

**2018–19 Publicly
Reported Assessment
Results for Students
with Disabilities and
English Learners with
Disabilities**

NCEO Report 428



NCEO

National Center on
Educational Outcome:

2018-19 Publicly Reported Assessment Results for Students with Disabilities and English Learners with Disabilities

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Executive Summary

This year marks the 22nd year that the National Center on Educational Outcomes (NCEO) has reported on the extent of states' public reporting of assessment data for students with disabilities. Since the Individuals with Disabilities Education Act (IDEA) of 2004, and the reauthorization of the Elementary and Secondary Education Act (ESEA) in 2015, all states receiving federal funding, whether one of the 50 regular states or 11 unique states (e.g., Guam, Puerto Rico, etc.), have been required to annually report reading, mathematics, and science assessment data to the federal government for all students and student subgroups, including students with disabilities. States are also required to report these data to the general public. It is important to continue to track whether and how states are reporting data on 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 et al., 2005).

Other purposes of this report are to describe the extent to which states report these data on students with disabilities who were also English learners, summarize achievement gaps between students with Individualized Education Programs (IEPs) and their peers at select school levels, and present longitudinal biannual average gaps for reading/English language arts (ELA) and math. We also describe the public reporting of students with disabilities using accommodations and the publicly-reported participation and performance data on general and alternate versions of English language proficiency (ELP) assessments.

Extent of Public Reporting for Students with Disabilities

Forty regular states, out of the 61 regular and unique states, reported participation and performance of students with disabilities for all general assessments in reading, math, and science used for Title I accountability purposes in 2018–19. Eleven states reported these data for some assessments, and two reported performance only for all tests. Thirty-seven states reported participation and performance data for all alternate assessments based on alternate academic achievement standards (AA-AAAS). Of the 14 states with general reading/ELA, math, and science assessments not used for Title I, only five states reported participation and performance, and nine reported no data.

Extent of Public Reporting for English Learners with Disabilities

The number of states that reported participation and performance data for English learners with disabilities on all general assessments increased from one to three states from 2017–18 to 2018–19, with two additional states reporting participation and performance for some of their general assessments. For the AA-AAAS, 11 states reported participation and performance data for English learners with disabilities on all assessments, two reported these data for some of their AA-AAAS, one reported only participation, and two reported only performance. One state reported participation

and performance for English learners with disabilities on general reading/ELA, math, or science assessments not used for Title I accountability, showing a change from none the previous years.

How Data Are Reported

The most common approaches for communicating student participation and performance on general assessments and AA-AAAS have not changed, although the number of states has increased slightly for each of the top two categories. The most common way to report participation for regular and unique states on general assessments was number of students tested (N=50), followed by percent of students tested (N=38). For performance, the most common reporting categories were percent proficient and percent by achievement level. Because states use different methods to report (e.g., merging assessments, grades), the numerators and denominators used to report participation and performance data continue to vary significantly across states.

A detailed snapshot of the middle school math participation rates reported for students with disabilities showed that only 18 states reported them by grade in a way that would be comparable (e.g., not merged grades or split by accommodated status). In those states, the participation rates ranged from 85.1 percent to 99.4 percent.

Differences in Performance

Differences in the percentage of students with and without IEPs scoring proficient on content assessments in reading and math persist. As in past reports, we looked at the 2018–19 performance data for elementary, middle, and high school grade levels. We also took a longitudinal look at biannual average gaps in performance for these same grades and content areas. Only states that had data by grade and content area for all select biannual years were included in the gap analysis. Compared to previous years' analyses, the trend holds that elementary grades had slightly smaller gaps for both reading and math. However, the gaps for math were generally smaller across grades and years compared to reading. The 2018–19 year of data had the highest average gaps for each of our select grade levels for both content areas.

Other Reporting

Twelve states publicly reported participation and performance data for students receiving accommodations on state assessments, and seven other states reported participation only. Most states (N=42) did not publicly report these data.

For regular and alternate assessments of English language proficiency (ELP), most states did not publicly report data for English learners or English learners with disabilities. On regular ELP assessments, 23 states reported participation and 27 states reported performance for English learners. For English learners with disabilities, 11 states reported participation and 13 states reported

performance. For alternate ELP assessments intended for English learners with the most significant cognitive disabilities, six states reported participation and seven states reported performance. Overall, the number of states reporting participation, performance, or both on regular ELP assessments was 28 states for English learners and 14 states for English learners with disabilities. On alternate ELP assessments, eight states reported at least some of these data.

Recommendations for Reporting

The following are recommendations 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. This includes reporting alternate assessments separately from the general assessment where confidentiality of students is not jeopardized and describing what assessments are included when data are merged.
- (2) Label preliminary and final data clearly with dates posted.
- (3) Report number of students with disabilities receiving accommodations.
- (4) Report participation percentages, disaggregated by grade.
- (5) Provide reports in a format that is user-friendly for the general public rather than relying on technical reports or reports for federal audiences to be the sole type of public reporting of data for students with disabilities.
- (6) If report cards disaggregate data by local education agencies, also aggregate those subgroups at the state level.
- (7) Make data accessible by doing the following: attending to the usability of formats to view data (e.g., functionality of elements when screen is enlarged); noting any known issues with browsers in accessing formats or, ideally, resolving those issues; easing the ability of users to find most current information within the website; and using clear language and labeling. Also avoid requiring a log-in code to access otherwise public data if confidentiality of individual students is not jeopardized.
- (8) For states with customized report generators, ensure that comparable data are available in easily exportable formats. Report content should be accessible for all users of state websites, including users with disabilities.

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Overview

The Individuals with Disabilities Education Act (IDEA) of 2004 requires all states receiving funding to report assessment data for students with disabilities. The Elementary and Secondary Education Act (ESEA) further requires states to report assessment data on reading, mathematics, and science to the federal government for all students and student subgroups. The ESEA also requires that states report these data to the general public, and typically states have used state report cards, state assessment reports, or customized data reports generated on state education websites to fulfill this requirement (Albus et al., 2014).

The National Center on Educational Outcomes conducts these annual reports primarily to see whether states are reporting 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 et al., 2005). We include other topics in our annual reporting both for historical continuity and to address new areas of importance in public reporting. For example, in addition to our initial focus to summarize the extent of reporting of data for students with disabilities, we added summaries on students with disabilities who were also English learners. We also continue to summarize differences in performance between students with Individualized Education Programs (IEPs) and their peers, and to describe longitudinal biannual average gaps for reading and math. Additionally, we describe the public reporting of students with disabilities who use accommodations. Finally, we have expanded the data we summarize for English learners with disabilities by also summarizing the extent to which states publicly report participation and performance data on general and alternate versions of English language proficiency (ELP) assessments. We note that these summaries only include assessment data for these assessments rather than information about how states may report these results in combination with other indicators, growth indices, or state formulas used for Title III.

With this report for the 2018–19 school year, we have reached the 22nd year that the National Center on Educational Outcomes (NCEO) has analyzed states’ public reporting of assessment data for students with disabilities. Over these years, we have seen fluctuations in the number of regular and unique states (N=61) reporting state-level disaggregated data for students with disabilities. For example, in the last two years, from 2016–17 to 2017–18, there has been a small drop in the number of states reporting participation and performance for students with disabilities, dropping from 33 to 30 states (Albus et al., 2020). The highest number reporting these data was 53 states back in 2010–11 (Albus & Thurlow, 2013). To compare across more years, from 2002–03 to 2006–07, there had been between 35 and 39 states reporting these data (Albus et al., 2009; Klein et al., 2006; Thurlow et al., 2008; Thurlow & Wiley, 2004; Thurlow et al., 2003; Wiley et al., 2005; VanGetson & Thurlow, 2007). There have been similar variations for the number of states publicly reporting alternate assessment data, with a high of 52 states

in 2012–13 (Albus et al., 2015) and a low of 36 states in 2006–07 and 2007–08 (Albus et al., 2009; Thurlow et al., 2008).

Method

From January to February of 2020, staff searched for 2018–19 school year assessment reports on state department of education websites. We include the 50 “regular” states and the 11 “unique” states in our search. The 11 unique states are American Samoa, Bureau of Indian Education, Commonwealth of Northern Mariana Islands, District of Columbia, Federated States of Micronesia, Guam, Palau, Puerto Rico, Republic of the Marshall Islands, U.S. Department of Defense Education Activities, and the U.S. Virgin Islands.

Types of Reports Collected

The participation and performance data were found in various types of reports, including state assessment reports, state report cards, customized report generators, and other report formats. Reports submitted for federal accountability purposes (e.g., Annual Performance Report [APR]), are not included in this analysis, as our focus is on reporting for the general public.

Types of Assessment Data Collected

Staff collected information on the participation and performance of students with and without disabilities, and of English learners with disabilities for all state administered assessments. Specifically, we collected participation and performance data for all general and alternate assessments in reading/ELA, math, and science for these student groups, including assessments used for Title I accountability and those that were not. States differ in the assessments they give, with some states only giving assessments that meet Title I requirements and others giving assessments for other purposes, such as for a state’s own accountability or for graduation. Further, some states may have dual-purpose assessments. In addition to collecting the assessment data, we also track the states’ purposes for the different assessments and summarize the variety of ways in which states report these data. Definitions of the different types of state assessments are given below:

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

ELP assessment: This assessment measures English language proficiency. It is administered to students who are identified as English learners.

Alternate ELP assessment: This ELP assessment is intended for a very small percentage of English learners with disabilities who have the most significant cognitive disabilities. It is used to measure English language proficiency.

One state reported data for an alternate based on grade-level achievement standards. We provide only basic information on how it reported those data.

Other Data Collected

We also searched for English language proficiency (ELP) assessment data and information on accommodated students. For ELP assessment data, we only include those reports that provide participation or performance information on the assessment (e.g., number assessed, percent proficient, etc.). We did not count the use of these data when they were only a contributing factor in other indicators or state formulas as used for Title III.

Verifying Data Collected

Using the collected data, staff prepared summary tables for each state. These tables were sent to state directors of assessment and special education for verification in July 2020, with an extension for some states that needed more time. Twenty-eight regular states and no unique states responded to the verification request. After the verification was completed, any additional information on whether and how states reported assessment participation and performance that met our criteria (e.g., for the general audience rather than for the APR report) was included in their state summary. See Appendix A for a sample of the email sent to states requesting verification and a sample of state summary tables used in the verification process.

Over time, changes to policies 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-AAAS across years. Since 2004–05, posted APR data required by the Office of Special Education Programs (OSEP) were not counted as publicly reported data in our reports on public reporting 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

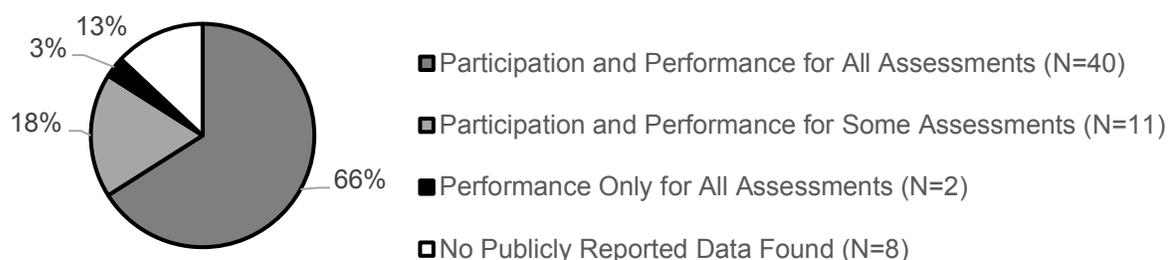
The results for this report are organized in six sections. The first section describes the extent of state reporting of participation and performance data for students with disabilities and English learners with disabilities in general and alternate content assessments in reading/ELA, math, and science. In this section, we summarize state reporting of general assessments used for Title I accountability purposes as well as state assessments not used for Title I. The second section describes state approaches for reporting participation on general assessments. The third section describes state approaches for reporting performance on general assessments. The fourth section presents performance data for students with disabilities, along with their peers, on general assessments at the elementary, middle, and high school levels for reading/ELA and math. It includes average achievement gaps for 2018–19 and biannually from 2014–15. The fifth section summarizes states’ public reporting of accommodated participation and performance data for students with disabilities, and the final section describes states’ public reporting of data for English learners with disabilities on general ELP assessments and alternate ELP assessments for English learners with the most significant cognitive disabilities.

How States Reported Participation and Performance Data

General Assessment Data for Students with Disabilities

In Figure 1, 66 percent (N=40) of the 61 regular and unique states reported participation and performance for students with disabilities for all general state reading/ELA, math, and science assessments used for Title I. Eighteen percent (N=11) reported participation and performance for some of these general assessments, and 3 percent (N=2) reported performance only. Thirteen percent (N=8) had no publicly reported data. For details, see Table B-1 in Appendix B.

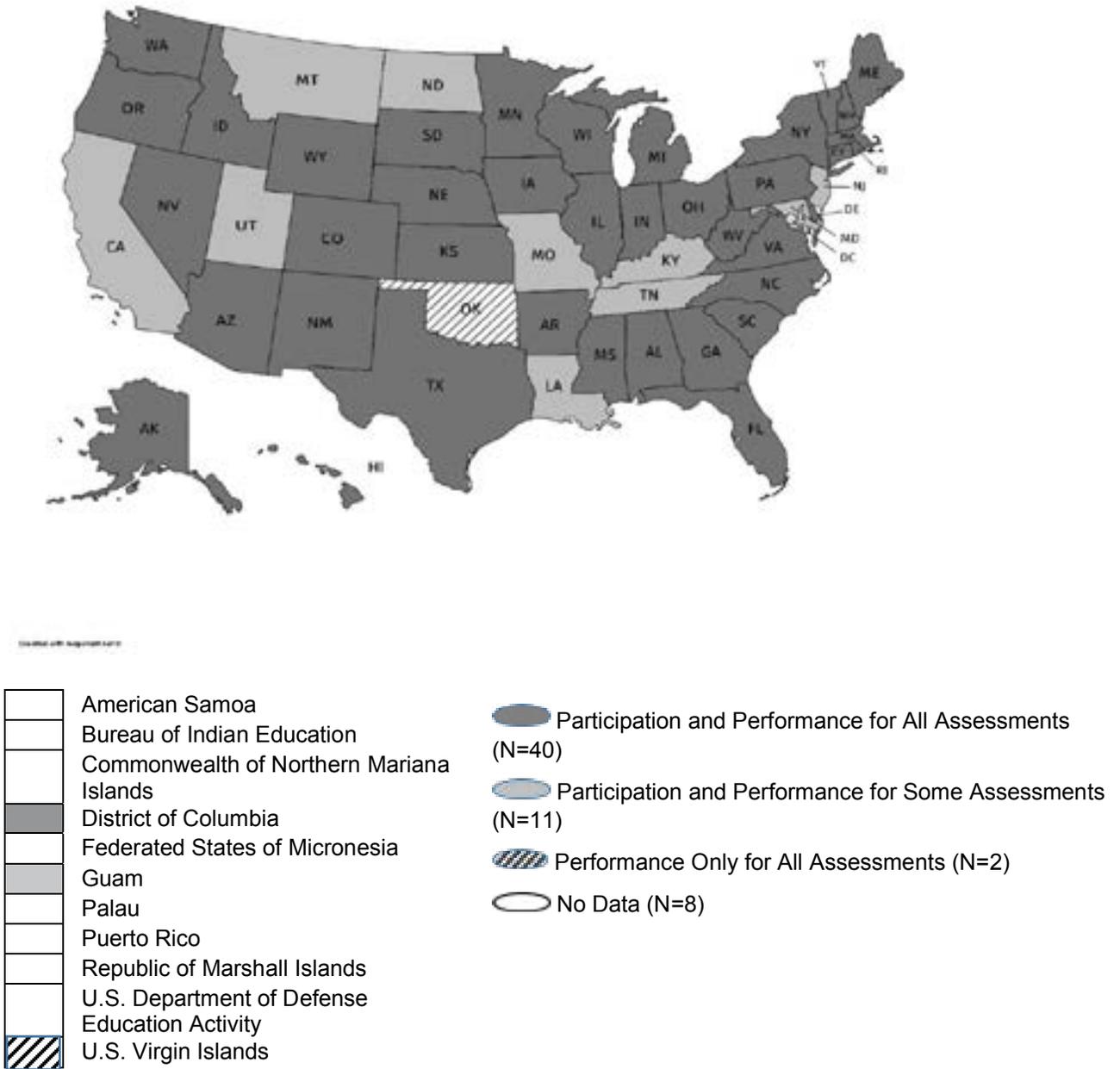
Figure 1. Extent of Reporting General Assessment Data for Students with Disabilities Used for Title I [N=61]



A few unique states either had no information found, or did not have general assessments used for Title I because they are not held to ESEA requirements. These states would not be held to the requirement to publicly report data for students with disabilities because they had not reported data for other students.

Figure 2 shows the extent to which the 50 regular states and 11 unique states reported participation and performance for students with disabilities on general reading/ELA, math, and science assessments used for Title I. The map shows that all of the regular states reported at least some participation or performance data for students with disabilities, with a majority of them reporting both participation and performance for all of these assessments. For details, see Table B-1 in Appendix B.

Figure 2. Regular and Unique States Reporting Disaggregated Participation or Performance Data for Students with Disabilities on General State Reading/ELA, Math, and Science Assessments Used for Title I, 2018–19



Notes. 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).

Not all state assessments in reading/ELA, math, and science are used for Title I. Some states administer assessments in these content areas for other purposes, such as graduation or state

accountability. Of the 61 states, 47 had general assessments used only for Title I, and 14 states had general assessments in these content areas for other purposes. Figure 3 shows that among the 14 states, five reported participation and performance data for all tests, and nine did not publicly report data.

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

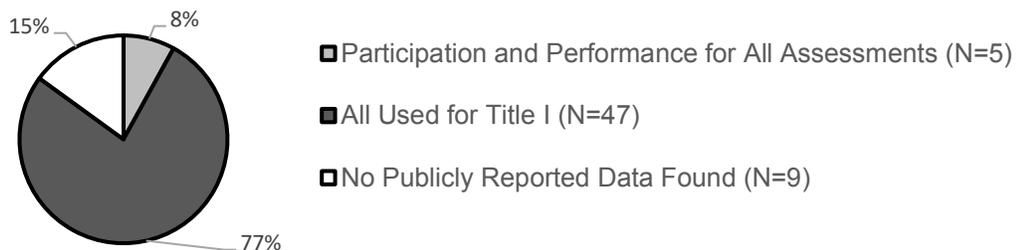


Figure 4 presents the same information as in Figure 3 but shows how individual states publicly reported participation and performance for these assessments. For details, see Table B-2 in Appendix B.

Twenty-six states had general assessments in content areas other than reading/ELA, math, and science (e.g., social studies). Of these states, 12 reported participation and performance for all of the assessments, two reported participation and performance for some of these assessments, two reported performance only for some or all assessments, and 10 states did not disaggregate these data for students with disabilities. For details, see Table B-3 in Appendix B.

Alternate Assessment Based on Alternate Academic Achievement Standards (AA-AAAS) Data for Students with the Most Significant Cognitive Disabilities

This section presents the extent of states' public reporting of participation and performance for students with the most significant cognitive disabilities on alternate reading/ELA, math, and science assessments used for Title I. Figure 5 shows that 37 states, or 60 percent, reported both participation and performance data for all of these assessments. Six states (10%) reported these data for some, one state (2%) reported participation only, and two states (3%) reported performance only. Fifteen states (25%) had no publicly reported AA-AAAS data found. Of the states with no public data, a few unique states either had no information found about having an AA-AAAS or did not use the AA-AAAS for Title I (see Appendix B, Table B-4).

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

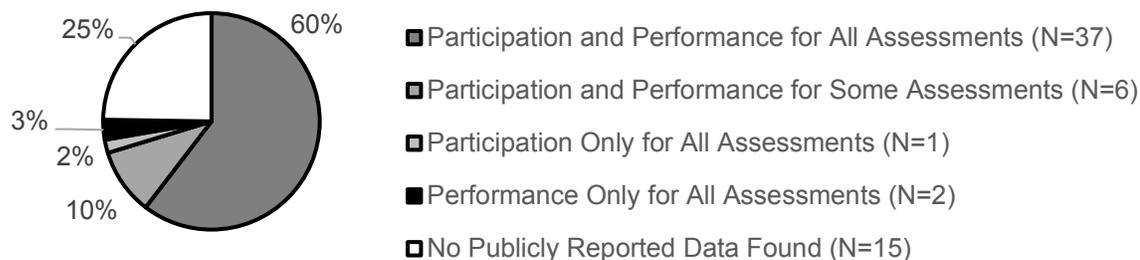
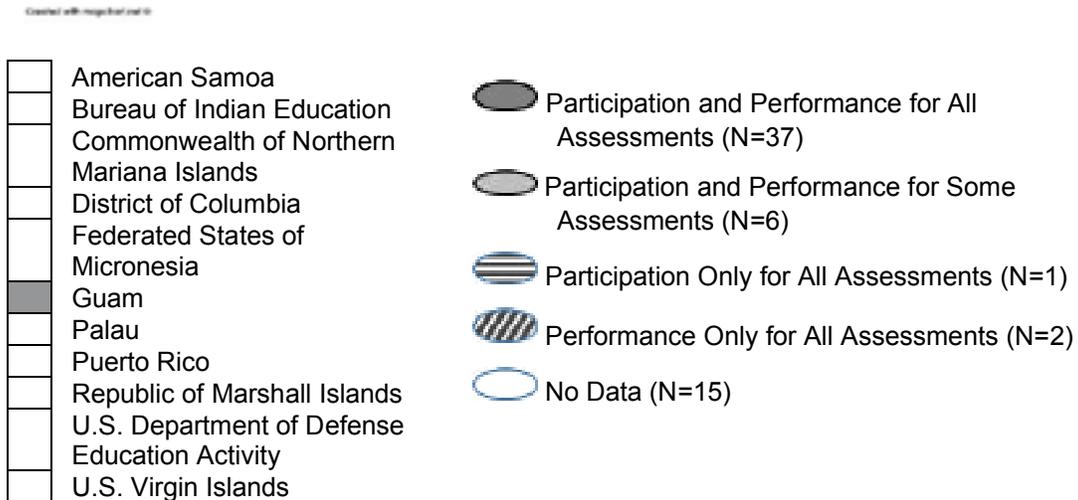


Figure 6 presents the same information as in Figure 5 by state, but shows how individual states publicly reported participation and performance for reading/ELA, math, and science AA-AAAS used for Title I. For details, see Table B-2 in Appendix B. The map shows that all but five regular states reported some type of data for students taking AA-AAAS, with 36 regular states and one unique state reporting both participation and performance on these assessments. For details, see Table B-4 in Appendix B.

Most states do not administer AA-AAAS in content areas other than reading/ELA, math, and science. However, of the nine states that did administer additional AA-AAAS, all nine states administered AA-AAAS related to social studies content. Six of these states reported participation and performance, and three states did not publicly report data. For details, see Table B-5 in Appendix B.

Figure 6. States Reporting Participation or Performance Data for Students with the Most Significant Cognitive Disabilities on Reading/ELA, Math, and Science AA-AAAS Used for Title I, 2018–19



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).

General Assessment Data for English Learners with Disabilities

Most English learners with disabilities are assessed using general assessments, with or without accommodations. This section presents data on the extent to which states reported data for English learners with disabilities on general reading/ELA, math, and science assessments used for Title I. Figure 7 shows that just five states reported data for English learners with disabilities on these assessments, with three states reporting participation and performance for all assessments and two states reporting these data for some assessments. Fifty-six of the 61 regular and unique states, or 92% of all states, did not report participation or performance for English learners with disabilities on these assessments.

Figure 7. Extent of States Reporting Data for English Learners with Disabilities on General Reading/ELA, Math, and Science Assessments Used for Title I [N=61]

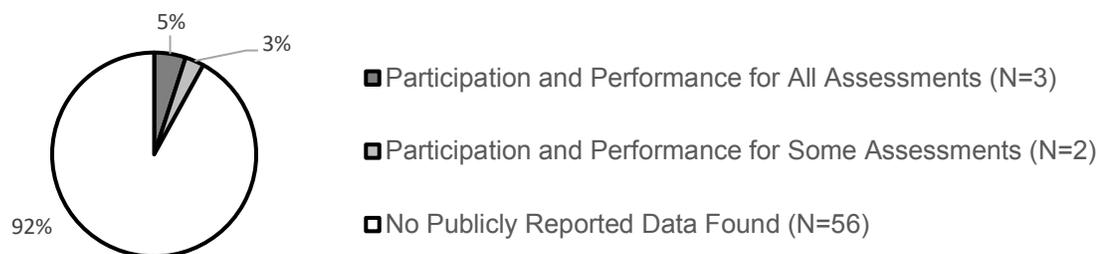


Figure 8 presents the same information as in Figure 7, but shows how individual states publicly reported participation and performance for reading/ELA, math, and science AA-AAAS used for Title I. It shows that all five that reported data for English learners with disabilities were regular states. For details, see Table B-6 in Appendix B.

Figure 8. States Reporting Disaggregated Participation and Performance Data for English Learners with Disabilities on General Reading/ELA, Math, and Science Assessments Used for Title I, 2018–19



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- | | | | |
|---|---|---|--|
|  | American Samoa |  | Participation and Performance for All Assessments (N=3) |
|  | Bureau of Indian Education |  | Participation and Performance for Some Assessments (N=2) |
|  | Commonwealth of Northern Mariana Islands |  | No Data (N=56) |
|  | District of Columbia | | |
|  | Federated States of Micronesia | | |
|  | Guam | | |
|  | Palau | | |
|  | Puerto Rico | | |
|  | Republic of Marshall Islands | | |
|  | U.S. Department of Defense Education Activity | | |
|  | U.S. Virgin Islands | | |

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).

Of the 14 states that had general assessments in reading/ELA, math, or science not used for Title I, just one reported participation and performance for English learners with disabilities, and the remaining thirteen did not publicly report these data (see Table B-7 in Appendix B for more details).

For states that had general assessments for content areas related to social studies (N=26), none of the total 61 states publicly reported data for English learners with disabilities. For details, see Table B-8 in Appendix B.

Alternate Assessment Reporting for English Learners with the Most Significant Cognitive Disabilities

Figure 9 shows that 11 states, or 18% of states, publicly reported participation and performance data on all reading/ELA, math, and science AA-AAAS for English learners with disabilities. Two states reported these data for some of these assessments, one state reported participation only, and two states reported performance only. Forty-five states (74%) did not publicly report data for English learners with the most significant cognitive disabilities on these assessments.

Figure 9. Extent of States Reporting AA-AAAS Data for English Learners with the Most Significant Cognitive Disabilities for Title I [N=61]

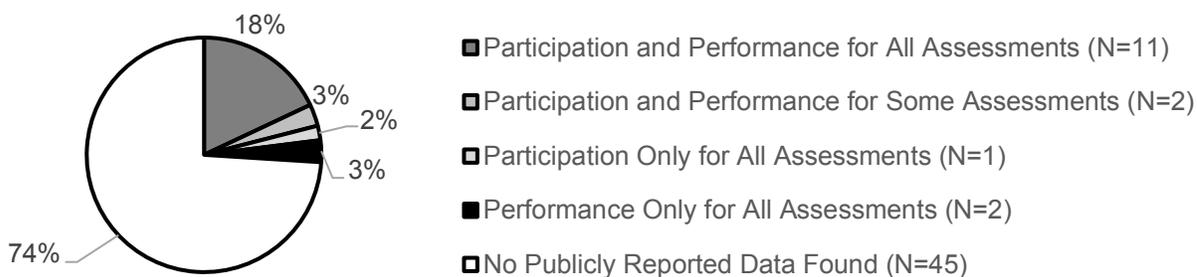


Figure 10 shows the same data as in Figure 9, by state. Of all 61 states, a total of 16 regular states reported participation, performance, or both for English learners with the most significant cognitive disabilities on all reading/ELA, math, and science AA-AAAS used for Title I. Eleven of these reported participation and performance. For details, see Table B-9 in Appendix B.

Alternate Assessment Based on Grade-Level Achievement Standards (AA-GLAS) Data for Students with Disabilities and English Learners with Disabilities

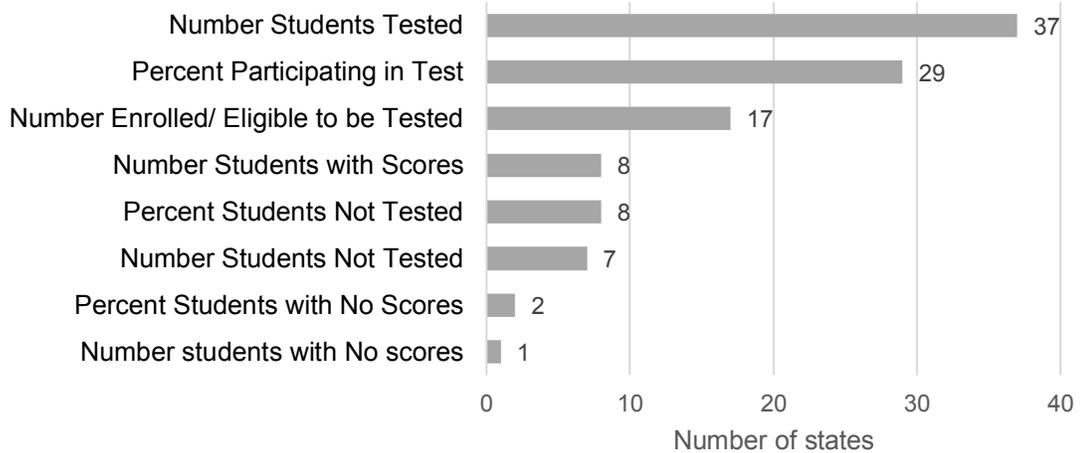
In 2018–19, one state (Massachusetts) continued to administer an alternate assessment based on grade level achievement standards (AA-GLAS). This state reported participation and performance data for students with disabilities but did not report these same data for English learners with disabilities. For details see Table B-11 in Appendix B.

Participation and Performance Reporting Approaches on General Assessments

Participation Reporting Approaches

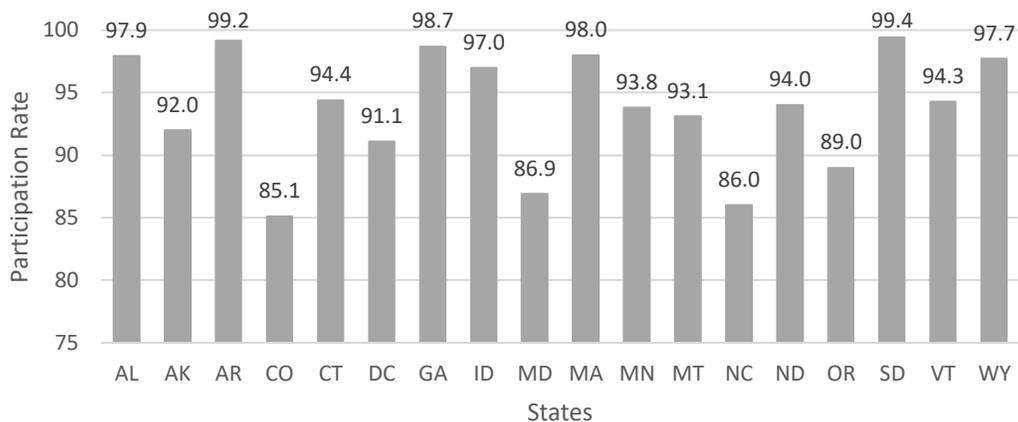
This section describes how states reported participation data. Figure 11 shows the approaches the 50 states used (of the total 61 regular and unique states) that reported participation data. Most states reported in multiple ways, so the total of the categories below does not equal 50. Thirty-seven states publicly reported the number of students tested, and 29 states reported the percent of students participating in general assessments used for Title I. Seventeen states reported the number of students enrolled or eligible to be tested in similar proximity to other participation data presented for assessments. Eight states each reported the percent of students not tested and the number of students with scores. Seven states reported the number not tested. Only two states reported the percent of students with no scores, and one state reported 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 grades with tests merged, and by test with grades merged). Also, some states note that “number tested” in their reports actually means “number with scores,” but we count the language actually used in state reports. For additional details see Table B-12 in Appendix B. For details about AA-AAAS participation, see Table B-13 in Appendix B.

Figure 11. States Reporting Participation by Students with Disabilities for General Assessments Used for Title I in 2018–19



We include, as in previous reports, a figure showing how many states report participation rates for grade eight mathematics for those states that reported rates in a comparable manner (e.g., by grade and test). Figure 12 shows that 18 states, out of the 50 with participation information, reported participation rates 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-14 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 in 2018–19

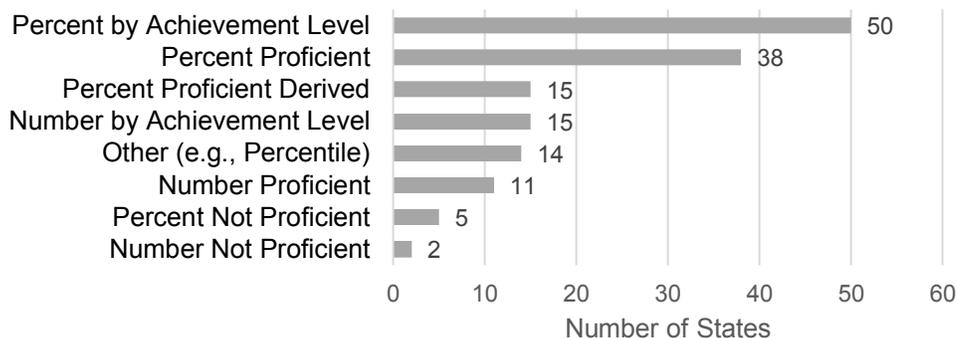


Performance Reporting Approaches on General Assessments

Performance data are also reported in a variety of ways, such as the number or percent of students in each achievement level, percent proficient or not proficient, etc. In more recent years, states have reported using state specific indices or growth targets. As these are often not as

transparent in meaning as “percent proficient” on a test, these data are included in our “Other” reporting category, along with other lesser used data, such as average scale score or percentile rank. Fifty-two states reported performance data in at least one category. Figure 13 shows that the most common way states reported performance data was by percent by achievement level (N=50), with all but one regular state reporting this and one unique state reporting this. The next most common way to report was percent proficient (N=38). Fifteen states were counted as “percent proficient derived.” This means we used the reported percent by achievement level data to derive total percent proficient. The “other” category (N=14) includes states that reported scaled scores, percentiles, growth indices, or other types of scores. This figure includes data from states that used any method of reporting performance 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 in more than one category, so the number across types of data reported does not total 52 states. For additional details see Table B-15 in Appendix B. For details about AA-AAAS performance, see Table B-16 in the same Appendix.

Figure 13. Number of States Reporting Performance in Different Ways for Students with Disabilities in General Assessments Used for Title I, 2018–19



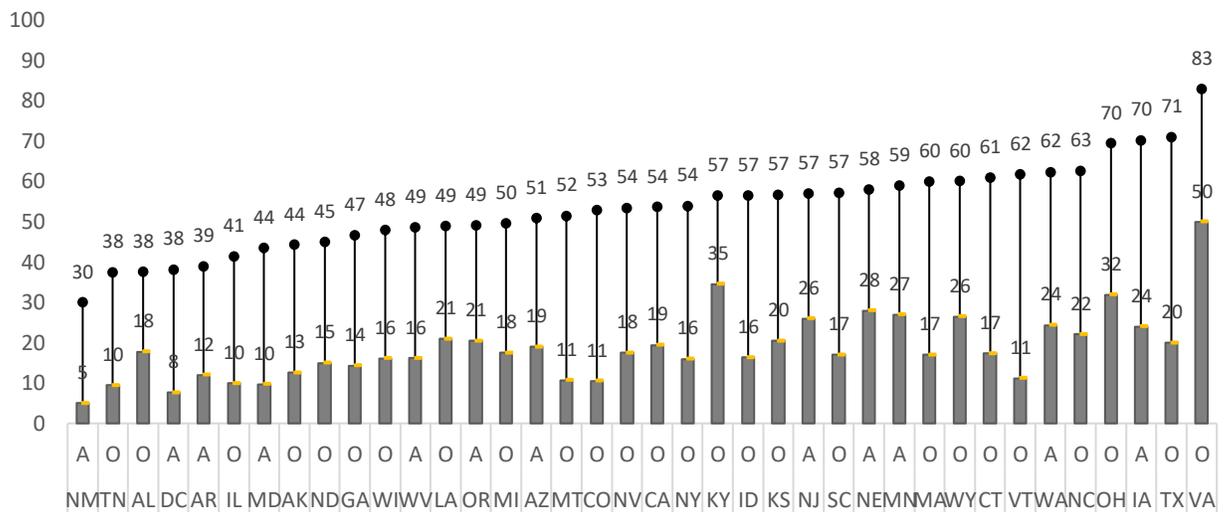
Selected Results of General Assessment Performance for Students with Disabilities

This section focuses on general assessment performance data for reading/ELA and math, comparing the percentage of students with disabilities who were proficient to those of their peers without disabilities. It only includes states that reported data by grade in three representative levels of elementary, middle, and high school (e.g., Grade 4, Grade 8, and high school). Figures 14 to 19 show the differences in percent proficient between students with IEPs and their peers by state. A solid line represents the difference, or gap, between the student groups. States vary in their reporting of peer groups. Some states define peers as students without IEPs and other states include students with IEPs for “all students.” In the figures, these differences are noted on the horizontal axis as “A” for all students and “O” for students without IEPs. Some states may include students with 504 plans in their composition of a peer group without IEPs. We note these peer group differences because it may affect the interpretation of the achievement gaps shown.

Elementary School

Figures 14 and 15 show the elementary performance gaps for reading/ELA and math. For example, Figure 14 indicates that in New Mexico 5% of its students with IEPs assessed in the general reading assessment were proficient, whereas 30% of all students (A in the figure) were proficient. This results in a 25 percentage-point difference between the two groups. In Tennessee, 10% of its students with IEPs assessed in grade 4 were proficient in reading/ELA, compared to 38% of students without IEPs (O in the figure). This results in a 28 percentage-point difference. Overall, in reading/ELA, the smallest gap was 20 percentage points, and the largest gap was 51 percentage points. For elementary math, in Figure 15, the gaps ranged from 20 percentage points to 53 percentage points.

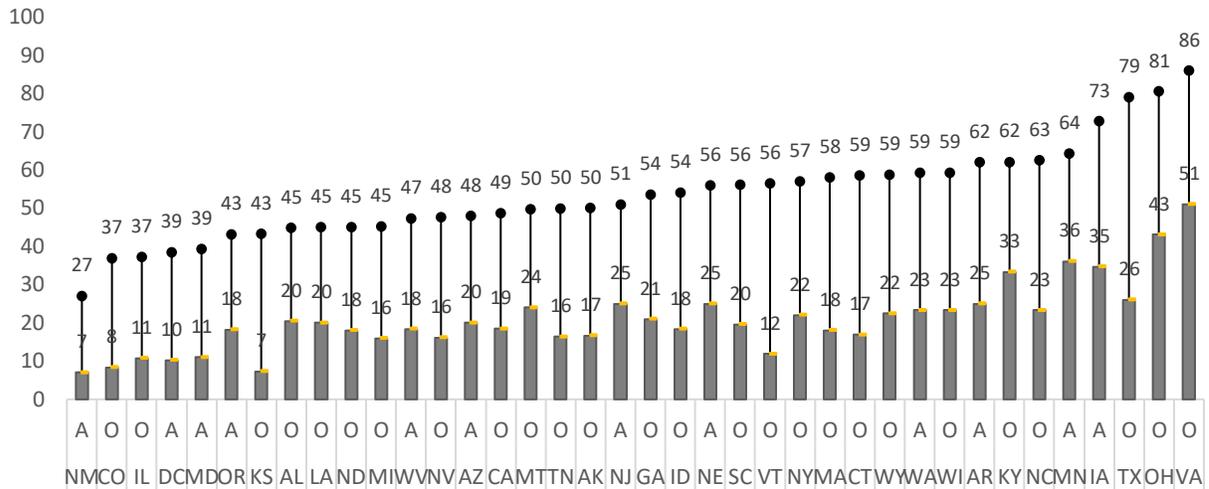
Figure 14. Percent Proficient for Elementary Reading/ELA in States That Reported Data by Grade [N=38]



Legend: Heavy Solid Bar = Students with IEPs percent proficient
 Narrow Solid Line = Gap between students with IEPs and the comparison group
 A = All students (N=12 states)
 O = Students without IEPs (N=26 states)

Note: 38 of 61 states (including unique states) reported data by grade; 23 states had no data or no data by grade.

Figure 15. Percent Proficient for Elementary Math in States That Reported Data by Grade [N=38]



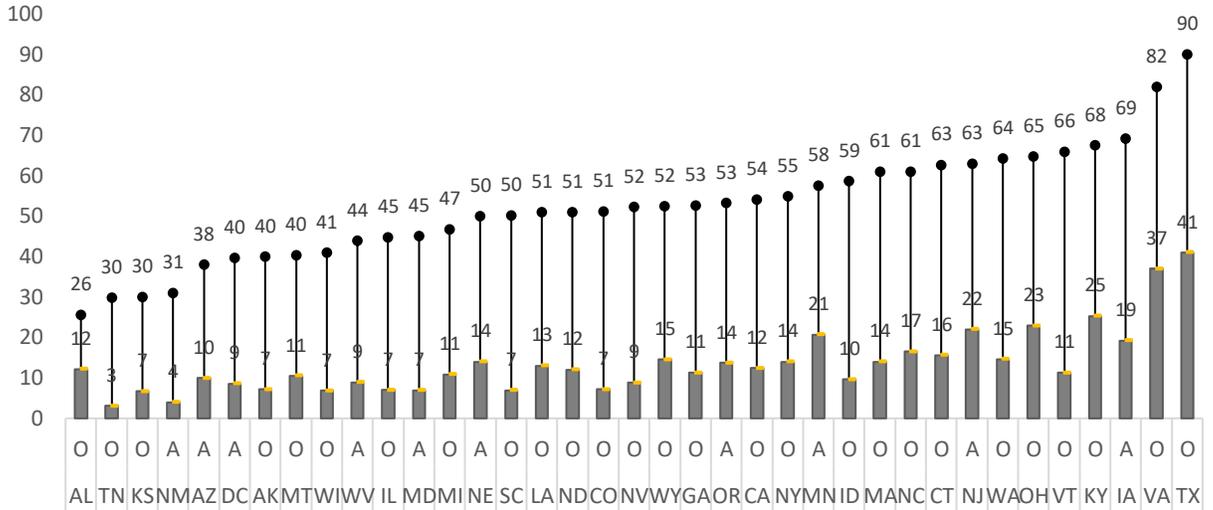
Legend: Heavy Solid Bar = Students with IEPs percent proficient
 Narrow Solid Line = Gap between students with IEPs and the comparison group
 A = All students (N=12 states)
 O = Students without IEPs (N=26 states)

Note: 38 of 61 states (including unique states) reported data by grade; 23 states had no data or no data by grade.

Middle School

Figures 16 and 17 illustrate the performance gaps for middle school reading/ELA and math. As with the elementary grade graphs, the following figures show a range of gaps in performance between students with IEPs and their peers for the two content areas. In Figure 16, the middle school reading gaps ranged from 13 percentage points to 55 percentage points. In Figure 17, for math, the gaps ranged from 10 percentage points to 47 percentage points.

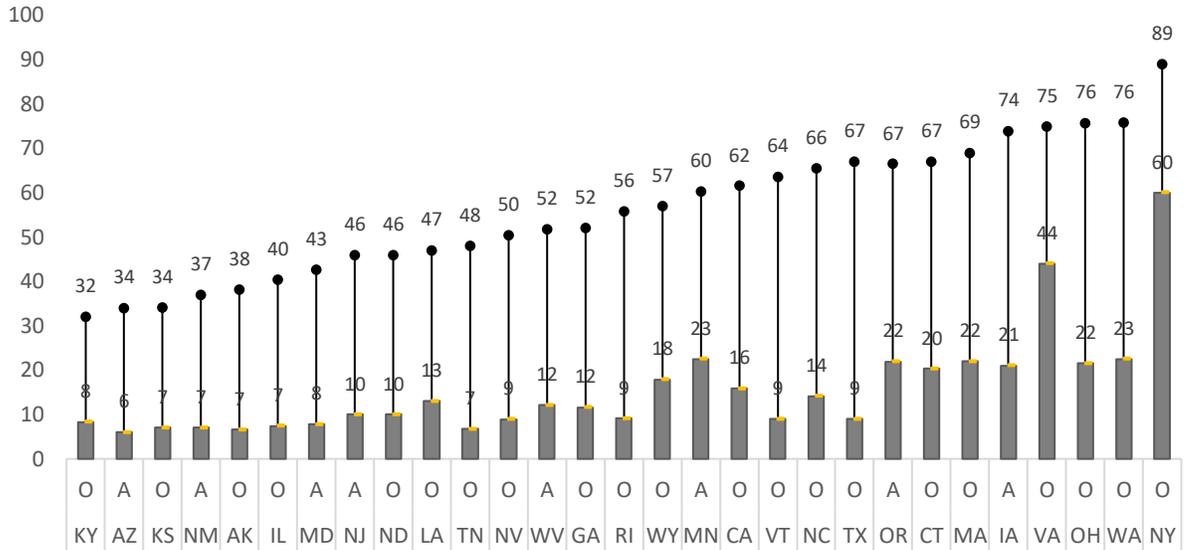
Figure 16. Percent Proficient for Middle School Reading/ELA in States That Report Data by Grade [N=37]



Legend: Heavy Solid Bar = Students with IEPs percent proficient
 Narrow Solid Line = Gap between students with IEPs and the comparison group
 A = All students (N=10 states)
 O = Students without IEPs (N=27 states)

Note: 37 of 61 states (including unique states) reported data by grade; 24 states had no data or no data by grade.

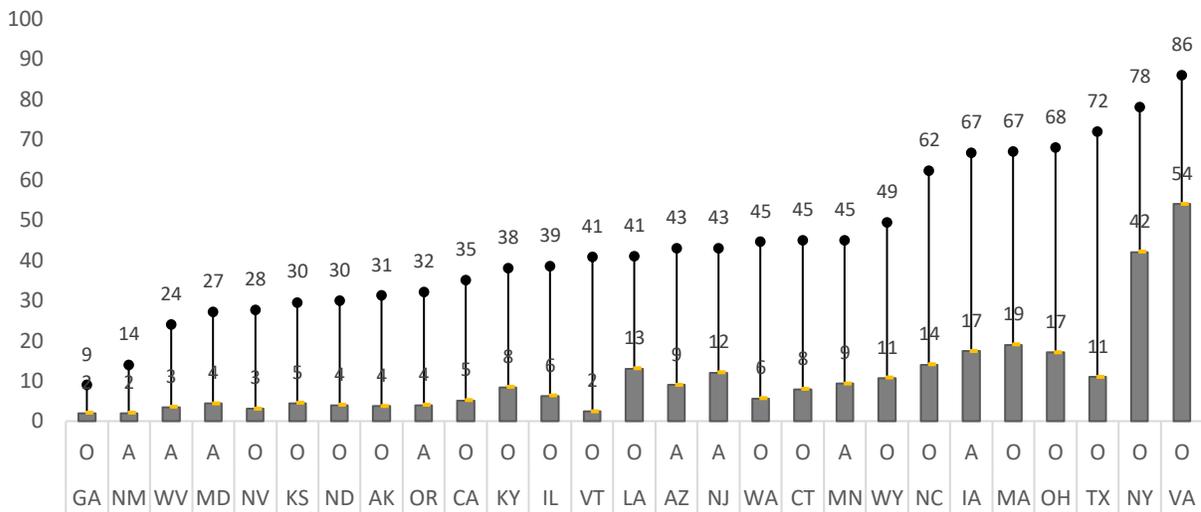
Figure 18. Percent Proficient for High School Reading/ELA in States that Report Data by Grade [N=29]



Legend: Heavy Solid Bar = Students with IEPs percent proficient
 Narrow Solid Line = Gap between students with IEPs and the comparison group
 A = All students (N=8 states)
 O = Students without IEPs (N=21 states)

Note: 29 of 61 states (including unique states) reported data by grade; 32 states had no data or no data by grade.

Figure 19. Percent Proficient for High School Math in States that Report Data by Grade [N=27]



Legend: Heavy Solid Bar = Students with IEPs percent proficient
 Narrow Solid Line = Gap between students with IEPs and the comparison group
 A= All students (N=8 states)
 O = Students without IEPs (N=19 states)

Note: 27 of 61 states (including unique states) reported data by grade; 34 states had no data or no data by grade.

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

Average achievement gaps presented in this section are based on the achievement gaps in publicly reported data for students with IEPs and the comparison peer group used by each state. Table 1 presents the average gaps biannually from 2014–15 to 2018–19. These peer groups are either “All” students that include students with disabilities, or students without disabilities according to individual state reporting practices. States with data across all three select biannual years from 2014–15 and 2018–19 were included in calculating the average gaps for reading/ELA and math by each grade level. If states did not have data for grades 4, 8, or 10, one grade below was used; one grade above was used if data were reported neither for the identified grade nor one grade below. These grades are used to represent elementary, middle, and high school. There are limitations to this analysis in that the number of states with data often fluctuates and the assessments a state uses may change over time. Further, some states in prior years reported performance for alternate assessments based on modified achievement standards (AA-MAS).

As shown in Table 1, the number of states with data varied between 19 and 31 depending on the content area and grade. Across reading/ELA and math, the gaps for the elementary grades were slightly lower than corresponding content area gaps in middle or high school grades. However,

the gaps for math were generally smaller across grades and years compared to reading/ELA. The 2018–19 year of data had the highest average gaps for all content areas and grades.

Table 1. Average Gaps for Students with IEPs and Comparison Peer Group on General Assessments: Biannually for Select Years

Grade Ranges	Number of States	Average Gaps for All States with Data Reporting by Grade		
		2014–15	2016–17	2018–19
Elementary School Reading/ELA	31	31	32	35
Middle School Reading/ELA	30	37	39	40
High School Reading/ELA	20	35	36	42
Elementary School Math	31	28	30	32
Middle School Math	30	30	30	33
High School Math	19	30	29	36

Accommodations Data for Students with Disabilities

Figure 20 summarizes the number of regular and unique states (N=61) that publicly reported participation or performance data for students with IEPs receiving accommodations on the general assessments for 2018–19. Nineteen states reported some type of accommodations data, with 12 states reporting the number receiving accommodations and their performance and seven states reporting only the number receiving accommodations. See Appendix B-17 for specific state information shown in Figure 20.

Public Reporting on English Language Proficiency (ELP) Assessments

This section summarizes the public reporting of state level data for ELP and alternate ELP assessments for English learners with the most significant cognitive disabilities. Students in the latter group generally participate in state AA-AAAS for assessing the content areas included in Title I. Figure 21 shows that of the 50 states and District of Columbia, 28 states reported participation or performance data for English learners on ELP assessments, 14 states reported for English learners with disabilities on ELP assessments, and eight states reported for English learners with significant cognitive disabilities on alternate ELP assessments.

Figure 21. 2018–19 Number of States Reporting Data on ELP Assessments in Public Reporting

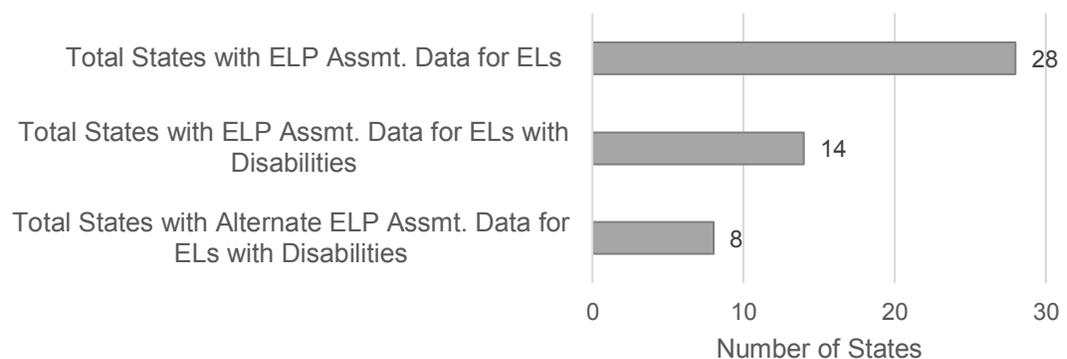
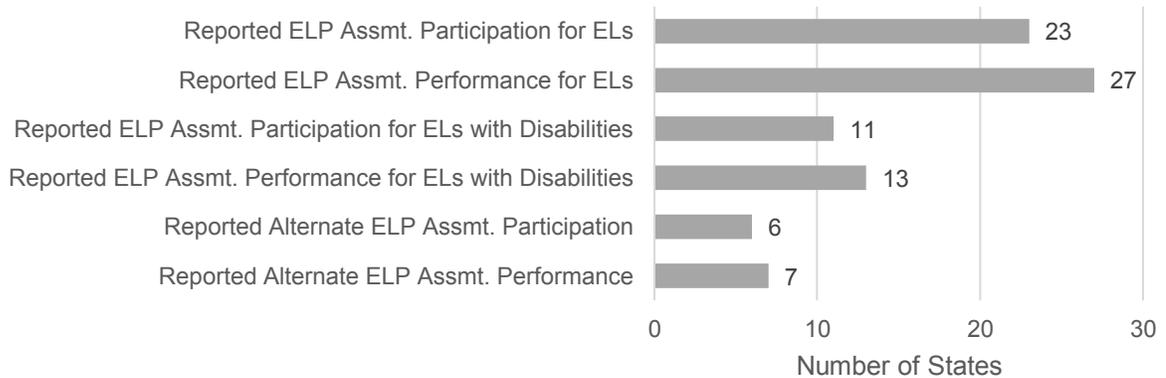


Figure 22 shows the number of states that publicly reported participation and performance specifically for the regular ELP assessment, for English learners and English learners with disabilities, and for the alternate ELP assessments for English learners with significant cognitive disabilities. For English learners who take regular ELP assessments, 23 states reported participation and 27 states reported performance. For English learners with disabilities who take regular ELP assessments, 11 states reported participation and 13 states reported performance. For English learners with significant cognitive disabilities who take alternate ELP assessments, six states reported participation and seven states reported performance. Often, the states that report these data allow users to choose to disaggregate by English learners with disabilities, but the data are not presented for confidentiality reasons due to the small numbers of students. If a state offers the option to choose these data, we count it as having data even if the data are not viewable due to the small numbers. See Appendix B-18 for details by state for Figures 21 and 22.

Figure 22. 2018–19 Number of States Reporting Participation or Performance for ELP Assessments in Public Reporting



Summary and Conclusions

Extent of Public Reporting for Students with Disabilities

Forty states, of the 61 regular and unique states, reported participation and performance of students with disabilities for all general assessments in reading/ELA, math, and science used for Title I accountability purposes in 2018–19. Eleven states reported these data for some assessments, and two reported performance only for all tests. Thirty-seven states reported participation and performance data for all AA-AAAS. Of the 14 states with general reading/ELA, math, and science assessments not used for Title I, only five states reported participation and performance; nine reported no data.

Extent of Public Reporting for English Learners with Disabilities

The number of states that reported participation and performance data for English learners with disabilities on all general assessments increased to three states, with two additional states reporting participation and performance for some of their general assessments. For the AA-AAAS, 11 states reported participation and performance data for English learners with disabilities on all assessments, two reported these data for some of their AA-AAAS, one reported participation only, and two reported performance only. One state reported participation and performance for English learners with disabilities on general reading/ELA, math, or science assessments not used for Title I accountability, showing a change from none the previous years.

How Data Are Reported

The most common approaches for communicating student participation and performance on general assessments and AA-AAAS have not changed, although the number of states using the two most common approaches increased slightly since the previous report. The most common way to report participation for regular and unique states on general assessments was number tested (N=50) followed by percent of students tested (N=38). Because states use different methods to report (e.g., merging assessments, grades), the numerators and denominators used to report participation and performance data continue to vary significantly across states.

As in our previous reports, we included a figure showing the middle school math participation rates reported across states. For the 2018–19 school year, 29 states reported participation rates, but only 18 reported in a way that could be compared (e.g., not merged grades or split by accommodation status). These participation rates ranged from 85.1 percent to 99.4 percent.

Differences in Performance

Differences in the percentage of students with and without IEPs scoring proficient on content assessments in reading/ELA and math persist. As in past reports, we looked at the 2018–19 performance data for elementary, middle, and high school grade levels as well as a longitudinal look at biannual average gaps in performance for these same grades and content areas. Only states that had data by grade and content area for all select biannual years were included in the gap analysis. Compared to previous years' analyses, the trend holds that elementary grades have had slightly smaller gaps for both reading/ELA and math than middle and high school. However, the gaps for math were generally smaller across grades and years compared to reading/ELA gaps. The 2018–19 year of data had higher average gaps for all content areas and grades compared to 2014–15 or 2016–17.

Other Reporting

There was an increase over the previous year (i.e., 2017–18) in the reporting on students with disabilities who use accommodations, with 19 states publicly reporting either participation or performance data for students receiving accommodations on state assessments. Twelve reported both the number using accommodations and performance, and seven states reported only the number using accommodations. Forty-two states did not publicly report these data.

There was also an increase over the previous year (i.e., 2017–18) in the states reporting data for regular and alternate assessments of ELP. Of the regular 50 states and the District of Columbia, 28 states reported participation or performance for English learners on regular ELP assessments, compared to 13 states in 2017–18. Twice as many states (14 states) reported these data

for English learners with disabilities in 2018–19 compared with 2017–18. For alternate ELP assessments intended for English learners with the most significant cognitive disabilities, eight states reported these data, up from four states in 2017–18.

Recommendations for Reporting

The following are recommendations 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. This includes reporting alternate assessments separately from the general assessment where confidentiality of students is not jeopardized and describing what assessments are included when data are merged.
- (2) Label preliminary and final data clearly with dates posted.
- (3) Report number of students with disabilities receiving accommodations.
- (4) Report participation percentages, disaggregated by grade.
- (5) Provide reports in a format that is user-friendly for the general public rather than relying on technical reports or reports for federal audiences to be the sole type of public reporting of data for students with disabilities.
- (6) If report cards disaggregate data by local education agencies, also aggregate those subgroups at the state level.
- (7) Make data accessible by doing the following: attending to the usability of formats to view data (e.g., functionality of elements when screen is enlarged); noting any known issues with browsers in accessing formats or, ideally, resolving those issues; easing the ability of users to find most current information within the website; and using clear language and labeling. Also avoid requiring a log-in code to access otherwise public data if confidentiality of individual students is not jeopardized.
- (8) For states with customized report generators, ensure that comparable data are available in easily exportable formats. Report content should be accessible for all users of state websites, including users with disabilities.

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Wiley, H. I., Thurlow, M. L., & Klein, J. A. (2005). *Steady progress: State public reporting practices for students with disabilities after the first year of NCLB (2002–2003)* (Technical Report 40). National Center on Educational Outcomes. <https://rtc3.umn.edu/docs/OnlinePubs/TechReport40.pdf>

Appendix A

The National Center on Educational Outcomes is examining states' public reports for the 2018–2019 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 (ELs) 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 at albus001@umn.edu . Please respond by July 1, 2020.

Thank you for taking the time to provide this information.

Sheryl Lazarus, Director NCEO

Deb Albus, Research Fellow, NCEO

1. Reporting in State Assessments Summary

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

Assessments	Content Area by Grade	Disaggregated Data				Used for Title I
		Special Education		ELs with Disabilities		
		Participation	Performance	Participation	Performance	
Scantron	ELA, Math (3–8, HS), Science (5, 7, HS)	Yes	Yes	No	No	Yes
The ACT College Readiness Test	English, Math, Reading, Science with Writing (11)	No	No	No	No	No
Alabama Alternate Assessment	Reading, Math (3–8, 10), Science (5, 7, 10)	Yes	Yes	No	No	Yes

2. Reporting on Students with Disabilities

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

The table presents descriptive data categories. If your state uses “number tested” in report tables, but it actually reflects “Number of students with scores” among total tested, you may explain this below the table. We know certain data categories could be used to derive other categories below, but we are counting which categories states use. Percent proficient derived is an exception. If a state reports percent by achievement level that can be used to sum for total percent proficient, we do count this, but in its own category indicating the user needs to

derive, or compute, this. If percent proficient did not need to be derived, will be “No.”

Please review the table and make edits as needed. If data are merged, an M is placed in the general and alternate columns.

For Title I Assessments:	Participation		Performance	Performance	
	General	AA-AAAS		General	AA-AAAS
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	Yes	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. Accommodated Status Reporting

Did your state report accommodated status data for any population?

Please review the table and edit as needed. For edits, please note the report name and provide a link if different from below.

	List assessment and describe reporting	Reported Participation?	Reported Performance?
On what assessment(s)?	Has number tested for students with IEPs for regular and alternate with and without accommodations with performance in achievement levels and all category percent proficient.	Yes	Yes

Report name/Link to report/attach:

Proficiency/Proficiency - 2018–2019 Assessment Data for Students with IEPs <https://www.alsde.edu/dept/erc/Support/2018–2019%20Proficiency%20and%20Participation%20Data%20of%20Students%20with%20IEPs.xlsx>

Participation and Performance Data for Students with Disabilities in English Language Proficiency (ELP) Assessments

Please review the following table for accuracy and make edits as needed. If edits require adding an alternate ELP assessment, please use the additional placeholder row for this information, as we count it separately.

4. Disaggregated Data for the English Language Proficiency Assessment(s)

ELPA Name	Grade	Reports Data for All English Learners		Disaggregated Data for ELs with Disabilities	
		Participation	Performance	Participation	Performance
ACCESS 2.0	K-12	No	No	No	No
[Alternate ELP Assessment]					

Appendix B

Data Tables

Table B-1. Disaggregated Special Education Data on General Assessments Used for Title I: Reading/English Language Arts, Math, and Science

State	Test	Subject Areas/ Grade	Participation	Performance	Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only All Tests	No Publicly Reported Data Found
Regular States					Reporting Summary			
Alabama	Scantron	ELA, Math (3–8, HS), Science (5, 7, HS)	Yes	Yes	Yes			
Alaska	PEAKS	ELA, Math (3–10)	Yes	Yes	Yes			
	Alaska Science Assessment	Science (4, 8, 10)	Yes	Yes				
Arizona	AZMerit	ELA, Math (3–8), HS: English (9–11,) Algebra I-II, Geometry	Yes	Yes	Yes			
	AIMS Science	Science (4, 8, HS)	Yes	Yes				
Arkansas	ACT Aspire	English, Reading, Math, Science, and Writing (3–10)	Yes	Yes	Yes			
California	Smarter Balanced	ELA, Math (3–8, 11)	Yes	Yes		Yes		
	CAST	Science (5, 8, once in HS, field testing)	No	No				
Colorado	CMAS	ELA/Literacy, Math (3–8), HS: Algebra I, Geometry, Integrated Math I-II	Yes	Yes	Yes			
	CMAS	Science (5, 8, HS)	Yes	Yes				
Connecticut	Smarter Balanced	ELA, Math (3–8)	Yes	Yes	Yes			
	NGSS Science	Science (5, 8, 11)	Yes	Yes				
	Connecticut SAT School Day	Evidenced Based Reading, Writing, Math (11)	Yes	Yes				
Delaware	Smarter Balanced	ELA, Math (3–8)	Yes	Yes	Yes			
	SAT School Day	ELA, Essay, Math, Science (HS)	Yes	Yes				
Florida	FSA	ELA, Math (3–10)	Yes	Yes	Yes			
	FSA EoC Assessments	EoC: Algebra I, Geometry, Biology I	Yes	Yes				
	Statewide Science Assessment	Science (5, 8)	Yes	Yes				

State	Test	Subject Areas/ Grade	Participation	Performance	Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only All Tests	No Publicly Reported Data Found
Georgia	Georgia Milestones	ELA, Math (3–8), Science (5, 8, HS), HS (EoC): 9th Literature and Composition, American Literature and Composition, Coordinate Algebra, Algebra I, Geometry, Analytic Geometry, Physical Science, Biology	Yes	Yes	Yes			
Hawaii	Smarter Balanced	ELA, Math (3–8, 11)	Yes	Yes	Yes			
	HSA Science	Science (4, 8)	Yes	Yes				
	EoC	Biology I (HS)	Yes	Yes				
	KAEO	Hawaiian Language Arts, Math (3–8), Science (4, 8)	Yes	Yes				
Idaho	ISAT	ELA, Math, (3–8, HS), Science (5, 7, HS)	Yes	Yes	Yes			
Illinois	PARCC	ELA, Math (3–8)	Yes	Yes	Yes			
	SAT	ELA, Math (HS)	Yes	Yes				
	ISA	Science (5, 8, 10)	Yes	Yes				
Indiana	ISTEP+	Reading, Math (3–8, 10)	Yes	Yes	Yes			
	ISTEP+	Science (4,6)	Yes	Yes				
	ILearn	Biology	Yes	Yes				
Iowa	ISASP	Reading, Math (3–8, 11)	Yes	Yes	Yes			
	ISASP Science	Science (5, 8, 11)	Yes	Yes				
Kansas	General Assessment	ELA, Math, (3–8, 10), Science (5, 8, 11)	Yes	Yes	Yes			
Kentucky	K-PREP	Reading, Math, (3–8, 11), Science (4,7, 11), Writing (5,6,8,11)	Yes	Yes		Yes		
	EoC	EoC: English II, Algebra II, Biology	No	No				
Louisiana	LEAP 2025	English, Math, Science (3–12)	Yes	Yes		Yes		
	EoC	English I-III & Algebra I & Geometry & US History	No	Yes				
Maine	eMPowerME	Reading, Writing, Language, Math (3–8)	Yes	Yes	Yes			
	SAT School Day	Math, ELA (HS)	Yes	Yes				
	MEA Science	Science (5, 8, HS)	Yes	Yes				

State	Test	Subject Areas/ Grade	Participation	Performance	Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only All Tests	No Publicly Reported Data Found
Maryland	MCAP	ELA, Math (3–8)	Yes	Yes		Yes		
	MCAP	Science (5, 8)	Yes	Yes				
	MCAP EoC	EoC: English, Algebra I-II, Science field testing	No	No				
Massachusetts	Next Generation MCAS Tests	ELA, Math (3–8, 10)	Yes	Yes	Yes			
	STE MCAS Tests	Science and Technology/ Engineering (5, 8, 9 or 10)	Yes	Yes				
Michigan	M-STEP	ELA, Math (3 to 8, 11), Science (5, 8, 11)	Yes	Yes	Yes			
	SAT with Essay	ELA, Math (11)	Yes	Yes				
Minnesota	MCA III	Reading (3 to 8, 10), Math (3 to 8, 11), Science (5, 8, HS)	Yes	Yes	Yes			
Mississippi	MAAP	ELA, Math (3–8, EoC)	Yes	Yes	Yes			
	Science Tests	Science (5, 8)	Yes	Yes				
	SATP2	EoC: Biology I	Yes	Yes				
Missouri	MAP	ELA, Math (3–8), Science (field testing, no data)	No	Yes		Yes		
	EoC	English I-II, Algebra I-II	Yes	Yes				
	EoC	Biology, Physical Science	No	No				
Montana	Smarter Balanced	ELA, Math (3–8)	Yes	Yes		Yes		
	ACT Plan Writing	ELA, Math, Science, STEM, Writing (11)	No	Yes				
	CRT Science	Science (4, 8, 10)	Yes	Yes				
Nebraska	NSCAS	ELA, Math, (3–8, 11), Science (5,8,11)	Yes	Yes	Yes			
Nevada	SBAC & Science	Reading, Math (3–8, 10), Science (5,8, 10)	Yes	Yes	Yes			
New Hampshire	NH SAS	ELA, Math (3–8), Science (5, 8, 11)	Yes	Yes	Yes			
	SAT School Day	ELA, Math (11)	Yes	Yes				
New Jersey	PARCC	ELA, Math (3–8)	Yes	Yes		Yes		
	NJSLA-S	Science (5, 8, 11)	No	No				
	EoC	ELA (9–11), EoC: Algebra I-II, Geometry	Yes	Yes				

State	Test	Subject Areas/ Grade	Participation	Performance	Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only All Tests	No Publicly Reported Data Found
New Mexico	PARCC	ELA, Math (3–8, 10, 11)	Yes	Yes	Yes			
	SBA	Science (4, 7, 10, 11)	Yes	Yes				
	SBA Spanish	Spanish Reading (4, 7, 10–11)	Yes	Yes				
New York	Elementary/Intermediate Tests	ELA, Math (3–8) Science (4, 8)	Yes	Yes	Yes			
	Regents Exams Academic	EoC: ELA, Algebra I-II, Geometry	Yes	Yes				
	Regents Exams School Quality	EoC: Living Environment, Physical Setting: Physics, Chemistry, Earth Science	Yes	Yes				
North Carolina	EOG Test	Reading, Math (3–8), Science (5, 8)	Yes	Yes	Yes			
	EOC Test	EOC: NC Math I, Biology, English II, NC Math 3	Yes	Yes				
North Dakota	NDSA	Reading, Math (3–8, 10)	Yes	Yes		Yes		
	NDSA Science	Science (4, 8, 11)	No	No				
	ACT May be used instead	English, Reading, Math, Science (11)	Yes	Yes				
Ohio	OST	Math, Reading (3–8), Science (5, 8)	Yes	Yes	Yes			
	EoC Exams	EoC: Algebra I, Geometry, Integrated Math I-II, Biology, English I- II	Yes	Yes				
Oklahoma	OSTP 3–8	ELA, Math, (3–8), Science (5, 8)	No	Yes			Yes	
	High School OSTP	Science (11)	No	Yes				
	ACT or SAT	ELA, Math (11)	No	Yes				
Oregon	Oregon's Summative Assessments	ELA, Math (3–8, 11)	Yes	Yes	Yes			
	Oregon's Science Summative Assessment	Science (5, 8, 11)	Yes	Yes				
Pennsylvania	PSSA	ELA, Math (3–8), Science (4, 8)	Yes	Yes	Yes			
	Keystone Exam	Literature, Algebra, Biology (11)	Yes	Yes				
Rhode Island	RICAS	ELA, Math (3–8)	Yes	Yes	Yes			
	SAT	ELA, Math (11)	Yes	Yes				
	RI NGSA	Science (5, 8, 11)	Yes	Yes				

State	Test	Subject Areas/ Grade	Participation	Performance	Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only All Tests	No Publicly Reported Data Found
South Carolina	SCPASS	Science (4,8)	Yes	Yes	Yes			
	SC READY	ELA, Math (3–8)	Yes	Yes				
	EoCEP (graded A-F)	EoC: Algebra I, Biology I, English I, Reading, Writing	Yes	Yes				
South Dakota	South Dakota ELA Assessment and South Dakota Math Assessment	ELA and Math. (3–8, 11)	Yes	Yes	Yes			
	South Dakota Science Assessment	Science (5, 8, 11)	Yes	Yes				
Tennessee	TNReady	ELA, Math, (3–8)	Yes	Yes		Yes		
	TNReady	Science (5–8, HS)	No	No				
	EoC	EoC: Algebra I-II, Integrated Math I-III, English I-II	Yes	Yes				
	EoC	Biology	No	No				
	ACT or SAT	Cohort: English, Math, Reading, Science, Composite	No	No				
Texas	STAAR with Spanish version	Math, Reading (3–8), Writing (4, 7), Science (5, 8), Spanish version (3–5)	Yes	Yes	Yes			
	STAAR EoC	EoC: English I, Reading, Writing, Algebra I, Biology	Yes	Yes				
Utah	RISE	ELA, Math (3–8) Science (4–8)	Yes	Yes		Yes		
	Utah Aspire Plus	ELA, Math, Science (9–10)	No	Yes				
Vermont	Smarter Balanced	ELA, Math (3–9)	Yes	Yes	Yes			
	Vermont Science Assessment	Science (5, 8, 11)	Yes	Yes				
Virginia	SOL	Reading, Math (3–8), Science (5, 8), Writing (8)	Yes	Yes	Yes			
	EoC SOL Test	EoC: Reading, Writing, Algebra I-II, Geometry, Biology, Earth Science, Chemistry	Yes	Yes				
Washington	Smarter Balanced	ELA, Math (3–8, 11)	Yes	Yes	Yes			
	WCAS	Science (5, 8, 11)	Yes	Yes				

State	Test	Subject Areas/ Grade	Participation	Performance	Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only All Tests	No Publicly Reported Data Found
West Virginia	WVGSA	ELA/Literacy, Math (3–8)	Yes	Yes	Yes			
	WVGSA Science	Science (5, 8, 11)	Yes	Yes				
	SAT School Day	Reading, Math, Writing, Essay, Science (11)	Yes	Yes				
Wisconsin	Wisconsin Forward	ELA, Math (3–8), Science (4, 8)	Yes	Yes	Yes			
	ACT	English, Reading, Math, Science, Writing (11)	Yes	Yes				
Wyoming	WY-TOPP	Reading, Math (3–8,11), Science (4, 8, 11)	Yes	Yes	Yes			
Total Regular States (N=50)					39	10	1	0
Unique States					Reporting Summary			
American Samoa	SBA	Reading (3, 5, 7, 10), Math (3, 5, 7, 10)	No	No				Yes
	ACT	English, Reading, Math, Science (11, 12)	No	No				
Bureau of Indian Education	Individual state assessments	3-HS: By State: ELA, Reading, Math, Science	No	No				Yes
Commonwealth of Northern Mariana Islands	ACT ASPIRE	English, Writing, Reading, Math, Science (3–10)	No	No				Yes
District of Columbia	PARCC	ELA, Math (3–8), HS: ELA I-II, Algebra I-II, Geometry, Integrated Math	Yes	Yes	Yes			
	DC Science	Science (5, 8, HS)	Yes	Yes				
Federated States of Micronesia	NMCT	Reading (6, 8, 10), Math (4, 6, 8, 10)	No	No				Yes
Guam	ACT ASPIRE	English, Math, Reading (3–10)	Yes	Yes		Yes		
	SBA	Algebra I-II, Geometry, Science (1–8) 9 to 12: Biology, Anatomy and Physiology, Chemistry, Physical Science, Algebra I-II, Geometry	No	No				
Palau	No Information							Yes
Puerto Rico	Academic Achievement Test	Spanish, English, Math (3–8, 11), Science (4, 8, 11)	No	No				Yes
Republic of Marshall Islands	MISAT	English Reading, Math, Marshallese Reading, Science (3, 6, 8, 10, 12)	No	No				Yes

State	Test	Subject Areas/ Grade	Participation	Performance	Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only All Tests	No Publicly Reported Data Found
U.S. Department of Defense Education Activity	No Title I Assessment							Yes
U.S. Virgin Islands	Smarter Balanced	ELA, Math (3–8, 11)	No	Yes			Yes	
Total Unique States (N=11)					1	1	1	8
Total Regular and Unique States (N=61)					40	11	2	8
Percent of All States					66%	18%	3%	13%

Table B-2. Reporting for Students with Disabilities on General Assessments Not Used for Title I: Reading/English Language Arts, Math, and Science

State	Test	Subject Areas/ Grade	Participation	Performance	All Used for Title I	Part. and Perf. All Tests	No Publicly Reported Data Found
Regular States					Reporting Summary		
Alabama	ACT College Readiness Test	English, Reading, Math, Science with Writing (11)	No	No			Yes
Alaska	None		-	-	Yes		
Arizona	None		-	-	Yes		
Arkansas	None		-	-	Yes		
California	None		-	-	Yes		
Colorado	None		-	-	Yes		
Connecticut	None		-	-	Yes		
Delaware	None		-	-	Yes		
Florida	None		-	-	Yes		
Georgia	None		-	-	Yes		
Hawaii	EoC	EoC: Algebra I-II	No	No			Yes
Idaho	None		-	-	Yes		
Illinois	None		-	-	Yes		
Indiana	IREAD-3	Reading (3)	Yes	Yes		Yes	
Iowa	None		-	-	Yes		

State	Test	Subject Areas/ Grade	Participation	Performance	All Used for Title I	Part. and Perf. All Tests	No Publicly Reported Data Found
Kansas	None		-	-	Yes		
Kentucky	ACT	English, Reading, Math, Science (11)	No	No			Yes
Louisiana	ACT	English, Reading, Math, Science (12)	No	No			Yes
Maine	None		-	-	Yes		
Maryland	None		-	-	Yes		
Massachusetts	None		-	-	Yes		
Michigan	None		-	-	Yes		
Minnesota	None		-	-	Yes		
Mississippi	None		-	-	Yes		
Missouri	None		-	-	Yes		
Montana	None		-	-	Yes		
Nebraska	ACT	ELA, Math, Science (11)	Yes	Yes		Yes	
Nevada	ACT	Math, Reading, Science, Writing (11)	Yes	Yes		Yes	
New Hampshire	None		-	-	Yes		
New Jersey	None		-	-	Yes		
New Mexico	None		-	-	Yes		
New York	None		-	-	Yes		
North Carolina	ELA Reading Test	Reading (3)	No	No			Yes
North Dakota	ACT Workkeys	Applied Math (11)	No	No			Yes
Ohio	None		-	-	Yes		
Oklahoma	None		-	-	Yes		
Oregon	None		-	-	Yes		
Pennsylvania	None		-	-	Yes		
Rhode Island	None		-	-	Yes		
South Carolina	ACT Work Keys	Reading for Information, Applied Math (3 rd yr HS)	Yes	Yes		Yes	
South Dakota	None		-	-	Yes		
Tennessee	None		-	-	Yes		
Texas	None		-	-	Yes		
Utah	K3 Reading Competency	Reading (K-3) Note: has grade 3, so included.	No	No			Yes

State	Test	Subject Areas/ Grade	Participation	Performance	All Used for Title I	Part. and Perf. All Tests	No Publicly Reported Data Found
Vermont	None		-	-	Yes		
Virginia	None		-	-	Yes		
Washington	None		-	-	Yes		
West Virginia	None		-	-	Yes		
Wisconsin	ACT Aspire	English, Reading, Math, Science, Writing (9, 10)	Yes	Yes		Yes	
Wyoming	ACT or Workkeys	English, Math, Reading, Writing, Science (11, 12)	No	No			Yes
Total Regular States (N=50)					37	5	8
Unique States					Reporting Summary		
American Samoa	None		-	-	Yes		
Bureau of Indian Education	Assessments by state	By state	-	-	No info.		
Commonwealth of Northern Mariana Islands	None		-	-	Yes		
District of Columbia	None		-	-	Yes		
Federated States of Micronesia	None		-	-	Yes		
Guam	None		-	-	Yes		
Palau	No information		-	-	No Info.		
Puerto Rico	None		-	-	Yes		
Republic of Marshall Islands	None		-	-	Yes		
U.S. Department of Defense Education Activity	CCRS Summative Assessment	ELA (6–8, 10), Math (3–6), EoC: Algebra I-II, Geometry	No	No			Yes
	PSAT 8–9, PSAT/NMSQT	Reading, Writing/ Language, Math (8–9, 10, 11)	No	No			
U.S. Virgin Islands	None		-	-	Yes		

State	Test	Subject Areas/ Grade	Participation	Performance	All Used for Title I	Part. and Perf. All Tests	No Publicly Reported Data Found
Total Unique States (N=11)					10	0	1
Total Regular and Unique States (N=61)					47	5	9
Percent of All States					77%	8%	15%

Table B-3. Disaggregated Special Education Data for General Assessments: Other Content Assessments

State	Test	Subject Areas/ Grade	Participation	Performance	All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only Some or All Tests	No Publicly Reported Data Found
Regular States					Reporting Summary				
Alabama	None		-	-	Yes				
Alaska	None		-	-	Yes				
Arizona	None		-	-	Yes				
Arkansas	None		-	-	Yes				
California	CAASPP (Spanish STS)	Spanish ELA (2–11)	No	No					Yes
Colorado	CMAS	Social Studies (4, 7)	Yes	Yes			Yes		
	CLAS	Spanish ELA (3, 4)	No	No					
Connecticut	None		-	-	Yes				
Delaware	SAT School Day	Social Studies (HS)	No	No					Yes
Florida	FSA EoC Assessments	EoC; US History or Civics	No	Yes				Yes	
Georgia	Georgia Milestones	Social Studies (5, 8, HS), EoC: US History/ Economics	Yes	Yes		Yes			
Hawaii	None		-	-	Yes				
Idaho	None		-	-	Yes				
Illinois	None		-	-	Yes				
Indiana	ISTEP+	Social Studies (5, 7)	Yes	Yes		Yes			
	ILearn	EoC: US Government	Yes	Yes					

State	Test	Subject Areas/ Grade	Participation	Performance	All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only Some or All Tests	No Publicly Reported Data Found
Iowa	None		-	-	Yes				
Kansas	None		-	-	Yes				
Kentucky	K-PREP and EoC	Social Studies (5, 8), EoC: History	Yes	Yes		Yes			
Louisiana	LEAP 2025	Social Studies (unclear grades)	Yes	Yes			Yes		
	EoC	US History	No	Yes					
Maine	None		-	-	Yes				
Maryland	HSA	EoC: Data Analysis, Government	Yes	Yes		Yes			
Massachusetts	None		-	-	Yes				
Michigan	M-Step	Social Studies (5, 8, 11)	Yes	Yes		Yes			
Minnesota	None		-	-	Yes				
Mississippi	SATP2	EoC: US History	No	Yes				Yes	
Missouri	EoC Assessments	EoC: American History, Government	No	No					Yes
Montana	None		-	-	Yes				
Nebraska	None		-	-	Yes				
Nevada	None		-	-	Yes				
New Hampshire	None		-	-	Yes				
New Jersey	None		-	-	Yes				
New Mexico	None		-	-	Yes				
New York	Regents Exams School Quality	EoC: US History and Government, Transitional Exam in Global History and Geography, New Framework Global History & Geography II	Yes	Yes		Yes			
North Carolina	None		-	-	Yes				

State	Test	Subject Areas/ Grade	Participation	Performance	All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only Some or All Tests	No Publicly Reported Data Found
North Dakota	ACT Workkeys	Graphic Literacy, Workplace Documents (11)	No	No					Yes
Ohio	Ohio EoC Exams	EoC: American US History, American Government	Yes	Yes		Yes			
Oklahoma	High School OSTP	US History (11)	No	No					Yes
Oregon	Performance Task System	Social Studies (5, 8, 11)	No	No					Yes
Pennsylvania	None		-	-	Yes				
Rhode Island	None		-	-	Yes				
South Carolina	ACT Work Keys	Locating Information, Essential Soft Skills (3 rd yr HS)	Yes	Yes		Yes			
	SCPASS	Social Studies (5, 7)	Yes	Yes					
	EoCEP	EoC: US History and the Constitution	Yes	Yes					
South Dakota	None		-	-	Yes				
Tennessee	EoC	EoC: US History, Geography	Yes	Yes		Yes			
	TCAP	Social Studies (6, 8)	Yes	Yes					
Texas	STAAR	Social Studies (8)	Yes	Yes		Yes			
	STAAR EoC	EoC: US History	Yes	Yes					
Utah	None		-	-	Yes				
Vermont	None		-	-	Yes				
Virginia	EoC SOL Test	EoC: Virginia and US History, World Geography, World History I-II	Yes	Yes		Yes			
	Content Specific SOL History Test	Upper elementary or middle school: Virginia Studies, Civics and Economics	Yes	Yes					
Washington	None		-	-	Yes				

State	Test	Subject Areas/ Grade	Participation	Performance	All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only Some or All Tests	No Publicly Reported Data Found
West Virginia	None		-	-	Yes				
Wisconsin	Wisconsin Forward	Social Studies (4, 8, 10)	Yes	Yes		Yes			
Wyoming	None		-	-	Yes				
Total Regular States (N=50)					28	12	2	2	6
Unique States					Reporting Summary				
American Samoa	None		-	-	Yes				
Bureau of Indian Education	Assessments by state	By state	-	-	No info.				
Commonwealth of Northern Mariana Islands	SBA	Chamorro and Carolinian Language Heritage Studies (4, 6, 8, 9 to 12)	No	No					Yes
	EoC	EoC: NMI History	No	No					
District of Columbia	None		-	-	Yes				
Federated States of Micronesia	None		-	-	Yes				
Guam	SBA	US Government, US History, World History, Guam History, and Geography	No	No					Yes
Palau	No information		-	-	No Info.				
Puerto Rico	None		-	-	Yes				
Republic of Marshall Islands	MISAT	Social Studies (8)	No	No					Yes
U.S. Department of Defense Education Activity	Social Studies	Social Studies (3–12)	No	No					Yes
U.S. Virgin Islands	None		-	-	Yes				
Total Unique States (N=11)					7	0	0	0	4

State	Test	Subject Areas/ Grade	Participation	Performance	All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only Some or All Tests	No Publicly Reported Data Found
Total Regular and Unique States (N=61)					35	12	2	2	10
Percent of All States (Note: 99% due to rounding)					57%	20%	3%	3%	16%

Table B-4. Disaggregated Special Education Data for AA-AAAS: Reading/ELA, Math, and Science

State	Test	Subject Areas/ Grade	Participation	Performance	Partic. and Perf. All Tests	Partic. and Perf. Some Tests	Part. Only All Tests	Perf. Only All Tests	No Publicly Reported Data Found
Regular States					Reporting Summary				
Alabama	Alabama Alternate Assessment	Reading, Math (3–8, 10), Science (5, 7, 10)	Yes	Yes	Yes				
Alaska	DLM	ELA and Math (3–10), Science (4, 8, 10)	Yes	Yes	Yes				
Arizona	MSAA, AIMS-A Science	ELA, Math (3–8, 11), Science (4, 8, 10)	Yes	Yes	Yes				
Arkansas	DLM	ELA, Math, Science (3–10)	Yes	Yes	Yes				
California	CAA	ELA, Math (3–8, 11)	Yes	Yes		Yes			
	CAA Science	Science (5, 8, once in HS, field testing)	No	No					
Colorado	CoAlt	ELA, Math (3–11)	Yes	Yes	Yes				
	CoAlt Science	Science (5, 8, HS)	Yes	Yes					
Connecticut	CTAA	ELA, Math (3–8, 11)	Yes	Yes		Yes			
	CTAS	Science (5, 8, 11 field testing)	No	No					
Delaware	DeSSA-Alt	Reading, Math (3–8, 11), Science (5, 8, 10, 11)	Yes	Yes	Yes				
Florida	FSAA with Datafolio Tier	ELA (3–10), Math (3–8), Science (3, 5, 8), EoC: Algebra I, Geometry, Biology	Yes	Yes	Yes				
Georgia	Alternate Assessment	ELA, Math (K, 3–8, HS), Science (5, 8, HS)	Yes	Yes	Yes				

State	Test	Subject Areas/ Grade	Participation	Performance	Partic. and Perf. All Tests	Partic. and Perf. Some Tests	Part. Only All Tests	Perf. Only All Tests	No Publicly Reported Data Found
Hawaii	HSA – Alt	ELA, Math (3–8, 11), Science (4, 8, 11)	Yes	Yes	Yes				
Idaho	IDAA	ELA, Math, (3–8, HS), Science (5, 7, 10)	No	No					Yes
Illinois	DLM	ELA, Math (3–8, 11)	Yes	Yes	Yes				
	DLM Science	Science (5, 8, 11)	Yes	Yes					
Indiana	ISTAR	ELA, Math (3–8, 10), Science (4, 7)	No	No					Yes
Iowa	IAA	Reading, Math (3–8, 11)	No	No					Yes
	IAA Science	Science (5, 8, 11)	No	No					
Kansas	DLM	ELA, Math (3–8, 10), Science (5, 8, 11)	Yes	No			Yes		
Kentucky	Alternate K-PREP	Reading (3–9), Math (3–8,10), Writing (4, 5, 6, 8, 10, 11), Science (4, 7, 11)	Yes	Yes	Yes				
Louisiana	LEAP Connect	Reading, Math (3–11), Science (4, 8, 11)	Yes	Yes	Yes				
Maine	MSAA, PAAP Science	ELA/Literacy, Math (3–8, HS), Science (5, 8, HS)	Yes	Yes	Yes				
Maryland	MCAP Alternate	Math, Reading, (3–8, 11), Science (5, 8, 11)	Yes	Yes	Yes				
Massachusetts	MCAS-Alt	ELA, Math (3–8, 10), Science and Technology/ Engineering (5, 8, 9, or 10)	Yes	Yes	Yes				
Michigan	MI-Access Functional Independence	ELA, Math, (3–8, 11), Science (4, 7, 11)	Yes	Yes	Yes				
	MI-Access Supported Independence	ELA, Math (3–8, 11), Science (4, 7, 11)	Yes	Yes					
	MI-Access Participation	ELA, Math (3–8, 11), Science (4, 7, 11)	Yes	Yes					

State	Test	Subject Areas/ Grade	Participation	Performance	Partic. and Perf. All Tests	Partic. and Perf. Some Tests	Part. Only All Tests	Perf. Only All Tests	No Publicly Reported Data Found
Minnesota	MTAS III	Reading, Math (3–8, HS), Science (5, 8, HS)	Yes	Yes	Yes				
Mississippi	DLM	ELA, Math (3–8, HS), Science (5, 8, HS)	Yes	Yes	Yes				
Missouri	MAPA	ELA (3–8, 11) Math (3–8, 10), Science (5, 8, 11)	No	Yes				Yes	
Montana	MCAA	ELA, Math (3–8, 10)	Yes	Yes	Yes				
	CRT Alternate	Science (4, 8, 10)	Yes	Yes					
Nebraska	NESA-M and NESA-AAM	ELA, Math (3–8, 11), Science (5,8,11)	No	No					Yes
Nevada	NAA	ELA, Math (3–8, 11), Science (5, 8, 10)	Yes	Yes	Yes				
New Hampshire	DLM	Reading, Math (3–8, 11), Science (5, 8, 11)	Yes	Yes	Yes				
New Jersey	DLM	ELA, Math (3–8, 11)	Yes	Yes		Yes			
	APA	Science (5, 8, 11)	No	No					
New Mexico	NMAPA	ELA, Math (3–8, 10, 11), Science (4, 7, 11)	Yes	Yes	Yes				
New York	NYSAA	ELA, Math (3–8, HS), Science (4, 8, HS)	Yes	Yes	Yes				
North Carolina	NCEXTEND1	Reading, Math (3–8), Science (5, 8), 10: Math I, Biology, English II	Yes	Yes	Yes				
North Dakota	DLM	Reading/Language Arts, Math (3–8, HS)	Yes	Yes		Yes			
	NDAA Science	Science (4, 8, 11)	No	No					
Ohio	AASCD	ELA, Math (3–8), Science (5, 8)	Yes	Yes	Yes				
	OHS-AASCD	ELA II, Math II, Geometry, Biology (HS)	Yes	Yes					

State	Test	Subject Areas/ Grade	Participation	Performance	Partic. and Perf. All Tests	Partic. and Perf. Some Tests	Part. Only All Tests	Perf. Only All Tests	No Publicly Reported Data Found
Oklahoma	OAAP	ELA, Math (3–8, HS), Science (5, 8)	No	Yes				Yes	
Oregon	Oregon Extended Assessment	Reading, Math (3–8, 11), Science (5, 8, 11)	Yes	Yes	Yes				
Pennsylvania	PASA	ELA, Math (3–8, 11), Science (4, 8, 11)	Yes	Yes	Yes				
Rhode Island	DLM	ELA, Math (3–8, 11), Science (5, 8, 11)	Yes	Yes	Yes				
South Carolina	NCSC	ELA, Math (3–8, 11)	No	No					Yes
	SC-ALT	Science (4, 6, 8, 11), HS: Biology I, English I, Algebra I	No	No					
South Dakota	South Dakota ELA and Math Alternate Assessments	ELA, Math (3–8, 11)	Yes	Yes	Yes				
	SDSA-Alt	Science (5, 8, 11)	Yes	Yes					
Tennessee	MSAA	ELA, Math (3–8, 11)	Yes	Yes		Yes			
	TCAP-Alt	Science (3–8), Biology (10)	No	No					
Texas	STAARALT 2	Math, Reading (3–8), Writing (4, 7), Science (5, 8)	Yes	Yes	Yes				
	STAARALT2 EoC	EoC: English I-II, Algebra I, Biology	Yes	Yes					
Utah	DLM	ELA, Math (3–11)	Yes	Yes	Yes				
	UAA	Science (4–11)	Yes	Yes					
Vermont	VTALT	ELA, Math (3–11)	Yes	Yes	Yes				
	VTALT	Science (5, 8, 11)	Yes	Yes					
Virginia	VAAP	Reading, Math, Science, Writing (3–8, HS)	Yes	Yes	Yes				
Washington	WA-AIM	ELA, Math (3–8, 11), Science (5, 8, 11)	Yes	Yes	Yes				

State	Test	Subject Areas/ Grade	Participation	Performance	Partic. and Perf. All Tests	Partic. and Perf. Some Tests	Part. Only All Tests	Perf. Only All Tests	No Publicly Reported Data Found
West Virginia	WVASA – DLM	Reading, Math (3–8, HS)	Yes	Yes		Yes			
	WVASA Science	Science (5, 8, 11)	No	No					
Wisconsin	DLM	ELA, Math (3–11), Science (4, 8–11)	Yes	Yes	Yes				
Wyoming	WY-ALT	ELA, Math (3–8, HS), Science (4, 8, 9 to 11)	Yes	Yes	Yes				
Total Regular States (N=50)					36	6	1	2	5
Unique States					Reporting Summary				
American Samoa	Alternate Assessment	Reading, Math (3–8, 10)	No	No					Yes
Bureau of Indian Education	Alternates by State	By state	No	No					Yes
Commonwealth of Northern Mariana Islands	MSAA	ELA, Math (3–8, 11)	No	No					Yes
District of Columbia	MSAA	ELA, Math (3–8, HS)	No	No					Yes
	DC Science Alternate	Science (5, 8, HS)	No	No					
Federated States of Micronesia	No Title I alternate assessment		-	-					Yes
Guam	NCSC and DoE Alternate	ELA, Math (3–8, 11), and DoE Alternate in ELA, Math (9, 10)	Yes	Yes	Yes				
Palau	No Information		No	No					Yes
Puerto Rico	Puerto Rico Alternate Assessment	Spanish, English, Math (3–8, 11), Science (4, 8, 11)	No	No					Yes
Republic of Marshall Islands	No Title I alternate assessment		-	-					Yes

State	Test	Subject Areas/ Grade	Participation	Performance	Partic. and Perf. All Tests	Partic. and Perf. Some Tests	Part. Only All Tests	Perf. Only All Tests	No Publicly Reported Data Found
U.S. Department of Defense Education Activity	No Title I alternate assessment	Reading/Language Arts, Math, Science (3–12) These Not Used for Title I	-	-					Yes
U.S. Virgin Islands	MSAA	ELA, Math (3–8, 11)	No	No					Yes
Total Unique States (N=11)					1	0	0	0	10
Total Regular and Unique States (N=61)					37	6	1	2	15
Percent of All States (Note: 101% due to rounding)					61%	10%	2%	3%	25%

Table B-5 Disaggregated Special Education Data for AA-AAAS: Other Content Areas

State	Test	Subject Areas/Grades	Participation	Performance	Part. and Perf. All Tests	No Publicly Reported Data Found
Regular States					Reporting Summary	
Colorado	CoAlt	Social Studies (4, 7)	Yes	Yes	Yes	
Florida	FSAA with Datafolio Tier	Social Studies (often 7 th) EOC: Civics	No	No		Yes
Georgia	Alternate Assessment	Social Studies (4, 8, HS)	Yes	Yes	Yes	
Indiana	ISTAR	Social Studies (4, 7)	No	No		Yes
Kentucky	Alternate K-PREP	Social Studies (5, 8)	Yes	Yes	Yes	
Ohio	HS-AASCD	American US History (HS)	Yes	Yes	Yes	
South Carolina	SC-ALT	Social Studies (5, 7), EoC: US History and the Constitution	No	No		Yes
Texas	STAARALT2, EoC	Social Studies (8), EoC: US History	Yes	Yes	Yes	
Wisconsin	DLM	Social Studies (4, 8, 10)	Yes	Yes	Yes	
Total Regular States (N=9)					6	3
Unique States						
Total Unique States (N=0)					0	0
Total Regular and Unique States (N=9)					6	3
Percent of All States with Other Content					67%	33%

Table B-6. Disaggregated ELs in Special Education Data on General Assessments Used for Title I: Reading/English Language Arts, Math, and Science

State	Test	Subject Areas/ Grade	Participation	Performance	Part. and Perf. All Tests	Part. and Perf. Some Tests	No Publicly Reported Data Found
Regular States					Reporting Summary		
Alabama	Scantron	ELA, Math (3–8, HS), Science (5, 7, HS)	No	No			Yes
Alaska	PEAKS	ELA, Math (3–10)	No	No			Yes
	Alaska Science Assessment	Science (4, 8, 10)	No	No			
Arizona	AZMerit	ELA, Math (3–8), HS: English (9–11), Algebra I-II, Geometry	No	No			Yes
	AIMS Science	Science (4, 8, HS)	No	No			
Arkansas	ACT Aspire	English, Reading, Math, Science, and Writing (3–10)	No	No			Yes
California	Smarter Balanced	ELA, Math (3–8, 11)	No	No			Yes
	CAST	Science (5, 8, once in HS, field testing)	No	No			
Colorado	CMAS	ELA/ Literacy, Math (3–8), HS: Algebra I, Geometry, Integrated Math I-II	No	No			Yes
	CMAS	Science (4, 5, 7, 8, HS)	No	No			
Connecticut	Smarter Balanced	ELA, Math (3–8)	No	No			Yes
	NGSS Science	Science (5, 8, 11)	No	No			
	Connecticut SAT School Day	Evidenced Based Reading, Writing, Math (11)	No	No			
Delaware	Smarter Balanced	ELA, Math (3–8)	No	No			Yes
	SAT School Day	ELA, Essay, Math, Science (HS)	No	No			
Florida	FSA	ELA, Math (3–10)	No	No			Yes
	FSA EoC Assessments	EoC: Algebra I, Geometry, Biology I	No	No			
	Statewide Science Assessment	Science (5, 8)	No	No			

State	Test	Subject Areas/ Grade	Participation	Performance	Part. and Perf. All Tests	Part. and Perf. Some Tests	No Publicly Reported Data Found
Georgia	Georgia Milestones	ELA, Math (3–8), Science (5, 8, HS), HS (EoC): 9th Literature and Composition, American Literature and Composition, Coordinate Algebra, Algebra I, Geometry, Analytic Geometry, Physical Science, Biology	No	No			Yes
Hawaii	Smarter Balanced	ELA, Math (3–8, 11)	No	No			Yes
	HSA Science	Science (4, 8)	No	No			
	EoC	Biology I (HS)	No	No			
	KAEO	Hawaiian Language Arts, Math (3–8), Science (4, 8)	No	No			
Idaho	ISAT	ELA, Math (3–8, HS), Science (5, 7, HS)	No	No			Yes
Illinois	PARCC	ELA, Math (3–8)	No	No			Yes
	SAT	ELA, Math (HS)	No	No			
	ISA	Science (5, 8, 10)	No	No			
Indiana	ISTEP+	Reading, Math (3–8, 10)	No	No			Yes
	ISTEP+	Science (4, 6)	No	No			
	ILearn	EoC: Biology	No	No			
Iowa	ISASP	Reading, Math (3–8, 11)	No	No			Yes
	ISASP Science	Science (5, 8, 11)	No	No			
Kansas	General Assessment	ELA, Math, (3–8, 10), Science (5, 8, 11)	Yes	Yes	Yes		
Kentucky	K-PREP	Reading, Math (3–8, 11), Science (4, 7, 11), Writing (5, 6, 8, 11)	No	No			Yes
	EoC	EoC: English II, Algebra II, Biology	No	No			
Louisiana	LEAP 2025	English, Math, Science (3–12)	No	No			Yes
	EoC	English I-III & Algebra 1 & Geometry	No	No			
Maine	eMPowerME	Reading, Writing, Language, Math (3–8)	No	No			Yes
	MEA Science	Science (5, 8, HS)	No	No			
	SAT School Day	Math, ELA (HS)	No	No			

State	Test	Subject Areas/ Grade	Participation	Performance	Part. and Perf. All Tests	Part. and Perf. Some Tests	No Publicly Reported Data Found
Maryland	MCAP	ELA, Math (3–8)	No	No			Yes
	MCAP	Science (5, 8)	No	No			
	MCAP EoC	EoC: English, Algebra I-II, Science field testing	No	No			
Massachusetts	Next Generation MCAS Tests	ELA, Math (3–8)	No	No			Yes
	STE MCAS Tests	Science and Technology/ Engineering (5, 8, 9 or 10)	No	No			
Michigan	M-STEP	ELA, Math (3–8, 11), Science (5, 8, 11)	No	No			Yes
	SAT with Essay	ELA, Math (11)	No	No			
Minnesota	MCA III	Reading (3–8, 10), Math (3–8, 11), Science (5, 8, HS)	Yes	Yes	Yes		
Mississippi	MAAP	ELA, Math (3–8, EoC)	No	No			Yes
	Science Tests	Science (5, 8)	No	No			
	SATP2	EoC: Biology I	No	No			
Missouri	MAP	ELA, Math (3–8), Science (field testing, no data)	No	No		Yes	
	EoC	English I-II, Algebra I-II	Yes	Yes			
	EoC	Biology, Physical Science	No	No			
Montana	Smarter Balanced	ELA, Math (3–8)	No	No			Yes
	ACT Plan Writing	ELA, Math, Science, STEM, Writing (11)	No	No			
	CRT Science	Science (4, 8, 10)	No	No			
Nebraska	NSCSA	ELA, Math (3–8, 11), Science (5, 8, 11)	No	No			Yes
Nevada	SBAC & Science	Reading, Math (3–8, 10), Science (5, 8, 10)	Yes	Yes	Yes		
New Hampshire	NH SAS	ELA, Math (3–8), Science (5, 8, 11)	No	No			Yes
	SAT School Day	ELA, Math (11)	No	No			

State	Test	Subject Areas/ Grade	Participation	Performance	Part. and Perf. All Tests	Part. and Perf. Some Tests	No Publicly Reported Data Found
New Jersey	PARCC	ELA, Math (3–8)	No	No			Yes
	NJSLA-S	Science (5, 8, 11)	No	No			
	EoC	ELA (9–11), EoC: Algebra I-II, Geometry	No	No			
New Mexico	PARCC	ELA, Math (3–8, 10, 11)	No	No			Yes
	SBA	Science (4, 7, 10, 11)	No	No			
	SBA Spanish	Spanish Reading (4, 7, 10–11)	No	No			
New York	Elementary/ Intermediate Tests	ELA, Math (3–8), Science (4,8) Note: Science not reported for this subgroup	Yes	Yes		Yes	
	Regents Exams Academic	EoC: ELA, Algebra I-II, Geometry	No	No			
	Regents Exams School Quality	EoC: Living Environment, Physical Setting: Physics, Chemistry, Earth Science	No	No			
North Carolina	EOG Test	Reading, Math (3–8), Science (5, 8)	No	No			Yes
	EOC Test	EOC: NC Math I, Biology, English II, NC Math 3	No	No			
North Dakota	NDSA	Reading, Math (3–8, 10)	No	No			Yes
	NDSA Science	Science (4, 8, 11)	No	No			
	ACT May be used instead	English, Reading, Math, Science (11)	No	No			
Ohio	OST	Math, Reading (3–8), Science (5, 8)	No	No			Yes
	EoC Exams	EoC: Algebra I, Geometry, Integrated Math I-II, Biology, English I-II	No	No			
Oklahoma	OSTP 3–8	ELA, Math, (3–8), Science (5, 8)	No	No			Yes
	High School OSTP	Science (11)	No	No			
	ACT or SAT	ELA, Math (11)	No	No			

State	Test	Subject Areas/ Grade	Participation	Performance	Part. and Perf. All Tests	Part. and Perf. Some Tests	No Publicly Reported Data Found
Oregon	Oregon's Summative Assessments	ELA, Math (3–8, 11)	No	No			Yes
	Oregon Science Summative Assessment	Science (5, 8, 11)	No	No			
Pennsylvania	PSSA	ELA, Math (3–8), Science (4, 8)	No	No			Yes
	Keystone Exam	Literature, Algebra, Biology (11)	No	No			
Rhode Island	RICAS	ELA, Math (3–8)	No	No			Yes
	SAT	ELA, Math (11)	No	No			
	RI NGSA	Science (5, 8, 11)	No	No			
South Carolina	SCPASS	Science (4, 8)	No	No			Yes
	SC READY	ELA, Math (3–8)	No	No			
	EoCEP (graded A-F)	EoC: Algebra I, Biology I, English I, Reading, Writing	No	No			
South Dakota	South Dakota ELA Assessment and South Dakota Math Assessment	ELA and Math. (3–8, 11)	No	No			Yes
	South Dakota Science Assessment	Science (5, 8, 11)	No	No			
Tennessee	TCAP	ELA, Math (3–8), Science (5–8, HS)	No	No			Yes
	EoC	EoC: Algebra I-II, Integrated Math I-III, English I-II, Biology	No	No			
	ACT or SAT	Cohort: English, Math, Reading, Science, Composite	No	No			
Texas	STAAR with Spanish version	Math, Reading, (3–8), Writing (4, 7), Science (5, 8), Spanish version (3–5)	No	No			Yes
	STAAR EoC	EoC: English I, Reading, Writing, Algebra I, Biology	No	No			

State	Test	Subject Areas/ Grade	Participation	Performance	Part. and Perf. All Tests	Part. and Perf. Some Tests	No Publicly Reported Data Found
Utah	RISE	ELA, Math, (3–8) Science (4–8)	No	No			Yes
	Utah Aspire Plus	ELA, Math, Science (9–10)	No	No			
Vermont	Smarter Balanced	ELA, Math (3–9)	No	No			Yes
	Vermont Science Assessment	Science (5, 8, 11)	No	No			
Virginia	SOL	Reading, Math (3–8), Science (5, 8), Writing (8)	No	No			Yes
	EoC SOL Test	EoC: Reading, Writing, Algebra I-II, Geometry, Biology, Earth Science, Chemistry	No	No			
Washington	Smarter Balanced	ELA, Math (3–8, 11)	No	No			Yes
	WCAS	Science (5, 8, 11)	No	No			
West Virginia	WVGSA	ELA/Literacy, Math (3–8)	No	No			Yes
	WVGSA Science	Science (5, 8, 11)	No	No			
	SAT School Day	Reading, Math, Writing, Essay, Science (11)	No	No			
Wisconsin	Wisconsin Forward	ELA, Math (3–8), Science (4, 8)	No	No			Yes
	ACT	English, Reading, Math, Science, Writing (11)	No	No			
Wyoming	WY-TOPP	Reading, Math (3–8, 11), Science (4, 8, 11)	No	No			Yes
Total Regular States (N=50)					3	2	45
Unique States					Reporting Summary		
American Samoa	SBA	Reading (3, 5, 7, 10), Math (3, 5, 7, 10)	No	No			Yes
	ACT	English, Reading, Math, Science (11, 12)	No	No			
Bureau of Indian Education	Assessments by state	By State	No	No			Yes
Commonwealth of Northern Mariana Islands	ACT ASPIRE	English, Writing, Reading, Math, Science (3–10)	No	No			Yes

State	Test	Subject Areas/ Grade	Participation	Performance	Part. and Perf. All Tests	Part. and Perf. Some Tests	No Publicly Reported Data Found
District of Columbia	PARCC	ELA, Math (3–8), HS: ELA I-II, Algebra I-II, Geometry, Integrated Math	No	No			Yes
	DC Science	Science (5, 8, HS)	No	No			
Federated States of Micronesia	NMCT	Reading (6, 8, 10), Math (4, 6, 8, 10)	No	No			Yes
Guam	ACT ASPIRE	English, Math, Reading (3–10)	No	No			Yes
	SBA	Algebra I-II, Geometry, Science (1–8), 9–12: Biology, Anatomy and Physiology, Chemistry, Physical Science, Algebra I-II, Geometry	No	No			
Palau	No Information		No	No			Yes
Puerto Rico	Academic Achievement Test	Spanish, English, Math (3–8, 11), Science (4, 8, 11)	No	No			Yes
Republic of Marshall Islands	MISAT	English Reading, Marshallese Reading, Math, Science (3, 6, 8, 10, 12)	No	No			Yes
U.S Department of Defense Education Activity	No Title I Assessment		No	No			Yes
U.S. Virgin Islands	Smarter Balanced	ELA, Math (3–8, 11)	No	No			Yes
Total Unique States (N=11)					0	0	11
Total Regular and Unique States (N=61)					3	2	56
Percent of All States					5%	3%	92%

Table B-7. Disaggregated ELs in Special Education Data on General Assessments Not Used for Title I: Reading/English Language Arts, Math, and Science

State	Test	Subject Areas/ Grade	Participation	Performance	All Used for Title I	Part. and Perf. All Tests	No Publicly Reported Data Found
Regular States					Reporting Summary		
Alabama	ACT	English, Reading, Math, Science with Writing (11)	No	No			Yes
Alaska	None		-	-	Yes		
Arizona	None		-	-	Yes		
Arkansas	None		-	-	Yes		
California	None		-	-	Yes		
Colorado	None		-	-	Yes		
Connecticut	None		-	-	Yes		
Delaware	None		-	-	Yes		
Florida	None		-	-	Yes		
Georgia	None		-	-	Yes		
Hawaii	EoC	EoC: Algebra I-II	No	No			Yes
Idaho	None		-	-	Yes		
Illinois	None		-	-	Yes		
Indiana	IREAD-3	Reading (3)	No	No			Yes
Iowa	None		-	-	Yes		
Kansas	None		-	-	Yes		
Kentucky	ACT	English, Reading, Math, Science (11)	No	No			Yes
Louisiana	ACT	English, Reading, Math, Science (12)	No	No			Yes
Maine	None		-	-	Yes		
Maryland	None		-	-	Yes		
Massachusetts	None		-	-	Yes		
Michigan	None		-	-	Yes		
Minnesota	None		-	-	Yes		

State	Test	Subject Areas/ Grade	Participation	Performance	All Used for Title I	Part. and Perf. All Tests	No Publicly Reported Data Found
Mississippi	None		-	-	Yes		
Missouri	None		-	-	Yes		
Montana	None		-	-	Yes		
Nebraska	ACT	ELA, Math, Science (11)	No	No			Yes
Nevada	ACT	Math, Reading, Science, Writing (11)	Yes	Yes		Yes	
New Hampshire	None		-	-	Yes		
New Jersey	None		-	-	Yes		
New Mexico	None		-	-	Yes		
New York	None		-	-	Yes		
North Carolina	ELA Reading Test	Reading (3)	No	No			Yes
North Dakota	ACT Work Keys	Applied Math (11)	No	No			Yes
Ohio	None		-	-	Yes		
Oklahoma	None		-	-	Yes		
Oregon	None		-	-	Yes		
Pennsylvania	None		-	-	Yes		
Rhode Island	None		-	-	Yes		
South Carolina	ACT Work Keys	Reading for Information, Applied Math (3 rd yr HS)	No	No			Yes
South Dakota	None		-	-	Yes		
Tennessee	None		-	-	Yes		
Texas	None		-	-	Yes		
Utah	K3 Reading Competency	Reading (K-3) Note: Has grade 3, so included.	No	No			Yes
Vermont	None		-	-	Yes		
Virginia	None		-	-	Yes		

State	Test	Subject Areas/ Grade	Participation	Performance	All Used for Title I	Part. and Perf. All Tests	No Publicly Reported Data Found
Washington	None		-	-	Yes		
West Virginia	None		-	-	Yes		
Wisconsin	ACT Aspire	English, Reading, Math, Science, Writing (9, 10)	No	No			Yes
Wyoming	ACT or Work-keys	English, Math, Reading, Writing, Science (11, 12)	No	No			Yes
Total Regular States (N=50)					37	1	12
Unique States					Reporting Summary		
American Samoa	None		-	-	Yes		
Bureau of Indian Education	Assessments by state	By state	-	-	No Info.		
Commonwealth of Northern Mariana Islands	None		-	-	Yes		
District of Columbia	None		-	-	Yes		
Federated States of Micronesia	None		-	-	Yes		
Guam	None		-	-	Yes		
Palau	No information		-	-	No Info.		
Puerto Rico	None		-	-	Yes		
Republic of Marshall Islands	None		-	-	Yes		
U.S. Department of Defense Education Activity	CCRS Summative Assessment	ELA (6–8, 10), Math (3–6), EoC: Algebra I-II, Geometry	No	No			Yes
	PSAT 8–9, PSAT/NMSQT	Reading, Writing/ Language, Math (8–9, 10, 11)	No	No			

State	Test	Subject Areas/ Grade	Participation	Performance	All Used for Title I	Part. and Perf. All Tests	No Publicly Reported Data Found
U.S. Virgin Islands	None		-	-	Yes		
Total Unique States (N=11)					10	0	1
Total Regular and Unique States (N=61)					47	1	13
Percent of All States					77%	2%	21%

Table B-8. Disaggregated ELs in Special Education Data for General Assessments: Other Content Assessments

State	Test	Subject Areas/ Grade	Participation	Performance	All Used for Title I	No Publicly Reported Data Found
Regular States					Reporting Summary	
Alabama	None		-	-	Yes	
Alaska	None		-	-	Yes	
Arizona	None		-	-	Yes	
Arkansas	None		-	-	Yes	
California	CAASPP (Spanish STS)	Spanish ELA (2–11)	No	No		Yes
Colorado	CMAS	Social Studies (4, 7)	No	No		Yes
	CLAS	Spanish ELA (3, 4)	No	No		
Connecticut	None		-	-	Yes	
Delaware	SAT School Day	Social Studies (HS)	No	No		Yes
Florida	FSA EoC Assessments	EoC: U.S. History, or Civics	No	No		Yes
Georgia	Georgia Milestones	Social Studies (5, 8, HS), EoC: US History / Economics	No	No		Yes
Hawaii	None		-	-	Yes	
Idaho	None		-	-	Yes	
Illinois	None		-	-	Yes	
Indiana	ISTEP+	Social Studies (5, 7)	No	No		Yes
	ILearn	EoC: US Government	No	No		
Iowa	None		-	-	Yes	
Kansas	None		-	-	Yes	

State	Test	Subject Areas/ Grade	Participation	Performance	All Used for Title I	No Publicly Reported Data Found
Kentucky	K-PREP and EoC	Social Studies (5, 8), EoC: History	No	No		Yes
Louisiana	LEAP2026	Social Studies (unclear grades)	No	No		Yes
	EoC	US History	No	No		
Maine	None		-	-	Yes	
Maryland	HSA	EoC: Data Analysis, Government	No	No		Yes
Massachusetts	None		-	-	Yes	
Michigan	M-Step	Social Studies (5, 8, 11)	No	No		Yes
Minnesota	None		-	-	Yes	
Mississippi	SATP2	EoC: US History	No	No		Yes
Missouri	EoC Assessments	EoC: American History, Government	No	No		Yes
Montana	None		-	-	Yes	
Nebraska	None		-	-	Yes	
Nevada	None		-	-	Yes	
New Hampshire	None		-	-	Yes	
New Jersey	None		-	-	Yes	
New Mexico	None		-	-	Yes	
New York	Regents Exams School Quality	EoC: US History and Government, Transitional Exam in Global History and Geography, New Framework Global History & Geography II	No	No		Yes
North Carolina	None		-	-	Yes	
North Dakota	ACT Workkeys	Graphic Literacy, Work-place Documents (11)	No	No		Yes
Ohio	Ohio EoC Exams	EoC: American History, American Government	No	No		Yes
Oklahoma	High School OSTP	US History (11)	No	No		Yes
Oregon	Performance Task System	Social Studies (5, 8, 11)	No	No		Yes

State	Test	Subject Areas/ Grade	Participation	Performance	All Used for Title I	No Publicly Reported Data Found
Pennsylvania	None		-	-	Yes	
Rhode Island	None		-	-	Yes	
South Carolina	ACT Work Keys	Locating Information, Essential Soft Skills (3 rd yr HS)	No	No		Yes
	SCPASS	Social Studies (5, 7)	No	No		
	EoCEP	EoC: US History and the Constitution	No	No		
South Dakota	None		-	-	Yes	
Tennessee	EoC	EoC: US History, Geography	No	No		Yes
	TCAP	Social Studies (6, 8)	No	No		
Texas	STAAR	Social Studies (8)	No	No		Yes
	STAAR EoC,	EoC: US History	No	No		
Utah	None		-	-	Yes	
Vermont	None		-	-	Yes	
Virginia	EoC SOL Test	EoC: Virginia and US History, World Geography, World History I-II	No	No		Yes
	Content Specific SOL History Test	Upper elementary or middle school: Virginia Studies, Civics and Economics	No	No		
Washington	None		-	-	Yes	
West Virginia	None		-	-	Yes	
Wisconsin	Wisconsin Forward	Social Studies (4, 8, 10)	No	No		Yes
Wyoming	None		-	-	Yes	
Total Regular States (N=50)					28	22
Unique States					Reporting Summary	
American Samoa	None		-	-	Yes	
Bureau of Indian Education	Assessments by state	By state	-	-	No info.	

State	Test	Subject Areas/ Grade	Participation	Performance	All Used for Title I	No Publicly Reported Data Found
Commonwealth of Northern Mariana Islands	SBA	Chamorro and Carolinian Language Heritage Studies (4, 6, 8, 9–12)	No	No		Yes
	EoC	EoC: NMI History	No	No		
District of Columbia	None		-	-	Yes	
Federated States of Micronesia	None		-	-	Yes	
Guam	SBA	US Government, US History, World History, Guam History, and Geography	No	No		Yes
Palau	No information		-	-	No Info.	
Puerto Rico	None		-	-	Yes	
Republic of Marshall Islands	MISAT	Social Studies (8)	No	No		Yes
U.S. Department of Defense Education Activity	Social Studies	Social Studies (3–12)	No	No		Yes
U.S. Virgin Islands	None		-	-	Yes	
Total Unique States (N=11)					7	4
Total Regular and Unique States (N=61)					35	26
Percent of All States					57%	43%

Table B-9. Disaggregated ELs in Special Education Data for AA-AAAS: Reading/ELA, Math, and Science

State	Test	Subject Areas/ Grade	Participation	Performance	Part. and Perf. All Tests	Part. and Perf. Some or All Tests	Part. Only All Tests	Perf. Only All Tests	No Publicly Reported Data Found
Regular States					Reporting Summary				
Alabama	Alabama Alternate Assessment	Reading, Math (3–8, 10), Science (5, 7, 10)	No	No					Yes
Alaska	DLM	ELA and Math (3–10), Science (4, 8, 10)	Yes	Yes	Yes				

State	Test	Subject Areas/ Grade	Participation	Performance	Part. and Perf. All Tests	Part. and Perf. Some or All Tests	Part. Only All Tests	Perf. Only All Tests	No Publicly Reported Data Found
Arizona	MCAA, AIMS-A Science	ELA, Math (3–8, 11), Science (4, 8, 10)	No	No					Yes
Arkansas	DLM	ELA, Math, Science (3–10)	No	No					Yes
	AAPA	Science (5, 7, 10)	No	No					
California	CAA	ELA, Math (3–8, 11)	Yes	Yes		Yes			
	CAA Science	Science (5, 8, once in HS, field testing)	No	No					
Colorado	CoAlt	ELA, Math (3–11)	Yes	Yes	Yes				
	CoAlt Science	Science (5, 8, HS)	Yes	Yes					
Connecticut	CTAA	ELA, Math (3–8, 11)	No	No					Yes
	CTAS	Science (5, 8, 11, field testing)	No	No					
Delaware	DeSSA-Alt	Reading, Math (3–8, 11), Science (5, 8, 10, 11)	Yes	Yes	Yes				
Florida	FSAA with Datafolio Tier	ELA (3–10), Math (3–8), Science (3, 5, 8), EoC: Algebra I, Geometry, Biology	No	No					Yes
Georgia	Alternate Assessment	ELA, Math (K, 3–8, HS), Science (5, 8, HS)	Yes	Yes	Yea				
Hawaii	HSA – Alt	ELA, Math (3–8, 11), Science (4, 8, 11)	No	No					Yes
Idaho	IDAA	ELA, Math (3–8, HS), Science (5, 7, 10)	No	No					Yes
Illinois	DLM	ELA, Math (3–8, 11)	Yes	Yes	Yes				
	DLM Science	Science (5, 8, 11)	Yes	Yes					
Indiana	ISTAR	ELA, Math (3–8, 10), Science (4, 7)	No	No					Yes
Iowa	IAA	Reading, Math (3–8, 11)	No	No					Yes
	IAA Science	Science (5, 8, 11)	No	No					
Kansas	DLM	ELA, Math (3–8, 10), Science (5, 8, 11)	Yes	No			Yes		

State	Test	Subject Areas/ Grade	Participation	Performance	Part. and Perf. All Tests	Part. and Perf. Some or All Tests	Part. Only All Tests	Perf. Only All Tests	No Publicly Reported Data Found
Kentucky	Alternate K-PREP	Reading (3–9), Math (3–8,10), Writing (4, 5, 6, 8, 10, 11), Science (4, 7, 11)	No	No					Yes
Louisiana	LEAP Connect	Reading, Math (3–11), Science (4, 8, 11)	No	No					Yes
Maine	MSAA, PAAP Science	ELA/Literacy, Math (3–8, HS), Science (5, 8, HS)	No	No					Yes
Maryland	MCAP Alternate	Reading, Math (3–8, 11), Science (5,8,11)	No	Yes				Yes	
Massachusetts	MCAS-Alt	ELA, Math (3–8, 10), Science and Technology/ Engineering (5, 8, 9 or 10)	No	No					Yes
Michigan	MI-Access Functional Independence	ELA, Math (3–8, 11), Science (4, 7, 11)	No	No					Yes
	MI-Access Supported Independence	ELA, Math (3–8, 11), Science (4, 7 11)	No	No					
	MI-Access Participation	ELA, Math (3–8, 11), Science (4, 7, 11)	No	No					
Minnesota	MTAS III	Reading, Math (3–8, HS), Science (5, 8, HS)	Yes	Yes	Yes				
Mississippi	DLM	ELA, Math (3–8, HS), Science (5,8, HS)	No	No					Yes
Missouri	MAPA	ELA (3–8, 11), Math (3–8, 10), Science (5, 8, 11)	No	No					Yes
Montana	MSAA	ELA, Math (3–8, 10)	No	No					Yes
	CRT Alternate	Science (4, 8, 10)	No	No					
Nebraska	NESA-M and NESA-AAM	ELA, Math (3–8, 11), Science (5, 8, 11)	No	No					Yes

State	Test	Subject Areas/ Grade	Participation	Performance	Part. and Perf. All Tests	Part. and Perf. Some or All Tests	Part. Only All Tests	Perf. Only All Tests	No Publicly Reported Data Found
Nevada	NAA	ELA, Math (3–8, 11), Science (5, 8, 11)	Yes	Yes	Yes				
New Hampshire	DLM	Reading, Math (3–8, 11), Science (5, 8, 11)	No	No					Yes
New Jersey	DLM	ELA, Math (3–8, 11)	Yes	Yes		Yes			
	APA	Science (5, 8, 11)	No	No					
New Mexico	NMAPA	ELA, Math (3–8, 10, 11), Science (4, 7, 11)	No	No					Yes
New York	NYSAA	ELA, Math (3–8, HS), Science (4, 8, HS)	No	No					Yes
North Carolina	NCEXTEND1	Reading, Math (3–8), Science (5, 8), 10: Math I, Biology, English II	Yes	Yes	Yes				
North Dakota	DLM	Reading/Language Arts, Math (3–8, HS)	No	No					Yes
	NDAA Science	Science (4, 8, 11)	No	No					
Ohio	AASCD	ELA, Math (3–8), Science (5,8)	Yes	Yes	Yes				
	OGT-HS-AASCD	ELA II, Math II, Geometry, Biology (HS)	Yes	Yes					
Oklahoma	OAAP	ELA, Math (3–8, HS), Science (5, 8)	No	No					Yes
Oregon	Oregon Extended Assessment	Reading, Math (3–8, 11), Science (5, 8, 11)	No	No					Yes
Pennsylvania	PASA	ELA, Math (3–8, 11), Science (4, 8, 11)	No	No					Yes
Rhode Island	DLM	ELA, Math (3–8, 11), Science (5, 8, 11)	No	Yes				Yes	
South Carolina	SC-ALT	Science (4, 6, 8, 11), HS: Biology I, English I, Algebra I	No	No					Yes
	NCSC	ELA, Math (3–8, 11)	No	No					

State	Test	Subject Areas/ Grade	Participation	Performance	Part. and Perf. All Tests	Part. and Perf. Some or All Tests	Part. Only All Tests	Perf. Only All Tests	No Publicly Reported Data Found
South Dakota	SD ELA and Math Alternate Assessments	ELA, Math (3–8, 11)	No	No					Yes
	SDSA-Alternate	Science (5, 8, 11)	No	No					
Tennessee	MSAA	ELA, Math (3–8, 11)	No	No					Yes
	TCAP-Alt	Science (3–8), Biology (10)	No	No					
Texas	STAARALT 2	Math, Reading (3–8), Writing (4, 7), Science (5, 8)	Yes	Yes	Yes				
	STAARALT2 EoC	EoC: English I-II, Algebra I, Biology	Yes	Yes					
Utah	DLM	ELA, Math (3–11)	No	No					Yes
	UAA	Science (4–11)	No	No					
Vermont	VTALT	ELA, Math (3–11)	No	No					Yes
	VTALT	Science (5, 8, 11)	No	No					
Virginia	VAAP	Reading, Math, Science, Writing (3–8, HS)	No	No					Yes
Washington	WA-AIM	ELA, Math (3–8, 11), Science (5, 8, 11)	No	No					Yes
West Virginia	WVASA – DLM	Reading, Math (3–8, HS)	No	No					Yes
	WVASA Science	Science (5, 8, 11)	No	No					
Wisconsin	DLM	ELA, Math (3–11), Science (4, 8–11)	Yes	Yes	Yes				
Wyoming	WY-ALT	ELA, Math (3–8, HS), Science (4, 8, 9–11)	No	No					Yes
Total Regular States (N=50)					11	2	1	2	34
Unique States					Reporting Summary				
American Samoa	Alternate Assessment	Reading, Math (3–8, 10)	No	No					Yes

State	Test	Subject Areas/ Grade	Participation	Performance	Part. and Perf. All Tests	Part. and Perf. Some or All Tests	Part. Only All Tests	Perf. Only All Tests	No Publicly Reported Data Found
Bureau of Indian Education	Alternates by State	By state	No	No					Yes
Commonwealth of Northern Mariana Islands	MSAA	ELA, Math (3–8, 11)	No	No					Yes
District of Columbia	MSAA	ELA, Math (3–8, HS)	No	No					Yes
	DC Science Alternate	Science (5, 8, HS)	No	No					
Federated States of Micronesia	No Title I assessment		-	-					Yes
Guam	NCSC and DoE Alternate	ELA, Math (3–8, 11) and DoE Alternate in ELA and Math (1, 2, 9, 10)	No	No					Yes
Palau	No Information		-	-					Yes
Puerto Rico	Puerto Rico Alternate Assessment	Spanish, English, Math (3–8, 11), Science (4, 8, 11)	No	No					Yes
Republic of Marshall Islands	No Title I alternate assessment		-	-					Yes
U.S. Department of Defense Education Activity	No Title I alternate assessment	Reading/Language Arts, Math, Science (3–12) These not used for Title I	-	-					Yes
U.S. Virgin Islands	MSAA	ELA, Math (3–8, 11)	No	No					Yes
Total Unique States (N=11)					0	0	0	0	11
Total Regular and Unique States (N=61)					11	2	1	2	45
Percent of All States					18%	3%	2%	3%	74%

Table B-10 Disaggregated ELs in Special Education Data for AA-AAAS: Other Content Areas

State	Test	Subject Areas/Grades	Participation	Performance	Part. and Perf. for All Tests	No Publicly Reported Data Found
Regular States					Reporting Summary	
Colorado	CoAlt	Social Studies (4, 7)	Yes	Yes	Yes	
Florida	FSAA with Datafolio Tier	Social Studies (often 7th), EOC: Civics	No	No		Yes
Georgia	Alternate Assessment	Social Studies (4, 8, HS)	Yes	Yes	Yes	
Indiana	ISTAR	Social Studies (4, 7)	No	No		Yes
Kentucky	Alternate K-PREP	Social Studies (5, 8)	No	No		Yes
Ohio	HS-AASCD	American US History (HS)	Yes	Yes	Yes	
South Carolina	SC-ALT	Social Studies (5, 7), US History and the Constitution	No	No		Yes
Texas	STAARALT2, EoC	Social Studies (8), EoC: US History	Yes	Yes	Yes	
Wisconsin	DLM	Social Studies (4, 8, 10)	Yes	Yes	Yes	
Total Regular States (N=9)					5	4
Unique States						
Total Unique States (N=0)					0	0
Total Regular and Unique States (N=9)					5	4
Percent of All States with Other Content					56%	44%

Table B-11. Participation and Performance Data for Students with Disabilities and ELs with Disabilities, Alternate Assessments Based on Grade Level Achievement Standards (AA-GLAS) Used for Title I Accountability, 2018–2019

State	Test	Grade	Subject Areas	Disaggregated Data for AA-GLAS			
				Students with Disabilities		ELs	
				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
Total Regular States with GLAS (N=1)				1	1	0	0
Percent				100%	100%	0%	0%

¹State reports these data merged with other performance data.

Table B-12. Participation Data Reported on General Assessments

State	Number Enrolled/ Eligible to be Tested	Number Students Tested	Number Students Not Tested	Percent Participating in Test	Percent Students not Tested	Number Students with Scores	Number Students with No scores	Percent Students with No Scores
<i>Regular States</i>								
Alabama	-	-	-	X	-	-	-	-
Alaska	X	-	-	X	-	-	-	-
Arizona	-	X	-	-	-	-	-	-
Arkansas	-	X	-	X	-	-	-	-
California	X	X	-	-	-	X	-	-
Colorado	-	-	-	X	-	X	-	-
Connecticut	X	X	-	X	-	X	-	-
Delaware	-	X	-	-	-	-	-	-
Florida	-	X	-	X	-	-	-	-
Georgia	X	X	-	X	-	-	-	-
Hawaii	-	X	-	X	-	-	-	-
Idaho	-	-	-	X	-	-	-	-
Illinois	-	X	-	X	-	-	-	-
Indiana	-	X	-	-	-	-	-	-
Iowa	-	X	-	-	-	-	-	-
Kansas	X	X	-	X	X	-	-	-
Kentucky	X	X	-	X	-	-	-	-
Louisiana	-	X	-	-	-	-	-	-
Maine	X	X	-	X	-	-	-	-
Maryland	X	X	-	X	-	-	-	-
Massachusetts	-	X	-	X	-	-	-	-
Michigan	-	X	-	-	-	-	-	-
Minnesota	-	X	-	X	-	-	-	-
Mississippi	-	-	-	X	-	-	-	-
Missouri	-	-	-	-	-	-	-	-
Montana	-	-	X	X	-	-	-	-
Nebraska	-	-	X	-	X	-	-	-
Nevada	X	X	-	-	X	-	-	-
New Hampshire	-	-	-	X	-	-	-	-
New Jersey	-	-	-	-	-	X	-	-
New Mexico	-	X	-	-	-	-	-	-
New York	X	X	X	X	-	-	-	-
North Carolina	X	X	X	X	X	X	X	X
North Dakota	-	-	-	X	-	-	-	-
Ohio	X	X	X	-	X	-	-	-
Oklahoma	-	-	-	-	-	-	-	-

State	Number Enrolled/ Eligible to be Tested	Number Students Tested	Number Students Not Tested	Percent Participating in Test	Percent Students not Tested	Number Students with Scores	Number Students with No scores	Percent Students with No Scores
Oregon	-	X	-	X	-	-	-	-
Pennsylvania	-	-	-	X	-	-	-	-
Rhode Island	-	X	-	-	-	-	-	-
South Carolina	-	X	-	-	-	-	-	-
South Dakota	X	X	-	X	-	-	-	-
Tennessee	X	X	-	-	-	X	-	-
Texas	-	X	-	-	-	-	-	-
Utah	-	X	X	-	X	-	-	-
Vermont	-	X	-	X	X	-	-	-
Virginia	-	-	-	X	-	-	-	-
Washington	X	-	-	-	-	-	-	X
West Virginia	-	X	-	-	-	-	-	-
Wisconsin	X	X	X	-	X	-	-	-
Wyoming	-	X	-	X	-	-	-	-
Total Regular States (N=50)	16	35	7	28	8	6	1	2
<i>Unique States</i>								
American Samoa	-	-	-	-	-	-	-	-
Bureau of Indian Education	-	-	-	-	-	-	-	-
Commonwealth of Northern Mariana Islands	-	-	-	-	-	-	-	-
District of Columbia	-	X	-	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	1	0	2	0	0

State	Number Enrolled/ Eligible to be Tested	Number Students Tested	Number Students Not Tested	Percent Participating in Test	Percent Students not Tested	Number Students with Scores	Number Students with No scores	Percent Students with No Scores
Total All Regular and Unique States (N=61)	17	37	7	29 ¹	8	8	1	2

¹Eleven states of these 29 were not included in Figure 12 graphing participation rates for middle school math as they either reported grades merged or reported percent participating split by accommodated status. These eleven states were: Florida, Hawaii, Illinois, Kansas, Kentucky, Maine, Mississippi, New Hampshire, New York, Pennsylvania, and Virginia.

Table B-13. Participation Data Reported On AA-AAAS

Note: M indicates state AA-AAAS data was merged with general assessment data.

State	Number Enrolled/ Eligible to be Tested	Number of Students Tested	Number Students Not Tested	Percent Participating in Test	Percent Students not Tested	Number Students with Scores	Number Students with No scores	Percent Students with No Scores
Regular States								
Alabama	-	-	-	X	-	-	-	-
Alaska	X	-	-	X	-	-	-	-
Arizona	-	M	-	-	-	-	-	-
Arkansas	-	X	-	X	-	-	-	-
California	X	X	-	-	-	X	-	-
Colorado	-	-	-	-	-	X	-	-
Connecticut	X	X	X	X	-	X	-	-
Delaware	-	X	-	X	-	-	-	-
Florida	-	X	-	X	-	-	-	-
Georgia	X	X	-	X	-	-	-	-
Hawaii	-	X	-	X	-	-	-	-
Idaho	-	-	-	-	-	-	-	-
Illinois	-	X	-	X	-	-	-	-
Indiana	-	-	-	-	-	-	-	-
Iowa	-	-	-	-	-	-	-	-
Kansas	X	X	-	X	X	-	-	-
Kentucky	X	X	-	X	-	-	-	-
Louisiana	-	X	-	-	-	-	-	-
Maine	-	X	-	X	-	-	-	-
Maryland	M	X	-	X	-	-	-	-
Massachusetts	-	X	-	X	-	-	-	-
Michigan	-	X	-	-	-	-	-	-
Minnesota	-	X	-	X	-	-	-	-
Mississippi	-	X	-	X	-	-	-	-
Missouri	-	-	-	-	-	-	-	-

State	Number Enrolled/ Eligible to be Tested	Number of Students Tested	Number Students Not Tested	Percent Participating in Test	Percent Students not Tested	Number Students with Scores	Number Students with No scores	Percent Students with No Scores
Montana	-	-	X	X	-	-	-	-
Nebraska	-	-	-	-	-	-	-	-
Nevada	X	X	-	-	X	-	-	-
New Hampshire	-	-	-	M	-	-	-	-
New Jersey	-	-	-	-	-	X	-	-
New Mexico	M	X	X	-	-	-	-	-
New York	M	X	X	M	-	-	-	-
North Carolina	X	X	X	X	-	-	X	X
North Dakota	-	-	-	M	-	X	-	-
Ohio	M	M	X	-	X	-	-	-
Oklahoma	-	-	-	-	-	-	-	-
Oregon	-	X	-	X	-	-	-	-
Pennsylvania	-	-	-	M	-	-	-	-
Rhode Island	X	X	-	X	-	-	-	-
South Carolina	-	-	-	-	-	-	-	-
South Dakota	X	X	-	X	-	-	-	-
Tennessee	M	M	-	-	-	M	-	-
Texas	-	X	-	X	-	-	-	-
Utah	-	X	-	X	-	-	-	-
Vermont	-	X	-	X	M	-	-	-
Virginia	-	X	-	X	-	-	-	-
Washington	X	-	-	X	-	-	-	X
West Virginia	-	M	-	-	-	-	-	-
Wisconsin	M	X	X	-	X	-	-	-
Wyoming	-	X	-	X	-	-	-	-
Total Regular States (N=50)	17	34	7	31	5	6	1	2
<i>Unique States</i>								
American Samoa	-	-	-	-	-	-	-	-
Bureau of Indian Education	-	-	-	-	-	-	-	-
Commonwealth of Northern Mariana Islands	-	-	-	-	-	-	-	-
District of Columbia	-	X	-	M	-	X	-	-
Federated States of Micronesia	-	-	-	-	-	-	-	-
Guam	X	X	X	-	-	-	X	-

State	Number Enrolled/ Eligible to be Tested	Number of Students Tested	Number Students Not Tested	Percent Participating in Test	Percent Students not Tested	Number Students with Scores	Number Students with No scores	Percent Students with No Scores
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	1	1	0	1	1	0
Total All Regular and Unique States (N=61)	18	36	8	32	5	7	2	2

Table B-14. 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
DC	District of Columbia	ND	North Dakota
FL	Florida	OH	Ohio
GA	Georgia	OK	Oklahoma
HI	Hawaii	OR	Oregon
ID	Idaho	PA	Pennsylvania
IL	Illinois	RI	Rhode Island
IN	Indiana	SC	South Carolina
IA	Iowa	SD	South Dakota
KS	Kansas	TN	Tennessee
KY	Kentucky	TX	Texas
LA	Louisiana	UT	Utah
ME	Maine	VT	Vermont
MD	Maryland	VA	Virginia
MA	Massachusetts	WA	Washington
MI	Michigan	WV	West Virginia
MN	Minnesota	WI	Wisconsin
MS	Mississippi	WY	Wyoming
MO	Missouri		

Table B-15. Performance Data Reported for General Assessments

State	Percent Proficient	Percent Proficient Derived	Percent Not Proficient	Number Proficient	Number Not Proficient	Number by Achievement Level	Percent by Achievement Level	Other (e.g., Index, Scale Score)
<i>Regular States</i>								
Alabama	X	-	-	-	-	-	X	-
Alaska	X	-	X	X	X	-	-	-
Arizona	X	-	-	-	-	-	X	-
Arkansas	-	X	-	-	-	-	X	-
California	-	X	-	-	-	-	X	X
Colorado	X	-	-	-	-	-	X	X
Connecticut	X	-	-	X	-	X	X	X
Delaware	-	X	-	-	-	-	X	-
Florida	X	-	-	-	-	-	X	-
Georgia	-	X	-	-	-	X	X	-
Hawaii	-	X	-	-	-	X	X	X
Idaho	X	-	-	-	-	-	X	-
Illinois	X	-	-	-	-	-	X	-
Indiana	X	-	-	X	-	-	X	-
Iowa	X	-	-	-	-	-	X	-
Kansas	X	-	-	-	-	-	X	-
Kentucky	X	-	-	-	-	-	X	-
Louisiana	X	-	X	-	X	X	X	-
Maine	X	-	-	-	-	-	X	-
Maryland	X	-	-	-	-	-	X	-
Massachusetts	-	X	-	-	-	-	X	-
Michigan	X	-	-	X	-	X	X	X
Minnesota	X	-	-	X	-	X	X	-
Mississippi	-	X	-	-	-	-	X	-
Missouri	X	-	-	-	-	-	-	-
Montana	-	X	-	-	-	X	X	-
Nebraska	-	X	-	-	-	-	X	-
Nevada	X	-	-	-	-	-	X	-
New Hampshire	X	-	-	-	-	-	X	X
New Jersey	X	-	-	-	-	-	X	-
New Mexico	-	X	-	-	-	-	X	-
New York	X	-	-	X	-	X	X	X
North Carolina	X	-	-	X	-	-	X	X
North Dakota	X	-	-	-	-	-	X	X
Ohio	X	-	-	-	-	X	X	-
Oklahoma	-	X	-	-	-	-	X	-

State	Percent Proficient	Percent Proficient Derived	Percent Not Proficient	Number Proficient	Number Not Proficient	Number by Achievement Level	Percent by Achievement Level	Other (e.g., Index, Scale Score)
Oregon	X	-	-	X	-	X	X	-
Pennsylvania	-	X	-	-	-	-	X	-
Rhode Island	X	-	-	-	-	X	X	X
South Carolina	X	-	-	-	-	-	X	X
South Dakota	X	-	-	X	-	X	X	-
Tennessee	X	-	-	-	-	X	X	-
Texas	-	X	-	-	-	X	X	X
Utah	X	-	-	-	-	-	X	-
Vermont	X	-	X	-	-	-	X	X
Virginia	X	-	X	-	-	-	X	-
Washington	X	-	-	X	-	-	X	-
West Virginia	X	-	-	-	-	-	X	-
Wisconsin	-	X	-	-	-	X	X	X
Wyoming	X	-	X	-	-	-	X	-
Total Regular States (N=50)	36	14	5	10	2	15	48	14
Unique States								
American Samoa	-	-	-	-	-	-	-	-
Bureau of Indian Education	-	-	-	-	-	-	-	-
Commonwealth of Northern Mariana Islands	-	-	-	-	-	-	-	-
District of Columbia	X	-	-	X	-	-	X	-
Federated States of Micronesia	-	-	-	-	-	-	-	-
Guam	-	X	-	-	-	-	X	-
Palau	-	-	-	-	-	-	-	-
Puerto Rico	-	-	-	-	-	-	-	-
Republic of Marshall Islands	-	-	-	-	-	-	-	-
U.S. Department of Defense Education Activity	-	-	-	-	-	-	-	-
U.S. Virgin Islands	X	-	-	-	-	-	-	-
Total Unique States (N=11)	2	1	0	1	0	0	2	0

State	Percent Proficient	Percent Proficient Derived	Percent Not Proficient	Number Proficient	Number Not Proficient	Number by Achievement Level	Percent by Achievement Level	Other (e.g., Index, Scale Score)
Total All Regular and Unique States (N=61)	38	15	5	11	2	15	50	14

Table B-16. Performance Data Reported for AA-AAAS

Note: M indicates state merged AA-AAAS data with general assessment data.

State	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
Alaska	X	-	X	X	X	-	-
Arizona	M	-	-	-	-	-	M
Arkansas	X	-	-	-	-	X	-
California	-	X	-	-	-	-	X
Colorado	X	-	-	-	-	-	X
Connecticut	-	X	-	-	-	X	X
Delaware	-	X	-	-	-	-	X
Florida	M	-	-	X	-	-	-
Georgia	-	X	-	-	-	X	X
Hawaii	-	M	-	-	-	X	M
Idaho	-	-	-	-	-	-	-
Illinois	X	-	-	-	-	-	X
Indiana	-	-	-	-	-	-	-
Iowa	-	-	-	-	-	-	-
Kansas	M	-	-	-	-	-	M
Kentucky	X	-	-	-	-	-	X
Louisiana	-	X	X	-	X	X	X
Maine	M	-	-	-	-	-	M
Maryland	X	-	-	-	-	-	X
Massachusetts	-	X	-	-	-	X	X
Michigan	X	-	-	X	X	X	X
Minnesota	X	-	-	X	-	X	X
Mississippi	-	M	-	-	-	-	M
Missouri	M	-	-	-	-	-	-
Montana	-	X	-	-	-	X	X
Nebraska	-	-	-	-	-	-	-
Nevada	X	-	-	-	-	-	X

State	Percent Proficient	Percent Proficient Derived	Percent Not Proficient	Number Proficient	Number Not Proficient	Number by Achievement Level	Percent by Achievement Level
New Hampshire	M	-	-	-	-	-	M
New Jersey	-	X	-	-	-	-	X
New Mexico	-	X	-	-	X	-	X
New York	-	X	-	-	-	X	X
North Carolina	X	-	-	X	-	-	X
North Dakota	M	-	-	-	-	-	X
Ohio	M	X	-	-	-	X	X
Oklahoma	-	M	-	-	-	-	M
Oregon	M	-	-	M	-	M	M
Pennsylvania	-	M	-	-	-	-	M
Rhode Island	X	-	-	-	-	X	X
South Carolina	-	-	-	-	-	-	-
South Dakota	X	-	-	X	-	X	X
Tennessee	M	-	-	-	-	M	M
Texas	-	X	X	-	-	X	X
Utah	X	-	-	X	-	-	-
Vermont	-	X	-	-	-	-	X
Virginia	M	-	M	-	-	-	M
Washington	X	-	-	X	-	-	X
West Virginia	M	-	-	-	-	-	M
Wisconsin	-	X	-	-	-	X	X
Wyoming	X	-	X	-	-	-	X
Total Regular States (N=50)	28	18	5	9	4	17	40
Unique States							
American Samoa	-	-	-	-	-	-	-
Bureau of Indian Education	-	-	-	-	-	-	-
Commonwealth of Northern Mariana Islands	-	-	-	-	-	-	-
District of Columbia	X	-	-	X	-	-	X
Federated States of Micronesia	-	-	-	-	-	-	-
Guam	-	X	-	-	-	-	X
Palau	-	-	-	-	-	-	-
Puerto Rico	-	-	-	-	-	-	-
Republic of Marshall Islands	-	-	-	-	-	-	-

State	Percent Proficient	Percent Proficient Derived	Percent Not Proficient	Number Proficient	Number Not Proficient	Number by Achievement Level	Percent by Achievement Level
U.S. Department of Defense Education Activity	-	-	-	-	-	-	-
U.S. Virgin Islands	-	-	-	-	-	-	-
Total Unique States (N=11)	1	1	0	1	0	0	2
Total All General and Unique States (N=61)	29	19	5	10	4	17	42

Table B-17. Public Reporting on Accommodations

State	Reported Number Receiving	Reported Performance	Total States with Participation or Performance	Participation and Performance Reported	Participation Only Reported	No Publicly Reported Data Found
Regular States				Reporting Summary		
Alabama	Yes	Yes	Yes	X	-	-
Alaska	No	No	-	-	-	X
Arizona	No	No	-	-	-	X
Arkansas	Yes	No	Yes	-	X	-
California	No	No	-	-	-	X
Colorado	No	No	-	-	-	X
Connecticut	No	No	-	-	-	X
Delaware	No	No	-	-	-	X
Florida	Yes	No	Yes	-	X	-
Georgia	No	No	-	-	-	X
Hawaii	No	No	-	-	-	X
Idaho	No	No	-	-	-	X
Illinois	No	No	-	-	-	X
Iowa	No	No	-	-	-	X
Indiana	No	No	-	-	-	X
Kansas	Yes	No	Yes	-	X	-
Kentucky	Yes	Yes	Yes	X	-	-
Louisiana	Yes	Yes	Yes	X	-	-
Maine	Yes	Yes	Yes	X	-	-
Maryland	No	No	-	-	-	X
Massachusetts	Yes	No	Yes	-	X	-
Michigan	No	No	-	-	-	X
Minnesota	No	No	-	-	-	X
Mississippi	No	No	-	-	-	X
Missouri	No	No	-	-	-	X
Montana	No	No	-	-	-	X
Nebraska	No	No	-	-	-	X
Nevada	Yes	Yes	Yes	X	-	-
New Hampshire	No	No	-	-	-	X
New Jersey	Yes	Yes	Yes	X	-	-
New Mexico	No	No	-	-	-	X
New York	Yes	No	Yes	-	X	-
North Carolina	Yes	Yes	Yes	X	-	-
North Dakota	Yes	No	Yes	-	X	-
Ohio	Yes	Yes	Yes	X	-	-
Oklahoma	No	No	-	-	-	X
Oregon	No	No	-	-	-	X

State	Reported Number Receiving	Reported Performance	Total States with Participation or Performance	Participation and Performance Reported	Participation Only Reported	No Publicly Reported Data Found
Pennsylvania	No	No	-	-	-	X
Rhode Island	No	No	-	-	-	X
South Carolina	No	No	-	-	-	X
South Dakota	Yes	Yes	Yes	X	-	-
Tennessee	No	No	-	-	-	X
Texas	No	No	-	-	-	X
Utah	Yes	No	Yes	-	X	-
Vermont	No	No	-	-	-	X
Virginia	No	No	-	-	-	X
Washington	No	No	-	-	-	X
West Virginia	No	No	-	-	-	X
Wisconsin	No	No	-	-	-	X
Wyoming	Yes	Yes	Yes	X	-	-
Total Regular States	17	10	17	10	7	33
Unique States				Reporting Summary		
American Samoa	No	No	-	-	-	X
Bureau of Indian Affairs	No	No	-	-	-	X
Commonwealth of Northern Mariana Islands	No	No	-	-	-	X
District of Columbia	Yes	Yes	Yes	X	-	-
Federated States of Micronesia	No	No	-	-	-	X
Guam	Yes	Yes	Yes	X	-	-
Palau	No	No	-	-	-	X
Puerto Rico	No	No	-	-	-	X
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 Unique States	2	2	2	2	0	9
Total States	19	12	19	12	7	42

Table B-18. English Language Proficiency Assessment (ELPA) Reporting Summary

State	Regular ELPA Used (K-12)	Total with ELPA Data for ELs	Reported Participation for ELs	Reported Performance for ELs	Total with ELPA Data for ELs with Disabilities	Reported Participation for ELs with Disabilities	Reported Performance for ELs with Disabilities	Total with Alternate ELPA Data for ELs with Disabilities	Reported Alternate ELPA Participation	Reported Alternate ELPA Performance
Alabama	ACCESS 2.0	No	-	-	No	-	-	No	-	-
Alaska	ACCESS for ELLs	Yes	X	X	No	-	-	No	-	-
Arizona	ACCESS for ELLs	Yes	X	X	No	-	-	No	-	-
Arkansas	ELPA21	Yes	X	X	No	-	-	No	-	-
California	ELPAC	Yes	X	X	Yes	X	X	Yes	X	X
Colorado	ACCESS for ELLs	No	-	-	No	-	-	No	-	-
Connecticut	LAS Links	Yes	X	X	Yes	X	X	No	-	-
Delaware	ACCESS for ELLs	Yes	X	X	Yes	X	X	No	-	-
Florida	ACCESS for ELLs	No	-	-	No	-	-	No	-	-
Georgia	ACCESS for ELLs	Yes	X	X	No	-	-	No	-	-
Hawaii	ACCESS for ELLs	No	-	-	No	-	-	No	-	-
Idaho	ACCESS for ELLs	Yes	X	X	No	-	-	Yes	-	X
Illinois	ACCESS for ELLs	No	-	-	No	-	-	No	-	-
Indiana	ACCESS for ELLs	No	-	-	No	-	-	No	-	-
Iowa	ELPA-21	No	-	-	No	-	-	No	-	-
Kansas	KELPA2	Yes	-	X	Yes	-	X	No	-	-
Kentucky	ACCESS for ELLs	Yes	X	X	Yes	X	X	No	-	-
Louisiana	ELPT	Yes	X	X	No	-	-	No	-	-
Maine	ACCESS for ELLs	No	-	-	No	-	-	No	-	-
Maryland	ACCESS for ELLs	Yes	X	X	Yes	X	X	No	-	-
Massachusetts	ACCESS for ELLs	Yes	X	X	Yes	X	X	Yes	X	X
Michigan	ACCESS for ELLs	Yes	X	X	Yes	X	X	No	-	-
Minnesota	ACCESS for ELLs	Yes	X	X	Yes	X	X	No	-	-
Mississippi	LAS Links	Yes	X	X	No	-	-	No	-	-
Missouri	ACCESS for ELLs	No	-	-	No	-	-	No	-	-
Montana	ACCESS for ELLs	Yes	X	X	No	-	-	Yes	X	-
Nebraska	ELPA21	No	-	-	No	-	-	No	-	-
Nevada	ACCESS for ELLs	No	-	-	No	-	-	No	-	-

State	Regular ELPA Used (K-12)	Total with ELPA Data for ELs	Reported Participation for ELs	Reported Performance for ELs	Total with ELPA Data for ELs with Disabilities	Reported Participation for ELs with Disabilities	Reported Performance for ELs with Disabilities	Total with Alternate ELPA Data for ELs with Disabilities	Reported Alternate ELPA Participation	Reported Alternate ELPA Performance
New Hampshire	ACCESS for ELLs	No	-	-	No	-	-	No	-	-
New Jersey	ACCESS for ELLs	Yes	X	-	Yes	X	-	No	-	-
New Mexico	ACCESS for ELLs	Yes	-	X	No	-	-	Yes	-	X
New York	NYSESLAT	Yes	X	X	No	-	-	No	-	-
North Carolina	ACCESS for ELLs	No	-	-	No	-	-	No	-	-
North Dakota	ACCESS for ELLs	No	-	-	No	-	-	No	-	-
Ohio	OELPA	No	-	-	No	-	-	No	-	-
Oklahoma	ACCESS for ELLs	No	-	-	No	-	-	No	-	-
Oregon	ELPA 21	Yes	X	X	No	-	-	No	-	-
Pennsylvania	ACCESS for ELLs	No	-	-	No	-	-	No	-	-
Rhode Island	ACCESS for ELLs	Yes	X	X	Yes	-	X	Yes	X	X
South Carolina	ACCESS for ELLs	Yes	X	X	No	-	-	Yes	X	X
South Dakota	ACCESS for ELLs	No	-	-	No	-	-	No	-	-
Tennessee	ACCESS for ELLs	Yes	-	X	No	-	-	No	-	-
Texas	TELPAS	Yes	X	X	Yes	X	X	No	-	-
Utah	ACCESS for ELLs	No	-	-	No	-	-	No	-	-
Vermont	ACCESS for ELLs	Yes	-	X	Yes	-	X	No	-	-
Virginia	ACCESS for ELLs	Yes	-	X	No	-	-	No	-	-
Washington	ELPA 21/WIDA Alt-ACCESS	Yes	X	X	Yes	X	X	Yes	X	X
West Virginia	ACCESS for ELLs	No	-	-	No	-	-	No	-	-
Wisconsin	ACCESS for ELLs	No	-	-	No	-	-	No	-	-
Wyoming	ACCESS for ELLs	No	-	-	No	-	-	No	-	-
District of Columbia	ACCESS for ELLs	No	-	-	No	-	-	No	-	-
Total States (of 51)		28	23	27	14	11	13	8	6	7

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