

2013-14 Publicly Reported Assessment Results for Students with Disabilities and ELLs with Disabilities

NCEO Report 401

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NCEO Report 401

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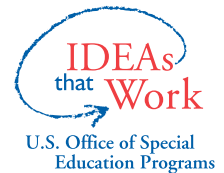
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Executive Summary

This is the seventeenth report by the National Center on Educational Outcomes (NCEO) that describes how states publicly report online assessment data for students with disabilities in K-12 schools in the United States. The Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act (ESEA) require states to disaggregate participation and performance data at the state level. The ESEA flexibility waivers that many states received also require states to report for the “all students” group as well as for all of the subgroups, including students in special education, as long as the number of students in a subgroup is equal to or above the minimum reporting number defined by the state.

This report presents information on publicly reported participation and performance data for the 50 regular states and the 11 unique states (American Samoa, Bureau of Indian Education, Commonwealth of Northern Mariana Islands, U.S. Department of Defense Education Activities, District of Columbia, Federated States of Micronesia, Guam, Palau, Puerto Rico, Republic of the Marshall Islands, and U.S. Virgin Islands).

For the 2013-14 school year, 45 of the 61 states reported participation and performance data for students with disabilities for all general assessments, and 48 states reported these data for all alternate assessments based on alternate achievement standards (AA-AAS) that were used for the Title I accountability system. Information about state assessments not used for Title I is also presented.

Information on public reporting for English Language Learners (ELLs) with disabilities is also included in this report. Only 4 states reported both participation and performance for ELLs with disabilities for the general assessment. But, as in previous years, more states (N=18) reported these same data for ELLs with disabilities on the AA-AAS.

A majority of states reported some participation and performance data by individual grade and test for students with disabilities, though a few only reported these data by merged grades or tests. Thirty-five of the regular states reported student performance by achievement level, and 33 reported the percent proficient. For all states including unique states, 37 states reported by achievement level and 36 states reported percent proficient.

This report also includes an analysis of the ease of finding these publicly reported assessment data for students with disabilities on states’ department of education websites. This involved counting the number of mouse clicks that it took to arrive at public reports for students with disabilities on the general assessment and AA-AAS. For 32 states it took 3-4 clicks to arrive at the general assessment data, and 5 to 7 clicks for 11 states. For AA-AAS data, 35 states required 3-4 clicks, and 5 to 7 clicks for 11 states. We note in this report that although shorter paths to data infer ease of use, that this is not always the case. States that use terms on their websites that do not explicitly refer to assessment data in order to locate data are harder to use than a state that is explicitly referring to assessment data, but

that take a longer path to follow. Examples of these terms include names of report generator sites that may not be familiar to users, or other terms that infer data analysis but are not clear about what type of data are being provided.

Although states may make changes via waivers or other processes, the public reporting of data will continue to be an essential part of accountability systems. And, as states make transitions to new assessments based on common core standards, it will be important to continue to strive for clear reporting of student data. The following recommendations are offered to states for the public reporting of disaggregated data for students with disabilities:

1. Report participation and performance results for each assessment, content area, and grade level.
2. Clearly label preliminary and final data with dates posted.
3. Report participation with accommodations.
4. Report participation percentages, disaggregated by grade.
5. Make data accessible by attending carefully to the usability of formats, ease of finding information, and clarity of language.
6. Provide reports in a format that is user-friendly for the general public rather than relying on technical reports to be the sole type of public reporting for student data.

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Overview

Under the Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act (ESEA), states that receive funding, including unique states, are required to report Reading, Mathematics, and Science assessment data to the federal government for all students and student subgroups. They are also to report these data to the general public. Also, the ESEA flexibility waivers that many states received require states to report on their report cards, for the “all students” group and for all of the subgroups, including special education (U.S. Department of Education, 2013). In addition to state reports, other types of public reports found online include state assessment reports, and customized reports on state education websites (Albus, Lazarus, & Thurlow, 2014).

The purpose of this report is to analyze the extent to which states report data for students with disabilities “to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children,” as required by IDEA (Wiley, Thurlow, & Klein, 2005). It also describes how states report participation and performance data to the public, with additional analyses focusing on average performance gaps across years. The report also summarizes the extent to which states report participation and performance for English language learners (ELLs) with disabilities and the reporting of accommodated student data.

The National Center on Educational Outcomes (NCEO) has been tracking and analyzing public reporting for the special education subgroup since 1997. In 2012-13, the total number of regular and unique states reporting disaggregated participation and performance data online for students with disabilities was 52 states (Albus, Lazarus & Thurlow, 2015). This showed an increase of 3 states over 49 reported in the previous year, 2011-12. Before that, the number had been 46 states in 2007-08 and 2008-09 and 53 states in 2010-11 (Albus & Thurlow, 2013; Albus, Thurlow, & Bremer, 2009; Thurlow, Bremer, & Albus, 2011). From 2002-03 to 2006-07, the number of states reporting participation and performance varied between 35 states and 39 states (Klein, Wiley, & Thurlow, 2006; Thurlow, Bremer, & Albus, 2008; Thurlow & Wiley, 2004; Thurlow, Wiley, & Bielinski, 2003; Wiley, Thurlow, & Klein, 2005; VanGetson & Thurlow, 2007).

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

Method

In February 2015, state department of education websites were searched for publicly available reports that disaggregated participation and performance data for students with disabilities for

the 2013-14 school year (i.e., state assessment reports, state report cards, customized report generators, and other report formats). Annual Performance Report (APR) were not included in the analysis.

States included in the search were the 50 “regular” states and the 11 “unique” states (American Samoa, Bureau of Indian Education, Commonwealth of Northern Mariana Islands, U.S. Department of Defense Education Activities, District of Columbia, Federated States of Micronesia, Guam, Palau, Puerto Rico, Republic of the Marshall Islands, and U.S. Virgin Islands). Participation and performance data were collected, as well as information about how states reported those data. Data collection included all general and alternate assessments whether or not they are used for the Title I accountability system, including those assessments designed for bilingual students or ELLs that were either general or alternate assessments.

The information gathered about how states reported participation and performance data were then summarized into individual state summary tables for verification. Verification materials were sent to state assessment directors and state directors of special education in July 2015. Twenty-six regular states and one unique state responded to the verification requests. After the verification process was completed, the participation and performance data were analyzed as well as information on how states reported those data. Double checks of the data were completed for accuracy. See Appendix A for a sample email sent to the state directors and sample tables used in the verification process.

There are different types of assessments that states can give, each serving one or more purposes. For example, some are given for accountability, while others are for diploma or graduation purposes. Some assessments may serve dual purposes within a state. Although the data collected for this report included all state level administered assessments presented on state websites, this report focuses on how states publicly reported participation and performance data for students with disabilities on general assessments and AA-AAS. For this analysis the following terms are defined as follows.

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

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

This report also provides basic information on alternates based on other achievement standards, such as modified achievement standards and grade-level achievement standards, that were administered by a few states. Detailed information about these assessments is not provided in this report.

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

Results

Results are presented in five sections. The first section presents information about how participation and performance data for students with disabilities were reported by states for general and alternate assessments within and outside of the Title I accountability system, and how these same data were reported for ELLs with disabilities. The second section describes the approaches states used to communicate participation data for general assessments. The third section describes the approaches states used to report performance data for general assessments. The fourth section presents select general assessment performance data at the elementary, middle school, and high school levels for reading and mathematics, including information about average achievement gaps. The final section provides information about the public reporting of students using accommodations on state assessments.

How States Reported Participation and Performance Data

General Assessment Data for Students with Disabilities

Figure 1 shows that 45 of the 61 regular and unique states reported participation and performance for all general assessments used for the Title I accountability system, for students with disabilities. Seventy-four percent of states reported participation and performance for all general assessments, 3 percent reported participation and performance for some general assessments, 21 percent had no publicly reported data, and 2 percent had no general assessments used for Title I.

Figure 2 portrays the participation and performance reporting for the general assessment by state. This map shows that the majority of states had full reporting of participation and performance for students with disabilities on the general assessments used for Title I accountability systems. For details, see Table B-1 in Appendix B.

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

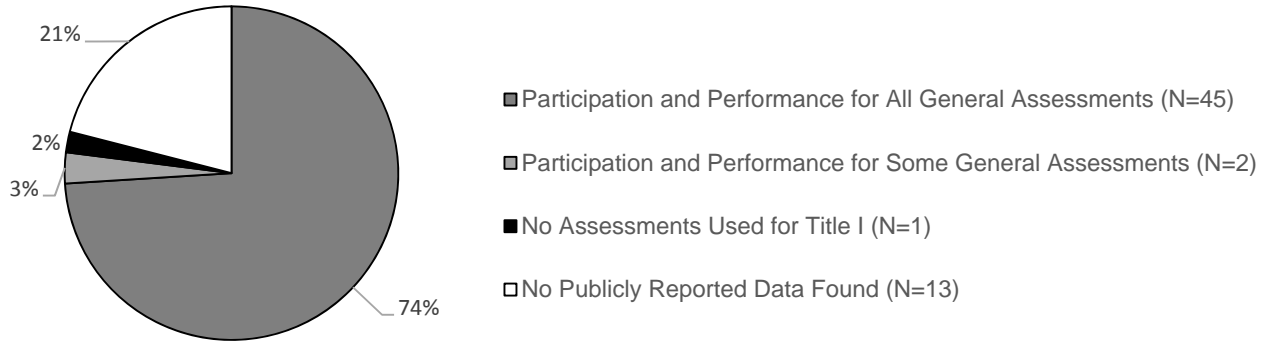
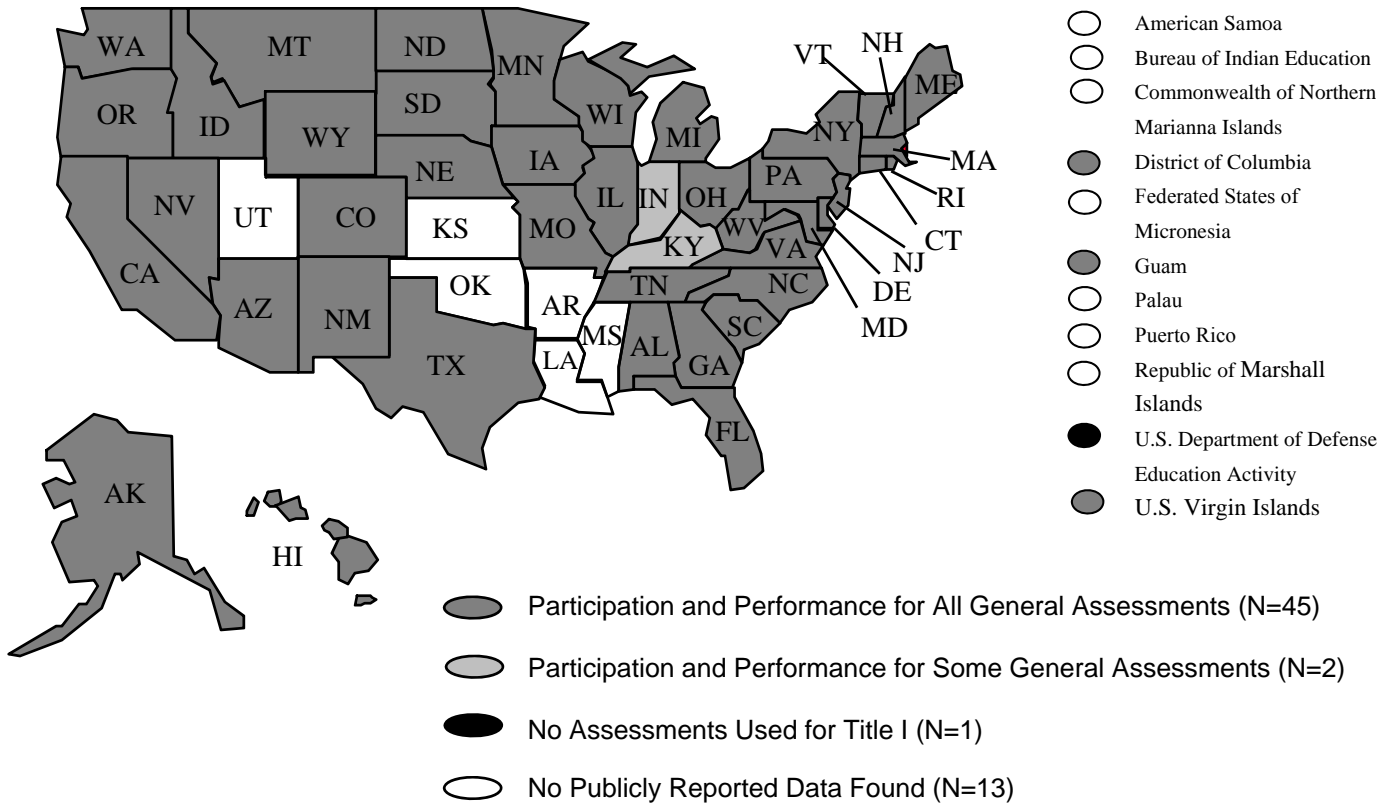


Figure 2. States Reporting 2013-14 Disaggregated Participation or Performance Data for Students with Disabilities on General State Assessments Used for Title I*



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

States also reported participation and performance for students with disabilities on general assessments not used for the Title I accountability system. Figure 3 shows that of the 22 states that had general assessments not used for Title I, 8 states reported participation and performance data for all tests, 3 reported these data for some tests, and 10 states did not publicly report data. Thirty-nine states had all assessments used for Title I.

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

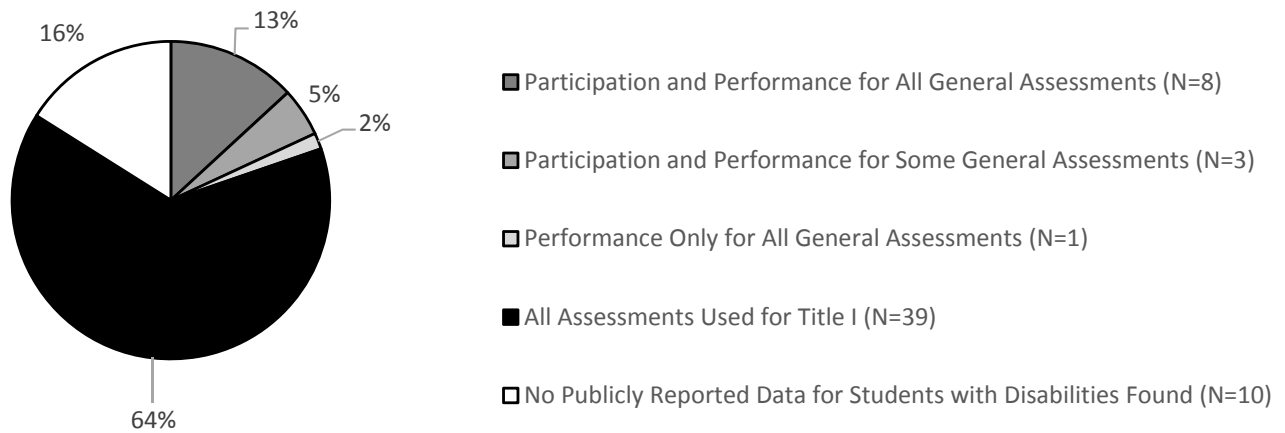
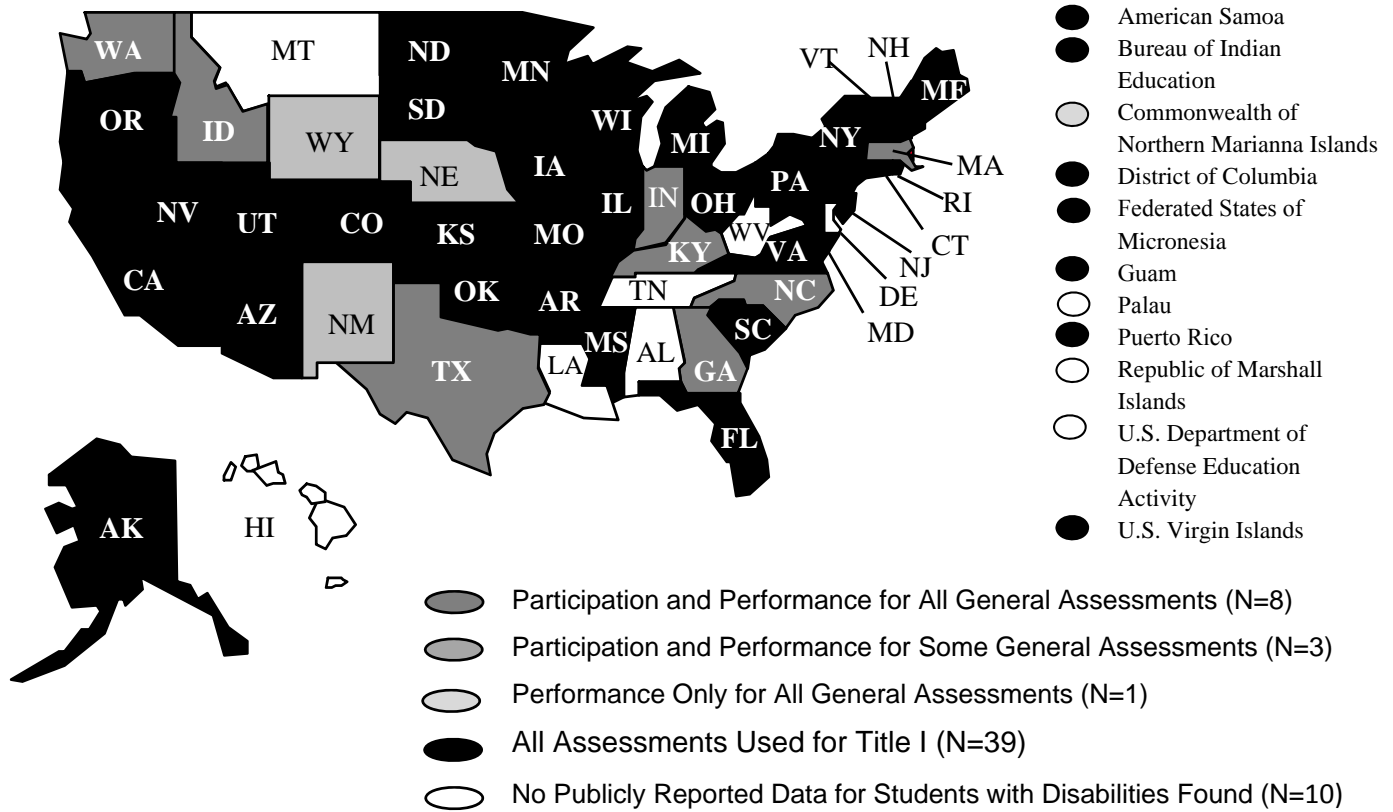


Figure 4 portrays the participation and performance reporting for general assessments not used for Title I by state. This map shows that only a few states publicly reported participation and performance for these assessments. For details, see Table B-2 in Appendix B.

Figure 4. States Reporting 2013-14 Disaggregated Participation or Performance Data for Students with Disabilities on General Assessments Not Used for Title I*



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

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

This section addresses the extent to which states reported participation and performance data for students with disabilities on alternate assessments based on alternate achievement standards (AA-AAS) used for Title I. Figure 5 shows that 48 states reported data for the AA-AAS. This represents 79% of the states.

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

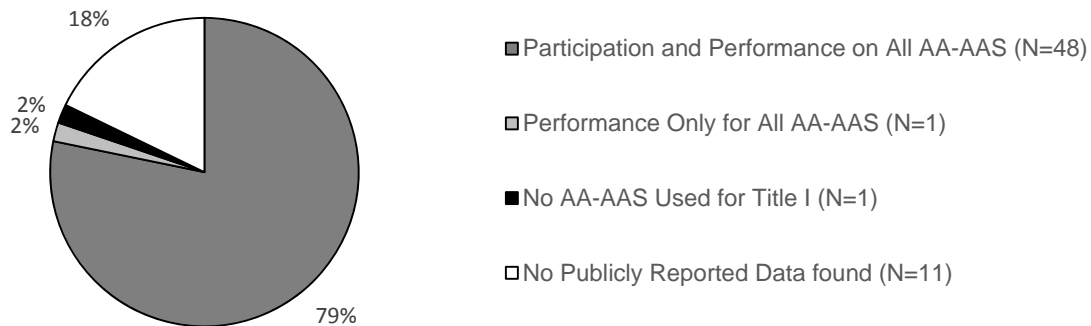
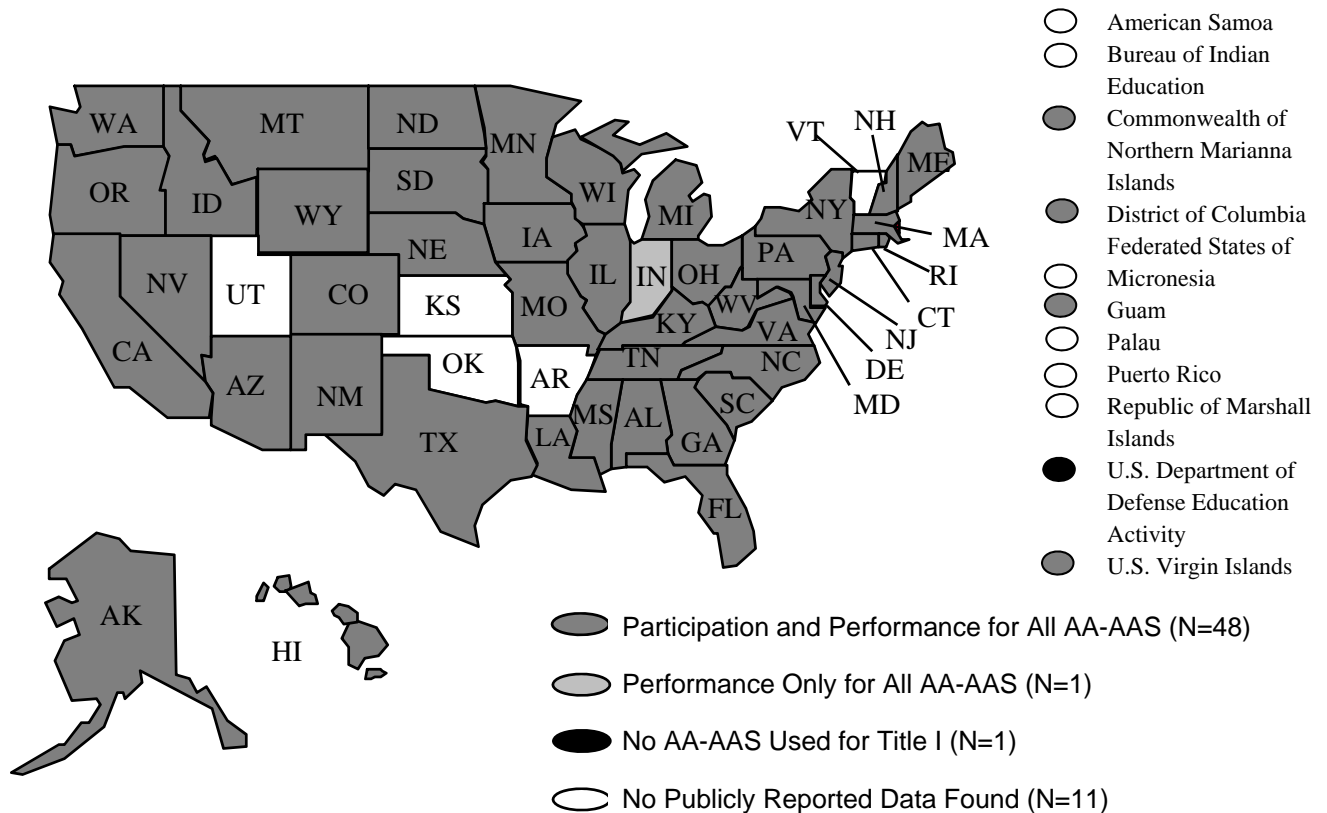


Figure 6 shows the states that reported participation and performance data for AA-AAS used for Title I accountability. The map shows that most states (N=48) publicly reported participation and performance for students with disabilities for these assessments. For details, see Table B-3 in Appendix.

Figure 6. States Reporting 2013-14 Participation or Performance Data for Students with Disabilities on AA-AAS Used for Title I*



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

Assessment Data for English Language Learners with Disabilities

Most ELLs with disabilities take general assessments; a small percentage take an AA-AAS. Figure 7 shows that 53 states did not report participation or performance for ELLs with disabilities on assessments used for Title I. Only 4 states reported both participation and performance data for all general assessments. This represents 6% of the states.

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

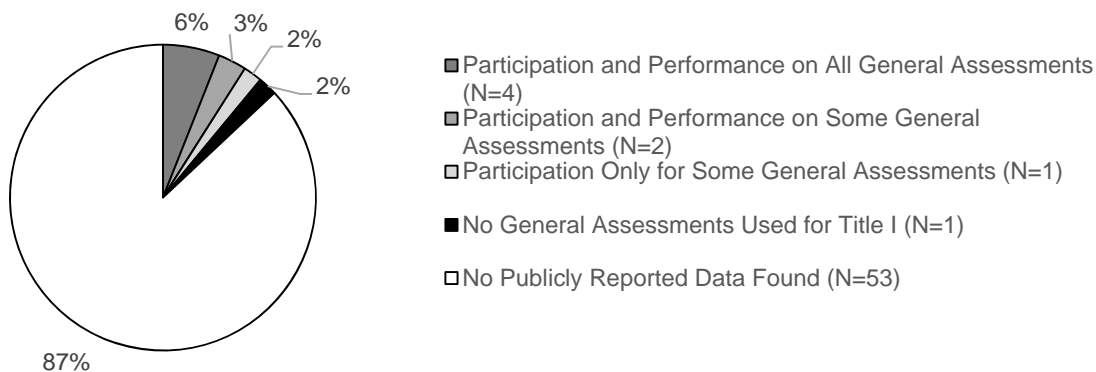


Figure 8 shows the states reporting participation and performance data for ELLs with disabilities on general assessments used for Title I. This map shows that only a few states publicly reported participation and performance for ELLs with disabilities. For example, four states reported participation and performance for all general assessments for ELLs with disabilities. For details, see Table B-4 in Appendix B.

For the 20 states that reported data on general assessments not used for Title I, only 1 state reported participation and performance for ELLs with disabilities (see Table B-5 in Appendix B for more details).

Figure 9 shows that 18 states, or 30% of states, reported data for participation and performance on AA-AAS for ELLs with disabilities. Forty-two states did not publicly report data for ELLs with disabilities who participated in an AA-AAS. One state that had an AA-AAS did not use it for Title I.

Figure 10 shows the 18 states that reported participation and performance for ELLs with disabilities on the AA-AAS used for Title I. This map shows that the states that reported these data either reported both participation and performance or did not report any data. For details, see Table B-6 in Appendix B.

Figure 8. States Reporting 2013-14 Disaggregated Participation or Performance Data for ELLs with Disabilities on General Assessments Used for Title I

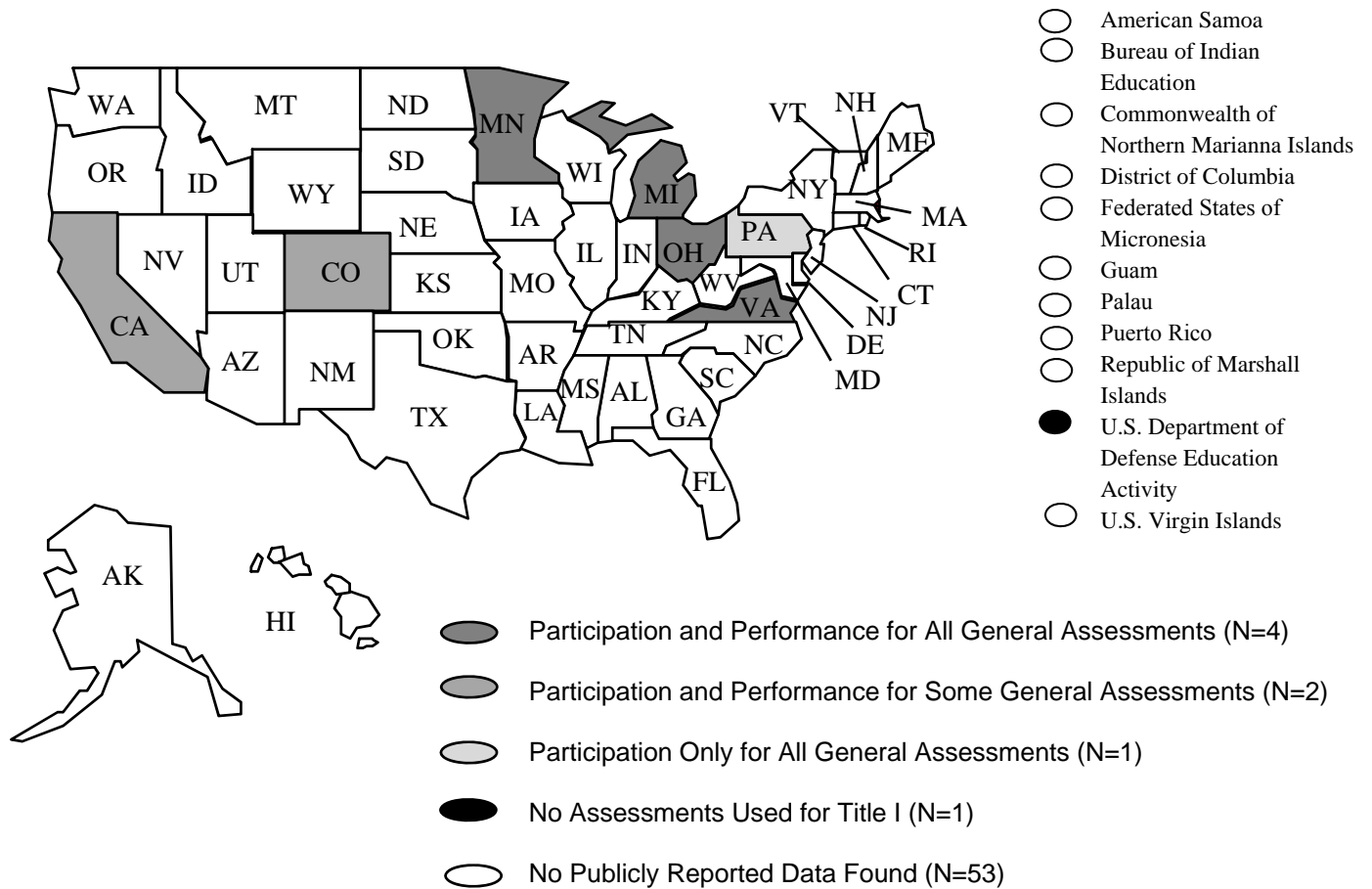


Figure 9. Extent of States Reporting AA-AAS Data for ELLs with Disabilities for Title I [N=61]

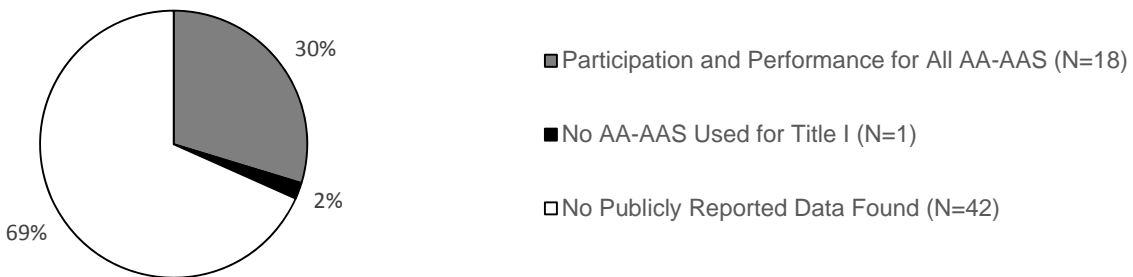
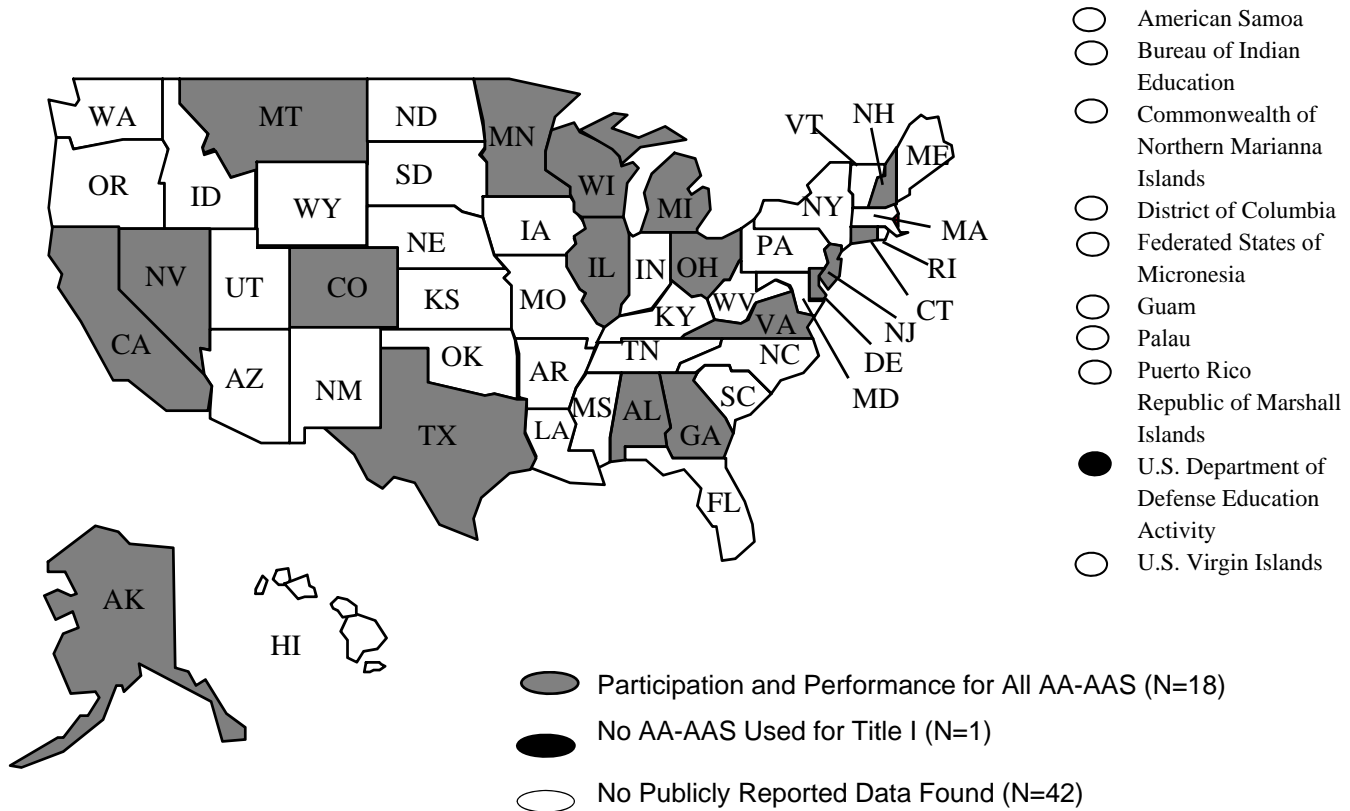


Figure 10. States Reporting 2013-14 Disaggregated Participation or Performance Data for ELLs with Disabilities on AA-AAS Used for Title I



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

Alternate assessments based on modified achievement standards (AA-MAS) were an optional assessment used for Title I accountability until 2014-15. For students with disabilities, 10 of the 11 states with an AA-MAS in 2013-14 reported participation and performance data for that year for the grades in which they offered an AA-MAS (separately or merged with data for the general assessment). For ELLs with disabilities, 4 states reported both participation and performance for all AA-MAS. For details, see Table B-7 in Appendix B.

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

According to publicly available data, one state had an Alternate Assessment based on Grade-Level Achievement Standards (AA-GLAS). That state reported participation and performance data for students with disabilities and for ELLs with disabilities. For details see Table B-8 in Appendix B.

Communicating Participation in 2013-14

States reported participation data for general assessments in several ways. Figure 11 shows the approaches taken by the 47 states (of the total of 61 regular and unique states) that reported participation data. Thirty-seven states publicly reported the number of students tested and 30 states reported the percent of students participating in general assessments for the Title I accountability system. Only six states reported the percent of students with no scores; eleven states presented the number of students with no scores. Figure 11 includes data from states that used any method of reporting participation data (i.e., by grade and test, by merging grades and tests, by grade with tests merged, and by test with grades merged). For additional details see Table B-9 in Appendix B. For details about AA-AAS participation see Table B-10 in Appendix B.

Figure 11. States Reporting Participation by Students with Disabilities for General Assessments Used for Title I Accountability in 2013-14

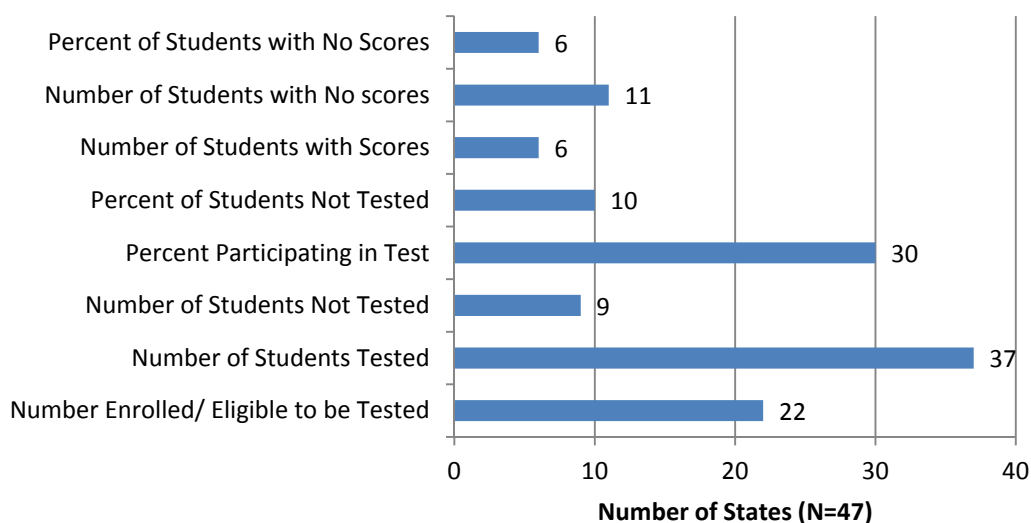
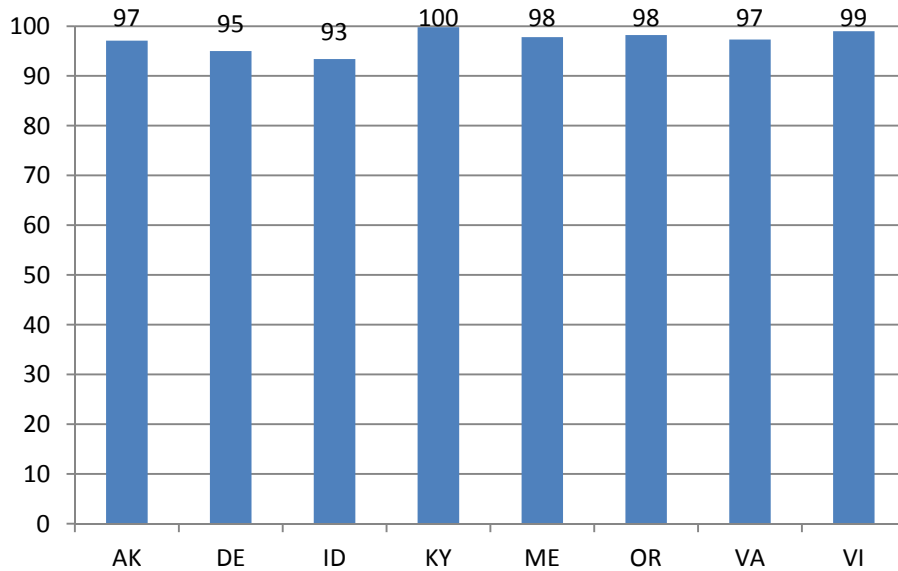


Figure 12 shows the participation rates for grade 8 mathematics for those states with this information reported by grade and test. Of the 30 states that reported on participation rates, 8 states reported these data with denominators based on students with disabilities in grade 8. See Appendix Table B-11 for the state abbreviation key.

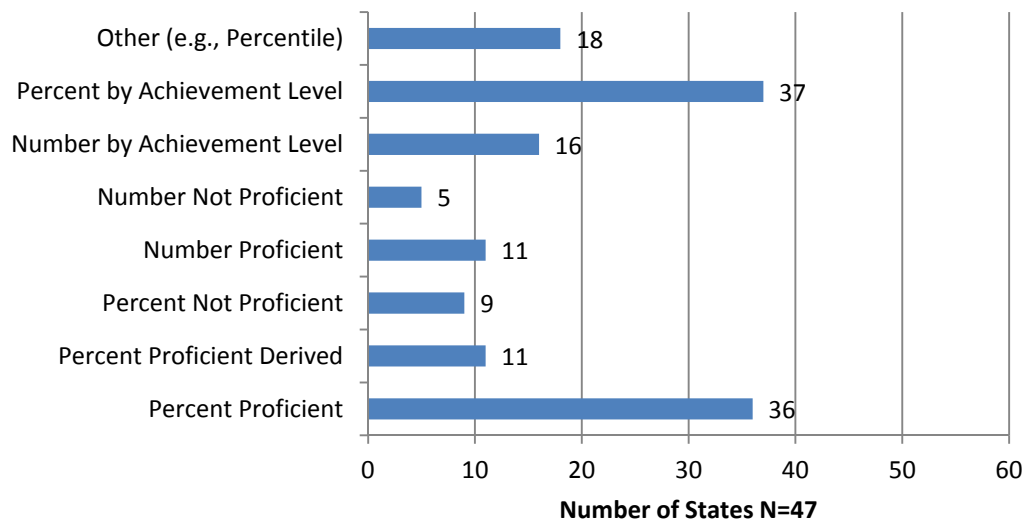
Figure 12. Percentages of Students with Disabilities Participating in Middle School General Math Assessments in Those States with Reported Participation Rates¹ in 2013-14



General Assessment Performance Approaches for Students with Disabilities

States also reported performance data in a variety of ways, such as the number or percent in each achievement level, percent proficient or not proficient, and scaled scores. Figure 13 shows that the most common way that states reported performance data was by percent in each achievement level (n=37). The next most frequent way was by percent proficient. This figure includes data from states that used any method of reporting participation data (i.e., by grade and test, by merging grades and tests, by grade with tests merged, and by test with grades merged). Also, states could be counted more than once for the type of data reported, so the number does not total to 61 states. For additional details see Table B-12 in Appendix B. For details about AA-AAS performance see Table B-13 in the Appendix.

Figure 13. General Assessments Used for Title I: Number of States Reporting Performance Categories for Students with Disabilities in 2013-14



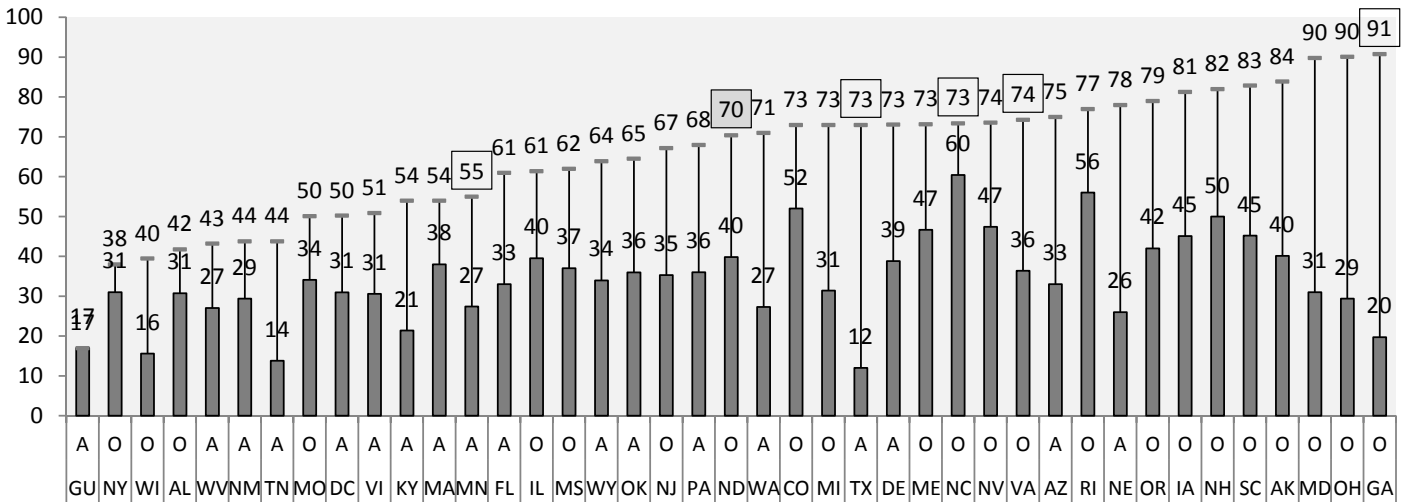
Selected Results of General Assessment Performance for Students with Disabilities

In this section the performance of students with and without Individualized Education Programs (IEPs) is compared for states that reported data for each of three representative grades (e.g., Grade 4, Grade 8, and Grade 10) by content area (i.e., reading, mathematics). Figures 14 to 19 show the gaps between students with disabilities and their comparison peer group. The solid line represents the gap between students with IEPs and the comparison group. The comparison peer group varied by state, with some states reporting the performance of students without IEPs and others reporting the total student population. Because the gaps were affected by whether a state included all students or students without disabilities, we indicate the group used by each state on the horizontal axis with an A if the state included all students and an O if the comparison group for the state was students who do not have IEPs. The students without IEPs group may include students with 504 plans depending on how a state defined its population. Of the 11 states with an AA-MAS, 6 states are noted in these figures because the state reported performance data for their general assessment by grade. Therefore, the gaps reported here could also vary based on how those states reported their performance data. States with an AA-MAS are indicated in the figures with a box around the percent proficient number for the comparison group. See Appendix Table B-11 for state abbreviation key.

Elementary School

Figures 14 and 15 present the results for Grade 4. Across the states, the smallest gap between students with IEPs and the comparison group for elementary reading was 12 percentage points, and the largest gap was 60 percentage points. For elementary mathematics, the gap ranged from 11 percentage points to 60 percentage points.

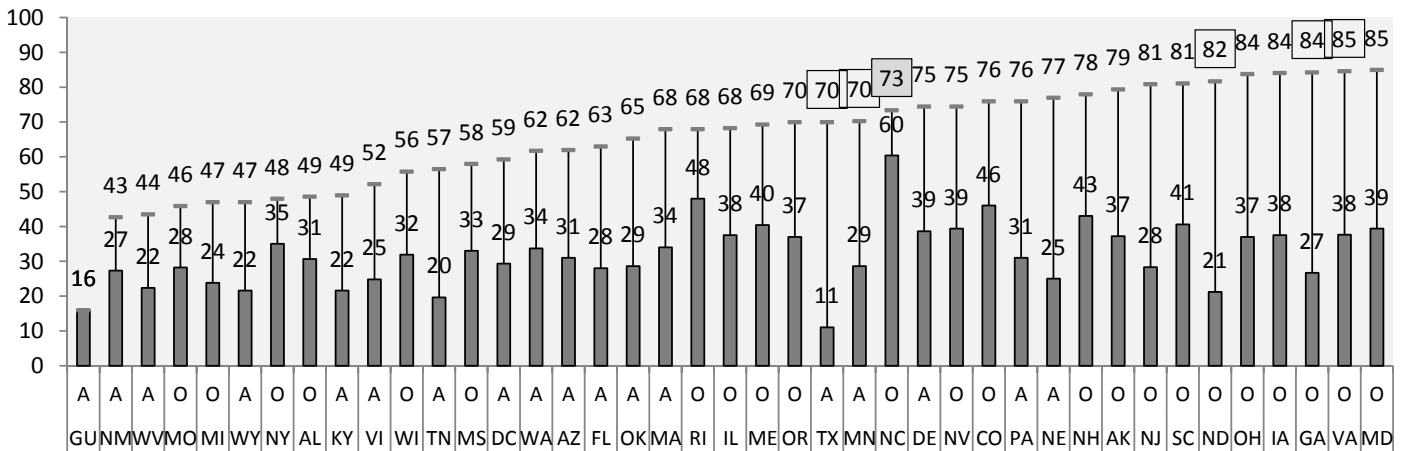
Figure 14. Percent Proficient for Elementary Reading*



Legend: Heavy Solid Bar= Students with IEPs percent proficient
 Narrow Solid Line = Gap between students with IEPs and the comparison group
 Box= State has an AA-MAS
 Shaded Box =State reported AA-MAS merged with general assessment
 A= All students (n=18 states)
 O=Students without IEPs (n=23 states)

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

Figure 15. Percent Proficient Elementary Mathematics*



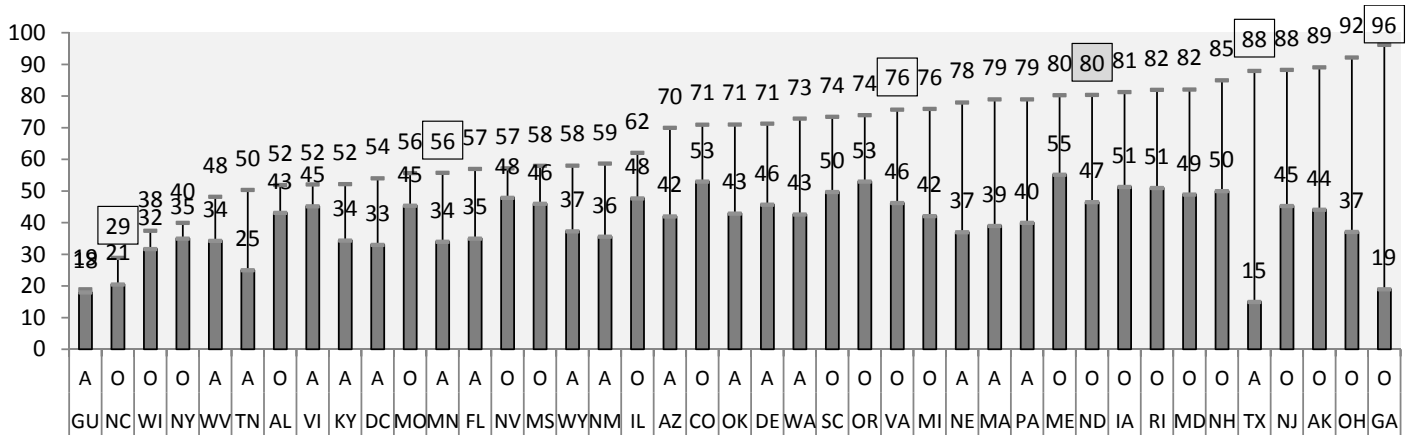
Legend: Heavy Solid Bar= Students with IEPs percent proficient
 Narrow Solid Line = Gap between students with IEPs and the comparison group
 Box= State has an AA-MAS
 Shaded Box = State reported AA-MAS merged with general assessment
 A= All students (n=18 states)
 O=Students without IEPs (n=23 states)

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

Middle School

Figures 16 and 17 show the performance gaps for Grade 8 reading and mathematics. At the middle school level, for reading, gaps ranged from 15 percentage points to 53 percentage points. For mathematics, the gaps ranged from 5 percentage points to 53 percentage points.

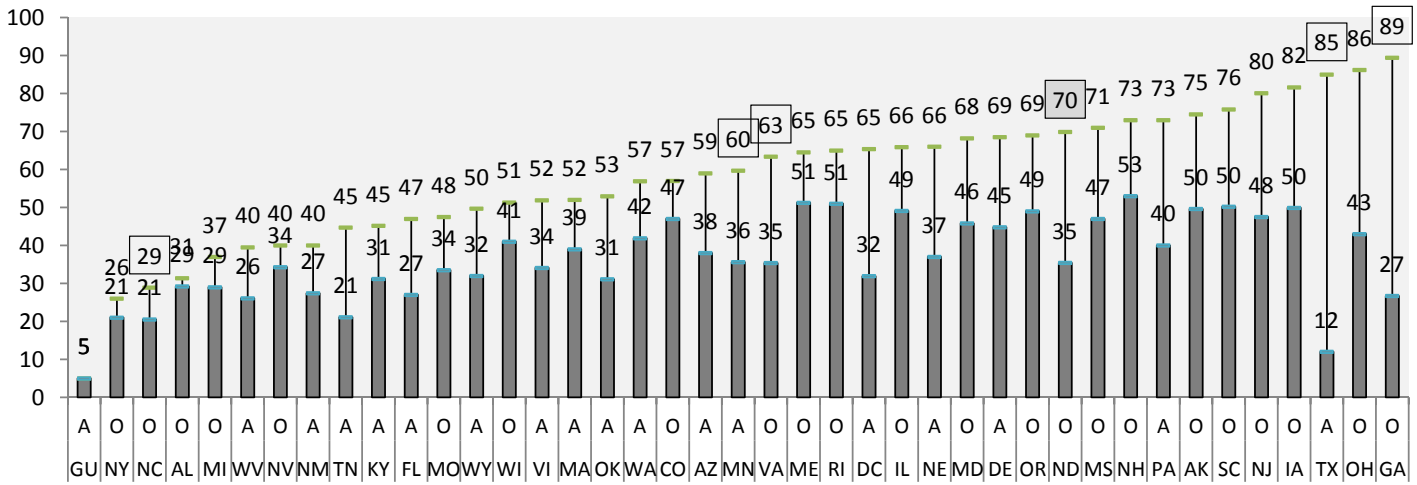
Figure 16. Percent Proficient for Middle School Reading*



- Legend:
- Heavy Solid Bar= Students with IEPs percent proficient
 - Narrow Solid Line = Gap between students with IEPs and the comparison group
 - Box= State has an AA-MAS
 - Shaded Box = State reported AA-MAS merged with general assessment
 - A= All students (n=18 states)
 - O=Students without IEPs (n=23 states)

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

Figure 17. Percent Proficient Middle School Mathematics*



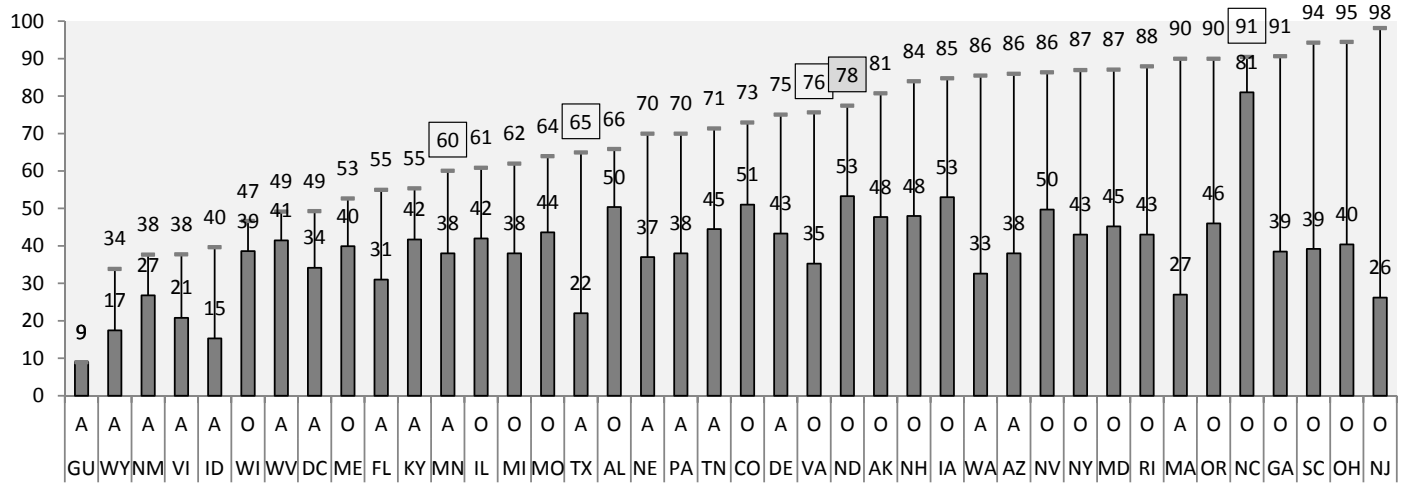
Legend: Heavy Solid Bar= Students with IEPs percent proficient
 Narrow Solid Line = Gap between students with IEPs and the comparison group
 Box= State has an AA-MAS
 Shaded Box = State reported AA-MAS merged with general assessment
 A= All students (n=18 states)
 O=Students without IEPs (n=23 states)

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

High School

Figures 18 and 19 show gaps for high school reading and mathematics. For reading, the gaps ranged from 9 percentage points to 81 percentage points; for mathematics the range is from 1 percentage point to 79 percentage points.

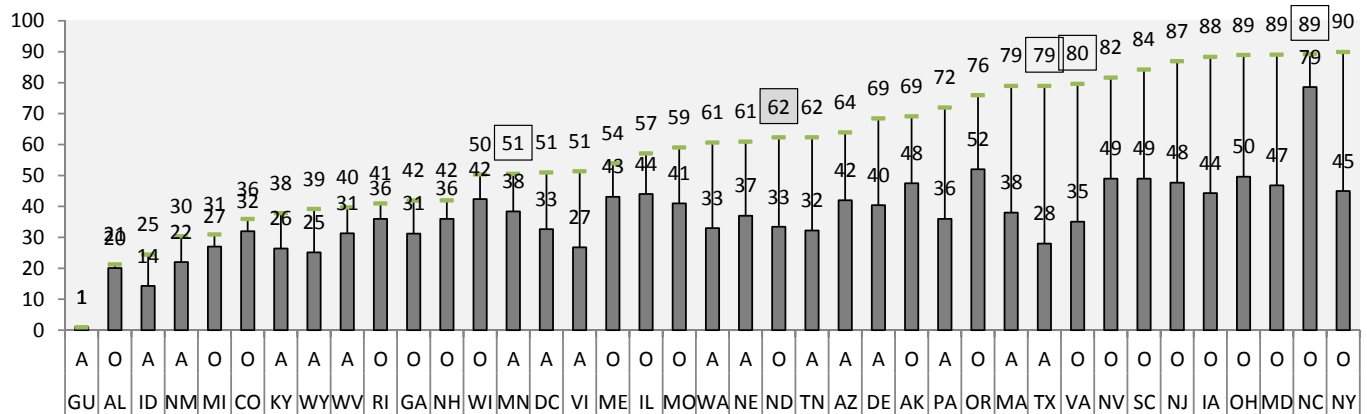
Figure 18. Percent Proficient for High School Reading*



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

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

Figure 19. Percent Proficient for High School Mathematics*



Legend: Heavy Solid Bar= Students with IEPs percent proficient
 Narrow Solid Line = Gap between students with IEPs and the comparison group
 Box= State has an AA-MAS
 Shaded Box = State reported AA-MAS merged with general assessment
 A= All students (n=17 states)
 O=Students without IEPs (n=22 states)

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

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

Table 1 summarizes the average achievement gaps between students with IEPs and the comparison peer group. The comparison peer group may or may not include students with IEPs depending on the reporting practices of each state. The table presents gaps by content and school levels across select years. A limitation of this analysis is that the number of states with data fluctuates from year to year and there are differences in how states report percent proficient for students with IEPs. For example, in some cases, states reported AA-MAS performance merged with general assessment performance.

Table 1 shows the mean gaps for every other year from 2006-2007 through 2012-13, as well as the current year. The average gap is presented with the number of states with data for each year. The gap sizes changed only slightly across grades and content areas in these data. For example, for elementary reading, the mean gap was 31 in 2006-07 and 2008-09, 34 in 2010-11, and 35 in 2012-13 and 2013-14.

Table 1. Gaps Between Students with IEPs and Comparison Peer Group on General Assessments: Biannually from 2006-07 to 2013-14

Grade Ranges	Mean Gaps for All States with Data ¹									
	2006-07		2008-09		2010-11		2012-13		2013-14	
	Gap	Number of States	Gap	Number of States	Gap	Number of States	Gap	Number of States	Gap	Number of States
Elementary Reading	31	47	31	45	34	45	35 (34)	45 (48)	35 (34)	38 (41)
Middle School Reading	40	47	40	46	41	45	41 (41)	45 (48)	41 (41)	38 (41)
High School Reading	40	46	40	44	40	45	39 (38)	46 (49)	40 (39)	37 (40)
Elementary Math	29	47	28	46	30	45	32 (32)	45 (48)	32 (32)	38 (41)
Middle School Math	40	47	38	46	40	42	40 (39)	45 (48)	37 (36)	38 (41)
High School Math	38	44	37	44	40	43	37 (36)	46 (49)	38 (37)	36 (39)

¹Data in parentheses include the unique states. Data including the unique states were available only for 2012-13 and 2013-14. Prior analyses did not include the unique states.

Ease of Finding Publicly Reported Data

Publicly reported data for general and alternate assessments for students with disabilities are easier to find on some state websites than on others. This year, an analysis was again conducted on the number of mouse clicks it took to arrive at public reports for the general assessment and the AA-AAS on state department of education websites. The number of mouse clicks for each state did not take into account any potential short cuts through search engines that may have provided a link to parts of a state’s education website. As in previous analyses, we did not count the additional clicks needed to choose specific demographic or assessment characteristics on sites that allowed users to generate customized reports. For those sites, we only counted the number of clicks needed to arrive at the generator site and a final “submit” click.

This analysis was referred to as a “click” analysis in previous reports. Click data for general assessments are presented in Figure 20, and data for AA-AAS are presented in Figure 21. Compared to the most recent year of this analysis (2012-2013) for the general assessment, the number of regular states that required 7 clicks increased from 0 to 1 for 2013-14. States with 5-6 clicks (N=10) decreased by 5, the number of states with 3-4 clicks decreased from 34 to 32, and the number of states with 1-2 clicks increased by three states. We note also that the number of states with data decreased by three states from the previous year. For the AA-AAS, the click count also changed, with similar numbers as found for the general assessment. Compared to the prior year, the AA-AAS had the same number of states at 7 clicks (N=1), six fewer states requiring 5-6 clicks (N=10), and five more states requiring 3-4 clicks (N=35). The number of states requiring 1-2 clicks increased by two states (N=3).

Although this analysis suggests that fewer clicks indicate greater ease of finding data, this is not necessarily the case. States that use terms on their websites that do not explicitly refer to assessment data have data that are more difficult to find than states that explicitly refer to assessment data, even though it may take more clicks to get to those data. Examples of these terms include names of report generator sites that may not be familiar to users, or other terms that infer data analysis but are not clear about what type of data are being provided.

Figure 20. Number of Regular States in Each “Click” Category for Regular States Reporting General Assessments for 2013-14

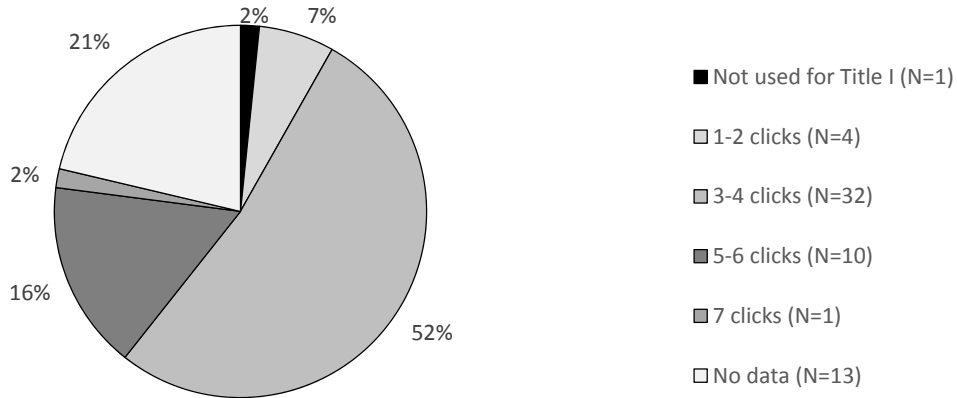
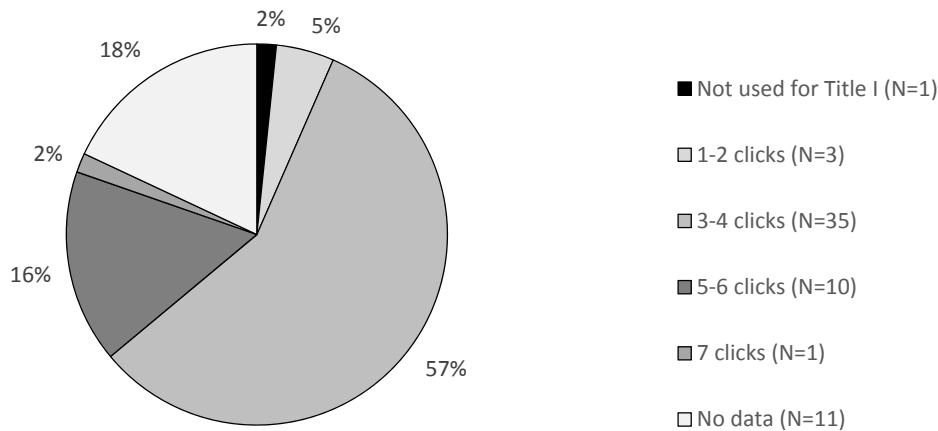


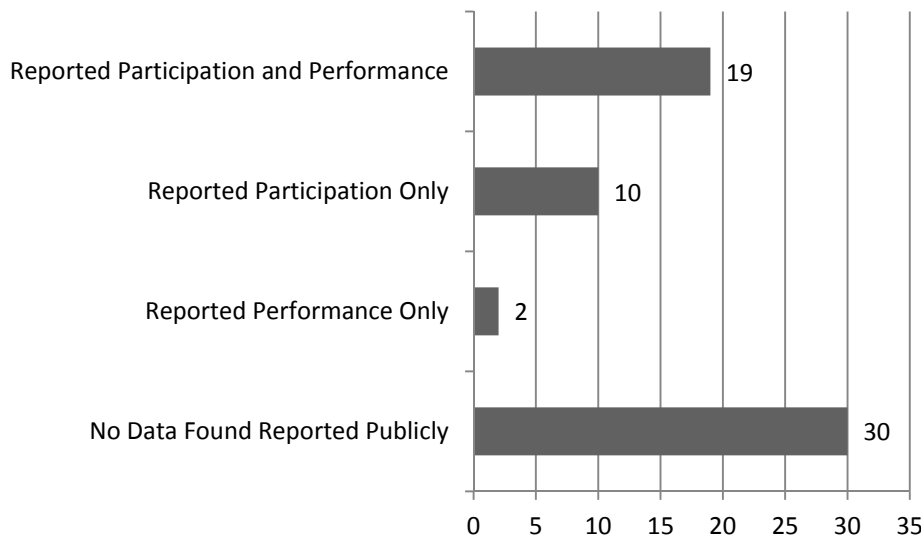
Figure 21. Number of States in Each Click Category for Regular States Reporting AA-AAS) for 2013-14 (Total N= 61 States)



Accommodations Data on Students with Disabilities

Figure 22 presents the number of regular and unique states that reported data of students with disabilities using accommodations on the general assessment, by whether the state reported participation, performance, or both. Thirty-one states had at least some accommodations data reported, with 19 states reporting participation and performance, 10 states reporting participation only, and 2 states reporting performance only. See Appendix B-14 for specific state information shown in Figure 22.

Figure 22. Number of Regular and Unique States Reporting Accommodations Data



Summary and Conclusions

Extent of Public Reporting for Students with Disabilities

Forty-one regular states, and three unique states, reported participation and performance for all of their general assessments and alternate assessments based on alternate achievement standards (AA-AAS) used for Title I accountability purposes. Forty-five of the 61 states reported both participation and performance for all general assessments; 48 reported similar data for the AA-AAS. Of the 22 states with general assessments not used for Title I, only 8 states reported participation and performance for all assessments, and 3 additional states reported participation or performance for some general assessments. This is an increase from the previous report, where 6 states reported participation and performance for all general assessments not used for Title I, but in that year there were fewer assessments found (N=16) not to be used for Title I.

Extent of Public Reporting for ELLs with Disabilities

The number of states that reported both participation and performance for ELLs with disabilities decreased to four, down from seven states in the previous report. In addition, two states reported these data for some general assessments, and one other state for participation only. For AA-AAS, more states (N=18) reported participation and performance than for the general assessment, but overall the number was down from 21 states the previous year. It might be expected that more states would have reported disaggregated data for this assessment, given the requirements of ESEA to report by subgroup for each state assessment.

How Data Were Reported

Among the regular states, the most common approaches for communicating participation and performance on general assessments and AA-AAS remained the same as in recent years. For participation in 2013-14, the most common way to report was in terms of the number assessed (37 states for the general assessment) and percent participating (30 states). For performance, the most common way regular states reported was the percent of students in each achievement level (35 states for general assessments) followed by percent proficient (33 states for general assessments). The total including unique states was 37 states reporting by achievement level and 36 states by percent proficient. Because states used different methods to report (e.g., merging assessments, grades, or both), the numerators and denominators used to report participation and performance data varied significantly across states. Adding to the complexity is the fact that some states reported public data using multiple methods across participation and performance, thus increasing the difficulty of making interpretations about participation and performance.

As in previous reports, this report presented participation rates for middle school mathematics as an example of how states report participation rates for students with disabilities. Eight states reported participation rates by grade with denominators based on students with disabilities. Additional states provided numbers that may possibly allow for rates to be calculated. However, in recent years participation data have become less transparent, in part because states that had alternates based on modified achievement standards (AA-MAS) sometimes opted to merge those data with the general assessment data in public reporting for participation and performance. Another reason that rates may be less straightforward is that states vary in the denominators used to calculate rates.

Achievement Gaps

Achievement gaps between students with and without IEPs (or all students) in reading and mathematics persist. This report presented average achievement gaps for elementary, middle school, and high school levels. As in past reports, overall gaps were smaller in elementary reading and mathematics than at the middle school and high school levels. At the middle school and high school levels, for reading and mathematics, the average gaps across states spanned from 37 percentage points to 41 percentage points, nearly the same as 2012-13. Because states vary in the methods they use to publicly report data, this influences the achievement gaps reported. As would be expected, those states with “all students” as the comparison group tended to show smaller gaps compared to states using students without IEPs” as the comparison group. Other factors that influence the size of achievement gaps include whether a state has an AA-MAS, the percentage of students taking an AA-MAS in lieu of the general assessment, and how these data are reported.

Ease of Finding Data on State Websites

State websites vary in the ease of use in finding publicly reported data about the participation and performance of students with disabilities. This report showed changes in the number of clicks required to find data for students with disabilities on the general assessment. The highest 7 click category gained one state, and the lowest click category gained three states. The middle click categories of 3-4 and 5-6 clicks decreased by 2 and 5, respectively. For the alternate assessment, there was an increase to one state in the 7 click category, a decrease of six states in the 5-6 category and a gain of two states in the lower 1-2 click category, and a gain of 5 states in the 3-4 click category. As in previous years, the majority of states required only 3 to 4 clicks to locate assessment data both for the general assessment (32 states) and AA-AAS (35 states). However, we have observed that a shorter path to data is not always easier to use if the terms on the website are not explicit about leading to assessment data for students. For example, some states use names of report generator sites that may not be familiar to users, or other terms that infer data analysis but are not clear about what type of data are being provided.

Recommendations for Reporting

As states transition to new assessments based on college- and career-ready standards, there may be changes in how participation and performance data for students with disabilities and ELLs with disabilities are reported. It is important that states continue to publicly report data for students with disabilities with the same frequency and detail as for other students. As in the previous report (Albus, Lazarus, & Thurlow, 2015), the following recommendations are offered to states for public reporting of disaggregated data for students with disabilities:

1. Report participation and performance results for each assessment, content area, and grade level.
2. Clearly label preliminary and final data with dates posted.
3. Report participation with accommodations.
4. Report participation percentages, disaggregated by grade.
5. Make data accessible by attending carefully to the usability of formats, ease of finding information, and clarity of language.
6. Provide reports in a format that is user-friendly for the general public rather than relying on technical reports to be the sole type of public reporting for student data.

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Appendix A

Material Used for the Verification Process

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

Re: NCEO verification request for public reporting

[Names],

The National Center on Educational Outcomes is examining states' public reports for the 2013-2014 school year assessment results. Our goal is to:

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

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

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

If you have any questions about our request, please email Deb Albus or call at [\(612\) 626-0323](tel:612-626-0323). Please respond by September 1, 2015.

Thank you for taking the time to provide this information.

Martha Thurlow, Director NCEO

Deb Albus, Research Fellow, NCEO

2. 2013-2014 Example Verification Tables Sent to a State

1. **Reporting in State Assessments Summary**

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

Assessments	Grade	Subject Areas	Disaggregated Data				Used for Title I
			Special Education		ELLs with Disabilities		
			Participation	Performance	Participation	Performance	
ACT Aspire	3-8, 10	Reading, Math	Yes	Yes	No	No	Yes
The ACT College Readiness Test	11	English, Math, Reading, Science	No	No	No	No	No
Alabama Science	5,7	Science	Yes	Yes	No	No	Yes
Alabama Alternate Assessment	3-8, 10-11	Reading, Math Science (5,7)	Yes	Yes	Yes	Yes	Yes
ACT Plan	10	English, Math, Science	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 achievement standards (AA-AAS))?

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

For Title I Assessments:	Participation		Performance	Performance	
	General	AA-AAS		General	AA-AAS
Participation			Performance		
Number Enrolled/ Eligible to be Tested	No	No	Percent Proficient	Yes	No
Number of Students Tested	Yes	No	Percent Proficient Derived	NA	Yes
Number of Students Not Tested	Yes	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	Yes	No
Number of Students with No scores	No	No	Percent by Achievement Level	Yes	Yes
Percent of Students with No Scores	No	No	Percentile Rank	NA	NA

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

Accommodated Status Reporting

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

	List assessment and describe reporting	Reported Participation?	Reported Performance?
On what assessment(s)?	ACT Aspire and Alternate Assessment Reporting Number of Students Tested by accommodated and non-accommodated and percent in each performance level	Yes	Yes

Report name/Link to report/attach: 2013-2014 Participation and Performance of Students with IEPs Taking Assessments With and Without Accommodations

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

5. Disaggregated Data for the English Language Proficiency Assessment

ELPA Name	Grade	Reports Data for All Students	Disaggregated Data for ELLs with Disabilities	
			Participation	Performance
ACCESS for ELLs	K-12	No	No	No

Appendix B

Data Tables

Table B-1. Participation and Performance Data for Students with Disabilities, Regular Assessment Used for Title I Accountability, 2013-2014

State	Test	Grade	Subject Areas	Disaggregated Special Education Data on General Assessments Used for Title I				
				Participation	Performance	Reporting Summary By State		
						Part. and Perf. Tests	Part. and Perf. Some Tests	No Tests Used for Title I
Regular States								
Alabama	ACT Aspire	3 to 8, 10-11	Reading, Math	Yes	Yes	Yes		
	Alabama Science Assessment (ASA)	5,7	Science	Yes	Yes	Yes		
	ACT Plan	10	English, Math, Science	Yes	Yes	Yes		
Alaska	Standards Based Assessments	3-10	Reading, Writing, Mathematics, (3-10), Science (4,8,10)	Yes	Yes	Yes		
	High School Graduation Qualification Exam	10-12	Reading, Writing, Mathematics	Yes	Yes	Yes		
Arizona	Arizona's Instrument to Measure Standards (AIMS)	3-8	Reading, Math, Science	Yes	Yes	Yes		
	Arizona's Instrument to Measure Standards (AIMS HS)	HS	Reading, Writing, Math, Science	Yes	Yes	Yes		
Arkansas	Augmented Benchmark Exams (ABE)	3-8	Math, Literacy	No	No	No		
	End of Course Exams	EoC	Algebra I, Biology, Geometry, Literacy	No	No	No	X	
	Iowa Tests (ITED)	9	Reading, Math and Language	Yes	Yes	Yes		

State		Test	Grade	Subject Areas	Disaggregated Special Education Data on General Assessments Used for Title I				
					Participation	Performance	Reporting Summary By State		
							Part. and Perf. Tests	Part. and Perf. Some Tests	No Tests Used for Title I
California	California Standards Test Scores (CST)	5, 8, 10	Science	Yes	Yes	Yes			
	Standards Based Tests in Spanish (STS)	2-11	English Language Arts	Yes	Yes	Yes			
	High School Exit Exam	10	English-Language Arts, Math	Yes	Yes	Yes			
Colorado	Transitional Colorado Assessment Program (TCAP)	3-10	Reading, Math, Writing (3-10), Escritura, Lectura (3-4)	Yes	Yes	Yes			
	Colorado Measures of Academic Success	4-5, 7-8	Science (5,8), Social Studies (4,7)	Yes	Yes	Yes			
Connecticut	Connecticut Mastery Test (CMT)	5, 8	Science - This was field test year for other content on new assessment.	Yes	Yes	Yes			
	Connecticut Academic Performance Test	10	Science - This was field test year for other content on new assessment.	Yes	Yes	Yes			
Delaware	Delaware Comprehensive Assessment System (DCAS)	3-10	Reading, Math (3-10), Science (5,8,10), Social Studies (4,7)	Yes	Yes	Yes			
Florida	Florida Comprehensive Assessment Test (FCAT)/ FCAT 2.0	3-10	Reading, Math (3 to 8), Science (5, 8), Writing (4, 8, 10)	Yes	Yes	Yes			
	End of Course Assessment	EoC	Algebra I, Civics, U.S. History, Biology I, Geometry	Yes	Yes	Yes			

Disaggregated Special Education Data on General Assessments Used for Title I									
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State			
						Part. and Perf. All Tests	Part. and Perf. Some Tests	No Tests Used for Title I	No Publicly Reported Data Found
Georgia	Criterion-Referenced Competency Test	3-8	Reading, English/ Language Arts, Math, Science (3-8), Social Studies (3-8)	Yes	Yes				
	End of Course Test	EoC	Math I & II, GPS Algebra, GPS Geometry, United States History, Economics/Business/Free Enterprise, Biology, Physical Science, Ninth Grade Literature and Composition	Yes	Yes	Yes			
Hawaii	Hawaii State Assessment Program	3-8, 10	Reading, Math, Science	Yes	Yes	Yes			
Idaho	General Assessment	3-8, 10, 11	English Language Arts (ELA) and Math(3-8, 11), Science (5,7, 10)	Yes	Yes	Yes			
Illinois	Illinois Standards Achievement Test (ISAT)	3-8	Reading, Math, Science (4, 7)	Yes	Yes				
	Prairie State Achievement Examination (PSAE)	11	ACT Plus Writing (English, Math, Reading and Science, writing prompt), ISBE Science assessment, and two Workkeys sections –Applied Math and Reading for Information.	Yes	Yes	Yes			
Indiana	Indiana State-wide Testing for Education Progress- Plus (ISTEP+)	3-8	English/Language Arts, Math, Science (4,6), Social Studies (5,7)	Yes	Yes		Yes		
	End of Course Assessments (ECAs)	EoC	English, Algebra I, Biology I	No	No				

State		Test	Grade	Subject Areas	Disaggregated Special Education Data on General Assessments Used for Title I						
					Participation	Performance	Reporting Summary By State			No Tests Used for Title I	No Publicly Reported Data Found
							Part. and Perf. All Tests	Part. and Perf. Some Tests	Part. and Perf. All Tests		
Iowa	Iowa Assessment	3-8,11	Reading, Math	Yes	Yes	Yes					
	Iowa Assessment Science	5,8,11	Science	Yes	Yes						
Kansas	General Assessment	3-8,11	Reading, Math, Science (4,7,11)	No	No					X due to cyber attack	
	Kentucky Performance Rating for Educational Progress (K-PREP)	3-8, 10,11	Reading, Math, Science (4, 7), Social Studies (5,8), Writing (5, 6, 8, 10, 11), Language Mechanics (4, 6, 10)	Yes	Yes						
Kentucky	End of Course	EoC	English II, Algebra II, Biology, US History	Yes	Yes			Yes			
	Stanford Achievement Test 10 (part of K-PREP)	3-8	Reading, Math (3-8) Science (4,7), Social Studies (5,8), Language Mechanics (4,6)	No	No						
	Louisiana Educational Assessment Program (LEAP)	4,8	English/Language Arts, Math, Science, Social Studies	No	No						
Louisiana	Integrated Louisiana Educational Assessment Program (iLEAP)	3,5-7	English/Language Arts, Math, Science, Social Studies	No	No						
	End of Course tests	EoC	English II, English III, Algebra I, Geometry, Biology, US History	No	No					X	
Maine	New England Comprehensive Assessment Program (NECAP)	3-8	Reading, Math, Writing (5,8)	Yes	Yes			Yes			
	Maine High School Assessment	11, 3 rd year HS	Reading, Writing, Math	Yes	Yes						

State		Test	Grade	Subject Areas	Disaggregated Special Education Data on General Assessments Used for Title I				
					Participation	Performance	Reporting Summary By State		
							Part. and Perf. All Tests	Part. and Perf. Some Tests	No Tests Used for Title I
Maryland	Maryland School Assessment (MSA)	3-8	Math, Reading, Science (5,8) Field testing affected Math and Reading Totals.	Yes	Yes	Yes			
	High School Assessments (HSA)	EoC	Algebra/Data analysis, English, Biology, Government	Yes	Yes	Yes			
Massachusetts	Massachusetts Comprehensive Assessment System (MCAS)	3-8, 10	English/Language Arts, Math,	Yes	Yes	Yes			
	STE MCAS Tests	5, 8-10	Science (Biology, Chemistry, Intro Physics, and Technology/ Engineering, also used outside Title I)	Yes	Yes	Yes			
Michigan	Michigan Education Assessment Program (MEAP)	3-9	Reading, Math, (3-8), Writing (4,7) Science (5,8), Social Studies (6,9)	Yes	Yes	Yes			
	Michigan Merit Examination (MME)	11	Reading, Math, Writing, Science, Social Studies	Yes	Yes	Yes			
Minnesota	Minnesota Comprehensive Assessment (MCA) –III	3-8, HS	Reading (3 to 8, 10), Math (3 to 8, 11), Science (5, 8, HS)	Yes	Yes	Yes			
Mississippi	Mississippi Curriculum Test (MCT2)	3-8	Language Arts, Math	No	No	No			
	Science Tests	5,8	Science	No	No	No		X	
	High school Subject Area Tests	EoC	Algebra I, Biology I, English II, US History	No	No	No			

State		Test	Grade	Subject Areas	Disaggregated Special Education Data on General Assessments Used for Title I				
					Participation	Performance	Reporting Summary By State		
							Part. and Perf. All Tests	Part. and Perf. Some Tests	No Tests Used for Title I
Missouri	Missouri Assessment Program (MAP)	3-8	Communication Arts, Math, Science (5,8)	Yes	Yes				
	Online End of Course Assessments	EoC	English I and II, Algebra I and II, Geometry, Biology, American History, Government	Yes	Yes				
Montana	Criterion Reference Test (CRT)	3-8, 10	Reading, Math, Science (4, 8, 10)	Yes	Yes				
Nebraska	Nebraska State Accountability (NeSA)	3-8, 11	Reading, Math, Science (5,8,11), Writing (4, 8,11) In 2014 students in gr 8 and 11 had technology issues with the online test. Valid results are not available for NeSA-Writing at these grades.	Yes	Yes				
Nevada	Criterion Referenced Test (CRT)	3-8	Reading, Math, Science (5,8)	Yes	Yes				
	High School Proficiency Exam	HS	Reading, Math, Science, Writing	Yes	Yes				
New Hampshire	New England Comprehensive Assessment Program (NECAP)	3-8, 11	Reading, Math, Writing (5,8,11), Science (4,8,11)	Yes	Yes				
New Jersey	New Jersey Assessment of Skills and Knowledge (NJASK)	3-8	Language Arts Literacy, Math, Science (4, 8)	Yes	Yes				
	New Jersey Biology Competency Test	EoC	Biology	Yes	Yes				
	High School Proficiency Assessment (HSPA)	First time 11 th graders	Math, Language Arts Literacy,	Yes	Yes				

State		Test	Grade	Subject Areas	Disaggregated Special Education Data on General Assessments Used for Title I				
					Participation	Performance	Reporting Summary By State		
							Part. and Perf. All Tests	Part. and Perf. Some Tests	No Tests Used for Title I
New Mexico	Standards Based Assessment (SBA)	3-8,10-11	Reading, Math, Science (3, 7-8, 11). And High School SBA serves as diploma also	Yes	Yes	Yes			
New York	New York State Testing Program (NYSTP)	3-8	English Language Arts, Math, Science (4,8)	Yes	Yes				
	Common Core Regents	EOC	Algebra I, ELA (required to pass ELA only if entered gr. 9 in 2013-14)	Yes	Yes				
	Regents Competency Tests	EOC	Math, Science, Reading, Writing, Global Studies, US History and Government. Parts used for Title I and Diploma.	Yes	Yes				
North Carolina	Regents Exams	EOC	Comprehensive English, US History & Gov't, Global History & Geography, Alg2/ Trig, Geometry, Integ Alg, Living Env't, Physical setting/Physics, Physical Setting/ Chemistry, Physical setting/Earth Science. Parts used for Title I and Diploma.	Yes	Yes				
	End of Grade Multiple Choice Test	3-8	Reading, Math, Science (5,8)	Yes	Yes				
	End of Course Multiple Choice	EOC	Math I, Biology, English II,	Yes	Yes				
North Dakota	General Assessment	3-8, 11	Reading/Language Arts, Math, Science (4,8,11)	Yes	Yes	Yes			

Disaggregated Special Education Data on General Assessments Used for Title I									
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State			
						Part. and Perf. Tests	Part. and Perf. Some Tests	No Tests Used for Title I	No Publicly Reported Data Found
Ohio	Ohio Achievement Assessments (OAA)	3-8	Math, Reading, Science (5,8),	Yes	Yes	Yes			
	Ohio Graduation Tests (OGT)	HS	Reading, Math, Science, Social Studies, Writing	Yes	Yes	Yes			
Oklahoma	Oklahoma Core Curriculum Tests (OCCT)	3-8	Math, Reading, Science (5,8), Geography (7), Social Studies (5), US History (8), Writing (5,8) For Title I, all used except for Geography, Social Studies, History and Writing	No	No				
	End of Instruction	Eol	ACE Algebra I, ACE Algebra II, ACE Geometry, ACE English II, III (Writing included), ACE Biology I, ACE US History. For Title I, all used except for Alg II, Eng II, Geometry and US History	No	No				X
Oregon	Oregon Assessment of Knowledge and Skills (OAKS) Online	3-8,11	Reading, Math, Science (5,8,11), Writing (11)	Yes	Yes	Yes			
Pennsylvania	Pennsylvania System of School Assessment (PSSA)	3-8, 11	Reading, Math, Science (4,8), Algebra, Biology and Literature (11)	Yes	Yes	Yes			
	Keystone Exam	11	Algebra, Biology and Literature	Yes	Yes	Yes			
Rhode Island	New England Education Assessment Program (NECAP)	3-8,11	Reading, Math, Writing (5,8,11), Science(4,8,11)	Yes	Yes	Yes			

Disaggregated Special Education Data on General Assessments Used for Title I		Reporting Summary By State							
		Part. and Perf. All Tests	Part. and Perf. Some Tests	No Tests Used for Title I	No Publicly Reported Data Found				
State	Test	Grade	Subject Areas	Participation	Performance	Part. and Perf. All Tests	Part. and Perf. Some Tests	No Tests Used for Title I	No Publicly Reported Data Found
South Carolina	Palmetto Assessment of State Standards	3-8	English Language Arts, Math, Science, Social Studies, Writing (5, 8)	Yes	Yes				
	End of Course Examination	EoC	Algebra/Math for Technologies 2, Biology/ Applied Biology 2, English 1, US History and the Constitution	Yes	Yes	Yes			
	High School Assessment Program Test	2 nd year HS	English Language Arts, Math	Yes	Yes				
South Dakota	South Dakota State Test of Educational Progress (DSTEP) and Field Testing for Smarter Balanced Assessment	3-8,11	Science (5,8,11) (other content areas not reported due to participation in SBAC field testing)	Yes	Yes	Yes			
	Criterion Referenced Academic Achievement	3-8	Math, Reading/ Language, Social Studies, Science	Yes	Yes				
Tennessee	End of Course	EoC	Algebra I, Algebra II, English I, English II, English III, US History, Biology, Chemistry (Chemistry not reported for any students though listed)	Yes	Yes	Yes			
	State of Texas Assessments of Academic Readiness (STAAR) Includes Spanish versions	3-8	Math, Reading, Writing (4,7), Science (5,8) Social Studies (8)	Yes	Yes				
Texas	STAAR EoC	EoC	Algebra I, Biology, English I, Reading, English I Writing, US History	Yes	Yes	Yes			

State		Test	Grade	Subject Areas	Disaggregated Special Education Data on General Assessments Used for Title I				
					Participation	Performance	Reporting Summary By State		
							Part. and Perf. All Tests	Part. and Perf. Some Tests	No Tests Used for Title I
Utah	Student Assessment of Growth and Excellence (SAGE)	3-11	Reading, Language, Listening, Writing (3-11) Math (3-8), Secondary Math I, II, III, Science (4-8), Biology, Earth Science, Chemistry, Physics	No	No				X
Vermont	New England Comprehensive Assessment Program (NECAP)	3-8, 11	Math, Reading, Science (4,8,11), Writing (5,8,11)	Yes	Yes	Yes			
Virginia	Standards of Learning (SOL)	3-8	Reading, Math, Science (3,5,8), History/Social Studies (3,5,8), Writing (5,8)	Yes	Yes				
	End of Course Test	EoC	Reading, Writing, Algebra I, II, Geometry, Biology, Chemistry, Earth Science, Virginia and US History, World History I, II, World Geography, US History to 1865, US History from 1865 to present, Civics and Economics, Virginia Studies	Yes	Yes	Yes			
Washington	Measurements of Student Progress (MSP)	3-8	Reading, Math, Writing (4,7), Science (5,8)	Yes	Yes				
	High School Proficiency Exam (HSPE)	10	Reading, Writing	Yes	Yes				
	End of Course	EoC	Algebra 1/Integrated Math 1, Geometry/ Integrated Math 2, Biology - part also not used for Title I	Yes	Yes	Yes			

Disaggregated Special Education Data on General Assessments Used for Title I									
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State			
						Part. and Perf. All Tests	Part. and Perf. Some Tests	No Tests Used for Title I	No Publicly Reported Data Found
West Virginia	West Virginia Educational Standards Test 2	3-11	Math (3-11), Reading/ Language Arts (3-11) Science, Social Studies (3-6), World Geography (7), West Virginia Studies (8), Algebra I (9), Physical Science (9), World Studies to 1900 (9), Geometry (10), Biology, (10), US Studies to 1900 (10), Chemistry (11), 20 th and 21 st Centuries Studies (11)	Yes	Yes	Yes			
Wisconsin	Wisconsin Knowledge and Concepts Exams (WKCE)	3-8, 10	Reading, Math, Language Arts (4,8,10), Science (4,8,10), Social Studies (4,8,10)	Yes	Yes	Yes			
Wyoming	Proficiency Assessments for Wyoming Students (PAWS)	3-8, 11	Reading, Math, Science (4,8, 11)	Yes	Yes	Yes			
	ACT Plus Writing	11	English, math, Reading, Writing, Science	Yes	Yes	Yes			
Total Regular States (N=50)						42	2	0	6

State	Test	Grade	Subject Areas	Disaggregated Special Education Data on General Assessments Used for Title I					
				Participation	Performance	Reporting Summary By State			
						Part. And Perf. All Tests	Part. And Perf. Some Tests	No Tests Used for Title I	No Publicly Reported Data Found
Unique States									
American Samoa	Stanford Achievement Test 10	Elem to HS	Language Arts, Science, Math Problem Solving, History, Social Science	No	No				X
Bureau of Indian Education	Individual state administered assessments	Elem to HS	By State: Language Arts, Reading, Math, Science	No	No				X
	Standards Based Assessment	4, 6, 8	Chamorro & Carolinian Language Heritage Studies	No	No				X
Commonwealth of Northern Mariana Islands	End of Course	EoC	NMI History	No	No				
U.S. Department of Defense Education Activity	No Assessments Used for Title I							Yes	
District of Columbia	District of Columbia Comprehensive Assessment System Result	2-10, HS	Reading, Math (3 to 8, 10 required; 2 and 9 optional), Science/ Biology (5, 8, HS), Composition (4,7,10)	Yes	Yes	Yes			
Federated States of Micronesia	National Minimum Competency Standard-Based Test (NMCT)	6,8, 10	Reading, Math, Science (8)	No	No				X
Guam	Stanford Achievement Test, 10	1-12	Reading, Language Arts, Math, Spelling, Environment/Science, Social Science. Only reported on Reading, Language Arts and Math.	Yes	Yes	Yes			
Palau	No data reports found								X
Puerto Rico	Puerto Rican Academic Achievement Test	3-8, 11	Spanish, English, Math, Science (4,8,11)	No	No				X
Republic of Marshall Islands	No data reports found								X
U.S. Virgin Islands	General Assessment	3-8, 11	Reading, Math, Science (5, 8, 11)	Yes	Yes	Yes			
Total Unique States (N=11)				3	0	1	7		
Total Regular and Unique States (N=61)				45	2	1	13		
Percent				74%	3%	2%	21%		

Table B-2. Participation and Performance Data for Students with Disabilities, General Assessment Not Used for Title I Accountability, 2013-2014

State	Test	Grade	Subject Areas	Disaggregated Special Education Data on General Assessments Not Used for Title I								
				Participation	Performance	Reporting Summary By State			No Publicly Reported Data Found			
						All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests		Performance Only For All Tests		
Regular States												
Alabama	The ACT College Readiness Test	10	English, Math, Reading, Science	No	No							X
Alaska	No assessments found outside			-	-	Yes						
Arizona	No assessments found outside			-	-	Yes						
Arkansas	No assessments found outside			-	-	Yes						
California	No assessments found outside			-	-	Yes						
Colorado	No assessments found outside			-	-	Yes						
Connecticut	No assessments found outside			-	-	Yes						
Delaware	End of Course Exams	EoC	U.S. History (required), Biology, Algebra II, Integrated Mathematics III (not required)	No	No							X
Florida	No assessments found outside			-	-	Yes						
Georgia	Georgia High School Writing Assessment	11 & retest	Writing	Yes	Yes		Yes					

Disaggregated Special Education Data on General Assessments Not Used for Title I										
State	Test	Grade	Subject Areas	Reporting Summary By State						
				Participation	Performance	All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	Performance Only For All Tests	No Publicly Reported Data Found
Hawaii	End of Course	EoC	Algebra I, Algebra II, Biology I, Expository Writing I and/or U.S. History	No	No					X
Idaho	Idaho Reading Indicator	K-3	Reading	Yes	Yes		Yes			
Illinois	No assessments found outside			-	-	Yes				
Indiana	Indiana Reading Evaluation and Determination (IREAD-3)	3	Reading	Yes	Yes		Yes			
Iowa	No assessments found outside			-	-	Yes				
Kansas	No assessments found outside			-	-	Yes				
Kentucky	Explore	8	English, Math, Reading, Science	Yes	Yes					
	PLAN	10	English, Math, Reading, Science	Yes	Yes		Yes			
	ACT	11	English, Math, Reading, Science	Yes	Yes					
Louisiana	Dibels Next	K to 3	Reading	No	No					
	Explore	8	English, Reading, Math, Science	No	No					
	Plan	9	English, Reading, Math, Science	No	No					X
	ACT	11	English, Reading, Math, Science	No	No					

Disaggregated Special Education Data on General Assessments Not Used for Title I									
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State			
						All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	Performance Only For All Tests
Maine	Maine Educational Assessment (MEA) Science	5,8, 11	Science	Yes	Yes	Yes	Yes		
Maryland	No assessments found outside			-	-	Yes			
Massachusetts	STE MCAS Tests	10	Science (Biology, Chemistry, Intro Physics, and Technology/ Engineering)	Yes	Yes		Yes		
Michigan	No assessments found outside			-	-	Yes			
Minnesota	No assessments found outside			-	-	Yes			
Mississippi	No assessments found outside			-	-	Yes			
Missouri	No assessments found outside			-	-	Yes			
Montana	ACT Plus Writing	HS	Reading, Language, Math, Science, Writing	No	No				X

Disaggregated Special Education Data on General Assessments Not Used for Title I										
State	Test	Grade	Subject Areas	Reporting Summary By State				Participation	Performance	No Publicly Reported Data Found
				All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	Performance Only For All Tests			
Nebraska	California Achievement Test (CAT)	5,8	Reading, Math	Yes	Yes					
	Iowa Test of Basic Skills (ITBS)	3-11	Reading, Math	No	Yes					
	Iowa Test of Educational Development (ITED)	10-11	Reading, Math	No	Yes					
	Metropolitan Achievement Test	4, 8	Reading, Math	No	Yes			Yes		
	Terra Nova	3-11	Reading, Math	No	Yes					
	SAT	4, 5, 7 to 9	Reading, Math	No	Yes					
	Explore	8	Math, Reading	No	Yes					
	PLAN	9 to 11	Math, Reading	No	Yes					
Nevada	No assessments found outside			-	-			Yes		
New Hampshire	No assessments found outside			-	-			Yes		
New Jersey	No assessments found outside			-	-			Yes		

Disaggregated Special Education Data on General Assessments Not Used for Title I										
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	Performance Only For All Tests	No Publicly Reported Data Found
New Mexico	Standards Based Assessment High School Graduation Assessment	10-11	Reading, Math, Science (11)	Yes	Yes					
	End of Course Exams	EoC/HS	Algebra II, Biology & Chemistry, Integrated Math III, English III, and US History. Spanish language version of English/Writing III. Writing and US History required for Diploma.	No	No		Yes			
New York	No assessments found outside			-	-	Yes				
North Carolina	ACT Benchmark	11	English, Math, Reading, Science, Writing. State requires taking in 11th grade.	Yes	Yes		Yes			
North Dakota	No assessments found outside			-	-		Yes			
Ohio	No assessments found outside			-	-		Yes			
Oklahoma	No assessments found outside			-	-		Yes			
Oregon	No assessments found outside			-	-		Yes			

Disaggregated Special Education Data on General Assessments Not Used for Title I										
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	Performance Only For All Tests	No Publicly Reported Data Found
Pennsylvania	No assessments found outside			-	-	Yes				
Rhode Island	No assessments found outside			-	-	Yes				
South Carolina	No assessments found outside			-	-	Yes				
South Dakota	No assessments found outside			-	-	Yes				
Tennessee	Writing	3-11	Writing	No	No					
	ACT	HS	English, Math, Reading, Science, Composite	No	No					X
Texas	Texas Assessment of Knowledge and Skills (TAKS)	11, 12 (retest)	English Language Arts, Math, Science, Social studies	Yes	Yes		Yes			
Utah	No assessments found outside			-	-	Yes				
Vermont	No assessments found outside			-	-	Yes				
Virginia	No assessments found outside			-	-	Yes				
Washington	End of Course (partially)	EoC	Algebra 1/Integrated Math 1, Geometry/Integrated Math 2, Biology	Yes	Yes		Yes			

Disaggregated Special Education Data on General Assessments Not Used for Title I										
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	Performance Only For All Tests	No Publicly Reported Data Found
West Virginia	Westest 2 Online Writing	3 - 11	Writing	No	No					
	HEAP Health Assessment	6, 8, HS	Health	No	No					
	Work Keys	12	Applied Math, Reading for Information, and Locating Information	No	No					
	Global 21 Career/Technical Education (CTE)	9 - 12	Career/Technical Education	No	No					X
	Explore	8	English, Math, Reading, Science	No	No					
	Plan	10	English, Math, Reading, Science	No	No					
Wisconsin	No assessments found outside			-	-	Yes				
Wyoming	Explore	9	Math, Reading	No	No					
	Plan	HS	Math, Reading	No	No					
	Student Assessment of Writing Skills (SAWS)	3, 5, 7	Writing	Yes	Yes			Yes		
	Student Assessments of Writing Skills –Alternate (SAWS-ALT)	3, 5, 7	Writing	Yes	Yes					
Total Regular States (N=50)						31	9	3	0	7

Disaggregated Special Education Data on General Assessments Not Used for Title I									
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State			
						All Used for Title I	Part. and Perf. Some Tests	Part. and Perf. Only For All Tests	No Publicly Reported Data Found
<i>Unique States</i>									
American Samoa	No assessments found outside			-	-	Yes			
Bureau of Indian Education	Unclear if any outside for states			-	-	Yes			
Commonwealth of Northern Mariana Islands	Stanford Achievement Test, 10	3,5,6,8,9,11	Complete Battery: Reading, Math, Language, Spelling, Science, Social Science, Thinking Skills	No	Yes			Yes	

Disaggregated Special Education Data on General Assessments Not Used for Title I										
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	Performance Only For All Tests	No Publicly Reported Data Found
U.S. Department of Defense Education Activity	Terra Nova, Multiple Assessments, 3rd Edition	3 - 11	Reading/Language Arts, Mathematics, Science, Social Studies	No	No					
	Terra Nova CAT Plus Mathematics Computation	1 - 12	Reading/Language/Mathematics/Science/Social Studies and Plus tests (Word analyses (1-3), Vocabulary (1-12) Language mechanics (2-12), Spelling (2-12) Administered to ELLs	No	No					X
	Scholastic Reading Inventory TM (SRI)	6, 9	Reading Comprehension	No	No					
	STAMPS Standards-based measurements of proficiency	Unclear	Foreign Language assessments (Arabic, Chinese, French, Italian, German, Japanese and Spanish)	No	No					
	Readistep	8, 9	College and Career integrated assessments	No	No					
	SAT	HS	Critical Reading, Math	No	No					
	District of Columbia	No assessments found outside			-	-	Yes			
Federated States of Micronesia	No assessments found outside			-	-	Yes				

Disaggregated Special Education Data on General Assessments Not Used for Title I										
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	Performance Only For All Tests	No Publicly Reported Data Found
Guam	No assessments found outside			-	-	Yes				
Palau	No data reports found			-	-	Yes				
Puerto Rico	No assessments found outside			-	-	Yes				
Republic of Marshall Islands	No data reports found			-	-	Yes				
U.S. Virgin Islands	No assessments found outside			-	-	Yes				
Total Unique States (N=11)						9	0	0	1	1
Total Regular and Unique States (N=61)						39	8	3	1	10
Percent						64%	13%	5%	2%	16%

Table B-3. Participation and Performance Data for Students with Disabilities, Alternate Assessments Based on Alternate Achievement Standards (AA-AAS) Used for Title I Accountability System, 2013-2014

State	Test	Grade	Subject Areas	Disaggregated Special Education Data For AA-AAS Used for Title I					
				Participation	Performance	Partic. And Perf. For All Tests	Summary by State		
							Perf. Only for All Tests	No Test Used for Title I	No Publicly Reported Data Found
Regular States									
Alabama	Alabama Alternate Assessment (AAA)	3-8, 11	Reading, Math, Science (5,7)	Yes	Yes	Yes			
Alaska	Alaska Alternate Assessment	3-10	Reading, Writing, Math (3-10) Science (4,8,10)	Yes	Yes	Yes			
Arizona	Arizona Instrument to Measure Standards Alternate (AIMS-A)	3-8, HS	Reading, Math, Science (4,8,HS)	Yes	Yes	Yes			
Arkansas	Arkansas Alternate Portfolio	3-11	English Language Arts and Math (3-8,11), Science (5,7), Algebra I and Geometry (9), Biology (10)	No	No				X
California	California Alternate Performance Assessment (CAPA)	2-11	ELA (2-11), Math (2-11), Science (5,8,10), and these subjects in levels II to V.	Yes	Yes	Yes			
Colorado	Colorado Alternate Assessment (CoAlt)	3-10	Reading, Math, Writing (3-10), Science (5, 8)	Yes	Yes	Yes			
Connecticut	Skills Checklist	3-8	Access Skills, Math, Reading, Communication	Yes	Yes	Yes			
Delaware	Delaware Comprehensive Assessment System (DCAS-Alt)	3-10	Reading, Math (3-10), Science (5,8,10), Social Studies (4,7,9)	Yes	Yes	Yes			
Florida	Florida Alternate Assessment (FAA)	3-11	Reading, Math, Writing (4,8,10), Science (5,8,11)	Yes	Yes	Yes			

		Disaggregated Special Education Data For AA-AAS Used for Title I							
State	Test	Grade	Subject Areas	Participation	Performance	Summary by State			
						Partic. And Perf. For All Tests	Perf. Only for All Tests	No Test Used for Title I	No Publicly Reported Data Found
Georgia	Georgia Alternate Assessment	3-8, 11	English/Language Arts, Math, Science, Social Studies	Yes	Yes	Yes			
Hawaii	Alternate Assessment	3-8,10	Reading, Math, Science (4,8,10)	Yes	Yes	Yes			
Idaho	Idaho Alternate Assessment (IAA)	3-10	English Language Arts (ELA) and Math (3-9), Science (5,7,10)	Yes	Yes	Yes			
Illinois	Illinois Alternate Assessment (IAA)	3-8,11	Reading, Math, Science (4,7,11), Writing (11)	Yes	Yes	Yes			
Indiana	Indiana Standards Tool for Alternate Reporting (ISTAR)	3-8, 10	English/Language Arts, Math, Science (4,6), Social Studies (5,7), Biology (10)	No	Yes		Yes		
Iowa	Iowa Alternate Assessment (IAA)	3-8,11	Reading, Math	Yes	Yes				
	Iowa Alternate Assessment (IAA) Science	5,8,11	Science	Yes	Yes	Yes			
Kansas	Kansas Alternate Assessment (KAA)	3-8, 11	Reading, Math, Science (4,7, 11)	No	No				No data due to cyber attack
Kentucky	Alternate Kentucky Performance Rating for Educational Progress (K-PREP)	3-12	Reading (3-9), Math (3-8,10), Writing (4,5,6, 8,10,11), Science (4,7,11), Social Studies (5,8,12)	Yes	Yes	Yes			
	Louisiana Alternate Assessment 1	3-11	English/Language arts, Math, Science	Yes	Yes	Yes			
Maine	Maine Personalized Alternate Assessment Portfolio (MEPAAP)	2-8, 10 & 11	Reading, Math, Science (5,8), Writing (5,8)	Yes	Yes	Yes			
Maryland	Alternate Maryland School Assessment (ALT-MSA)	3-8,10	Math, Reading, Science (5,8,10)	Yes	Yes	Yes			

Disaggregated Special Education Data For AA-AAS Used for Title I									
State	Test	Grade	Subject Areas	Participation	Performance	Summary by State			
						Partic. And Perf. For All Tests	Perf. Only for All Tests	No Test Used for Title I	No Publicly Reported Data Found
Massachusetts	Massachusetts Comprehensive Assessment System Alternate (MCAS-Alt)	3-10	English/Language Arts, Math, Science and Technology/ Engineering (5, 8-10)	Yes	Yes	Yes			
Michigan	Michigan Access (MI-Access) Functional Independence	3-8, 11	Accessing Print, Math(3, 8, 11), Expressing Ideas (4, 7, 11), Science (5, 8, 11)	Yes	Yes				
	Michigan Access (MI-Access) Supported Independence	3-8, 11	English Language Arts, Math, Science (5, 8, 11)	Yes	Yes	Yes			
	Michigan Access (MI-Access) Participation	3-8, 11	English Language Arts, Math, Science (5, 8, 11)	Yes	Yes				
Minnesota	Minnesota Test of Academic Skills III (MTAS III)	3-8, HS	Reading and Math, Science (5, 8, HS)	Yes	Yes	Yes			
Mississippi	Mississippi Alternate Assessment of the Extended Curriculum Frameworks	3-8	Language Arts, Math, Science (5,8)	Yes	Yes				
	Mississippi Alternate Assessment of the Extended Curriculum Frameworks Secondary	HS	Language Arts, Math, Science	Yes	Yes	Yes			
Missouri	Missouri Assessment Program Alternate (MAP-A)	3-8, 10, 11	Communication Arts, (3 to 8, 11) Math (3 to 8, 10), Science (5, 8, 11)	Yes	Yes	Yes			
Montana	Criterion Referenced Test (CRT) Alternate. No Reading or Math this year due to field testing.	3-8, 10	Science (4,8, 10)	Yes	Yes	Yes			

		Disaggregated Special Education Data For AA-AAS Used for Title I							
State	Test	Grade	Subject Areas	Participation	Performance	Summary by State			
						Partic. And Perf. For All Tests	Perf. Only for All Tests	No Test Used for Title I	No Publicly Reported Data Found
Nebraska	Alternate Assessment	3-8, 11	Reading, Math, Science (5,8,11), Writing (8,11)	Yes	Yes	Yes			
Nevada	Nevada Alternate Assessment (NAA)	3-8, 11	Reading, Math, Science (8), Writing (8)	Yes	Yes	Yes			
New Hampshire	New Hampshire Alternate Learning Progression Assessment (NH ALPS)	2-7, 10, 11	Reading, Math (2-7,10) Science (4,8,11), Writing (4,7,10)	Yes	Yes	Yes			
New Jersey	Alternate Proficiency Assessment	3-8, 11	Language Arts Literacy, Math, Science (4, 8, EOC)	Yes	Yes	Yes			
New Mexico	Alternative Performance Assessment (NMAPA)	3-8, HS	Reading, Math	Yes	Yes	Yes			
New York	New York State Alternate Assessment (NYSAA)	3-8, HS	English Language Arts, Math, Science (4,8, HS), Social Studies (HS)	Yes	Yes	Yes			
North Carolina	North Carolina Extend 1 (NCEXTEND1)	3-8	Reading, Math, Science (5,8)	Yes	Yes				
	North Carolina Extend 1 (NCEXTEND1)	10	Math I, Biology, English II	Yes	Yes	Yes			
North Dakota	North Dakota Alternate Assessment 1 (NDAA1)	3-8, 11	Reading/Language Arts, Math, Science	Yes	Yes	Yes			
	Alternate Assessment for Students with Cognitive Disabilities (AASCD)	3-8	English/Language Arts, Math, Science (5,8)	Yes	Yes	Yes			
Ohio	Alternate Ohio Graduation Test (OGT-AASCD)	HS	English/Language Arts, Math, Science, Social Studies	Yes	Yes	Yes			

Disaggregated Special Education Data For AA-AAS Used for Title I									
State	Test	Grade	Subject Areas	Participation	Performance	Summary by State			
						Partic. And Perf. For All Tests	Perf. Only for All Tests	No Test Used for Title I	No Publicly Reported Data Found
Oklahoma	Oklahoma Alternate Assessment Program (OAAP)	3-8, Eol	Math, Reading, Science (5,8), Geography, Social Studies, Writing (5,8), Algebra I, English II/ Writing, Biology, US History (others if took Algebra II, Geometry, English III/ Writing)	No	No				X
Oregon	Oregon Assessment of Knowledge and Skills (OAKS) Extended	3-8, 11	Reading, Math, Science (5,8,11), Writing (11)	Yes	Yes	Yes			
Pennsylvania	Pennsylvania Alternate System of Assessment (PASA)	3-8, 11	Reading, Math, Science (4,8,11)	Yes	Yes	Yes			
Rhode Island	Rhode Island Alternate Assessment (RIAA)	3-8, 11	Science (4,8,11), Transition year to NCSC for ELA, Writing and Math	Yes	Yes	Yes			
South Carolina	South Carolina Alternate (SC-ALT)	3-8, 10	English Language Arts, Math, Science, Social Studies (and HS Biology)	Yes	Yes	Yes			
South Dakota	Dakota State Test of Educational Progress Alternate (DSTEP A). State is transitioning to NCSC, so no data for either DSTEP A or NCSC in Reading or Math.	3-8, 11	Science (5,8,11) (other content areas not reported due to participation in NCSC field testing)	Yes	Yes	Yes			
Tennessee	Alternate Assessment	3-12	Math, Reading /Language, Science	Yes	Yes	Yes			

State		Test	Grade	Subject Areas	Disaggregated Special Education Data For AA-AAS Used for Title I					
					Participation	Performance	Summary by State			No Publicly Reported Data Found
							Partic. And Perf. For All Tests	Perf. Only for All Tests	No Test Used for Title I	
Texas	State of Texas Assessments of Academic Readiness Alternate (STAARALT)	3-8	Math, Reading, Writing (4,7), Science (5,8) Social Studies (8)	Yes	Yes	Yes				
	STAARALT End of Course (EoC)	EoC	English I, English II, Algebra I, Biology, US History	Yes	Yes					
Utah	Utah Alternate Assessment (UAA)	3-11	Language Arts, Math, and Science	No	No				X	
Vermont	Alternate Assessment	3-8,11	Math, Reading, Science (4,8,11)	No	No				X	
Virginia	Virginia Alternate Assessment Portfolio (VAAP)	3-8	Reading, Math, History/Social Science, Science	Yes	Yes					
	Virginia Alternate Assessment Portfolio End of Course (VAAP EoC)	EoC	Reading, Math, History/Social Science, Science	Yes	Yes	Yes				
Washington	Washington Alternate Assessment System (WAAS Portfolio)	3-8, 10	Reading, Math, Writing (4, 7, 10), Science (5, 8, 10)	Yes	Yes	Yes				
West Virginia	Alternate Performance Task Assessment (APTA)	3-8, 10	Math, Reading/Language Arts (3-8, 11), Science (4,6, 10)	Yes	Yes	Yes				
Wisconsin	Wisconsin Alternate Assessment (WAA)	3-8, 10	Reading, Math, Language Arts (4,8,10), Science (4,8,10), Social Studies (4,8,10)	Yes	Yes	Yes				
Wyoming	Proficiency Assessments for Wyoming Students Alternate (PAWS-ALT)	3-8,11	Reading, Math, Science (4,8, 11)	Yes	Yes	Yes				
Total Regular States (N=50)						44	1	0	5	

State		Test	Grade	Subject Areas	Disaggregated Special Education Data For AA-AAS Used for Title I					
					Participation	Performance	Partic. And Perf. For All Tests	Perf. Only for All Tests	Summary by State	
								No Test Used for Title I	No Publicly Reported Data Found	
Unique States										
American Samoa	Alternate Assessment			No information found	No	No				X
Bureau of Indian Education	Merged with regular	Elem to HS		By state: Language Arts, Reading, Math, Science	No	No				X
Commonwealth of Northern Mariana Islands	Alternate Assessment	3-8		Reading, Math	Yes	Yes				
	Alternate End of Course	EOC		Reading, Math	Yes	Yes	Yes			
U.S. Department of Defense Education Activity	DoDEA Alternate Assessment. This assessment is not used for Title I purposes, but is listed in this table for convenience.	K to 12		The Alternate Assessment is comprised of evidence of the student's achievement, including but not limited to student work products, interviews, photographs, videos, etc.	No	No			X	
District of Columbia	DC CAS-Alt	3 to 8, 10		Math, Reading (3 to 8, 10)	Yes	Yes	Yes			
Federated States of Micronesia	Alternate Assessment on Alternate Achievement Standards	6, 8, 10		Reading, Math, Science (8)	No	No				X

		Disaggregated Special Education Data For AA-AAS Used for Title I								
State	Test	Grade	Subject Areas	Participation	Performance	Summary by State				
						Partic. And Perf. For All Tests	Perf. Only for All Tests	No Test Used for Title I	No Publicly Reported Data Found	
Guam	Alternate Assessment	1-12	Reading, Math, Science. Only Reported Reading and Math.	Yes	Yes	Yes				
Palau	No data reports found		No information found	No	No					X
Puerto Rico	Puerto Rico Alternate Assessment	3-8, 11	Spanish, English, Math, Science (4,8,11)	No	No					X
Republic of Marshall Islands	No data reports found		No information found	No	No					X
U.S. Virgin Islands	Alternate Assessment	3-8, 11	Reading, Math, Science (5, 8, 11)	Yes	Yes	Yes				
				Total Unique States (N=11)		4	0	1	6	
				Total Regular and Unique States (N=61)		48	1	1	11	
				Percent		79%	2%	2%	18 ¹	

¹ Percentage is more than 100 due to rounding.

Table B-4. Participation and Performance Data for English Language Learners (ELLs) with Disabilities, General Assessments Used for Title I Accountability, 2013-2014

State	Test	Grade	Subject Areas	Disaggregated Data for ELLs with Disabilities for General Assessment Used for Title I						
				Participation	Performance	Reporting Summary By State			No AA-AAS Used for Title I	No Publicly Reported Data Found
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Participation Only For Some Tests		
Regular States										
Alabama	ACT Aspire	3 to 8, 10-11	Reading, Math	No	No					
	Alabama Science Assessment (ASA)	5,7	Science	No	No					X
	ACT Plan	10	English, Math, Science	No	No					
Alaska	Standards Based Assessments	3-10	Reading, Writing, Mathematics, (3-10), Science (4,8,10)	No	No					X
	High School Graduation Qualification Exam	10-12	Reading, Writing, Mathematics	No	No					
Arizona	Arizona's Instrument to Measure Standards (AIMS)	3-8	Reading, Math, Science	No	No					
	Arizona's Instrument to Measure Standards (AIMS HS)	HS	Reading, Writing, Math, Science	No	No					X
Arkansas	Augmented Benchmark Exams (ABE)	3-8	Math, Literacy	No	No					
	End of Course Exams	EoC	Algebra I, Biology, Geometry, Literacy	No	No					X
	Iowa Tests (ITED)	9	Reading, Math and Language	No	No					
California	California Standards Test Scores (CST)	5, 8, 10	Science	No	No					
	Standards Based Tests in Spanish (STS)	2-11	English Language Arts	Yes (not all ELL)	Yes (not all ELL)			Yes		
	High School Exit Exam	10	English-Language Arts, Math	No	No					

Disaggregated Data for ELLs with Disabilities for General Assessment Used for Title I											
State	Test	Grade	Subject Areas	Reporting Summary By State				Participation	Performance	No AA-AAS Used for Title I	No Publicly Reported Data Found
				Part. and Perf. All Tests	Part. and Perf. Some Tests	Participation Only For Some Tests	Part. and Perf. Some Tests				
Colorado	Transitional Colorado Assessment Program (TCAP)	3-10	Reading, Math, Writing (3-10), Escritura, Lectura (3-4)	Yes	Yes						
	Colorado Measures of Academic Success	4-5, 7-8	Science (5,8), Social Studies (4,7)	No	No						
Connecticut	Connecticut Mastery Test (CMT)	5, 8	Science - This was field test year for other content on new assessment.	No	No					X	
	Connecticut Academic Performance Test	10	Science - This was field test year for other content on new assessment.	No	No						
Delaware	Delaware Comprehensive Assessment System (DCAS)	3-10	Reading, Math (3-10), Science (5,8,10), Social Studies (4,7)	No	No					X	
	Florida Comprehensive Assessment Test (FCAT)/ FCAT 2.0	3-10	Reading, Math (3 to 8), Science (5, 8), Writing (4, 8, 10)	No	No					X	
Florida	End of Course Assessment	EoC	Algebra I, Civics, U.S. History, Biology I, Geometry	No	No						
	Criterion-Referenced Competency Test	3-8	Reading, English/ Language Arts, Math, Science (3-8), Social Studies (3-8)	No	No						
Georgia	End of Course Test	EoC	Math I & II, GPS Algebra, GPS Geometry, United States History, Economics/ Business/ Free Enterprise, Biology, Physical Science, Ninth Grade Literature and Composition	No	No					X	

Disaggregated Data for ELLs with Disabilities for General Assessment Used for Title I									
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State			
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Participation Only For Some Tests	No AA-AAS Used for Title I
Hawaii	Hawaii State Assessment Program	3-8, 10	Reading, Math, Science	No	No				X
Idaho	General Assessment	3-8, 10, 11	English Language Arts (ELA) and Math(3-8, 11), Science (5,7, 10)	No	No				X
Illinois	Illinois Standards Achievement Test (ISAT)	3-8	Reading, Math, Science (4, 7)	No	No				
	Prairie State Achievement Examination (PSAE)	11	ACT Plus Writing (English, Math, Reading and Science, writing prompt), ISBE Science assessment, and two Workkeys sections –Applied Math and Reading for Information.	No	No				X
Indiana	Indiana State-wide Testing for Education Progress- Plus (ISTEP+)	3-8	English/Language Arts, Math, Science (4,6), Social Studies (5,7)	No	No				X
	End of Course Assessments (ECAs)	EoC	English, Algebra I, Biology I	No	No				
Iowa	Iowa Assessment	3-8,11	Reading, Math	No	No				X
	Iowa Assessment Science	5,8,11	Science	No	No				
Kansas	General Assessment	3-8,11	Reading, Math, Science (4,7,11)	No	No				X

Disaggregated Data for ELLs with Disabilities for General Assessment Used for Title I											
State	Test	Grade	Subject Areas	Reporting Summary By State				Participation	Performance	No AA-AAS Used for Title I	No Publicly Reported Data Found
				Part. and Perf. All Tests	Part. and Perf. Some Tests	Participation Only For Some Tests	Part. and Perf. Some Tests				
Kentucky	Kentucky Performance Rating for Educational Progress (K-PREP)	3-8, 10,11	Reading, Math, Science (4, 7), Social Studies (5,8), Writing (5, 6, 8, 10, 11), Language Mechanics (4, 6, 10)	No	No	No	No	No			
		EoC	English II, Algebra II, Biology, US History	No	No	No	No	No			X
	Stanford Achievement Test 10 (part of K-PREP)	3-8	Reading, Math (3-8) Science (4,7), Social Studies (5,8), Language Mechanics (4,6)	No	No	No	No	No			
Louisiana	Louisiana Educational Assessment Program (LEAP)	4,8	English/Language Arts, Math, Science, Social Studies	No	No	No	No	No			
	Integrated Louisiana Educational Assessment Program (iLEAP)	3,5-7	English/Language Arts, Math, Science, Social Studies	No	No	No	No	No			X
	End of Course tests	EoC	English II, English III, Algebra I, Geometry, Biology, US History	No	No	No	No	No			
Maine	New England Comprehensive Assessment Program (NECAP)	3-8	Reading, Math, Writing (5,8)	No	No	No	No	No			X
	Maine High School Assessment	11, 3 rd year HS	Reading, Writing, Math	No	No	No	No	No			
Maryland	Maryland School Assessment (MSA)	3-8	Math, Reading, Science (5,8) Field testing affected Math and Reading Totals.	No	No	No	No	No			X
	High School Assessments (HSA)	EoC	Algebra/Data analysis, English, Biology, Government	No	No	No	No	No			

Disaggregated Data for ELLs with Disabilities for General Assessment Used for Title I										
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Participation Only For Some Tests	No AA-AAS Used for Title I	No Publicly Reported Data Found
Massachusetts	Massachusetts Comprehensive Assessment System (MCAS)	3-8, 10	English/Language Arts, Math,	No	No					
	STE MCAS Tests	5, 8-10	Science (Biology, Chemistry, Intro Physics, and Technology/ Engineering, also used outside Title I)	No	No					X
Michigan	Michigan Education Assessment Program (MEAP)	3-9	Reading, Math, (3-8), Writing (4,7) Science (5,8), Social Studies (6,9)	Yes	Yes	Yes				
	Michigan Merit Examination (MME)	11	Reading, Math, Writing, Science, Social Studies	Yes	Yes					
Minnesota	Minnesota Comprehensive Assessment (MCA) –III	3-8, HS	Reading (3 to 8, 10), Math (3 to 8, 11), Science (5, 8, HS)	Yes	Yes	Yes				
	Mississippi Curriculum Test (MCT2)	3-8	Language Arts, Math	No	No					X
Mississippi	Science Tests	5,8	Science	No	No					
	High school Subject Area Tests	EoC	Algebra I, Biology I, English II, US History	No	No					
Missouri	Missouri Assessment Program (MAP)	3-8	Communication Arts, Math, Science (5,8)	No	No					
	Online End of Course Assessments	EoC	English I and II, Algebra I and II, Geometry, Biology, American History, Government	No	No					X

Disaggregated Data for ELLs with Disabilities for General Assessment Used for Title I									
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State			
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Participation Only For Some Tests	No AA-AAS Used for Title I
Montana	Criterion Reference Test (CRT)	3-8, 10	Reading, Math, Science (4, 8, 10)	No	No				X
Nebraska	Nebraska State Accountability (NeSA)	3-8, 11	Reading, Math, Science (5,8,11), Writing (4, 8,11) In 2014 students in gr 8 and 11 had technology issues with the online test. Valid results are not available for NeSA-Writing at these grades.	No	No				X
Nevada	Criterion Referenced Test (CRT)	3-8	Reading, Math, Science (5,8)	No	No				X
	High School Proficiency Exam	HS	Reading, Math, Science, Writing	No	No				
New Hampshire	New England Comprehensive Assessment Program (NECAP)	3-8, 11	Reading, Math, Writing (5,8,11), Science (4,8,11)	No	No				X
New Jersey	New Jersey Assessment of Skills and Knowledge (NJASK)	3-8	Language Arts Literacy, Math, Science (4, 8)	No	No				
	New Jersey Biology Competency Test	EoC	Biology	No	No				X
	High School Proficiency Assessment (HSPA)	First time 11 th graders	Math, Language Arts Literacy,	No	No				
New Mexico	Standards Based Assessment (SBA)	3-8,10-11	Reading, Math, Science (3, 7-8, 11). And High School SBA serves as diploma also	No	No				X

Disaggregated Data for ELLs with Disabilities for General Assessment Used for Title I										
State	Test	Grade	Subject Areas	Reporting Summary By State				Participation	Performance	X
				Part. and Perf. All Tests	Part. and Perf. Some Tests	Participation Only For Some Tests	No AA-AAS Used for Title I			
New York	New York State Testing Program (NYSTP)	3-8	English Language Arts, Math, Science (4,8)	No	No					
	Common Core Regents	EoC	Algebra I, ELA (required to pass ELA only if entered gr. 9 in 2013-14)	No	No					
	Regents Competency Tests	EoC	Math, Science, Reading, Writing, Global Studies, US History and Government. Parts used for Title I and Diploma.	No	No					
	Regents Exams	EoC	Comprehensive English, US History & Gov't, Global History & Geography, Alg2/ Trig, Geometry, Integ Alg, Living Env't, Physical setting/Physics, Physical Setting/ Chemistry, Physical setting/Earth Science. Parts used for Title I and Diploma.	No	No					X
North Carolina	End of Grade Multiple Choice Test	3-8	Reading, Math, Science (5,8)	No	No					X
	End of Course Multiple Choice	EOC	Math I, Biology, English II,	No	No					
North Dakota	General Assessment	3-8, 11	Reading/Language Arts, Math, Science (4,8,11)	No	No					X

Disaggregated Data for ELLs with Disabilities for General Assessment Used for Title I										
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Participation Only For Some Tests	No AA-AAS Used for Title I	No Publicly Reported Data Found
Ohio	Ohio Achievement Assessments (OAA)	3-8	Math, Reading, Science (5,8),	Yes	Yes	Yes				
	Ohio Graduation Tests (OGT)	HS	Reading, Math, Science, Social Studies, Writing	Yes	Yes					
Oklahoma	Oklahoma Core Curriculum Tests (OCCT)	3-8	Math, Reading, Science (5,8), Geography (7), Social Studies (5), US History (8), Writing (5,8) For Title I, all used except for Geography, Social Studies, History and Writing	No	No					
	End of Instruction	Eol	ACE Algebra I, ACE Algebra II, ACE Geometry, ACE English II, III (Writing included), ACE Biology I, ACE US History. For Title I, all used except for Alg II, Eng II, Geometry and US History	No	No					X
Oregon	Oregon Assessment of Knowledge and Skills (OAKS) Online	3-8, 11	Reading, Math, Science (5,8,11), Writing (11)	No	No					X
Pennsylvania	Pennsylvania System of School Assessment (PSSA)	3-8, 11	Reading, Math, Science (4,8), Algebra, Biology and Literature (11)	Yes	No			Yes		
	Keystone Exam	11	Algebra, Biology and Literature	Yes	No					
Rhode Island	New England Education Assessment Program (NECAP)	3-8, 11	Reading, Math, Writing (5,8,11), Science(4,8,11)	No	No					X

Disaggregated Data for ELLs with Disabilities for General Assessment Used for Title I										
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Participation Only For Some Tests	No AA-AAS Used for Title I	No Publicly Reported Data Found
South Carolina	Palmetto Assessment of State Standards	3-8	English Language Arts, Math, Science, Social Studies, Writing (5, 8)	No	No					
	End of Course Examination	EoC	Algebra/Math for Technologies 2, Biology/Applied Biology 2, English 1, US History and the Constitution	No	No					X
	High School Assessment Program Test	2 nd year HS	English Language Arts, Math	No	No					
South Dakota	South Dakota State Test of Educational Progress (DSTEP) and Field Testing for Smarter Balanced Assessment	3-8, 11	Science (5,8,11) (other content areas not reported due to participation in SBAC field testing)	No	No					X
Tennessee	Criterion Referenced Academic Achievement	3-8	Math, Reading/ Language, Social Studies, Science	No	No					
	End of Course	EoC	Algebra I, Algebra II, English I, English II, English III, US History, Biology, Chemistry (Chemistry not reported for any students though listed)	No	No					X

Disaggregated Data for ELLs with Disabilities for General Assessment Used for Title I						
State	Test	Grade	Subject Areas	Reporting Summary By State		
				Part. and Perf. All Tests	Part. and Perf. Some Tests	Participation Only For Some Tests
				Participation	Performance	
Texas	State of Texas Assessments of Academic Readiness (STAAR) Includes Spanish versions	3-8	Math, Reading, Writing (4,7), Science (5,8) Social Studies (8)	No	No	
	STAAR EoC	EoC	Algebra I, Biology, English I, Reading, English I Writing, US History	No	No	X
Utah	Student Assessment of Growth and Excellence (SAGE)	3-11	Reading, Language, Listening, Writing (3-11) Math (3-8), Secondary Math I, II, III, Science (4-8), Biology, Earth Science, Chemistry, Physics	No	No	X
Vermont	New England Comprehensive Assessment Program (NECAP)	3-8, 11	Math, Reading, Science (4,8,11), Writing (5,8,11)	No	No	X

Disaggregated Data for ELLs with Disabilities for General Assessment Used for Title I										
State	Test	Grade	Subject Areas	Reporting Summary By State						
				Participation	Performance	Part. and Perf. All Tests	Part. and Perf. Some Tests	Participation Only For Some Tests	No AA-AAS Used for Title I	No Publicly Reported Data Found
Virginia	Standards of Learning (SOL)	3-8	Reading, Math, Science (3,5,8), History/Social Studies (3,5,8), Writing (5,8)	Yes	Yes					
	End of Course Test	EoC	Reading, Writing, Algebra I, II, Geometry, Biology, Chemistry, Earth Science, Virginia and US History, World History I, II, World Geography, US History to 1865, US History from 1865 to present, Civics and Economics, Virginia Studies	Yes	Yes	Yes				
Washington	Measurements of Student Progress (MSP)	3-8	Reading, Math, Writing (4,7), Science (5,8)	No	No					
	High School Proficiency Exam (HSPE)	10	Reading, Writing	No	No					
	End of Course	EoC	Algebra 1/Integrated Math 1, Geometry/ Integrated Math 2, Biology - part also not used for Title I	No	No					X

Disaggregated Data for ELLs with Disabilities for General Assessment Used for Title I										
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Participation Only For Some Tests	No AA-AAS Used for Title I	No Publicly Reported Data Found
West Virginia	West Virginia Educational Standards Test 2	3-11	Math (3-11), Reading/Language Arts (3-11) Science, Social Studies (3-6), World Geography (7), West Virginia Studies (8), Algebra I (9), Physical Science (9), World Studies to 1900 (9), Geometry (10), Biology, (10), US Studies to 1900 (10), Chemistry (11), 20 th and 21 st Centuries Studies (11)	No	No					X
Wisconsin	Wisconsin Knowledge and Concepts Exams (WKCE)	3-8, 10	Reading, Math, Language Arts (4,8,10), Science (4,8,10), Social Studies (4,8,10)	No	No					X
Wyoming	Proficiency Assessments for Wyoming Students (PAWS)	3-8, 11	Reading, Math, Science (4,8,11)	No	No					X
	ACT Plus Writing	11	English, math, Reading, Writing, Science	No	No					X
Total Regular States (N=50)						4	2	1	0	42

Disaggregated Data for ELLs with Disabilities for General Assessment Used for Title I									
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State			
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Participation Only For Some Tests	No AA-AAS Used for Title I
Unique States									
American Samoa	Stanford Achievement Test 10	Elem to HS	Language Arts, Science, Math Problem Solving, History, Social Science	No	No				X
Bureau of Indian Education	Individual state administered assessments	Elem to HS	By State: Language Arts, Reading, Math, Science	No	No				X
Commonwealth of Northern Mariana Islands	Standards Based Assessment	4, 6, 8	Chamorro & Carolinian Language Heritage Studies	No	No				X
	End of Course	EoC	NMI History	No	No				
U.S. Department of Defense Education Activity	No assessments used for Title I			NA	NA			X	
District of Columbia	District of Columbia Comprehensive Assessment System Result	2-10, HS	Reading, Math (3 to 8, 10 required: 2 and 9 optional), Science/ Biology (5, 8, HS), Composition (4,7,10)	No	No				X
Federated States of Micronesia	National Minimum Competency Standard-Based Test (NMCT)	6,8, 10	Reading, Math, Science (8)	No	No				X

Disaggregated Data for ELLs with Disabilities for General Assessment Used for Title I										
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Participation Only For Some Tests	No AA-AAS Used for Title I	No Publicly Reported Data Found
Guam	Stanford Achievement Test, 10	1-12	Reading, Language Arts, Math, Spelling, Environment/ Science, Social Science. Only reported on Reading, Language Arts and Math.	No	No				X	
Palau	No data reports found			No	No				X	
Puerto Rico	Puerto Rican Academic Achievement Test	3-8, 11	Spanish, English, Math, Science (4,8,11)	No	No				X	
Republic of Marshall Islands	No data reports found			No	No				X	
U.S. Virgin Islands	General Assessment	3-8, 11	Reading, Math, Science (5, 8, 11)	No	No				X	
Total Unique States (N=11)						0	0	0	1	11
Total Regular and Unique States (N=61)						4	2	1	1	53
Percent						6%	3%	2%	2%	87%

Table B-5. Participation and Performance Data for English Language Learners (ELLs) with Disabilities, General Assessments Not Used for Title I Accountability, 2013-2014

State	Test	Grade	Subject Areas	Disaggregated Data for ELLs with Disabilities for General Assessment Not Used for Title I			
				Participation	Performance	No Outside Tests	Part. and Perf. All Tests
Regular States							
Alabama	The ACT College Readiness Test	10	English, Math, Reading, Science	No	No		X
Alaska	No assessments found outside			-	-	Yes	
Arizona	No assessments found outside			-	-	Yes	
Arkansas	No assessments found outside			-	-	Yes	
California	No assessments found outside			-	-	Yes	
Colorado	No assessments found outside			-	-	Yes	
Connecticut	No assessments found outside			-	-	Yes	
Delaware	End of Course Exams	EoC	U.S. History (required), Biology, Algebra II, Integrated Mathematics III (not required)	No	No		X
Florida	No assessments found outside			-	-	Yes	
Georgia	Georgia High School Writing Assessment	11 & retest	Writing	No	No		X

		Disaggregated Data for ELLs with Disabilities for General Assessment Not Used for Title I				
		Participation	Performance	No Outside Tests	Part. and Perf. All Tests	No Publicly Reported Data Found
			Subject Areas			
Hawaii	End of Course	EoC	Algebra I, Algebra II, Biology I, Expository Writing I and/or U.S. History	No	No	X
Idaho	Idaho Reading Indicator	K-3	Reading	No	No	X
Illinois	No assessments found outside			-	-	
Indiana	Indiana Reading Evaluation and Determination (IREAD-3)	3	Reading	No	No	X
Iowa	No assessments found outside			-	-	
Kansas	No assessments found outside			-	-	
Kentucky	Explore	8	English, Math, Reading, Science	No	No	
	PLAN	10	English, Math, Reading, Science	No	No	X
	ACT	11	English, Math, Reading, Science	No	No	

State		Test	Grade	Subject Areas	Disaggregated Data for ELLs with Disabilities for General Assessment Not Used for Title I			
					Participation	Performance	No Outside Tests	Part. and Perf. All Tests
Louisiana	Dibels Next	K to 3	Reading	No	No			
	Explore	8	English, Reading, Math, Science	No	No			
	Plan	9	English, Reading, Math, Science	No	No			X
	ACT	11	English, Reading, Math, Science	No	No			
Maine	Maine Educational Assessment (MEA) Science	5,8, 11	Science	No	No			X
Maryland	No assessments found outside			-	-	Yes		
Massachusetts	STE MCAS Tests	10	Science (Biology, Chemistry, Intro Physics, and Technology/ Engineering)	No	No			X
Michigan	No assessments found outside			-	-	Yes		
Minnesota	No assessments found outside			-	-	Yes		
Mississippi	No assessments found outside			-	-	Yes		
Missouri	No assessments found outside			-	-	Yes		
Montana	ACT Plus Writing	HS	Reading, Language, Math, Science, Writing	No	No			X

		Disaggregated Data for ELLs with Disabilities for General Assessment Not Used for Title I						
		Reporting Summary By State						
State	Test	Grade	Subject Areas	Participation	Performance	No Out-side Tests	Part. and Perf. All Tests	No Publicly Reported Data Found
Nebraska	California Achievement Test (CAT)	5,8	Reading, Math	No	No			
	Iowa Test of Basic Skills	3-11	Reading, Math	No	No			
	Iowa Test of Educational Development	10-11	Reading, Math	No	No			
	Metropolitan Achievement Test	4, 8	Reading, Math	No	No			X
	Terra Nova	3-11	Reading, Math	No	No			
	SAT	4, 5, 7 to 9	Reading, Math	No	No			
	Explore	8	Reading, Math	No	No			
	PLAN	9 to 11	Reading, Math	No	No			
	Nevada	No assessments found out-side			-	-	Yes	
New Hampshire	No assessments found out-side			-	-	Yes		
New Jersey	No assessments found out-side			-	-	Yes		

Disaggregated Data for ELLs with Disabilities for General Assessment Not Used for Title I				Reporting Summary By State				
State	Test	Grade	Subject Areas	Participation	Performance	No Outside Tests	Part. and Perf. All Tests	No Publicly Reported Data Found
New York	No assessments found outside			-	-	Yes		
North Carolina	ACT Benchmark	11	English, Math, Reading, Science, Writing. State requires taking in 11th grade.	No	No			X
North Dakota	No assessments found outside			-	-	Yes		
Ohio	No assessments found outside			-	-	Yes		
Oklahoma	No assessments found outside			-	-	Yes		
Oregon	No assessments found outside			-	-	Yes		
Pennsylvania	No assessments found outside			-	-	Yes		
Rhode Island	No assessments found outside			-	-	Yes		

Disaggregated Data for ELLs with Disabilities for General Assessment Not Used for Title I								
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State		
						No Outside Tests	Part. and Perf. All Tests	No Publicly Reported Data Found
South Carolina	No assessments found outside			-	-	Yes		
South Dakota	No assessments found outside			-	-	Yes		
Tennessee	Writing	3-11	Writing	No	No			X
	ACT	HS	English, Math, Reading, Science, Composite	No	No			
Texas	Texas Assessment of Knowledge and Skills (TAKS)	11, 12 retest	English Language Arts, Math, Science, Social studies	Yes	Yes		Yes	
Utah	No assessments found outside			-	-	Yes		
Vermont	No assessments found outside			-	-	Yes		
Virginia	No assessments found outside			-	-	Yes		
Washington	End of Course	EoC	Algebra 1/integrated Math 1, Geometry/ Integrated Math 2, Biology	No	No			X

Disaggregated Data for ELLs with Disabilities for General Assessment Not Used for Title I								
State	Test	Grade	Subject Areas	Reporting Summary By State				
				Participation	Performance	No Outside Tests	Part. and Perf. All Tests	No Publicly Reported Data Found
West Virginia	Westest 2 Online Writing	3 - 11	Writing	No	No			
	HEAP Health Assessment	6, 8, HS	Health	No	No			
	Work Keys	12	Applied Math, Reading for Information, and Locating Information	No	No			
	Global 21 Career/Technical Education (CTE)	9 - 12	Career/Technical Education	No	No			X
	Explore	8	English, Math, Reading, Science	No	No			
	Plan	10	English, Math, Reading, Science	No	No			
Wisconsin	No assessments found outside			-	-	Yes		
Wyoming	Explore	9	Math, Reading	No	No			
	Plan	HS	Math, Reading	No	No			
	Student Assessment of Writing Skills (SAWS)	3, 5, 7	Writing	No	No			X
	Student Assessments of Writing Skills –Alternate (SAWS-ALT)	3, 5, 7	Writing	No	No			
Total Regular States (N=50)						31	1	18

State	Test	Grade	Subject Areas	Disaggregated Data for ELLs with Disabilities for General Assessment Not Used for Title I				
				Participation	Performance	Reporting Summary By State		
						No Outside Tests	Part. and Perf. All Tests	No Publicly Reported Data Found
Unique States								
American Samoa	No assessments found outside			-	-	Yes		
Bureau of Indian Education	Unclear if any outside for states			-	-	Yes		
Commonwealth of Northern Mariana Islands	Stanford Achievement Test, 10	3,5,6,8,9,11	Complete Battery: Reading, Math, Language, Spelling, Science, Social Science, Thinking Skills	No	No			X
U.S. Department of Defense Education Activity	Terra Nova, Multiple Assessments, 3rd Edition	3 - 11	Reading/Language Arts, Mathematics, Science, Social Studies	No	No			
	Terra Nova CAT Plus Mathematics Computation	1 - 12	Reading/Language/Mathematics/Science/Social Studies and Plus tests (Word analyses (1-3), Vocabulary (1-12) Language mechanics (2-12), Spelling (2-12) Administered to ELLs	No	No			X
	Scholastic Reading Inventory TM (SRI)	6, 9	Reading Comprehension	No	No			
	STAMPS Standards-based Measurements of Proficiency	Unclear	Foreign Language assessments (Arabic, Chinese, French, Italian, German, Japanese and Spanish)	No	No			
	Readistep	8, 9	College and Career integrated assessments	No	No			
	SAT	HS	Critical Reading, Math	No	No			

Disaggregated Data for ELLs with Disabilities for General Assessment Not Used for Title I								
State	Test	Grade	Subject Areas	Reporting Summary By State				
				Participation	Performance	No Outside Tests	Part. and Perf. All Tests	No Publicly Reported Data Found
District of Columbia	No assessments found outside			-	-	Yes		
Federated States of Micronesia	No assessments found outside			-	-	Yes		
Guam	No assessments found outside			-	-	Yes		
Palau	No data reports found			-	-	Yes		
Puerto Rico	No assessments found outside			-	-	Yes		
Republic of Marshall Islands	No data reports found			-	-	Yes		
U.S. Virgin Islands	No assessments found outside			-	-	Yes		
Total Unique States (N=11)						9	0	2
Total Regular and Unique States (N=61)						40	1	20
				Percent		65%	2%	33%

Table B-6. Participation and Performance Data for English Language Learners (ELLs) with Disabilities, Alternate Assessments Based on Alternate Achievement Standards (AA-AAS) Used for Title I Accountability System, 2013-2014

State	Test	Grade	Subject Areas	Disaggregated Data for ELLs with Disabilities For AA-AAS Used for Title I				
				Participation	Performance	Partic. And Perf. For All Tests	Summary	
							No AA-AAS Used for Title I	No Publicly Reported Data Found
Regular States								
Alabama	Alabama Alternate Assessment (AAA)	3-8, 11	Reading, Math, Science (5,7)	Yes	Yes	Yes		
Alaska	Alaska Alternate Assessment	3-10	Reading, Writing, Math (3-10) Science (4,8,10)	Yes	Yes	Yes		
Arizona	Arizona Instrument to Measure Standards Alternate (AIMS-A)	3-8, HS	Reading, Math, Science (4,8,HS)	No	No		X	
Arkansas	Arkansas Alternate Portfolio	3-11	English Language Arts and Math (3-8,11), Science (5,7), Algebra I and Geometry (9), Biology (10)	No	No		X	
California	California Alternate Performance Assessment (CAPA)	2-11	ELA (2-11), Math (2-11), Science (5,8,10), and these subjects in levels II to V.	Yes	Yes	Yes		
Colorado	Colorado Alternate Assessment (CoAlt)	3-10	Reading, Math, Writing (3-10), Science (5, 8)	Yes	Yes	Yes		
Connecticut	Skills Checklist	3-8	Access Skills, Math, Reading, Communication	Yes	Yes	Yes		
Delaware	Delaware Comprehensive Assessment System (DCAS-Alt)	3-10	Reading, Math (3-10), Science (5,8,10), Social Studies (4,7,9)	Yes	Yes	Yes		
Florida	Florida Alternate Assessment (FAA)	3-11	Reading, Math, Writing (4,8,10), Science (5,8,11)	No	No		X	
Georgia	Georgia Alternate Assessment	3-8, 11	English/Language Arts, Math, Science, Social Studies	Yes	Yes	Yes		

		Disaggregated Data for ELLs with Disabilities For AA-AAS Used for Title I						
State	Test	Grade	Subject Areas	Summary				
				Participation	Performance	Partic. And Perf. For All Tests	No AA-AAS Used for Title I	No Publicly Reported Data Found
Hawaii	Alternate Assessment	3-8,10	Reading, Math, Science (4,8,10)	No	No			X
Idaho	Idaho Alternate Assessment (IAA)	3-10	English Language Arts (ELA) and Math (3-9), Science (5,7,10)	No	No			X
Illinois	Illinois Alternate Assessment (IAA)	3-8,11	Reading, Math, Science (4,7,11), Writing (11)	Yes	Yes	Yes		
Indiana	Indiana Standards Tool for Alternate Reporting (ISTAR)	3-8, 10	English/Language Arts, Math, Science (4,6), Social Studies (5,7), Biology (10)	No	No			X
Iowa	Iowa Alternate Assessment (IAA)	3-8,11	Reading, Math	No	No			X
	Iowa Alternate Assessment (IAA) Science	5,8,11	Science	No	No			
Kansas	Kansas Alternate Assessment (KAA)	3-8, 11	Reading, Math, Science (4,7, 11)	No	No			X
Kentucky	Alternate Kentucky Performance Rating for Educational Progress (K-PREP)	3-12	Reading (3-9), Math (3-8,10), Writing (4,5,6, 8,10,11), Science (4,7,11), Social Studies (5,8,12)	No	No			X
Louisiana	Louisiana Alternate Assessment ¹	3-11	English/Language arts, Math, Science	No	No			X
Maine	Maine Personalized Alternate Assessment Portfolio (MEPAAP)	2-8, 10 & 11	Reading, Math, Science (5,8), Writing (5,8)	No	No			X
Maryland	Alternate Maryland School Assessment (ALT-MSA)	3-8,10	Math, Reading, Science (5,8,10)	No	No			X
Massachusetts	Massachusetts Comprehensive Assessment System Alternate (MCAS-Ait)	3-10	English/Language Arts, Math, Science and Technology/ Engineering (5, 8-10)	No	No			X

Disaggregated Data for ELLs with Disabilities For AA-AAS Used for Title I									
State	Test	Grade	Subject Areas	Participation	Performance	Summary			
						Partic. And Perf. For All Tests	No AA-AAS Used for Title I	No Publicly Reported Data Found	
Michigan	Michigan Access (MI-Access) Functional Independence	3-8, 11	Accessing Print, Math(3, 8, 11), Expressing Ideas (4, 7, 11), Science (5, 8, 11)	Yes	Yes				
	Michigan Access (MI-Access) Supported Independence	3-8, 11	English Language Arts, Math, Science (5, 8, 11)	Yes	Yes	Yes			
	Michigan Access (MI-Access) Participation	3-8, 11	English Language Arts, Math, Science (5, 8, 11)	Yes	Yes				
Minnesota	Minnesota Test of Academic Skills III (MTAS III)	3-8, HS	Reading and Math, Science (5, 8, HS)	Yes	Yes	Yes			
Mississippi	Mississippi Alternate Assessment of the Extended Curriculum Frameworks	3-8	Language Arts, Math, Science (5,8)	No	No				X
	Mississippi Alternate Assessment of the Extended Curricular Frameworks Secondary	HS	Language Arts, Math, Science	No	No				
Missouri	Missouri Assessment Program Alternate (MAP-A)	3-8, 10, 11	Communication Arts, (3 to 8, 11) Math (3 to 8, 10), Science (5, 8, 11)	No	No				X
Montana	Criterion Referenced Test (CRT) Alternate. No Reading or Math this year due to field testing.	3-8, 10	Science (4,8, 10)	Yes	Yes	Yes			
Nebraska	Alternate Assessment	3-8, 11	Reading, Math, Science (5,8,11), Writing (8,11)	No	No				X
Nevada	Nevada Alternate Assessment (NAA)	3-8, 11	Reading, Math, Science (8), Writing (8)	Yes	Yes	Yes			

State		Test	Grade	Subject Areas	Disaggregated Data for ELLs with Disabilities For AA-AAS Used for Title I			
					Participation	Performance	Partic. And Perf. For All Tests	Summary
						No AA-AAS Used for Title I	No Publicly Reported Data Found	
New Hampshire	New Hampshire Alternate Learning Progression Assessment (NH ALPS)	2-7, 10,11	Reading, Math (2-7,10) Science (4,8,11), Writing (4,7,10)	Yes	Yes	Yes		
New Jersey	Alternate Proficiency Assessment	3-8, 11	Language Arts Literacy, Math, Science (4, 8, EOC)	Yes	Yes	Yes		
New Mexico	Alternative Performance Assessment (NMAPA)	3-8, HS	Reading, Math	No	No		X	
New York	New York State Alternate Assessment (NYSAA)	3-8, HS	English Language Arts, Math, Science (4,8, HS), Social Studies (HS)	No	No		X	
North Carolina	North Carolina Extend 1 (NCEX-TEND1)	3-8	Reading, Math, Science (5,8)	No	No		X	
	North Carolina Extend 1 (NCEX-TEND1)	10	Math I, Biology, English II	No	No			
North Dakota	North Dakota Alternate Assessment 1 (NDAA1)	3-8, 11	Reading/Language Arts, Math, Science	No	No		X	
Ohio	Alternate Assessment for Students with Cognitive Disabilities (AASCD)	3-8	English/Language Arts, Math, Science (5,8)	Yes	Yes	Yes		
	Alternate Ohio Graduation Test (OGT-AASCD)	HS	English/Language Arts, Math, Science, Social Studies	Yes	Yes			
Oklahoma	Oklahoma Alternate Assessment Program (OAAP)	3-8, Eol	Math, Reading, Science (5,8), Geography, Social Studies, Writing (5,8), Algebra I, English II/ Writing, Biology, US History (others if took Algebra II, Geometry, English III/ Writing)	No	No		X	

		Disaggregated Data for ELLs with Disabilities For AA-AAS Used for Title I						
State	Test	Grade	Subject Areas	Summary				
				Participation	Performance	Partic. And Perf. For All Tests	No AA-AAS Used for Title I	No Publicly Reported Data Found
Oregon	Oregon Assessment of Knowledge and Skills (OAKS) Extended	3-8,11	Reading, Math, Science (5,8,11), Writing (11)	No	No			X
Pennsylvania	Pennsylvania Alternate System of Assessment (PASA)	3-8, 11	Reading, Math, Science (4,8,11)	No	No			X
Rhode Island	Rhode Island Alternate Assessment (RIAA)	3-8, 11	Science (4,8,11), Transition year to NCSC for ELA, Writing and Math	No	No			X
South Carolina	South Carolina Alternate (SC-ALT)	3-8, 10	English Language Arts, Math, Science, Social Studies (and HS Biology)	No	No			X
South Dakota	Dakota State Test of Educational Progress Alternate (DSTEP A). State is transitioning to NCSC, so no data for either DSTEP A or NCSC in Reading or Math.	3-8,11	Science (5,8,11) (other content areas not reported due to participation in NCSC field testing)	No	No			X
Tennessee	Alternate Assessment	3-12	Math, Reading /Language, Science	No	No			X
Texas	State of Texas Assessments of Academic Readiness Alternate (STAARALT)	3-8	Math, Reading, Writing (4,7), Science (5,8) Social Studies (8)	Yes	Yes		Yes	
	STAARALT End of Course (EoC)	EoC	English I, English II, Algebra I, Biology, US History	Yes	Yes			
Utah	Utah Alternate Assessment (UAA)	3-11	Language Arts, Math, and Science	No	No			X
Vermont	Alternate Assessment	3-8,11	Math, Reading, Science (4,8,11)	No	No			X

Disaggregated Data for ELLs with Disabilities For AA-AAS Used for Title I									
State	Test	Grade	Subject Areas	Participation	Performance	Summary			No Publicly Reported Data Found
						Partic. And Perf. For All Tests	No AA-AAS Used for Title I	No	
Virginia	Virginia Alternate Assessment Portfolio (VAAP)	3-8	Reading, Math, History/Social Science, Science	Yes	Yes				
	Virginia Alternate Assessment Portfolio End of Course (VAAP EoC)	EoC	Reading, Math, History/Social Science, Science	Yes	Yes	Yes			
Washington	Washington Alternate Assessment System (WAAS Portfolio)	3-8, 10	Reading, Math, Writing (4, 7, 10), Science (5, 8, 10)	No	No				X
West Virginia	Alternate Performance Task Assessment (APTA)	3-8, 10	Math, Reading/Language Arts (3-8, 11), Science (4,6, 10)	No	No				X
Wisconsin	Wisconsin Alternate Assessment (WAA)	3-8, 10	Reading, Math, Language Arts (4,8,10), Science (4,8,10), Social Studies (4,8,10)	Yes	Yes	Yes			
Wyoming	Proficiency Assessments for Wyoming Students Alternate (PAWS-ALT)	3-8,11	Reading, Math, Science (4,8, 11)	No	No				X
Total Regular States (N=50)									
18									
0									
32									
<i>Unique States</i>									
American Samoa	Alternate Assessment		No information found	No	No				X
Bureau of Indian Education	Merged with regular	Elem to HS	By state: Language Arts, Reading, Math, Science	No	No				X
Commonwealth of Northern Mariana Islands	Alternate Assessment	3-8	Reading, Math	No	No				
	Alternate End of Course	EoC	Reading, Math	No	No				X

Disaggregated Data for ELLs with Disabilities For AA-AAS Used for Title I									
State	Test	Grade	Subject Areas	Participation	Performance	Summary			
						Partic. And Perf. For All Tests	No AA-AAS Used for Title I	No Publicly Reported Data Found	
U.S. Department of Defense Education Activity	DoDEA Alternate Assessment. This assessment is not used for Title I purposes, but is listed in this table for convenience.	K to 12	The Alternate Assessment is comprised of evidence of the student's achievement, including but not limited to student work products, interviews, photographs, videos, etc.	No	No	X			
District of Columbia	DC CAS-Alt	3 to 8, 10	Math, Reading (3 to 8, 10)	No	No			X	
Federated States of Micronesia	Alternate Assessment on Alternate Achievement Standards	6, 8, 10	Reading, Math, Science (8)	No	No			X	
Guam	Alternate Assessment	1-12	Reading, Math, Science. Only Reported Reading and Math.	No	No			X	
Palau	No data reports found		No information found	No	No			X	
Puerto Rico	Puerto Rican Alternate Assessment	3-8, 11	Spanish, English, Math, Science (4,8,11)	No	No			X	
Republic of Marshall Islands	No data reports found		No information found	No	No			X	
U.S. Virgin Islands	Alternate Assessment	3-8, 11	Reading, Math, Science (5, 8, 11)	No	No			X	
				Total Unique States (N=11)			0	1	10
				Total Regular and Unique States (N=61)			18	0	42
				Percent			30%	2%	69%

Table B-7. Participation and Performance Data for Students with Disabilities and ELLs with Disabilities, Genral and Alternate Assessments Based on Modified Achievement Standards (AA-MAS) Used for Title I Accountability, 2013-2014

State	Test	Grade	Subject Areas	Disaggregated Data for AA-MAS					
				Students with Disabilities Summary		ELLs with Disabilities Summary			
				Participation and Performance	Performance Only	No Data Found	Participation and Performance for Some Tests		
Regular States									
California	California Modified Assessment (CMA)	3-11	Science (5,8, and 10 Life Science)	Yes			Yes		
Connecticut	Modified assessment	3-8	Math, Reading, Science	Yes					X
Georgia	Criterion-Referenced Competency Test-Modified	3-8	Reading, English/Language Arts, Math	Yes			Yes		
Indiana	Indiana Modified Achievement Standards Test (IMAST)	3-8	ELA, Math, Science (4,6), Social Studies (5,7)			X (not state level)			X
Louisiana	Louisiana Alternate Assessment 2	4-8, 10-11	English/Language arts, Math, Science, Social Studies	Yes					X
Minnesota	Modified Assessment III	5-8, 10-11	Math (5-8, 11), Reading (5-8, 10)	Yes			Yes		
North Carolina	North Carolina Extend 2 (NCEXTEND2)	3-8	Reading, Math, Science (5,8)						
	North Carolina Extend 2 (NCEXTEND2)	EoC	Math I, Biology, English II	Yes					X
North Dakota	North Dakota Alternate Assessment 2 (NDAA2)	3-8, 11	Reading/Language Arts, Math, Science (4,8, 11)	Yes					X
Oklahoma	OMAAP End of Instruction (Only for repeat testers with a previous OMAAP score in the same subject End-of-Instruction (EOI) Exam.)	EoI	Algebra I, English II (Writing included), Biology I, US History	Yes					X

State	Test	Grade	Subject Areas	Disaggregated Data for AA-MAS						
				Students with Disabilities Summary		ELLs with Disabilities Summary				
				Participation and Performance	Performance Only	No Data Found	Participation and Performance	Part. and Perform. for Some Tests	No Data Found	
Texas	State of Texas Assessments of Academic Readiness Modified (STAAR M)	3-8	Math, Reading, Writing (4,7), Science (5,8) Social Studies (8)	Yes			Yes			
	STAAR M EoC	EoC	Reading, Writing, Math, Science, Social Studies	Yes						
Virginia	Virginia Modified Achievement Standards Test (VMAST)	3-8, EoC	Math, Reading (3-8), Algebra I and Reading EoC	Yes						X
Total Regular States with MAS (N=11)				10	0	1	4	0	7	
Percent				91%	0%	9%	36%	0%	64%	

Table B-8. Participation and Performance Data for Students with Disabilities and ELLs with Disabilities, Alternate Assessments Based on Grade Level Achievement Standards (AA-GLAS) Used for Title I Accountability, 2013-2014

State	Test	Grade	Subject Areas	Disaggregated Data for AA-GLAS			
				Students with Disabilities		ELLs with Disabilities	
				Participation	Performance	Participation	Performance
Virginia	Virginia Grade Level Alternate Assessment (VGLAA) and EoC.	3-8, EoC	Reading, History/Social Science(3, EoC), Science (3,5,8, EoC) Writing (5,8, EoC)	Yes	Yes	Yes	Yes
Total Regular States with GLAS (N=1)				1	1	1	1
Percent				100%	100%	100%	100%

Table B-9. How Participation was Reported in States for the General Assessments, 2013-2014

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

State	Participation Data Reported On General Assessments									
	Number Enrolled/ Eligible to be Tested	Number of Students Tested	Number of Students Not Tested	Percent Participating in Test	Percent of Students not Tested	Number of Students with Scores	Number of Students with No scores	Percent of Students with No Scores		
Regular States										
Alabama	-	X	X	X ²	-	-	-	-		
Alaska	X	-	-	X	-	-	-	-		
Arizona	-	-	-	X*	-	-	-	-		
Arkansas	-	-	-	-	-	-	-	-		
California	-	X	-	-	-	X	-	-		
Colorado	-	X	-	-	-	-	X	X		
Connecticut	-	X	-	-	-	-	-	-		
Delaware	X	X	X	X	-	-	X	-		
Florida	X*	X	-	X ³	-	-	-	-		
Georgia	-	X	-	-	-	-	-	-		
Hawaii	-	-	-	X*	-	-	-	-		
Idaho	-	X	-	X	-	-	-	-		
Illinois	X*	X	-	-	X	-	-	-		
Indiana	-	X	-	-	-	-	-	-		
Iowa	X	X	-	X ⁴	-	-	-	-		
Kansas ⁵	-	-	-	-	-	-	-	-		
Kentucky	X	X	-	X	-	-	-	-		
Louisiana	-	-	-	-	-	-	-	-		
Maine	X	X	-	X	X*	-	-	-		
Maryland	-	X*	-	X*	-	-	-	-		

State	Participation Data Reported On General Assessments									
	Number En-rolled/ Eligible to be Tested	Number of Students Tested	Number of Students Not Tested	Percent Participating in Test	Percent of Students not Tested	Number of Students with Scores	Number of Students with No scores	Percent of Students with No Scores		
Massachusetts	-	-	-	X ⁶	X*	-	-	-	-	
Michigan	-	X	-	-	-	-	-	-	-	
Minnesota	X*	X	-	X*	-	X	-	-	-	
Mississippi	-	-	-	-	-	-	-	-	-	
Missouri	X*	X*	-	-	-	X*	X*	X*	X*	
Montana	-	-	-	-	X	-	-	-	-	
Nebraska	-	X	X	X ⁷	X	-	-	-	-	
Nevada	X	X	-	-	-	-	-	-	-	
New Hampshire	X	X	X	X ⁸	-	-	X	-	-	
New Jersey	X	-	X	-	-	X	X	-	-	
New Mexico	-	X*	-	-	-	-	-	-	-	
New York	X	X	-	X ⁹	-	-	-	-	-	
North Carolina	X*	X	X*	X ¹⁰	X*	-	X*	X*	X*	
North Dakota	X*	X	-	X*	X*	X*	X*	X*	X*	
Ohio	X*	X*	X*	X*	X*	-	-	-	-	
Oklahoma	-	-	-	-	-	-	-	-	-	
Oregon	-	X	-	X	-	-	-	-	-	
Pennsylvania	X*	X*	-	X*	-	-	-	-	-	
Rhode Island	X	X	X	X ¹¹	-	-	X	-	-	
South Carolina	-	X	-	X*	-	-	-	-	-	
South Dakota	-	X	-	-	X*	-	-	-	-	
Tennessee	-	-	-	-	-	X*	-	-	-	
Texas	-	X	-	-	-	-	-	-	-	
Utah	-	-	-	-	-	-	-	-	-	
Vermont	-	X	-	-	-	-	-	-	-	

State	Participation Data Reported On General Assessments									
	Number Enrolled/ Eligible to be Tested	Number of Students Tested	Number of Students Not Tested	Percent Participating in Test	Percent of Students not Tested	Number of Students with Scores	Number of Students with No scores	Percent of Students with No Scores		
Virginia	-	X	-	X	-	-	X	-		
Washington	X	-	X*	-	X*	-	X	X		
West Virginia	-	-	-	X*	-	-	-	-		
Wisconsin	-	-	-	X*	-	-	X	X		
Wyoming	-	X	-	X*	-	-	-	-		
Total Regular States (N=50)	19	34	9	27	10	6	11	6		
Unique States										
American Samoa	-	-	-	-	-	-	-	-		
Bureau of Indian Education	-	-	-	-	-	-	-	-		
Commonwealth of Northern Mariana Islands	-	-	-	-	-	-	-	-		
U.S. Department of Defense Education Activity	-	-	-	-	-	-	-	-		
District of Columbia	X*	X*	-	X*	-	-	-	-		
Federated States of Micronesia	-	-	-	-	-	-	-	-		
Guam	X	X	-	X*	-	-	-	-		
Palau	-	-	-	-	-	-	-	-		
Puerto Rico	-	-	-	-	-	-	-	-		

State	Participation Data Reported On General Assessments									
	Number Enrolled/ Eligible to be Tested	Number of Students Tested	Number of Students Not Tested	Percent Participating in Test	Percent of Students not Tested	Number of Students with Scores	Number of Students with No scores	Percent of Students with No Scores		
Republic of Marshall Islands	-	-	-	-	-	-	-	-		
U.S. Virgin Islands	X	X	-	X	-	-	-	-		
Total Unique States (N=11)	3	3	0	3	0	0	0	0		
Total All Regular and Unique States (N=61)	22	37	9	30	10	6	11	6		

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

² Alabama reported participation rate by grade, but denominator was unclear (e.g., 9.17%)

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

⁴ Iowa reported participation rate by grade, but by accommodated status.

⁵ Kansas reported no data this year due to cyber attack.

⁶ Massachusetts reported participation rate by grade, but by accommodated status and percent not tested.

⁷ Nebraska reported participation rate by grade, but denominator is based on all students enrolled in grade.

⁸ New Hampshire reported participation data by grade, but as percentage of all students enrolled in grade.

⁹ New York reported percent participating as percent of enrolled with valid scores.

¹⁰ North Carolina reported percent participating as percent of all students tested in grade (e.g., 10%)

¹¹ Rhode Island reported participation data by grade, but as percentage of all students enrolled in grade.

Table B-10. How Participation was Reported in States for the Alternate Assessments based on Alternate Achievement Standards, 2013-2014

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

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

Participation Data Reported On AA-AAS

State	Number Enrolled/Eligible to be Tested	Number of Students Tested	Number of Students Not Tested	Percent Participating in Test	Percent of Students Not Tested	Number of Students with Scores	Number of Students with No scores	Percent of Students with No Scores
Michigan	-	X	-	-	-	-	-	-
Minnesota	X*	X	-	X*	-	X*	-	-
Mississippi	-	X	-	-	-	-	-	-
Missouri	X*	X*	-	-	-	X*	X*	X*
Montana	-	-	-	-	X	-	-	-
Nebraska	-	X	X	X	X	-	-	-
Nevada	X	X	-	-	-	-	-	-
New Hampshire	X	X	X	X	-	-	X	-
New Jersey	X	-	X	-	-	X	X	-
New Mexico	-	X*	-	-	-	-	-	-
New York	X*	X	-	X* ³	-	-	-	-
North Carolina	X*	X	X*	X*	X*	-	X*	X*
North Dakota	X*	X	-	X*	X*	X*	X*	X*
Ohio	X*	X*	X*	X*	X*	-	-	-
Oklahoma	-	-	-	-	-	-	-	-
Oregon	-	X	-	X	-	-	-	-
Pennsylvania	X*	X*	-	X*	-	-	-	-
Rhode Island	-	X	-	X*	-	-	-	-
South Carolina	-	-	-	X*	-	-	-	-
South Dakota	-	X*	-	-	X*	-	-	-
Tennessee	-	-	-	-	-	X*	-	-
Texas	X	X	X	X	X*	-	-	-
Utah	-	-	-	-	-	-	-	-
Vermont	-	-	-	-	-	-	-	-
Virginia	-	X	-	X	-	-	X	-
Washington	X	-	X*	-	X*	-	X	X

State	Participation Data Reported On AA-AAS									
	Number Enrolled/Eligible to be Tested	Number of Students Tested	Number of Students Not Tested	Percent Participating in Test	Percent of Students Not Tested	Number of Students with Scores	Number of Students with No scores	Percent of Students with No Scores		
West Virginia	-	-	-	X*	-	-	-	-		
Wisconsin	-	-	-	-	-	-	X	X		
Wyoming	-	X	-	X	-	-	-	-		
Total Regular States (N=50)	18	32	8	28	10	7	11	6		
Unique States										
American Samoa	-	-	-	-	-	-	-	-		
Bureau of Indian Education	-	-	-	-	-	-	-	-		
Commonwealth of Northern Marianna Islands	-	X	-	-	-	-	-	-		
U.S. Department of Defense Education Activity	-	-	-	-	-	-	-	-		
District of Columbia	X*	X*	-	X*	-	-	-	-		
Federated States of Micronesia	-	-	-	-	-	-	-	-		
Guam	X	X	-	X	-	X	-	-		
Palau	-	-	-	-	-	-	-	-		
Puerto Rico	-	-	-	-	-	-	-	-		
Republic of Marshall Islands	-	-	-	-	-	-	-	-		
U.S. Virgin Islands	X	X	-	X	-	-	-	-		
Total Unique States (N=11)	3	4	0	3	0	1	0	0		
Total All Regular and Unique States (N=61)	21	36	8	31	10	8	11	6		

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

²Kansas reported no data this year due to cyber attack.

³New York reported Percent of Enrolled with Valid Scores, not by grade and test

Table B-11. State Abbreviation Key

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

Table B-12. How Performance was Reported in States for the General Assessments, 2013-2014

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

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

State	Performance Data Reported for General Assessments									
	Percent Proficient	Percent Proficient Derived	Percent Not Proficient	Number Proficient	Number Not Proficient	Number by Achievement Level	Percent by Achievement Level	Other (e.g., Percentile)		
Michigan	X	-	-	-	-	-	X	X		
Minnesota	X	-	-	X	-	-	-	-		
Mississippi	-	-	-	-	-	-	-	-		
Missouri	X	-	X*	X*	X*	X*	X*	X		
Montana	X	-	-	-	-	-	X	-		
Nebraska	X	-	X	-	-	-	-	X		
Nevada	X	-	-	-	-	-	X	X		
New Hampshire	-	X	-	-	-	X	X	X		
New Jersey	-	X	X	-	-	X	X	X		
New Mexico	X*	-	-	-	-	-	X*	-		
New York	X	-	-	-	-	X	X	X		
North Carolina	X	-	-	X*	-	-	X	X		
North Dakota	X*	-	X*	-	-	-	-	-		
Ohio	X	-	-	-	-	X	X	-		
Oklahoma	-	-	-	-	-	-	-	-		
Oregon	X	-	-	X	-	X	X	-		
Pennsylvania	X	-	-	-	-	-	X*	X		
Rhode Island	X	-	-	-	-	X	X	X		
South Carolina	X	-	-	-	-	-	X	X		
South Dakota	-	X*	-	-	-	-	X*	-		
Tennessee	X*	-	-	-	-	-	X*	-		
Texas	-	X	X	-	X	X	X	X		
Utah	-	-	-	-	-	-	-	-		
Vermont	-	X	-	-	-	-	X	-		

State	Performance Data Reported for General Assessments									
	Percent Proficient	Percent Proficient Derived	Percent Not Proficient	Number Proficient	Number Not Proficient	Number by Achievement Level	Percent by Achievement Level	Other (e.g., Percentile)		
Virginia	X	-	X	-	-	X	X	-		
Washington	X	-	X	X	-	X	X	-		
West Virginia	X*	-	-	-	-	-	-	-		
Wisconsin	-	X	-	-	-	X	X	-		
Wyoming	X	-	-	-	-	-	X	-		
Total Regular States (N=50)	33	11	8	9	4	14	35	17		
<i>Unique States</i>										
American Samoa	-	-	-	-	-	-	-	-		
Bureau of Indian Education	-	-	-	-	-	-	-	-		
Commonwealth of Northern Mariana Islands	-	-	-	-	-	-	-	X		
U.S. Department of Defense Education Activity	-	-	-	-	-	-	-	-		
District of Columbia	X*	-	-	X*	-	X*	X*	-		
Federated States of Micronesia	-	-	-	-	-	-	-	-		
Guam	X	-	X	-	-	-	-	-		
Palau	-	-	-	-	-	-	-	-		
Puerto Rico	-	-	-	-	-	-	-	-		

State	Performance Data Reported for General Assessments									
	Percent Proficient	Percent Proficient Derived	Percent Not Proficient	Number Proficient	Number Not Proficient	Number by Achievement Level	Percent by Achievement Level	Other (e.g., Percentile)		
Republic of Marshall Islands	-	-	-	-	-	-	-	-		
U.S. Virgin Islands	X	-	-	X	-	X	X	-		
Total Unique States (N=11)	3	0	1	2	0	2	2	1		
Total All Regular and Unique States (N=61) checked in tab import for figs and all matched	36	11	9	11	5	16	37	18		

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

² Kansas reported no data this year due to cyber attack.

Table B-13. How Performance was Reported in States for the Alternate Assessments Based on Alternate Achievement Standards Used for Title I Accountability, 2013-2014

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

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

State	Performance Data Reported for AA-AAS							
	Percent Proficient	Percent Proficient Derived	Percent Not Proficient	Number Proficient	Number Not Proficient	Number by Achievement Level	Percent by Achievement Level	
Massachusetts	-	X	-	-	-	X	X	
Michigan	X	-	-	-	-	-	X	
Minnesota	X	-	-	X	-	-	-	
Mississippi	-	X	-	-	-	X	X	
Missouri	X	-	X*	X*	X*	X*	X*	
Montana	X	-	-	-	-	-	X	
Nebraska	X	-	X	-	-	-	-	
Nevada	X	-	-	-	-	-	X	
New Hampshire	-	X	-	-	-	X	X	
New Jersey	-	X	X	-	-	-	X	
New Mexico	X*	-	-	-	-	-	X*	
New York	X	-	-	-	-	X	-	
North Carolina	X	-	-	X*	-	-	X	
North Dakota	X*	-	X*	-	-	-	X*	
Ohio	X	-	-	-	-	X	X	
Oklahoma	-	-	-	-	-	-	-	
Oregon	X	-	-	X	-	X	X	
Pennsylvania	X	-	-	-	-	-	X*	
Rhode Island	X*	-	-	-	-	-	-	
South Carolina	X*	-	-	-	-	-	-	
South Dakota	-	X*	-	-	-	-	X*	
Tennessee	X*	-	-	-	-	-	X*	
Texas	-	X	X	-	X	X	X	
Utah	-	-	-	-	-	-	-	
Vermont	-	-	-	-	-	-	-	

State	Performance Data Reported for AA-AAS							
	Percent Proficient	Percent Proficient Derived	Percent Not Proficient	Number Proficient	Number Not Proficient	Number by Achievement Level	Percent by Achievement Level	
Virginia	X	-	X	-	-	X	X	
Washington	X	-	X	X	X	X	X	
West Virginia	X*	-	-	-	-	-	-	
Wisconsin	-	X	-	-	-	X	X	
Wyoming	X	-	-	-	-	-	X	
Total Regular States (N=50)	29	16	8	8	4	18	36	
<i>Unique States</i>								
American Samoa	-	-	-	-	-	-	-	
Bureau of Indian Education	-	-	-	-	-	-	-	
Commonwealth of Northern Mariana Islands	-	-	-	-	-	X	-	
U.S. Department of Defense Education Activity	-	-	-	-	-	-	-	
District of Columbia	X*	-	-	X*	-	X*	X*	
Federated States of Micronesia	-	-	-	-	-	-	-	
Guam	-	-	-	-	-	X	-	
Palau	-	-	-	-	-	-	-	

State	Performance Data Reported for AA-AAS							
	Percent Proficient	Percent Proficient Derived	Percent Not Proficient	Number Proficient	Number Not Proficient	Number by Achievement Level	Percent by Achievement Level	
Puerto Rico	-	-	-	-	-	-	-	
Republic of Marshall Islands	-	-	-	-	-	-	-	
U.S. Virgin Islands	X	-	-	X	-	X	X	
Total Unique States (N=11)	2	0	0	2	0	4	2	
Total All Regular and Unique States (N=61)	31	16	8	10	4	22	38	

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

² Kansas reported no data this year due to cyber attack.

Table B-14. Accommodations Data Reported for Students with Disabilities on General Assessments 2013-2014

Regular States	Reported Participation	Reported Performance	Participation and Performance Reported	Participation Only Reported	Performance Only Reported	No Publicly Reported Data Found
Alabama	Yes	Yes	X			
Alaska	Yes	Yes	X			
Arkansas	No	No				X
Arizona	No	Yes			X	
California	Yes	No		X		
Colorado	Yes	Yes	X			
Connecticut	Yes	No		X		
Delaware	No	No				X
Florida	Yes	Yes	X			
Georgia	No	No				X
Hawaii	No	No				X
Iowa	Yes	Yes	X			
Idaho	No	No				X
Illinois	No	No				X
Indiana	Yes	Yes	X			
Kansas ¹	No	No				X
Kentucky	Yes	Yes	X			
Louisiana	No	No				X
Massachusetts	Yes	No		X		
Maryland	Yes	No		X		
Maine	No	No				X
Michigan	Yes	Yes	X			
Minnesota	No	No				X
Missouri	No	Yes			X	
Mississippi	No	No				X
Montana	No	No				X
North Carolina	Yes	Yes	X			
North Dakota	Yes	No		X		

Regular States	Reported Participation	Reported Performance	Participation and Performance Reported	Participation Only Reported	Performance Only Reported	No Publicly Reported Data Found
Nebraska	Yes	No		X		
New Hampshire	Yes	No		X		
New Jersey	Yes	Yes	X			
New Mexico	Yes	No		X		
Nevada	Yes	Yes	X			
New York	No	No				X
Ohio	Yes	Yes	X			
Oklahoma	Yes	Yes	X			
Oregon	Yes	Yes	X			
Pennsylvania	Yes	No		X		
Rhode Island	Yes	No		X		
South Carolina	No	No				X
South Dakota	No	No				X
Tennessee	No	No				X
Texas	Yes	Yes	X			
Utah	No	No				X
Virginia	No	No				X
Vermont	No	No				X
Washington	Yes	Yes	X			
Wisconsin	No	No				X
West Virginia	No	No				X
Wyoming	Yes	Yes	X			
Unique States						
American Samoa	No	No				X
Bureau of Indian Affairs	No	No				X
Commonwealth of Northern Mariana Islands	No	No				X
District of Columbia	No	No				X

Regular States	Reported Participation	Reported Performance	Participation and Performance Reported	Participation Only Reported	Performance Only Reported	No Publicly Reported Data Found
U.S. Department of Defense Education Activity	No	No				X
Federated States of Micronesia	No	No				X
Guam	Yes	Yes	X			
Palau	No	No				X
Puerto Rico	No	No				X
Republic of Marshall Islands	No	No				X
U.S. Virgin Islands	Yes	Yes	X			
Total States	29	21	19	10	2	30

¹ Kansas reported no data this year due to cyber attack.

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