Yes	Yes					
	Iowa Alternate Assessment (IAA) Science	5, 8, 11	Science	Yes	Yes	Yes				
Kansas	DLM	3-8, 10, 11	Reading, Math, Science (4, 7, 11)	Yes	Yes	Yes				
	Alternate Kentucky Performance Rating for Educational Progress (K-PREP)	3-12	Reading (3-9), Math (3-8, 10), Writing (4, 5, 6, 8, 10, 11), Science (4, 7, 11), Social Studies (5, 8, 12)	Yes	Yes	Yes				
Louisiana	Louisiana Alternate Assessment 1	3-11	Reading, Math, Science (4, 8, 11)	No	No					X
Maine	Multi—State Alternate Assessment (MSAA)	3-8, HS	ELA/Literacy, Math	Yes	Yes					
	Personalized Alternate Assessment Portfolio	5, 8, HS	Science	Yes	Yes	Yes				
Maryland	Alternate Maryland School Assessment (ALT-MSA)	3-8, 10	Math, Reading, Science (5, 8, 10)	Yes	Yes	Yes				
Massachusetts	Massachusetts Comprehensive Assessment System Alternate (MCAS-Alt)	3-10	English/Language Arts, Math, Science and Technology/ Engineering (5, 8-10)	Yes	Yes	Yes				
	Michigan Access (MI-Access) Functional Independence	3-8, 11	English Language Arts, Math, Science (4, 7, 11), Social Studies (5, 8, 11)	No	Yes					
Michigan	Michigan Access (MI-Access) Supported Independence	3-8, 11	English Language Arts, Math, Science (4, 7, 11)	No	Yes				X	
	Michigan Access (MI-Access) Participation	3-8, 11	English Language Arts, Math, Science (4, 7, 11)	No	No					
Minnesota	Minnesota Test of Academic Skills III (MTAS III)	3-8, HS	Reading and Math, Science (5, 8, HS)	Yes	Yes	Yes				

State	Test	Grade	Subject Areas	Disaggregated Special Education Data For AA-AAS Used for Title I							
				Participation	Performance	Summary by State					
						Partic. And Perf. For All Tests	Partic. And Perf. For Some Tests	Perf. Only for All Tests	No Alt. for Title I	No Publicly Reported Data Found	
Mississippi	DLM	3-8	Language Arts, Math, Science (5.8)	Yes	Yes	Yes					
	DLM	HS	Language Arts, Math, Biology I	Yes	Yes						
Missouri	Missouri Assessment Program Alternate (MAP-A)	3-8, 10, 11	English Language Arts, (3 to 8, 11) Math (3 to 8, 10), Science (5, 8, 11)	Yes	Yes	Yes					
	MSAA Alternate (NCSC assessment)	3-8, 11	English Language Arts, Math	No	No						X
Nebraska	Criterion Referenced Test (CRT)	4, 8, 10	Science	No	No						
	Alternate Assessments (NESA-M and NESA-AAM)	3-8, 11	Reading, Math, Science (5.8, 11), Writing (8, 11)	Yes	Yes	Yes					
Nevada	Nevada Alternate Assessment (NAA)	3-8, 11	Reading, Math, No Science or Writing reported	Yes	Yes	Yes					
	New Hampshire Alternate Learning Progression Assessment (NH ALPS)	4, 8, 11	Science	Yes	Yes	Yes					
New Jersey	DLM	3-8, 11	Reading, Math	Yes	Yes	Yes					
	Alternate Proficiency Assessment	4, 8, 11	Science	Yes	Yes	Yes					
New Mexico	DLM	3-8, 11	Reading Math	Yes	Yes	Yes					
	NCSC	3-8, 11	English Language Arts, Math	No	Yes						Yes
New York	Alternative Performance Assessment (NMAPA)	4, 7, HS	Science	No	Yes						
	New York State Alternate Assessment (NYSAA)	3-8, HS	English Language Arts, Math, Science (4, 8, HS), Social Studies (HS)	Yes	Yes	Yes					
North Carolina	North Carolina Extend 1 (NCEXTEND1)	3-8	Reading, Math, Science (5.8)	Yes	Yes	Yes					
	North Carolina Extend 1 (NCEXTEND1)	10	NC Math I, Biology, English II	Yes	Yes	Yes					

State	Test	Grade	Subject Areas	Disaggregated Special Education Data For AA-AAS Used for Title I								
				Participation	Performance	Summary by State						
						Partic. And Perf. For All Tests	Partic. And Perf. For Some Tests	Perf. Only for All Tests	No Alt. for Title I	No Publicly Reported Data Found		
North Dakota	Dynamic Learning Maps	3-8, 11	Reading/ Language Arts, Math	Yes	Yes							
	ND Alternate Assessment Science	4, 8, 11	Science	Yes	Yes	Yes						
Ohio	Alternate Assessment for Students with Cognitive Disabilities (AASCD)	3-8	English/Language Arts, Math, Science (5,8)	Yes	Yes	Yes						
	Alternate Ohio Graduation Test (HS-AASCD)	HS	English/Language Arts, Math, Science, Social Studies	Yes	Yes	Yes						
Oklahoma	Oklahoma Alternate Assessment Program (OAAP)	3-8, Eol	Math, Reading, Science (5,8), Geography, Social Studies, Writing (5,8), Algebra I, English II/ Writing, Biology, US History (others if took Algebra II, Geometry, English III/ Writing)	No	No							X
Oregon	Oregon Assessment of Knowledge and Skills (OAKS) Extended	3-8,11	ELA, Math, Science (5,8,11)	No	No							X
Pennsylvania	Pennsylvania Alternate (PASA)	3-8, 11	Reading, Math. Science (4, 8, 11) No Science found.	Yes	Yes	Yes						
Rhode Island	MSAA (Multi-State Alternate Assessment)	3 to 8, 11	ELA, Math. No Science alternate data found.	Yes	Yes	Yes						
South Carolina	South Carolina Alternate (SC-ALT)	4 to 8, 11	Science, Social Studies , Biology	No	No							X
	South Carolina Alternate (SC-ALT)	3 to 8, 11	English Language Arts, Math	No	No							
South Dakota	Dakota State Test of Educational Progress Alternate (DSTEP A)	5, 8, 11	Science	Yes	Yes	Yes						
	NCSC Alternate Assessment	3-8,11	English Language Arts, Math	Yes	Yes	Yes						
Tennessee	MSAA	2-8, 11	English Language Arts, Math, Writing	No	No							X
	TCAP-Alt	3 to 8, 10	Science (10), Social Studies	No	No							X

State	Test	Grade	Subject Areas	Disaggregated Special Education Data For AA-AAS Used for Title I						
				Participation	Performance	Summary by State				
						Partic. And Perf. For All Tests	Partic. And Perf. For Some Tests	Perf. Only for All Tests	No Alt. for Title I	No Publicly Reported Data Found
Texas	STAARALT 2	3-8	Math, Reading, Writing (4,7), Science (5,8) Social Studies (8)	Yes	Yes	Yes				
	STAARALT2 EoC	EoC	English I, English II, Algebra I, Biology, US History	Yes	Yes					
Utah	DLM Alternate Assessment	3-11	ELA, Math	Yes	Yes	Yes				
	Utah Alternate Assessment	4-11	Science	Yes	Yes					
Vermont	Vermont Alternate Assessment Portfolio	4, 8, 11	Science	No	No					X
	DLM Alternate Assessment	3 to 11	ELA, Math	No	No					
Virginia	Virginia Alternate Assessment Portfolio (VAAP)	3-8	Reading, Math, History/Social Science, Science	Yes	Yes					
	Virginia Alternate Assessment Portfolio End of Course (VAAP EoC)	EoC	Reading, Math, History/Social Science, Science	Yes	Yes	Yes				
Washington	WA-AIM Alternate Assessment	3-8, 11	English Language Arts, Math, Science (5, 8)	Yes	Yes	Yes				
West Virginia	West Virginia Alternate Summative Assessment Unlincar if changed to DLM in 2016 and 2017.	3-8, HS	Reading, Math. Did not see Science.	Yes	Yes					
	DLM Alternate Assessment	3-11	English Language Arts, Math, Science, Social Studies	Yes	Yes	Yes				
Wyoming	Wy-ALT	3-8, HS	English Language Arts, Math (3 to 8-11), Science (4, 8, 9 to 11)	Yes	Yes	Yes				
Total Regular States (N=50)				37	1	2	0	10		
Unique States										
American Samoa	Alternate Assessment	3-8, 10	Reading, Math	Yes	Yes	Yes				
Bureau of Indian Education	Alternates based on Alternate achievement standards	All assessed	By state	No	No					X

State	Test	Grade	Subject Areas	Disaggregated Special Education Data For AA-AAS Used for Title I								
				Participation	Performance	Summary by State				No Publicly Reported Data Found		
						Partic. And Perf. For All Tests	Partic. And Perf. For Some Tests	Perf. Only for All Tests	No Alt. for Title I			
Commonwealth of Northern Mariana Islands	Multiple States Alternate Assessment (MSAA)	3-8, 11	English Language Arts, Math	No	No						X	
U.S. Department of Defense Education Activity	DoDEA Alternate Assessment, Not used for Title I but own accountability.	3-12	Reading/Language Arts, Mathematics, Science, Social Studies	No	No						X	
District of Columbia	MSAA	3 to 8, HS	English Language Arts, Math	Yes	Yes	Yes						
Federated States of Micronesia	Alternate Assessment on Alternate Achievement Standards. No Alternate for Title I.	6, 8, 10	Reading, Math, Science (8)	No	No						X	
Guam	NCSC and DoE Alt. Assmt	3-8, 11	English Language Arts, Math Doe Alternate 1,2, 9, 10 ELA, Math	Yes	Yes	Yes						
Palau	No information found			No	No							No Inform. Found
Puerto Rico	Puerto Rico Alternate Assessment	3-8, 11	Spanish, English, Math, Science (4,8,11)	No	No							X
Republic of Marshall Islands	No Alternate for Title I			No	No						X	
U.S. Virgin Islands	MSAA (NCSC) Alternate Assessment	3-8, 11	English Language Arts. Math	No	No							X
				Total Unique States (N=11)		3	0	0	3	5 ¹		
				Total Regular and Unique States (N=61)		40	1	2	3	15 ¹		
				Percent		65%	2%	3%				

¹ One of these states (2%) had no AA-AAS information found. Fourteen states (23%) had AA-AAS but no data found.

Table B-4. Participation and Performance Data for English Language Learners (ELLs) with Disabilities, General Assessments Used for Title I Accountability, 2015-2016

State	Test	Grade	Subject Areas	Disaggregated Data for ELLs with Disabilities for General Assessments Used for Title I							
				Participation	Performance	Reporting Summary By State					No Publicly Reported Data Found
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only All Tests	No Assmt. Used for Title I	No Information on Assmts. Found	
Regular States											
Alabama	ACT Aspire	3 to 8, 10	Reading, Math	No	No						X
Alaska	Standards Based Assessments	3 to 10	English Language Arts, Math, Science (4, 8, 10)	No	No						X Tests Canceled
Arizona	Arizona's Instrument to Measure Standards (AIMS and AIMS HS)	4, 8, HS	Science	No	No						X
	AZMerit	3 to 11, EoC	Alg I, Alg II, Geometry, Math, English Language Arts	No	No						
Arkansas	ACT Aspire	3-8, 10	English, Reading, Science, Math, Writing	No	No						X
California	California Standards Test Scores (CST)	5, 8, 10	Science	No	No						X
	Smarter Balanced Summative	3-11	English Language Arts, Math	No	No						
Colorado	PARCC Assessment	3 to 11, EoC	Reading (3-11), Math (3-8 and Alg.I, Geom., Integ. I, Integ. II, Integ. III)	No	No						X
	Colorado Measures of Academic Success	4-5, 7-8	Science (5,8), Social Studies (4,7)	No	No						

Disaggregated Data for ELLs with Disabilities for General Assessments Used for Title I											
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State					
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only All Tests	No Assmt. Used for Title I	No Information on Assmts. Found	No Publicly Reported Data Found
Connecticut	Smarter Balanced Assessments	3 to 8, 11	English Language Arts/Literacy, Math	No	No						
	Connecticut Academic Performance Test	10	Science	No	No						X
	Connecticut SAT School Day	11	Reading, Writing and Language, Math	No	No						
	Connecticut Mastery Test (CMT)	5, 8	Science	No	No						
Delaware	Smarter Balanced Assessment	3-8, 11	English Language Arts, Math	No	No						
	SAT 11	11	Reading, Math, Science, Social Studies	No	No						X
	Delaware Comprehensive Assessment Systems (DCAS)	4-5, 7-8, 10	Social Studies (4,7), Science (5,8,10)	No	No						
Florida	Florida Standards Assessment	3 to 10	English Language Arts, Math	Yes	Yes		X				
	Statewide Science Assessment	5, 8	Science	No	No						

State		Test	Grade	Subject Areas	Disaggregated Data for ELLs with Disabilities for General Assessments Used for Title I						
					Reporting Summary By State						
					Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only All Tests	No Assmt. Used for Title I	No Information on Assmts. Found	No Publicly Reported Data Found	
Georgia		Georgia Milestone Assessment End of Grade	3-8	Language Arts, Math, Science, Social Studies	No	No					
		Georgia Milestone Assessment, EoC	EoC	Algebra I, CCGPS Coordinate Algebra, United States History, Economics/Business/Free Enterprise, Biology, Physical Science, Ninth Grade Literature and Composition, American Literature and Composition, Geometry, Analytic Geometry	No	No				X	
Hawaii		Smarter Balanced Assessment	3-8, 11	English Language Arts, Math	No	No					
		End of Course	EoC	Biology I (required), Algebra I, Algebra II, and U.S. History are optional.	No	No				X	
		Hawaii State Assessment in Science	4, 8	Science	No	No					
Idaho		General Assessment	3-8, HS	English Language Arts (ELA) and Math(3-8, HS), Science (5,7, HS)	No	No				X	
Illinois		PARCC Assessment	3-8, HS	English Language Arts, Math	No	No				X	
Indiana		Indiana State-wide Testing for Education Progress- Plus (ISTEP+)	3-8, 10	English/Language Arts, Math, Science (4,6), Social Studies (5,7)	No	No				X	
		End of Course Assessments (ECAs)	EoC	English 10, Algebra I, Biology I	No	No					

Disaggregated Data for ELLs with Disabilities for General Assessments Used for Title I												
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State						
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only All Tests	No Assmt. Used for Title I	No Information on Assmts. Found	No Publicly Reported Data Found	
Iowa	Iowa Assessment	3-8,11	Reading, Math	No	No							
	Iowa Assessment Science	5,8,11	Science	No	No							X
Kansas	General Assessment	3-8,10,11	Reading, Math, Science (4,7,11) No Science reported	No	Yes			Yes				
Kentucky	Kentucky Performance Rating for Educational Progress (K-PREP)	3-8, 10, 11	Reading, Math, Science (4, 7), Social Studies (5,8), Writing (5, 6, 8, 10, 11), Language Mechanics (4, 6, 10)	No	No							
		EoC	English II, Algebra II, Biology, US History	No	No							X
		3-8	Reading, Math (3-8) Science (4,7), Social Studies (5,8), Language Mechanics (4,6)	No	No							
Louisiana	LEAP	3-8	Reading, Math, Science, Social Studies (optional field test in 2015-16)	No	No							X
	End of Course tests	EoC, 9 to 12	English, Math, Science, Social Studies	No	No							
Maine	eMPowerME	3 to 8	Math, Reading, Writing, Language	No	No							
	Maine Educational Assessment (MEA) Science	5,8, 3 rd year HS	Science	No	No							X
	SAT	High School	Math, English Language Arts	No	No							

State		Test	Grade	Subject Areas	Disaggregated Data for ELLs with Disabilities for General Assessments Used for Title I					
					Reporting Summary By State					
					Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only All Tests	No Assmt. Used for Title I	No Information on Assmts. Found	No Publicly Reported Data Found
					Participation	Performance				
Maryland	Maryland School Assessment (MSA)	5, 8	Science	No	No					
	PARCC Assessment	3 to 8, 10	English Language Arts, Math	No	No					X
	High School Assessments (HSA)	EoC	Algebra/Data analysis, English, Biology, Government	No	No					
Massachusetts	Massachusetts Comprehensive Assessment System (MCAS)	3-8, 10	English/Language Arts, Math,	No	No					
	PARCC general assessment	3 to 8	English/Language Arts, Math (3 to 8), Algebra I (8th grade)	No	No					X
	STE MCAS Tests	5, 8, 9, or 10	Science and Technology/Engineering (single discipline tests in Biology, Chemistry, Intro Physics, and Technology/ Engineering)	No	No					
Michigan	Michigan Student Test of Educational Progress (M-STEP)	3-8, 11	English Language Arts, Math, (3 to 8, 11), Science (4,7, 11), Social Studies (5, 8, 11)	No	No					
	Michigan Merit Exam (MME)	11	College Board SAT, WorkKeys job skills assessments in reading, mathematics, and locating	No	No					X
Minnesota	Minnesota Comprehensive Assessment (MCA) –III	3-8, HS	Reading (3 to 8, 10), Math (3 to 8, 11), Science (5, 8, HS)	Yes	Yes					

Disaggregated Data for ELLs with Disabilities for General Assessments Used for Title I																																								
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State																																		
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only All Tests	No Assmt. Used for Title I	No Information on Assmts. Found	No Publicly Reported Data Found																													
Mississippi	Mississippi Assessment Program (MAP)	3-8, EoC	Language Arts, Math, English II, and Algebra I	No	No																																			
	Mississippi Science Tests, Second Edition (MST2)	5,8	Science	No	No															X																				
	High school Subject Area Tests, Second Edition (SAT2)	EoC	Biology I, US History	No	No																																			
Missouri	Grade-Level Assessment	3-8, HS	English Language Arts, Math, Science (5,8), Social Studies (HS)	No	No																																			
	Online End of Course Assessments	EoC	English I and II, Algebra I and II, Geometry, Biology I, Physical Science, American History, Government	No	No																	X																		
Montana	Smarter Balanced Assessment	3-8, 11	English Language Arts, Math	No	No																																			
	Criterion Referenced Test Science	4, 8, 10	Science	No	No																																			
Nebraska	Nebraska State Accountability (NeSA)	3-8, 11	Reading, Math, Science (5,8,11), Writing (4, 8, 11)	No	No																																			
Nevada	Criterion Referenced Test (CRT)	3-8, 10	Reading, Math (3-8), Science (5,8, 10)	No	No																																			
	High School Proficiency Exam	EoC	ELA, Math	No	No																																			
New Hampshire	SAT	3 to 8, 11	Reading, Math	No	No																																			
	New England Comprehensive Assessment Program (NECAP)	4, 8, 11	Science	No	No																																			

Disaggregated Data for ELLs with Disabilities for General Assessments Used for Title I		Reporting Summary By State											
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State							
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only All Tests	No Assmt. Used for Title I	No Information on Assmts. Found	No Publicly Reported Data Found		
New Jersey	PARCC Assessment	3 to 8	English Language Arts, Math	No	No								
	New Jersey Biology Competency Test	EoC	Biology	No	No								
	PARCC High School Assessments	9 to 11	English Language Arts (9 to 11), Algebra I, Algebra II, Geometry	No	No								X
New Mexico	PARCC Assessment	3 to 8, 11	English Language Arts, Math	No	No								
	Standards Based Assessment (SBA)	4, 7, 10-11	Science (4, 7, 10, 11). And High School SBA serves as diploma also	No	No								X
	Standards Based Assessment Spanish	4, 7, 10-11	Reading	No	No								

Disaggregated Data for ELLs with Disabilities for General Assessments Used for Title I											
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State					
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only All Tests	No Assmt. Used for Title I	No Information on Assmts. Found	No Publicly Reported Data Found
New York	New York State Testing Program (NYSTP)	3-8	English Language Arts, Math, Science (4,8)	No	No						
	Common Core Regents	EoC	Algebra I, English Language Arts, Geometry	No	No						
	Regents Competency Tests	EoC	Math, Science, Reading, Writing, Global Studies, US History and Government. Parts used for Title I and Diploma.	No	No						
	Regents Exams	EoC	Comprehensive English, US History & Gov't, Global History & Geography, Alg2/ Trig, Geometry, Integ Alg, Living Env't, Physical setting/Physics, Physical Setting/Chemistry, Physical Setting/Earth Science. Parts used for Title I and Diploma.	No	No						X
North Carolina	End of Grade Multiple Choice Test	3-8	Reading, Math, Science (5,8)	No	No						
	End of Course Multiple Choice	EOC	NC Math I, Biology, English II,	No	No						X
North Dakota	Smarter Balanced Assessment	3-8, 11	Reading, Math	No	No						
	Science Assessment	4, 8, 11	Science	No	No						X

Disaggregated Data for ELLs with Disabilities for General Assessments Used for Title I												
State	Test	Grade	Subject Areas	Reporting Summary By State								
				Participation	Performance	Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only All Tests	No Assmt. Used for Title I	No Information on Assmts. Found	No Publicly Reported Data Found	
Ohio	Ohio State Assessment Ohio End of Course Exams	3-8	Math, Reading, Science (5, 8), Social Studies (4, 6)	Yes	Yes							
		EoC	Algebra 1, Geometry, Integrated Math 1, Integrated Math 2, • Biology, American history and American government, English I and English II	Yes	Yes	Yes						
Oklahoma	Oklahoma Core Curriculum Tests (OCCT) End of Instruction	3-8	Math, Reading, Science (5,8), Geography (7), Social Studies (5), US History (8), Writing (5,8)	No	No							
		EoI	ACE Algebra I, II, ACE Geometry, ACE English II, III, (writing included), ACE Biology I ACE US History	No	No							X
Oregon	Smarter Balanced Assessment Science Assessment	3-8,11	English Language Arts, Math	No	No							X
		5, 8, 11	Science	No	No							
Pennsylvania	Pennsylvania System of School Assessment (PSSA) Keystone Exam	3-8	Reading, Math, Science (4,8,.)	No	No							X
		11	Algebra, Biology and Literature	No	No							

Disaggregated Data for ELLs with Disabilities for General Assessments Used for Title I											
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State					No Publicly Reported Data Found
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only All Tests	No Assmt. Used for Title I	No Information on Assmts. Found	
Rhode Island	New England Education Assessment Program (NECAP) Science	4, 8, 11	Science	No	No						X
	PARCC Assessment	3-8, HS	ELA, Math (3-8, HS), Algebra I, Geometry, Integrated Math I	No	No						
South Carolina	South Carolina Palmetto Assessment of State Standards	3-8	Science, Social Studies	No	No						
	South Carolina College- and Career-Ready Assessments (SC READY)	3 to 8	English, Reading, Writing, Math	No	No						X
	End of Course Examination (performance reported as grades A-F)	EoCE	Algebra 1 /Math for Technologies 2, Biology 1/Applied Biology 2, English 1, US History and the Constitution	No	No						
South Dakota	Smarter Balanced Assessment	3-8	ELA and Math. 11	No	No						
	ACT	HS	Reading, Math	No	No						X
	South Dakota State Test of Educational Progress (DSTEP)	5, 8, 11	Science	No	No						
Tennessee	Adopted new TNReady standards No assessment data reported	3-8	ELA, Math	No	No						
	End of Course	EoC	Algebra I, Algebra II, English I, English II, English III, US History, Biology, Chemistry	No	No						X

Disaggregated Data for ELLs with Disabilities for General Assessments Used for Title I										
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only All Tests	No Assmt. Used for Title I	No Information on Assmts. Found
Texas	State of Texas Assessments of Academic Readiness (STAAR) Includes Spanish version	3-8	Math, Reading, Writing (4,7), Science (5,8) Social Studies (8)	No	No					
	STAAR EoC* and STAAR-A and STAAR L reporting	EoC	Algebra I, Biology, English I Reading, English I Writing, US History STAAR-A accommodated, and STAAR-L Linguistically accommodated	No	No					X
Utah	Student Assessment of Growth and Excellence (SAGE)	3-11	Reading, Language Arts, Math, Science	No	No					X
Vermont	Smarter Balanced Assessment	3-8, 11	English Language Arts, Math	No	No					X
	NECAP	4, 8, 11	Science	No	No					
Virginia	Standards of Learning (SOL)	3-8	Reading, Math, Science (3,5,8), History/Social Studies (3,5,8), Writing (5,8)	No	No					
	Content Specific Test	3-8	Reading, Math, History/Social Science, Science	No	No					
	End of Course Test	EoC	Reading, Writing, Algebra I, II, Geometry, Biology, Chemistry, Earth Science, Virginia and US History, World History I, II, World Geography, US History to 1865, US History from 1865 to present, Civics and Economics, Virginia Studies	No	No					X

Disaggregated Data for ELLs with Disabilities for General Assessments Used for Title I												
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State					No Publicly Reported Data Found	
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only All Tests	No Assmt. Used for Title I	No Information on Assmts. Found		
Washington	Smarter Balanced Assessment Measurements of Student Progress (MSP) End of Course	3-8, 11	English Language Arts, Math	No	No							
		5, 8	Science	No	No							
		EoC	Algebra 1/Integrated Math 1, Geometry/ Integrated Math 2, Biology - part also not used for Title I. Biology reported only.	No	No							X
West Virginia	West Virginia General Summative Assessment (WVGSA) Science	3-11	English Language Arts/ Literacy, Math	No	No							X
		4, 6, 10	Science	No	No							
Wisconsin	ACT	11	English, Reading, Math, Writing, Science	No	No							
		3 to 8	ELA, Math, Science, Social Studies	No	No							X
Wyoming	Proficiency Assessments for Wyoming Students (PAWS)	3-8, 11	Reading, Math, Science (4,8, 11)	No	No							X
Total Regular States (N=50)						2	1	1	0	0	0	46
Unique States												

Disaggregated Data for ELLs with Disabilities for General Assessments Used for Title I										
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only All Tests	No Assmt. Used for Title I	No Information on Assmts. Found
American Samoa	Standards Based Assessments	3, 5, 7, 10	Reading (3, 5 reported, 7 and 10 piloting), Math (3, 5, 7, 10)	No	No					X
	ACT	11, 12	English, Math, Reading, Science	No	No					
Bureau of Indian Education	Individual state administered assessments	Elem to HS	By State: Language Arts, Reading, Math, Science	No	No					X
Commonwealth of Northern Mariana Islands	ACT ASPIRE	3 to 10	English, Math, Reading, Science, Writing	No	No					X
U.S. Department of Defense Education Activity	No Assessments Used for Title I								X	
District of Columbia	PARCC Assessment	3 to 8, HS	English Language Arts (HS: ELA I and II), Math (HS: Algebra I and II, Geometry, Integrated Math)	No	No					X
Federated States of Micronesia	No Assessments Used for Title I								X	

Disaggregated Data for ELLs with Disabilities for General Assessments Used for Title I											
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State					
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only All Tests	No Assmt. Used for Title I	No Information on Assmts. Found	No Publicly Reported Data Found
Guam	Stanford Achievement Test, 10	1-12	Reading (1,2), Math (1,2), Science(1-8) and Social Studies(1-8), Following are 9to 12: Anatomy and Physiology, Biology, Chemistry, Physical Science, Algebra 1 and 2, Geometry, US Government, US History, World History, Guam History, and Geography. Results reported for students with disabilities only for Reading, Math and Science.	No	No					X	
Palau	ACT ASPIRE	3 to 10	English, Reading, Math	No	No					X	
Puerto Rico	No information found										
Puerto Rico	Puerto Rican Academic Achievement Test	3-8, 11	Spanish, English, Math, Science (4,8,11)	No	No					X	
Republic of Marshall Islands	No Assessments Used for Title I							X			
U.S. Virgin Islands	Smarter Balanced Assessment	3-8, 11	English Language Arts, Math	No	No					X	
						Total Unique States (N=11)*					
						0	0	0	3	1	7
						Total Regular and Unique States (N=61)					
						2	1	1	3	1	53
						Percent					
						3%	2%	2%	5%	2%	86%

Table B-5. Participation and Performance Data for English Language Learners (ELLs) with Disabilities, General Assessments Not Used for Title I Accountability, 2015-2016

State	Test	Grade	Subject Areas	Disaggregated English Learners with Disabilities Data on General Assessments Not Used for Title I			
				Participation	Performance	All Used for Title I	Reporting Summary By State
				Part. and Perf. All Tests	Part. and Perf. Some Tests	No Assmt. Information Found	No Publicly Reported Data Found
Regular States							
Alabama	The ACT College Readiness Test	11	English, Math, Reading, Science,	No	No		X
Alaska	No assessments found outside Title I Title I			-	-		X Tests Canceled
Arizona	No assessments found outside Title I Title I			-	-	Yes	
Arkansas	No assessments found outside Title I Title I			-	-	Yes	
California	No assessments found outside Title I Title I			-	-	Yes	
Colorado	No assessments found outside Title I Title I			-	-	Yes	
Connecticut	No assessments found outside Title I Title I			-	-	Yes	
Delaware	End of Course Exams	EoC	U.S. History (required), Biology, Algebra II, Integrated Mathematics III (not required)	No	No		X
Florida	End of Course Assessment	EoC	Algebra I, Civics, U.S. History, Biology I, Geometry	No	No		
	Next Generation Sunshine State Standards EoC Assessments	EoC	Civics, U.S. History, and Biology I	No	No		X
Georgia	No assessments found outside Title I			-	-	Yes	
Hawaii	End of Course	EoC	Algebra I, Algebra II, Biology I, Expository Writing I and/or U.S. History	No	No		X

Disaggregated English Learners with Disabilities Data on General Assessments Not Used for Title I									
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State			
						All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	No Assmt. Information Found
Idaho	Idaho Reading Indicator	K-3	Reading	No	No				X
Illinois	No assessments found outside Title I			-	-	Yes			
Indiana	Indiana Reading Evaluation and Determination (IREAD-3)	3	Reading	No	No				X
Iowa	No assessments found outside Title I			-	-	Yes			
Kansas	No assessments found outside Title I			-	-	Yes			
Kentucky	ACT	11	English, Math, Reading, Science	No	No				X
Louisiana	ACT	12	English, Reading, Math, Science	No	No				
	PLAN	10	English, Math, Reading, Science	No	No				X
	Dibels Next	K-3	Reading	No	No				
Maine	No assessments found outside Title I			-	-	Yes			
Maryland	High School Assessments (HSA)	EoC	English, Algebra/Data Analysis, Biology, Government	No	No				X
Massachusetts	No assessments found outside Title I			-	-	Yes			
Michigan	No assessments found outside Title I			-	-	Yes			
Minnesota	No assessments found outside Title I			-	-	Yes			
Mississippi	No assessments found outside Title I			-	-	Yes			
Missouri	No assessments found outside Title I			-	-	Yes			

Disaggregated English Learners with Disabilities Data on General Assessments Not Used for Title I									
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State			
						All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	No Assmt. Information Found
Montana	ACT Plus Writing	HS	Reading, Language, Math, Science, Writing	No	No				X
Nebraska	Iowa Test of Basic Skills (ITBS)	3-10	Reading, Math	No	No				
	National Assessment Instrument	2 to 12	Reading, Math	No	No				X
	Terra Nova	3-11	Reading, Math	No	No				
Nevada	ACT ASPIRE	7, 10	Reading, Math	No	No				
	ACT	11	Math, Reading, Science, Writing	No	No				X
New Hampshire	No assessments found outside Title I			-	-	Yes			
New Jersey	No assessments found outside Title I			-	-	Yes			
New Mexico	No assessments found outside Title I			-	-	Yes			
New York	No assessments found outside Title I			-	-	Yes			
North Carolina	ACT Benchmark	11	English, Math, Reading, Science, Writing. State requires taking in 11th grade.	No	No				X
North Dakota	No assessments found outside Title I			-	-	Yes			
Ohio	No assessments found outside Title I			-	-	Yes			

Disaggregated English Learners with Disabilities Data on General Assessments Not Used for Title I										
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	No Assmt. Information Found	No Publicly Reported Data Found
Oklahoma	Oklahoma Core Curriculum Tests (OCCT)	3 to 8	Math, Reading, Science (5,8), Geography (7), Social Studies (5), US History (8), Writing (5,8) For Title I, all used except for Geography, Social Studies, History and Writing	No	No					X
	End of Instruction	Eol	ACE Algebra I, II, ACE Geometry, ACE English II, III, (writing included), ACE Biology I, ACE US History, For Title I, all used except for Alg II, Eng II, Geometry and US History	No	No					
Oregon	No assessments found outside Title I			-	-	Yes				
Pennsylvania	No assessments found outside Title I			-	-	Yes				
Rhode Island	No assessments found outside Title I			-	-	Yes				
South Carolina	ACT	3 rd year in HS	English, Math, Reading, Science, Writing, English Language Arts, Math, Science / Technology/ Engineering/Math	No	No					X
	ACT Work Keys	3 rd year in HS	Reading for Information, Applied Math, Locating Information	No	No					
South Dakota	No assessments found outside Title I			-	-	Yes				
Tennessee	ACT	HS	English, Math, Reading, Science, Composite	No	No					X
Texas	No assessments found outside Title I			-	-	Yes				
Utah	K3 Reading Competency	K to 3	Reading	No	No					X

Disaggregated English Learners with Disabilities Data on General Assessments Not Used for Title I										
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	No Assmt. Information Found	No Publicly Reported Data Found
Vermont	No assessments found outside Title I			-	-	Yes				
Virginia	No assessments found outside Title I			-	-	Yes				
Washington	End of Course (partially)	EoC	Algebra 1/Integrated Math 1, Geometry/Integrated Math 2, Biology	No	No				X	
West Virginia	College and Career Readiness Assessment	12	College and Career Readiness	No	No					
	ACT	HS	English, Math, Reading, Science	No	No				X	
	SAT (PSAT 8/9, PSAT NMSQT, PSAT10)	HS	Critical Reading and Math	No	No					
Wisconsin	ACT ASPIRE	9, 10	English, Reading, Mathematics, Science, and Writing	No	No				X	
Wyoming	Act Plus Writing or Workkeys (students have option in grades 11 and 12 to take Workkeys)	11, 12	English, math, Reading, Writing, Science	No	No				X	
Total Regular States (N=50)						28	0	0	0	22
Unique States										
American Samoa	No assessments found outside Title I			-	-	Yes				
Bureau of Indian Education	Unclear if any outside for states			-	-	Yes				

Disaggregated English Learners with Disabilities Data on General Assessments Not Used for Title I									
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State			
						All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	No Assmt. Information Found
Commonwealth of Northern Mariana Islands	Standards Based Assessment	4, 6, 8, 9 to 12	Chamorro & Carolinian Language Heritage Studies (CCLHS)	No	No				X
	End of Course	EoC	NMI History	No	No				
U.S. Department of Defense Education Activity	Terra Nova, Multiple Assessments, 3rd Edition	3-9	Reading/Language Arts, Mathematics, Science, Social Studies	No	No				X
	PSAT 8-9, PSAT/NMSQT	8-9, 10-11	Reading, Writing and Language, Math	No	No				
District of Columbia	No assessments found outside Title I			-	-	Yes			
Federated States of Micronesia	National Minimum Competency Standard-Based Test (NMCT)	4, 6, 8, 10	Reading (6,8,10), Math (4,6,8,10), Science (8)	No	No				X
Guam	Standards-Based Assessment (partially used for Title I)	1-12	Reading (1,2), Math (1,2), Science(1-8) and Social Studies(1-8), Following are 9to 12: Anatomy and Physiology, Biology, Chemistry, Physical Science, Algebra 1 and 2, Geometry, US Government, US History, World History, Guam History, and Geography. Results reported for students with disabilities only for Reading, Math and Science.	No	No				X
Palau	No information found			-	-				X
Puerto Rico	No assessments found outside Title I			-	-	Yes			
Republic of Marshall Islands	MISAT 3, 6, 8, 10, 12	3, 6, 8, 10, 12	English Reading, Marshallese Reading, Math, Science.	No	No				X
U.S. Virgin Islands	No assessments found outside Title I			-	-	Yes			

State	Test	Grade	Subject Areas	Disaggregated English Learners with Disabilities Data on General Assessments Not Used for Title I				
				Participation	Performance	Reporting Summary By State		
				All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	No Assmt. Information Found	No Publicly Reported Data Found
Total Unique States (N=11)				5	0	0	1	5
Total Regular and Unique States (N=61)				33	0	0	1	27
Percent *				54%	0%	0%	2%	44%

Table B-6. Participation and Performance Data for English Language Learners (ELLs) with Disabilities, Alternate Assessments Based on Alternate Achievement Standards (AA-AAS) Used for Title I Accountability System, 2015-2016

State	Test	Grade	Subject Areas	Disaggregated English Learners with Disabilities Data For AA-AAS Used for Title I					
				Participation	Performance	Summary by State			
				Partic. and Perf. All Tests	Partic. and Perf. For Some Tests	No Alt. for Title I	No Alt. Inform. Found	No Publicly Reported Data Found	
Regular States									
Alabama	Alabama Alternate Assessment (AAA)	3-8, 11	Reading, Math, Science (5,7)	Yes	Yes	Yes			
Alaska	Alaska Alternate Assessment	3-10	Reading, Writing, Math (3-10) Science (4,8,10)	No	No			X Tests Canceled	
Arizona	AIMS Alternate, NCSC	3 to 11	English Language Arts, Math	No	No			X	
Arkansas	Multi-State Alternate Assessment (MSAA)	3 to 8, 11	English Language Arts, Math	No	No			X	
	Arkansas Alternate Portfolio	5, 7, 10	Science	No	No				
California	California Alternate Assessment (CAA)	3- 8, 11	English Language Arts, Math	Yes	Yes	Yes			
	California Alternate Performance Assessment (CAPA)	5, 8, 10	Science	No	No				

State	Test	Grade	Subject Areas	Disaggregated English Learners with Disabilities Data For AA-AAS Used for Title I								
				Participation	Performance	Summary by State						
						Partic. and Perf. For All Tests	Partic. and Perf. For Some Tests	No Alt. for Title I	No Alt. Inform. Found	No Publicly Reported Data Found		
Colorado	Colorado Alternate Assessment (CoAlt)	5, 8	Science	Yes	Yes							
	DLM		English Language Arts, Math	Yes	Yes							
Connecticut	Alternate CMT and CAPT	5, 8, 10	Science	No	No							X
	Connecticut Alternate Assessment	3-8, 11	English Language Arts, Math	No	No							
Delaware	Delaware Comprehensive Assessment System (DCAS-Alt)	3-11	Reading, Math (3-11), Science (5,8,10), Social Studies (4,7,9)	Yes	Yes							
Florida	Florida Standards Alternate Assessment (FSAA)	3-10 and EOC	Grades 3-10 ELA, grades 3-8 Mathematics, grades 5 and 8 Science, Algebra 1, Geometry, Civics, U.S. History, Biology 1	No	No							X
Georgia	Georgia Alternate Assessment	K-8, HS	English/Language Arts, Math, Science, Social Studies	Yes	Yes							
Hawaii	Hawaii State Alternate Assessment	3-8, HS	Reading, Math, Science (4,8,11)	No	No							X
Idaho	ISAT Alternate Science	5, 7, 10	Science	No	No							X
	NCSC	3-8, 11	English Language Arts, Math	No	No							
Illinois	DLM	3-8,11	English Language Arts, Math	Yes	Yes							
	Indiana Standards Tool for Alternate Reporting (ISTAR)	3-8, 10	English Language Arts, Math Science and Social Studies	No	No							X
Iowa	Iowa Alternate Assessment (IAA)	3-8,11	Reading, Math	No	No							X
	Iowa Alternate Assessment (IAA) Science	5,8,11	Science	No	No							
Kansas	DLM	3-8, 10, 11	Reading, Math, Science (4, 7, 10)	No	No							X

State	Test	Grade	Subject Areas	Disaggregated English Learners with Disabilities Data For AA-AAS Used for Title I							
				Participation	Performance	Summary by State					No Publicly Reported Data Found
						Partic. and Perf. For All Tests	Partic. and Perf. For Some Tests	No Alt. for Title I	No Alt. Inform. Found	No	
Kentucky	Alternate Kentucky Performance Rating for Educational Progress (K-PREP)	3-12	Reading (3-9), Math (3-8,10), Writing (4,5,6, 8,10,11), Science (4,7,11), Social Studies (5,8,12)	No	No						X
				No	No					X	
Louisiana	Louisiana Alternate Assessment 1	3-11	English/Language arts, Math, Science	No	No						X
Maine	Multi-State Alternate Assessment (MSAA)	3-8 and HS	Math, ELA/Literacy	No	No						X
				No	No					X	
	Personalized Alternate Assessment Portfolio	5, 8, HS	Science	No	No						X
Maryland	Alternate Maryland School Assessment (ALT-MSA)	3-8,10	Math, Reading, Science (5,8,10)	Yes	Yes	Yes					
Massachusetts	Massachusetts Comprehensive Assessment System Alternate (MCAS-Ait)	3-10	English/Language Arts, Math, Science and Technology/Engineering (5, 8-10)	No	No						X
Michigan	Michigan Access (MI-Access) Functional Independence	3-8, 11	English Language Arts, Math, Science (4, 7, 11), Social Studies (5, 8, 11)	No	Yes						
		3-8, 11	English Language Arts, Math, Science (4, 7, 11)	No	Yes			X			
		3-8, 11	English Language Arts, Math, Science (4, 7, 11)	No	No						
Minnesota	Minnesota Test of Academic Skills III (MTAS III)	3-8, HS	Reading and Math, Science (5, 8, HS)	Yes	Yes	Yes					
Mississippi	DLM	3-8	Language Arts, Math, Science (5,8)	No	No						X
				No	No						

State	Test	Grade	Subject Areas	Disaggregated English Learners with Disabilities Data For AA-AAS Used for Title I								
				Participation	Performance	Partic. and Perf. For All Tests	Partic. and Perf. For Some Tests	No Alt. for Title I	No Alt. Inform. Found	No Publicly Reported Data Found		
											Summary by State	
Missouri	Missouri Assessment Program Alternate (MAP-A)	3-8, 10, 11	English Language Arts, (3 to 8, 11) Math (3 to 8, 10), Science (5, 8, 11)	No	No							X
				No	No							
Montana	MSAA Alternate (NCSC assessment) Criterion Referenced Test (CRT)	3-8, 11 4, 8, 10	English Language Arts, Math Science	No	No							
				No	No							
Nebraska	Alternate Assessments (NESA-M and NESAAAM)	3-8, 11	Reading, Math, Science (5,8,11), Writing (8,11)	No	No							X
				Yes	Yes							
Nevada	Nevada Alternate Assessment (NAA)	3-8, 11	Reading, Math, Science (8), Writing (8) Science and Writing not reported.									
New Hampshire	New Hampshire Alternate Learning Progression Assessment (NH ALPS)	4, 8, 11	Science	No	No							X
				No	No							
New Jersey	Alternate Proficiency Assessment DLM	4, 8, 11 3-8, 11	Science Reading Math	Yes	Yes							
				Yes	Yes							
New Mexico	NCSC Alternative Performance Assessment (NMAPA)	3-8, 11 4, 7, HS	English Language Arts, Math Science	No	No							X
				No	No							
New York	New York State Alternate Assessment (NYSAA)	3-8, HS	English Language Arts, Math, Science (4,8, HS), Social Studies (HS)	No	No							X
				Yes	Yes							
North Carolina	North Carolina Extend 1 (NCEX-TEND1)	3-8 10	Reading, Math, Science (5,8) NC Math I, Biology, English II	Yes	Yes							
				Yes	Yes							
North Dakota	Dynamic Learning Maps ND Alternate Assessment Science	3-8, 11 4, 8, 11	Reading/ Language Arts, Math Science	No	No							X
				No	No							

State	Test	Grade	Subject Areas	Disaggregated English Learners with Disabilities Data For AA-AAS Used for Title I							
				Summary by State							
				Participation	Performance	Partic. and Perf. For All Tests	Partic. and Perf. For Some Tests	No Alt. for Title I	No Alt. Inform. Found	No Publicly Reported Data Found	
Ohio	Alternate Assessment for Students with Cognitive Disabilities (AASCD)	3-8	English/Language Arts, Math, Science (5,8)	Yes	Yes	Yes					
	Alternate Ohio Graduation Test (HS--AASCD)	HS	English/Language Arts, Math, Science, Social Studies	Yes	Yes						
Oklahoma	Oklahoma Alternate Assessment Program (OAAP)	3-8, Eol	Math, Reading, Science (5,8), Geography, Social Studies, Writing (5,8), Algebra I, English II/ Writing, Biology, US History (others if took Algebra II, Geometry, English III/ Writing)	No	No						X
	Oregon Assessment of Knowledge and Skills (OAKS) Extended	3-8, 11	ELA, Math, Science (5,8,11)	No	No						X
Pennsylvania	Pennsylvania Alternate (PASA)	3-8, 11	Reading, Math, Science (4, 8, 11) No Science found.	Yes	Yes	Yes					
Rhode Island	MSAA (Multi-State Alternate Assessment)	3 to 8, 11	ELA, Math. No Science alternate data found.	No	No						X
South Carolina	South Carolina Alternate (SC-ALT)	4 to 8, 11	Science, Social Studies	No	No						
	South Carolina Alternate (SC-ALT)	3 to 8, 11	English Language Arts, Math	No	No						X
South Dakota	Dakota State Test of Educational Progress Alternate (DSTEP A)	5, 8, 11	Science	No	No						X
	NCSC Alternate Assessment	3-8, 11	English Language Arts, Math	No	No						
Tennessee	MSAA	2-8, 11	English Language Arts, Math, Writing	No	No						X
	TCAP-Alt	3 to 8, 10	Science (10), Social Studies	No	No						X

State	Test	Grade	Subject Areas	Disaggregated English Learners with Disabilities Data For AA-AAS Used for Title I								
				Participation	Performance	Summary by State				No Publicly Reported Data Found		
						Partic. and Perf. For All Tests	Partic. and Perf. For Some Tests	No Alt. for Title I	No Alt. Inform. Found			
Texas	STAARALT 2	3-8	Math, Reading, Writing (4,7), Science (5,8) Social Studies (8)	Yes	Yes							
	STAARALT2 EoC	EoC	English I, English II, Algebra I, Biology, US History	Yes	Yes							
Utah	DLM	3-11	Language Arts, Math, and Science	No	No							X
	Utah Alternate Assessment	4-11	Science	No	No							
Vermont	Vermont Alternate Assessment Portfolio	4, 8, 11	Science	No	No							X
	DLM Alternate Assessment	3 to 11	ELA, Math	No	No							
Virginia	Virginia Alternate Assessment Portfolio (VAAP)	3-8	Reading, Math, History/Social Science, Science	No	No							X
	Virginia Alternate Assessment Portfolio End of Course (VAAP EoC)	EoC	Reading, Math, History/Social Science, Science	No	No							
Washington	WA-AIM Alternate Assessment	3-8, 11	English Language Arts, Math, Science (5, 8)	No	No							X
West Virginia	West Virginia Alternate Summative Assessment Unclear if changed to DLM in 2016 and 2017.	3-8, HS	Reading, Math. Did not see Science.	No	No							X
Wisconsin	DLM Alternate Assessment	3 to 11	English Language Arts, Math, Science, Social Studies	No	No							X
Wyoming	Wy-ALT	3-8, HS	English Language Arts, Math (3 to 8-11), Science (4, 8, 9 to 11)	No	No							X
Total Regular States (N=50)						13	2	0	0			35
Unique States												
American Samoa	Alternate Assessment	3-8, 10	Reading, Math	No	No							X

State	Test	Grade	Subject Areas	Disaggregated English Learners with Disabilities Data For AA-AAS Used for Title I								
				Participation	Performance	Summary by State					No Publicly Reported Data Found	
						Partic. and Perf. For All Tests	Partic. and Perf. For Some Tests	No Alt. for Title I	No Alt. Inform. Found	No Publicly Reported Data Found		
Bureau of Indian Education	Alternates based on Alternate achievement standards	All assessed	By state	No	No							X
Commonwealth of Northern Mariana Islands	Multiple States Alternate Assessment (MSAA)	3-8, 11	English Language Arts, Math	No	No							X
U.S. Department of Defense Education Activity	DoDEA Alternate Assessment, No alternate for Title I.	3-12	Reading/Language Arts, Mathematics, Science, Social Studies	No	No			X				
District of Columbia	MSAA	3 to 8, HS	English Language Arts, Math	No	No							X
Federated States of Micronesia	Alternate Assessment on Alternate Achievement Standards. No Alternate for Title I.	6, 8, 10	Reading, Math, Science (8)	No	No			X				
Guam	NCSC and DoE Alt. Assmt	3-8, 11	English Language Arts, Math Doe Alternate 1,2, 9, 10 ELA, Math	No	No							X
Palau	No information found			No	No					X		
Puerto Rico	Puerto Rico Alternate Assessment	3-8, 11	Spanish, English, Math, Science (4,8,11)	No	No							X
Republic of Marshall Islands	No Alternate for Title I			No	No			X				
U.S. Virgin Islands	MSAA (NCSC) Alternate Assessment	3-8, 11	English Language Arts. Math	No	No							X
Total Unique States (N=11)				0	0	3	1	7				
Total Regular and Unique States (N=61)				13	2	3	1	42				
Percent				21%	3%	5%	2%	69%				

Table B-7. Participation and Performance Data for Students with Disabilities and ELLs with Disabilities, on Alternate Assessments Based on Modified Achievement Standards (AA-MAS) Used for Title I Accountability, 2015-2016

State	Test	Grade	Subject Areas	Disaggregated Data for AA-MAS			
				Students with Disabilities Summary		ELLs with Disabilities Summary	
				Participation and Performance	No Data Found	Participation and performance	No Data Found
Regular States							
California	California Modified Assessment (CMA)	5, 8, 10	Science (5,8, and 10 Life Science)	Yes		Yes	
Virginia	Virginia Modified Achievement Standards Test (VMAS ¹)	8, EoC	Reading, Math/Algebra I	Yes		Yes	
Total Regular States with MAS (N=2)				2	0	2	0
Percent				100%	0%	100%	0%

Table B-8. Participation and Performance Data for Students with Disabilities and ELLs with Disabilities, Alternate Assessments Based on Grade Level Achievement Standards (AA-GLAS) Used for Title I Accountability, 2015-2016

State	Test	Grade	Subject Areas	Disaggregated Data for AA-GLAS			
				Students with Disabilities		ELLs	
				Participation	Performance	Participation	Performance
Regular States							
Massachusetts	Alternate Based on Grade Level Achievement Standards	3-8, 10	English Language Arts, Math, Science/Engineering (5, 8, 9, 10)	Yes	Yes ¹	No	No
Virginia	Virginia Grade Level Alternate Assessment (VGLAA) and EoC.	3-8, EoC	Reading, History/Social Science(3, EoC), Science (3,5,8, EoC) Writing (5,8, EoC)	Yes	Yes	Yes	Yes
Total Regular States with GLAS (N=1)				2	2	1	1
Percent				100%	100%	50%	50%

¹ State reports these data merged with other performance data.

Table B-9. How Participation was Reported in States for the General Assessments, 2015-2016
 (Note: There is an asterisk after the state name if the state did not report data by grade and test.¹)

State	Participation Data Reported On General Assessments									
	Number Enrolled/ Eligible to be Tested	Number of Students Tested	Number of Students Not Tested	Percent Participating in Test	Percent of Students not Tested	Number of Students with Scores	Number of Students with No scores	Percent of Students with No Scores		
<i>Regular States</i>										
Alabama	-	X	-	-	-	-	-	-	-	-
Alaska ²	-	-	-	-	-	-	-	-	-	-
Arizona	-	X	-	-	-	-	-	-	-	-
Arkansas	-	-	-	-	-	-	-	-	-	-
California	X	X	-	-	-	X	-	-	-	-
Colorado	-	-	-	X	-	X	-	-	-	-
Connecticut	X	X	-	X	-	X	-	-	-	-
Delaware	-	-	-	X	-	-	-	-	-	-
Florida	-	X	-	X ³	-	-	-	-	-	-
Georgia	X	X	X	X	X	-	-	-	-	-
Hawaii	-	-	-	X*	-	-	-	-	-	-
Idaho	-	-	-	X*	-	-	-	-	-	-
Illinois	X*	-	-	-	X*	-	-	-	-	-
Indiana	-	X	-	-	-	-	-	-	-	-
Iowa	X	X	-	X	-	-	-	-	-	-
Kansas	-	X*	-	X*	X*	-	-	-	X*	-
Kentucky	X	X	-	X	-	-	-	-	-	-
Louisiana	-	-	-	-	-	-	-	-	-	-
Maine	-	X*	-	X*	-	-	-	-	-	-
Maryland	X*	X*	-	X*	-	-	-	-	-	-
Massachusetts	-	-	-	X*	X*	-	-	-	-	-
Michigan	-	X	-	-	-	X	-	-	-	-
Minnesota	-	X	-	X*	-	-	-	-	-	-

State	Participation Data Reported On General Assessments									
	Number Enrolled/ Eligible to be Tested	Number of Students Tested	Number of Students Not Tested	Percent Participating in Test	Percent of Students not Tested	Number of Students with Scores	Number of Students with No scores	Percent of Students with No Scores		
Mississippi	-	X*	-	X*	-	-	-	-	-	-
Missouri	X*	X*	-	-	-	-	-	-	-	-
Montana	-	-	-	-	-	-	-	-	-	-
Nebraska	-	X	X	X	X	-	-	-	-	-
Nevada	X	X	-	-	-	-	-	-	-	-
New Hampshire	X*	X*	-	X*	-	-	-	-	-	-
New Jersey	X	X	-	-	-	X	X	-	-	-
New Mexico	-	-	-	-	-	-	-	-	-	-
New York	-	X	-	-	-	-	-	-	-	-
North Carolina	X	X	X*	X*	X	X	X*	X*	-	X*
North Dakota	X*	X	-	X*	X*	-	-	-	-	-
Ohio	X*	X*	X*	X*	X*	-	-	-	-	-
Oklahoma	-	-	-	-	-	-	-	-	-	-
Oregon	-	-	-	X	-	-	-	-	-	-
Pennsylvania	-	-	-	-	-	-	-	-	-	-
Rhode Island	-	X	-	-	-	-	-	-	-	-
South Carolina	-	X	-	-	-	-	-	-	-	-
South Dakota	-	X*	-	-	X*	-	-	-	-	X*
Tennessee	-	-	-	-	-	X*	-	-	-	-
Texas	-	X	-	-	-	-	X*	-	-	-
Utah	-	X	-	-	-	-	-	-	-	-
Vermont	X	X	X	X	-	-	X*-	-	-	-
Virginia	-	X	-	X*	X	-	-	-	-	-
Washington	X	-	X*	X*	X*	-	X	X	-	X
West Virginia	-	-	-	X*	-	-	-	-	-	-
Wisconsin	X	X*	X	-	X	-	-	-	-	-
Wyoming	-	X	-	X*	-	-	-	-	-	-
Total Regular States (N=50)	17	33	7	26	12	7	4	4	4	4

State	Participation Data Reported On General Assessments									
	Number Enrolled/ Eligible to be Tested	Number of Students Tested	Number of Students Not Tested	Percent Participating in Test	Percent of Students not Tested	Number of Students with Scores	Number of Students with No scores	Percent of Students with No Scores		
<i>Unique States</i>										
American Samoa	-	X	-	X	-	-	-	-		
Bureau of Indian Education	-	-	-	-	-	-	-	-		
Commonwealth of Northern Marianna Islands	-	-	-	-	-	-	-	-		
District of Columbia	-	-	-	X*	-	X	-	-		
Federated States of Micronesia	-	-	-	-	-	-	-	-		
Guam	X	X	-	-	X	-	-	-		
Palau	-	-	-	-	-	-	-	-		
Puerto Rico	-	-	-	-	-	-	-	-		
Republic of Marshall Islands	-	-	-	-	-	-	-	-		
U.S. Department of Defense Education Activity	-	-	-	-	-	-	-	-		
U.S. Virgin Islands	-	-	-	-	-	-	-	-		
Total Unique States (N=11)	1	2	0	2	0	2	0	0		
Total All Regular and Unique States (N=61)	18	35	7	28	12	9	4	4		

¹ Other methods (besides by grade and test) = merging grades and merging tests, by grade and merging tests, by test and merging grades

² Alaska canceled all testing this year so no data were reported.

³ Florida reported participation rate by grade but by accommodated status.

Table B-10. How Participation was Reported in States for the Alternate Assessments based on Alternate Achievement Standards, 2014-2015

(Note: There is an asterisk after the state name if the state did not report data by grade and test. ¹⁾)

State	Participation Data Reported On AA-AAS									
	Number Enrolled/Eligible to be Tested	Number of Students Tested	Number of Students Not Tested	Percent Participating in Test	Percent of Students not Tested	Number of Students with Scores	Number of Students with No scores	Percent of Students with No Scores		
<i>Regular States</i>										
Alabama	-	X	-	X	-	-	-	-		
Alaska ²	-	-	-	-	-	-	-	-		
Arizona	-	X	-	X	-	-	-	-		
Arkansas	-	-	-	-	-	-	-	-		
California	X	X	-	-	-	X	-	-		
Colorado	-	-	-	-	-	X	-	-		
Connecticut	-	-	-	-	-	-	-	-		
Delaware	-	-	-	X	-	-	-	-		
Florida	-	X	-	X	-	X	X	-		
Georgia	X	X	X	X	X	-	-	-		
Hawaii	-	-	-	X*	-	-	-	-		
Idaho	-	-	-	X*	-	-	-	-		
Illinois	X*	-	-	-	X*	-	-	-		
Indiana	-	-	-	-	-	-	-	-		
Iowa	X	X	-	X*	-	-	-	-		
Kansas	-	X*	-	X*	X*	-	-	X*		
Kentucky	X	X	-	X	-	-	-	-		
Louisiana	-	-	-	-	-	-	-	-		
Maine	-	X*	-	X*	-	-	-	-		
Maryland	X*	X*	-	X*	-	-	-	-		
Massachusetts	-	X	-	X	X*	-	-	-		
Michigan	-	X	-	-	-	-	-	-		
Minnesota	-	X	-	X*	-	-	-	-		

State	Participation Data Reported On AA-AAS									
	Number Enrolled/ Eligible to be Tested	Number of Students Tested	Number of Students Not Tested	Percent Participating in Test	Percent of Students not Tested	Number of Students with Scores	Number of Students with No scores	Percent of Students with No Scores		
Mississippi	-	X*	-	X*	-	-	-	-		
Missouri	X*	X*	-	-	-	-	-	-		
Montana	-	-	-	-	-	-	-	-		
Nebraska	-	X	X	X	X	-	-	-		
Nevada	X	X	-	-	-	-	-	-		
New Hampshire	X*	X*	-	X*	-	-	-	-		
New Jersey	-	X	-	-	-	X	X	-		
New Mexico	-	-	-	-	-	-	-	-		
New York	-	X	-	-	-	-	-	-		
North Carolina	X*	X	X*	X*	-	-	X*	X*		
North Dakota	X*	X	-	X*	X*	-	-	-		
Ohio	X*	X*	X*	X*	X*	-	-	-		
Oklahoma	-	-	-	-	-	-	-	-		
Oregon	-	-	-	-	-	-	-	-		
Pennsylvania	-	X	-	X	-	-	-	-		
Rhode Island	X	X	-	X	-	-	-	-		
South Carolina	-	-	-	-	-	-	-	-		
South Dakota	-	X*	-	-	X*	-	-	X*		
Tennessee	-	-	-	-	-	X*	-	-		
Texas	-	X	X	X	X	-	-	-		
Utah	-	X	-	-	-	-	-	-		
Vermont	-	-	-	-	-	-	-	-		
Virginia	-	X	-	X	X	-	-	-		
Washington	X	-	X*	X*	X*	-	X	X		
West Virginia	-	-	-	X*	-	-	-	-		
Wisconsin	X*	-	X*	X	-	-	-	-		
Wyoming	-	X	-	X	-	-	-	-		
Total Regular States (N=50)	15	30	7	28	11	5	4	4		

State	Participation Data Reported On AA-AAS									
	Number Enrolled/ Eligible to be Tested	Number of Students Tested	Number of Students Not Tested	Percent Participating in Test	Percent of Students not Tested	Number of Students with Scores	Number of Students with No scores	Percent of Students with No Scores		
<i>Unique States</i>										
American Samoa	X	X	-	X	-	-	-	-		
Bureau of Indian Education	-	-	-	-	-	-	-	-		
Commonwealth of Northern Marianna Islands	-	-	-	-	-	-	-	-		
U.S. Department of Defense Education Activity	-	-	-	-	-	-	-	-		
District of Columbia	-	-	-	X*	-	X	-	-		
Federated States of Micronesia	-	-	-	-	-	-	-	-		
Guam	X	X	X	-	-	X	X	-		
Palau	-	-	-	-	-	-	-	-		
Puerto Rico	-	-	-	-	-	-	-	-		
Republic of Marshall Islands	-	-	-	-	-	-	-	-		
U.S. Virgin Islands	-	-	-	-	-	-	-	-		
Total Unique States (N=11)	2	2	1	2	0	2	1	0		
Total All Regular and Unique States (N=61)	17	32	8	30	11	7	5	4		

¹Other methods (besides by grade and test) = merging grades and merging tests, by grade and merging tests, by test and merging grades

² Alaska canceled all testing so no data were reported.

Table B-11. State Abbreviation Key

State Abbreviation	State's Full Name	State Abbreviations Continued	State's Full Name
AL	Alabama	MT	Montana
AK	Alaska	NE	Nebraska
AR	Arkansas	NV	Nevada
AZ	Arizona	NH	New Hampshire
CA	California	NJ	New Jersey
CO	Colorado	NM	New Mexico
CT	Connecticut	NY	New York
DE	Delaware	NC	North Carolina
FL	Florida	ND	North Dakota
GA	Georgia	OH	Ohio
HI	Hawaii	OK	Oklahoma
ID	Idaho	OR	Oregon
IL	Illinois	PA	Pennsylvania
IN	Indiana	RI	Rhode Island
IA	Iowa	SC	South Carolina
KS	Kansas	SD	South Dakota
KY	Kentucky	TN	Tennessee
LA	Louisiana	TX	Texas
ME	Maine	UT	Utah
MD	Maryland	VT	Vermont
MA	Massachusetts	VA	Virginia
MI	Michigan	WA	Washington
MN	Minnesota	WV	West Virginia
MS	Mississippi	WI	Wisconsin
MO	Missouri	WY	Wyoming

Table B-12. How Performance was Reported in States for the General Assessments, 2015-2016
 (Note: There is an asterisk after the state name if the state did not report data by grade and test. 1)

State	Performance Data Reported for General Assessments									
	Percent Proficient	Percent Proficient Derived	Percent Proficient	Number Proficient	Number Proficient	Number Not Proficient	Number by Achievement Level	Percent by Achievement Level	Other (e.g., Percentile)	
<i>Regular States</i>										
Alabama	-	-	-	-	-	-	X	-	-	
Alaska ²	-	-	-	-	-	-	-	-	-	
Arizona	X	-	-	-	-	-	-	X	-	
Arkansas	-	-	-	-	-	-	-	-	-	
California	-	X	-	-	-	-	-	X	-	
Colorado	X	-	-	-	-	-	-	X	-	
Connecticut	X	X	X	X	X	X	X	X	X	
Delaware	X	-	X	-	-	-	-	X	X	
Florida	-	X	-	-	-	-	-	-	X	
Georgia	X	-	X	X	X	X	X	X	-	
Hawaii	X*	-	X	X	-	-	-	-	-	
Idaho	-	X*	-	-	-	-	-	X*	-	
Illinois	X	-	-	-	-	-	-	X	-	
Indiana	X	-	-	X	-	-	-	-	-	
Iowa	X	-	-	-	-	-	-	X*	-	
Kansas	-	X*	-	-	-	-	-	X*	-	
Kentucky	X	-	-	-	-	-	-	-	-	
Louisiana	X	-	-	-	-	-	-	-	-	
Maine	X*	-	X*	-	-	-	-	-	X	
Maryland	X	-	X	X	-	-	X	X	-	
Massachusetts	-	-	-	-	-	-	-	-	-	
Michigan	X	-	X	X	-	-	X	X	X	
Minnesota	X	-	X	X	-	-	-	-	-	
Mississippi	-	X*	-	-	-	-	-	X*	-	
Missouri	-	X	-	-	-	-	X*	X*	X	

State	Performance Data Reported for General Assessments									
	Percent Proficient	Percent Proficient Derived	Percent Not Proficient	Number Proficient	Number Not Proficient	Number by Achievement Level	Percent by Achievement Level	Other (e.g., Percentile)		
Montana	-	-	-	-	-	-	-	-	-	-
Nebraska	X	-	X	-	-	-	-	-	-	-
Nevada	X	-	-	-	-	-	X	X	X	-
New Hampshire	X*	-	X*	X*	X*	X*	X*	X*	X*	-
New Jersey	X	-	-	-	-	X	X	X	X	X
New Mexico	X*	-	-	X	-	-	-	-	-	-
New York	X	-	-	-	-	X	X	X	X	X
North Carolina	X	-	-	X*	-	-	X	X	X	X
North Dakota	X*	-	X*	-	-	-	X	X	X	-
Ohio	X	-	-	-	-	X	X	X	X	-
Oklahoma	-	-	-	-	-	-	-	-	-	-
Oregon	X	-	-	X	-	-	-	-	-	-
Pennsylvania	-	-	-	-	-	-	-	-	-	-
Rhode Island	X	-	-	-	-	-	-	-	X	X
South Carolina	X	-	-	-	-	-	-	X	X	-
South Dakota	-	X*	-	-	-	-	-	X*	X*	-
Tennessee	X*	-	-	-	-	-	-	X	X	-
Texas	-	X	X	-	X	X	X	X	X	X
Utah	X*	-	-	-	-	-	-	-	-	-
Vermont	X	-	X	-	-	-	X	X	X	-
Virginia	X	-	X	-	-	-	X	X	X	-
Washington	X	-	X	X	X	X	X	X	X	-
West Virginia	X*	-	-	-	-	-	-	-	-	-
Wisconsin	X	-	-	X	-	-	X	X	X	X
Wyoming	X	-	X	-	-	-	-	X	X	-
Total Regular States (N=50)	35	9	12	14	5	13	30	15	15	15
<i>Unique States</i>										
American Samoa	X	-	-	-	-	-	X	-	-	-
Bureau of Indian Education	-	-	-	-	-	-	-	-	-	-

State	Performance Data Reported for General Assessments									
	Percent Proficient	Percent Proficient Derived	Percent Not Proficient	Number Proficient	Number Not Proficient	Number by Achievement Level	Percent by Achievement Level	Other (e.g., Percentile)		
Commonwealth of Northern Mariana Islands	-	-	-	-	-	-	-	-		
U.S. Department of Defense Education Activity	-	-	-	-	-	-	-	-		
District of Columbia	X*	-	-	-	-	-	X*	-		
Federated States of Micronesia	-	-	-	-	-	-	-	-		
Guam	X	-	-	-	-	X	-	-		
Palau	-	-	-	-	-	-	-	-		
Puerto Rico	-	-	-	-	-	-	-	-		
Republic of Marshall Islands	-	-	-	-	-	-	-	-		
U.S. Virgin Islands	-	-	-	-	-	-	-	-		
Total Unique States (N=11)	3	0	0	0	0	1	2	0		
Total All Regular and Unique States (N=61) checked in tab import for figs and all matched	38	9	12	14	5	14	32	15		

¹Other methods (besides by grade and test) = merging grades and merging tests, by grade and merging tests, by test and merging grades

² Alaska canceled all testing so no data were reported.

Table B-13. How Performance was Reported in States for the Alternate Assessments Based on Alternate Achievement Standards Used for Title I Accountability, 2014-2015

(Note: There is an asterisk after the state name if the state did not report data by grade and test. 1)

State	Performance Data Reported for AA-AAS									
	Percent Proficient	Percent Proficient Derived	Percent Not Proficient	Number Proficient	Number Not Proficient	Number by Achievement Level	Percent by Achievement Level			
<i>Regular States</i>										
Alabama	X	-	-	-	-	X	X			
Alaska ²	-	-	-	-	-	-	-			
Arizona	X	-	-	-	-	-	X			
Arkansas	-	-	-	-	-	-	-			
California	-	X	-	-	-	-	X			
Colorado	X	-	-	-	-	-	X			
Connecticut	-	-	-	-	-	-	-			
Delaware	X	-	X	-	-	-	X			
Florida	X	-	-	X	-	X	X			
Georgia	X	-	X	X	X	-	X			
Hawaii	X*	-	X	-	-	-	-			
Idaho	-	X*	-	-	-	-	X*			
Illinois	X	-	-	-	-	-	X			
Indiana	-	-	-	-	-	-	-			
Iowa	X	-	-	-	-	-	X*			
Kansas	-	X	-	-	-	-	X*			
Kentucky	X	-	-	-	-	-	-			
Louisiana	-	-	-	-	-	-	-			
Maine	X*	-	X*	-	-	-	-			
Maryland	X	-	-	X	-	X	X			
Massachusetts	-	X	-	-	-	X	X			
Michigan	-	-	-	-	X	-	-			
Minnesota	X	-	-	X	-	-	-			
Mississippi	-	X*	-	-	-	-	X*			
Missouri	-	X	-	-	-	X*	X*			

State	Performance Data Reported for AA-AAS									
	Percent Proficient	Percent Proficient Derived	Percent Not Proficient	Number Proficient	Number Not Proficient	Number by Achievement Level	Percent by Achievement Level			
Montana	-	-	-	-	-	-	-			
Nebraska	X	-	X	-	-	-	-			
Nevada	X	X	-	-	-	-	X			
New Hampshire	X*	-	X*	X*	X*	X*	X*			
New Jersey	-	X	-	-	-	-	X			
New Mexico	X*	-	-	X-	-	-	X			
New York	X	-	-	-	-	X	X			
North Carolina	X	-	-	X*	-	-	X			
North Dakota	X*	-	X*	-	-	-	X*			
Ohio	X	-	-	-	-	X	X			
Oklahoma	-	-	-	-	-	-	-			
Oregon	-	-	-	-	-	-	-			
Pennsylvania	X	-	-	-	-	-	X			
Rhode Island	-	-	-	-	-	-	X			
South Carolina	-	-	-	-	-	-	-			
South Dakota	-	X*	-	-	-	-	X*			
Tennessee	X*	-	-	-	-	-	X*			
Texas	-	X	X	-	X	X	X			
Utah	X	-	-	X	-	-	-			
Vermont	-	-	-	-	-	-	-			
Virginia	X	-	X	-	-	-	X			
Washington	X	-	X	X	X	X	X			
West Virginia	X*	-	-	-	-	-	-			
Wisconsin	X	-	-	-	-	X	X			
Wyoming	X	-	X	-	-	-	X			
Total Regular States (N=50)	29	10	11	9	5	11	32			
<i>Unique States</i>										
American Samoa	X	-	-	-	-	-	X			
Bureau of Indian Education	-	-	-	-	-	-	-			

State	Performance Data Reported for AA-AAS									
	Percent Proficient	Percent Proficient Derived	Percent Not Proficient	Number Proficient	Number Not Proficient	Number by Achievement Level	Percent by Achievement Level			
Commonwealth of Northern Mariana Islands	-	-	-	-	-	-	-			
U.S. Department of Defense Education Activity	-	-	-	-	-	-	-			
District of Columbia	X*	-	-	-	-	-	-			
Federated States of Micronesia	-	-	-	-	-	-	-			
Guam	-	X	-	-	-	X	-			
Palau	-	-	-	-	-	-	-			
Puerto Rico	X	-	-	-	-	-	-			
Republic of Marshall Islands	-	-	-	-	-	-	-			
U.S. Virgin Islands	-	-	-	-	-	-	-			
Total Unique States (N=11)	3	1	0	1	0	1	1			
Total All Regular and Unique States (N=61)	32	11	11	9	5	12	33			

¹Other methods (besides by grade and test) = merging grades and merging tests, by grade and merging tests, by test and merging grades.

²Alaska canceled all testing so no data were reported.

Table B-14. Accommodations Data Reported for Students with Disabilities on General Assessments 2014-2015

Regular States	Reported Participation	Reported Performance	Total States with Participation or Performance	Participation and Performance Reported	Participation Only Reported	Performance Only Reported	No Publicly Reported Data Found
Alabama	Yes	Yes	X	X			
Alaska	No	No					X
Arkansas	No	No					X
Arizona	No	No					X
California	No	No					X
Colorado	No	Yes					X
Connecticut	No	No					X
Delaware	No	No					X
Florida	Yes	Yes	X	X			
Georgia	No	No					X
Hawaii	No	No					X
Iowa	Yes	Yes	X	X			
Idaho	No	No					X
Illinois	No	No					X
Indiana	No	No					X
Kansas	No	No					X
Kentucky	Yes	Yes	X	X			
Louisiana	No	No					X
Massachusetts	Yes	No	X		X		
Maryland	Yes	No	X		X		
Maine	No	No					X
Michigan	No	No					X
Minnesota	No	No					X
Missouri	No	No					X
Mississippi	No	No					X
Montana	No	No					X
Nebraska	No	No					X
Nevada	Yes	Yes	X	X			
New Hampshire	No	No					X

Regular States	Reported Participation	Reported Performance	Total States with Participation or Performance	Participation and Performance Reported	Participation Only Reported	Performance Only Reported	No Publicly Reported Data Found
New Jersey	No	No	X	X			
New Mexico	No	No					X
New York	No	No					X
North Carolina	Yes	Yes	X	X			
North Dakota	No	No					X
Ohio	Yes	Yes	X	X			
Oklahoma	No	No					X
Oregon	No	No					X
Pennsylvania	Yes	No	X		X		
Rhode Island	No	No					X
South Carolina	No	No					X
South Dakota	No	No					X
Tennessee	No	No					X
Texas	Yes	Yes	X	X			
Utah	No	No					X
Vermont	No	No					X
Virginia	No	No					X
Washington	No	Yes				X	
Wisconsin	No	No	X				X
West Virginia	No	No					X
Wyoming	No	No					X
Unique States							
American Samoa	No	No					X
Bureau of Indian Affairs	No	No					X
Commonwealth of Northern Mariana Islands	No	No					X
District of Columbia	No	No					X
Federated States of Micronesia	No	No					X
Guam	Yes	Yes	X	X			
Palau	No	No					X
Puerto Rico	No	No					X

Regular States	Reported Participation	Reported Performance	Total States with Participation or Performance	Participation and Performance Reported	Participation Only Reported	Performance Only Reported	No Publicly Reported Data Found
Republic of Marshall Islands	No	No					X
U.S. Department of Defense Education Activity	No	No					X
U.S. Virgin Islands	No	No					X
Total States	12	11	14	10	3	1	47

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