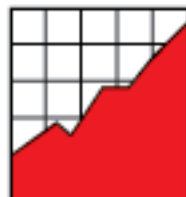


**2011-12 Publicly Reported Assessment Results
for Students with Disabilities and ELLs with
Disabilities**



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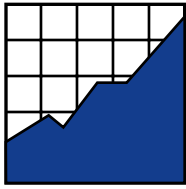
2011-12 Publicly Reported Assessment Results for Students with Disabilities and ELLs with Disabilities

Debra Albus • Sheryl S. Lazarus • Martha L. Thurlow

July 2014

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Executive Summary

This is the fifteenth report by the National Center on Educational Outcomes (NCEO) that analyzes public reporting practices for 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 did not change the requirement for states to report on their report cards, for the “all students” group and for all of the subgroups, including 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 2011-12 school year, 49 of the 61 states reported participation and performance data for students with disabilities for all general assessments within the ESEA accountability system. Fifty-one states reported participation and performance data for alternate assessments based on alternate achievement standards (AA-AAS) that were within the ESEA system. Information about state assessments outside of ESEA is also presented.

This report also includes information on public reporting for English Language Learners (ELLs) with disabilities. Only seven states reported both participation and performance for the general assessment for this group. More states (N=21) reported both participation and performance data for ELLs with disabilities on the AA-AAS.

Most states reported some participation and performance data by individual grade and test for students with disabilities, though a few only reported data that merged grades or tests. Thirty-nine of the regular states reported student performance by achievement level, and 34 reported the percent proficient.

This report also presents the results of an analysis of the ease of finding publicly reported 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 30 of the regular states it took 3-4 clicks to arrive at the general assessment data; 5 or more clicks were required for 13 states. For AA-AAS data, 26 regular states required 3-4 clicks; 5 or more clicks were required for 17 states.

The public reporting of data is, and will continue to be, an important part of accountability for states. This is particularly the case as states transition to new assessments based on common core

standards. The following recommendations are offered 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.

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Overview

Under the Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act (ESEA), states are required to report Reading, Mathematics, and Science assessment data to the federal government for all students and for student subgroups. They are also to report these data for the general public. Public reporting found online includes school “report cards,” state assessment reports, and customized reports on state education websites (Albus & Thurlow, 2013). Additionally, the ESEA flexibility waivers that many states received continue to 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).

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). The report describes how states report participation and performance data to the public, with some analyses focusing on average performance gaps across years. It also summarizes the extent of reporting for ELLs with disabilities and the ease of accessing public reporting reports.

The National Center on Educational Outcomes (NCEO) has been tracking and analyzing public reporting for the special education subgroup since 1997. The 2010-11 assessment data (Albus & Thurlow, 2013) indicated that the number of states reporting both disaggregated participation and performance data online for students with disabilities on general assessments within accountability systems was 45 states; this was a decrease of one state when compared to the years 2007-08, 2008-09, and 2010-11 (Albus & Thurlow, 2013; Albus, Thurlow, & Bremer, 2009; Thurlow, Bremer, & Albus, 2011). Prior to 2006-07, starting in 2002-03, this count of states ranged between 35 states and 39 states (Albus et al., 2009; Klein, Wiley, & Thurlow, 2006; Thurlow, Bremer, & Albus, 2008; Thurlow & Wiley, 2004; Thurlow, Wiley, & Bielinski, 2003; Wiley, Thurlow, & Klein, 2005; VanGetson & Thurlow, 2007). In 2010-11, the number of states that reported disaggregated participation and performance data for alternate assessments based on alternate achievement standards (AA-AAS) was 48 states. This was an increase from just 44 states reporting data from this assessment in 2008-09. The count had been 36 states from 2006-07 to 2007-08. This number of states reporting alternate assessments based on modified achievement standards (AA-MAS) participation and performance data had been as low as 28 states in 2005-06 and as high as 42 states in 2004-05.

Method

In May 2013, state department of education websites were searched for publicly available reports that disaggregated participation and performance data for students with disabilities for the

2011-12 school year (i.e., state assessment reports, state report cards, and other report formats). APR and Table 6 data were not included in the analysis.

States included in the search were the 50 “regular” states as well as 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). Actual participation and performance data were collected, as well as information about how states reported those data. Data collection included all general and alternate assessments within and outside the ESEA accountability system, including those assessments designed for bilingual or English language learners (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 2013. Twenty-two regular states and one unique state responded to the verification requests. After the verification process was completed, the participation and performance data, as well as information on how states reported those data, were analyzed. 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 many types of assessments that states can give, each serving different 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 alternate assessments based on alternate achievement standards. 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 ESEA 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 ESEA accountability, or for exit or diploma purposes. AA-AAS may include end-of-course assessments for states that have them.

This report also provides additional information on alternates based on other standards such as modified achievement standards and grade level achievement standards, but detailed information is not provided about these assessments in this report.

Changes in federal policies 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. Annual Performance Report (APR) data (and Section 618, Table 6 data) were not counted as publicly reported data after 2004-05 because these data were not reported with the same frequency and detail as public reporting for all students (see Thurlow et al., 2008).

Results

The results of the analyses 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 ESEA 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. The third section describes the approaches states employed to publicly report general assessment performance data. The fourth section presents general assessment performance data at the elementary, middle, and high school levels for reading and mathematics. This section also includes information about average achievement gaps at these school levels in reading and mathematics. The final section provides information about the ease of finding data on state websites.

How States Reported Participation and Performance Data

General Assessment Data for Students with Disabilities

Figure 1 shows that 49 of the 61 states reported participation and performance for all general assessments within the ESEA accountability system for students with disabilities. Eighty percent of states reported participation and performance for all general assessments, 5% reported participation and performance for some general assessments, 3% reported participation only for all assessments, and 11% had no publicly reported data.

Figure 1. Extent of Reporting of General Assessment Data for Students with Disabilities Within ESEA [N=61]

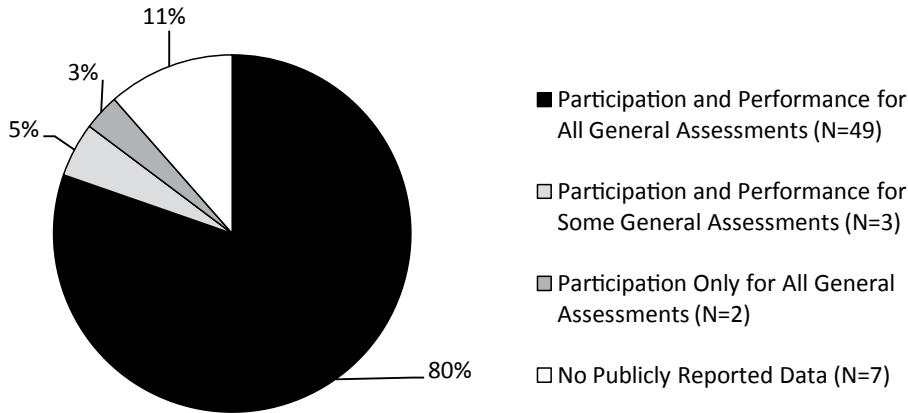
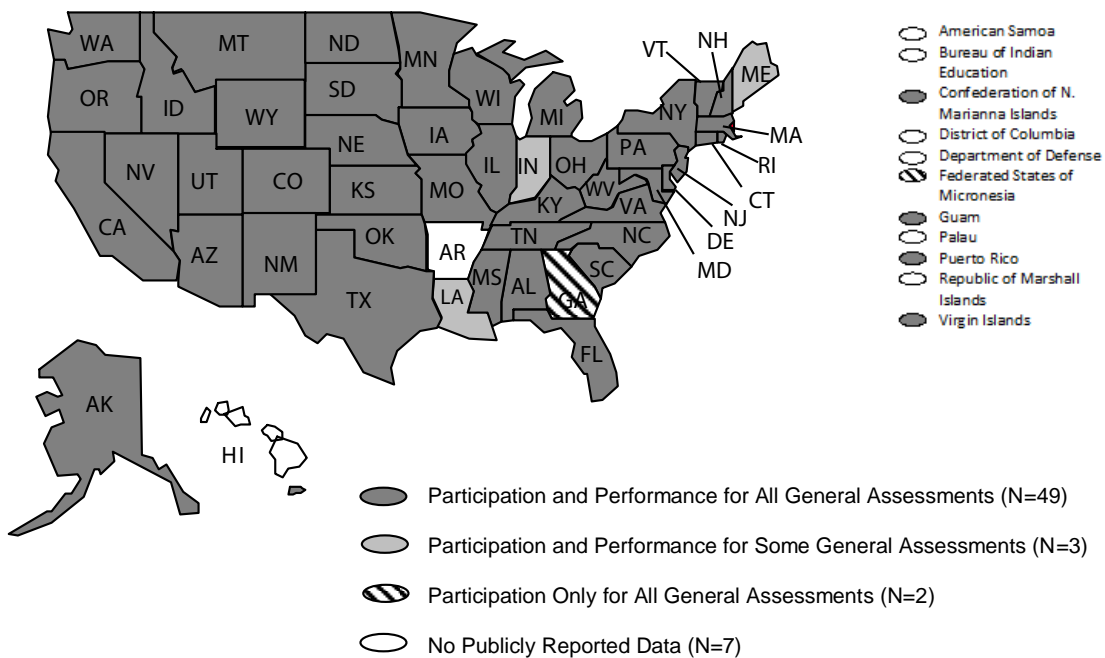


Figure 2 portrays the participation and performance reporting for the general assessment by state. This map shows that nearly all states had full reporting of participation and performance for students with disabilities on a general assessment within ESEA accountability systems. For details, see Table B-1 in Appendix B.

Figure 2. States Reporting 2011-12 Disaggregated Participation or Performance Data for Students with Disabilities on General State Assessments in ESEA Accountability System*



*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 only across all grades, by grade range, or for specific grades).

States also reported participation and performance for students with disabilities on general assessments outside the ESEA accountability system. Figure 3 shows that of the 17 states that had general assessments outside ESEA, 9 states reported participation and performance data. Forty-four states did not have any general assessments outside of the ESEA accountability system.

Figure 3. Extent of Reporting of General Assessment Data for Students with Disabilities Outside ESEA [N=61]

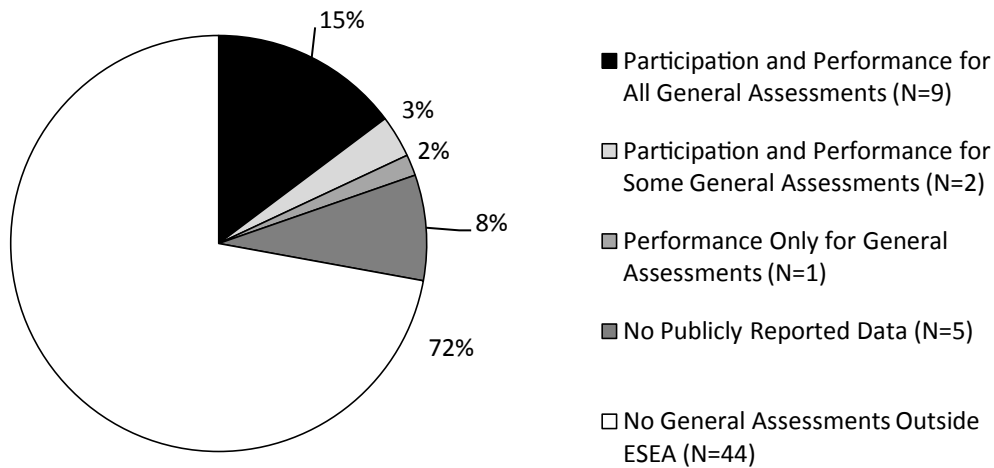


Figure 4 portrays the participation and performance reporting for general assessments outside the ESEA system by state. This map shows that only a few states publicly reported participation and performance for these assessments. For details, see Table B-2 in Appendix B.

Figure 5. Extent of Reporting of AA-AAS Data Within ESEA [N=61]

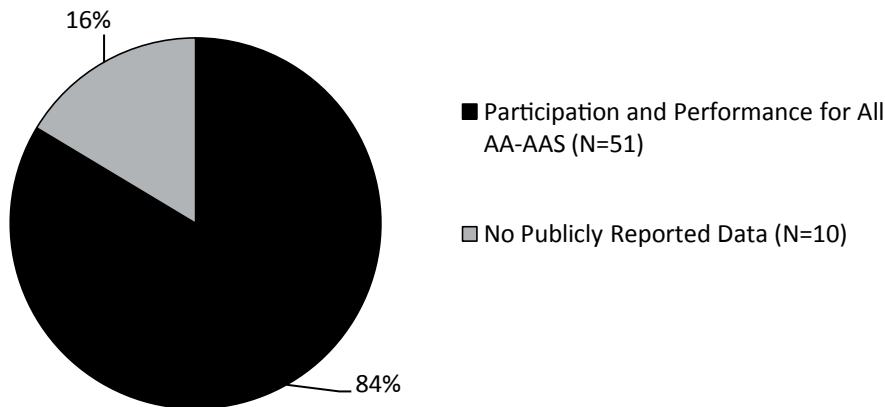
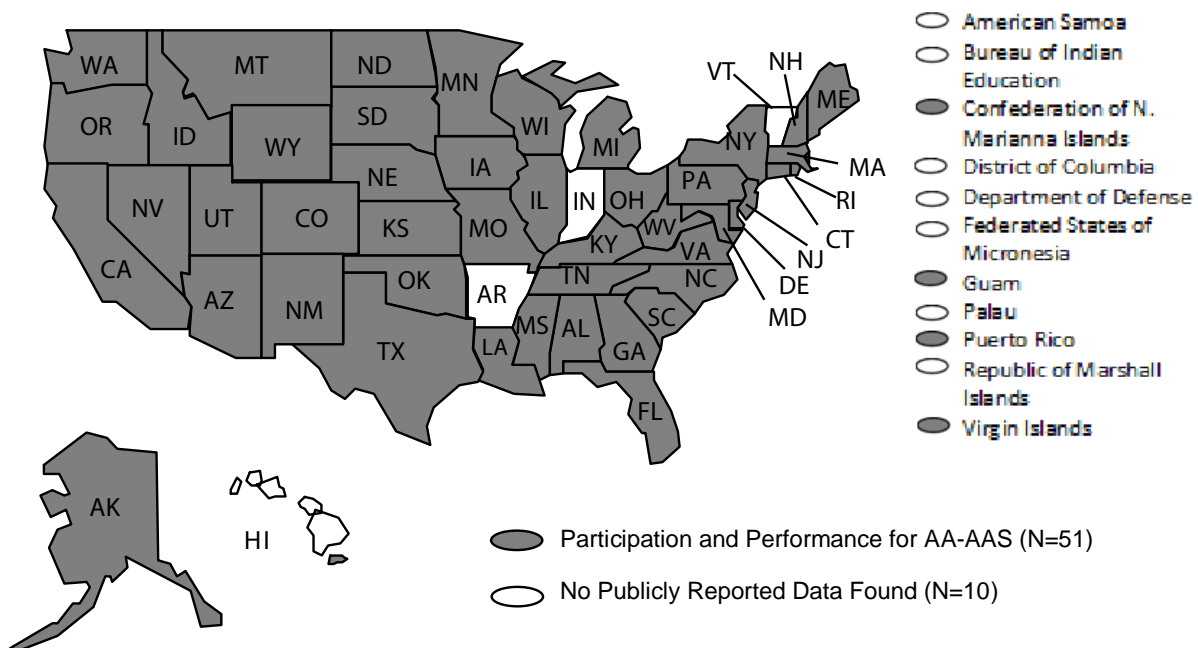


Figure 6 shows the states that reported participation and performance data for AA-AAS within the ESEA accountability system. The map shows that most states (N=51) publicly reported participation and performance for students with disabilities for these assessments. For details, see Table B-3 in Appendix B.

Figure 6. States Reporting 2011-12 Participation or Performance Data for Students with Disabilities on AA-AAS*



*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 only across grades, by grade ranges, or for specific grades).

Assessment Data for English Language Learners with Disabilities

This section presents information on how states reported participation and performance data for ELLs with disabilities. Like their peers, most ELLs with disabilities take general assessments; a small percentage take an AA-AAS.

Figure 7 shows that 52 states did not report participation or performance for ELLs with disabilities on assessments within ESEA. Only seven states reported both participation and performance data for all general assessments. This represents 11% of the states.

Figure 7. Extent of States Reporting Data for ELLs with Disabilities Within ESEA [N=61]

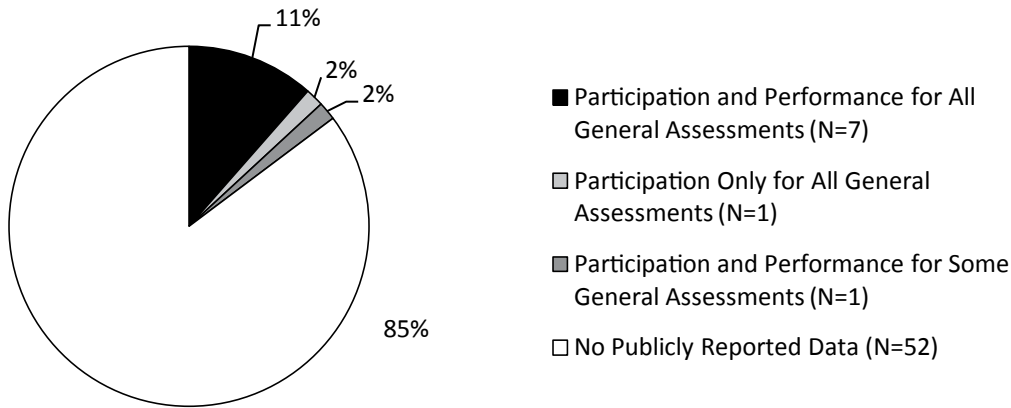
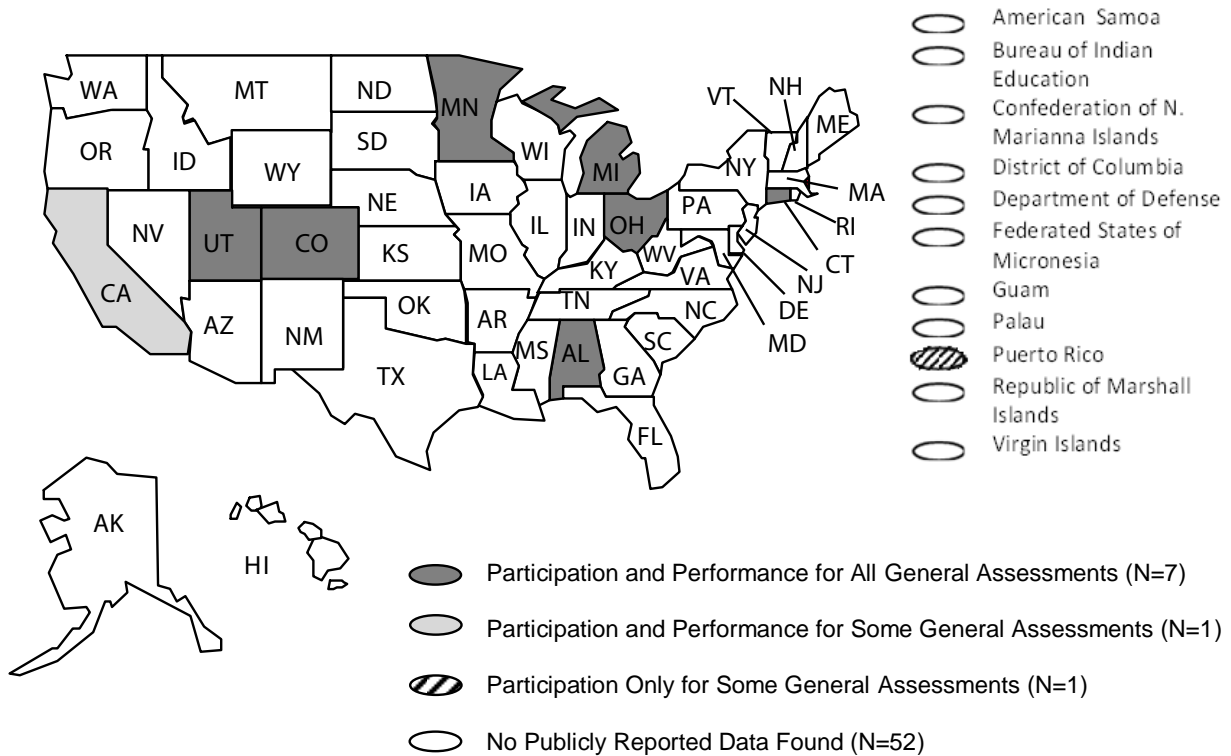


Figure 8 shows the states reporting participation and performance data for ELLs with disabilities on general assessments within the ESEA system. This map shows that only a few states publicly reported participation and performance for ELLs with disabilities. For example, seven states reported participation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

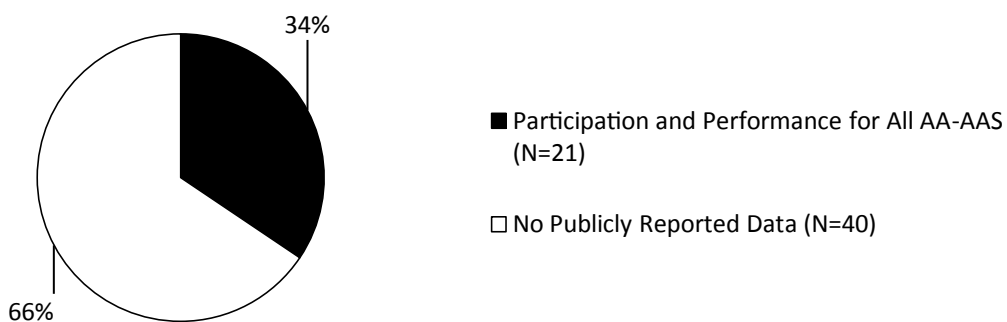
Figure 8. States Reporting 2011-12 Disaggregated Participation or Performance Data for ELLs with Disabilities on General Assessments Within ESEA Accountability System



For regular assessments outside ESEA, 15 states did not report data for ELLs with disabilities and only 1 state reported both participation and performance data for this population (See Table B-5 in Appendix B for more details).

Figure 9 shows that 21 states, or 34% of states, reported data for participation and performance on AA-AAS for ELLs with disabilities. Forty states did not publicly report data for ELLs with disabilities who may have participated in an AA-AAS.

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



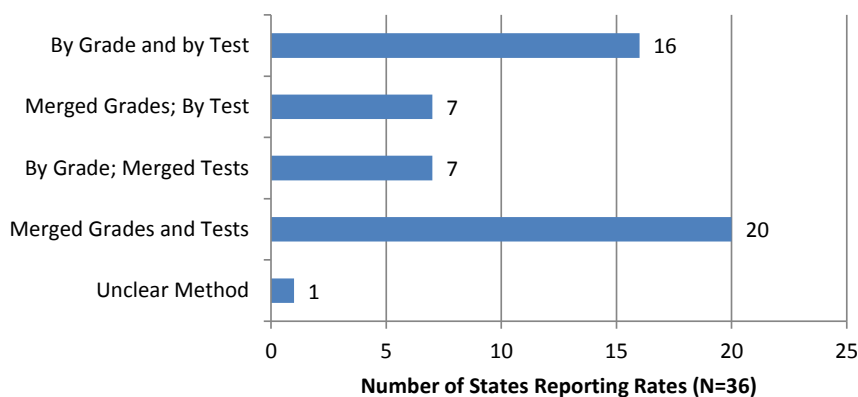
Alternate Assessment Based on Grade Level Achievement Standards (AA-GLAS) Data for Students with Disabilities and ELLs with Disabilities

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, but did not report data on ELLs with disabilities. For details see Table B-8 in Appendix B.

Communicating Participation in 2011-12

States publicly reported participation rate data for students with disabilities in a variety of ways. Figure 11 shows that 36 of the regular and unique states reported these data. Sixteen reported by grade and test. Twenty states merged grades and tests when reporting the data. Seven states reported by grade but merged tests and another seven states reported by test but merged grades. Tests were merged in different ways by states (e.g., merging general and alternate assessments, merging general assessments, or both). Of the 36 states reporting these data, 22 states publicly reported data only one way, while others reported them in multiple ways. For additional details see Table B-9 in Appendix B.

Figure 11. Number of States Using Selected Methods to Report Participation Rate



States reported participation data for general assessments in several different ways. Figure 12 shows the approaches taken by states in presenting participation data. Thirty-seven states publicly reported the number of students tested and 36 states reported the percent of students participating in general assessments within the ESEA accountability system. Only three states reported the percent of students with no scores; seven states presented the number of students

with no scores. Figure 12 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-10 in Appendix B. For details about AA-AAS participation see Table B-11 in Appendix B.

Figure 12. States Reporting Participation by Students with Disabilities for General Assessments in ESEA Accountability System in 2011-12

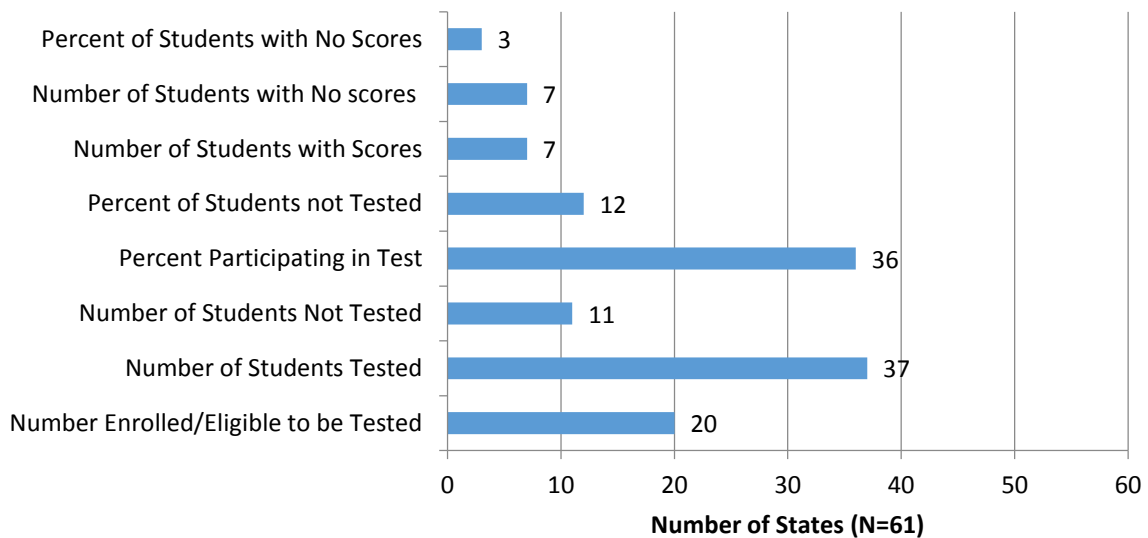
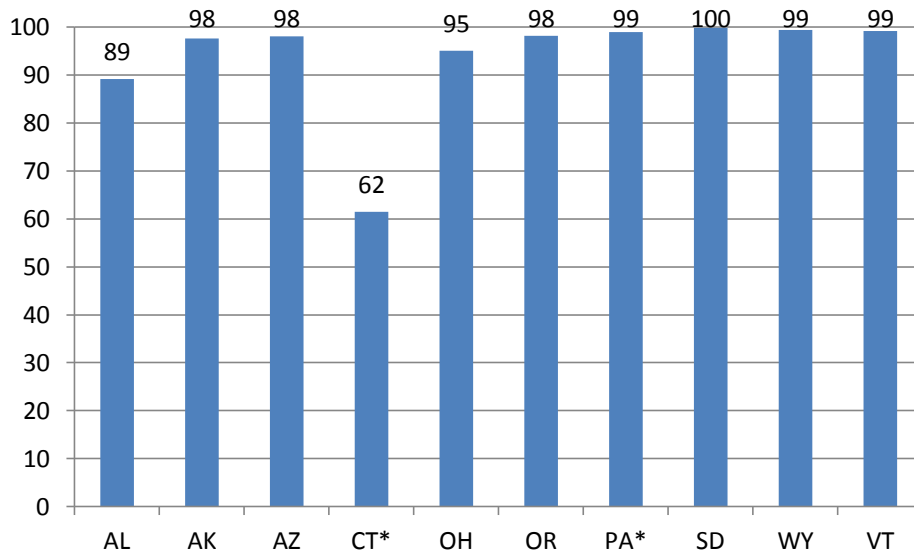


Figure 13 shows the participation rates for grade 8 mathematics for those states where this information was reported by grade and test. Of the 16 states that reported these data by grade and test, 10 states reported these data with denominators based on students with disabilities in grade 8. Two of these states (Connecticut and Pennsylvania) had an AA-MAS and reported these data in different ways. For example, Connecticut showed a lower rate for its general mathematics assessment because a percentage of its students with disabilities took an AA-MAS, and because the denominator Connecticut used in calculating the percentage included both students participating in the general assessment and the AA-MAS. Pennsylvania reported its data differently from Connecticut as noted in the Figure 13 footnote. See Table B-12 in Appendix B for a detailed summary of how states reported AA-MAS participation rates.

Figure 13. Percentages of Students with Disabilities Participating in Middle School General Math Assessments in Those States with Reported Participation Rates* in 2011-12

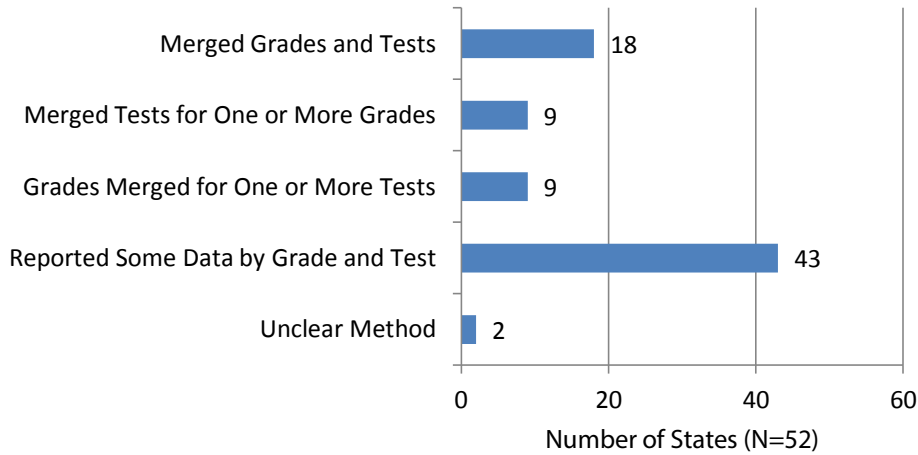


*Two states included in this figure had an AA-MAS: Connecticut and Pennsylvania. Pennsylvania reported AA-MAS rates separately. Connecticut's rate here is lower because it was based on a denominator that summed participation for both the general and alternate assessments. A key for state abbreviations is provided in Table B-13 in Appendix B.

General Assessment Performance Approaches for Students with Disabilities

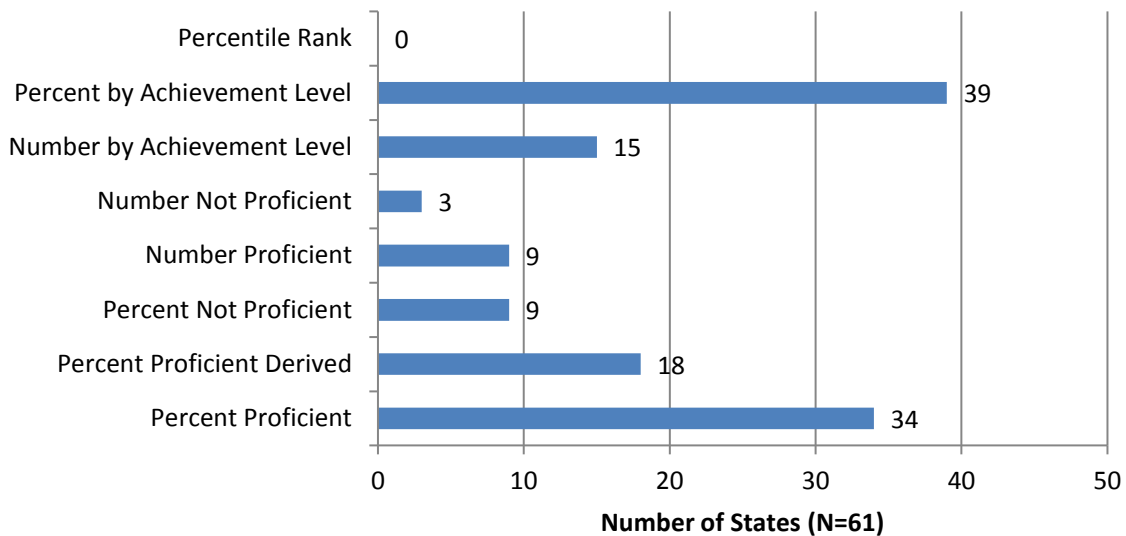
Similar to the reporting practices for participation data, states reported performance in several different ways. Figure 14 shows that of 52 states that reported these data, 43 states reported some performance data by grade and test. Eighteen states reported performance by merging grades and merging tests. Nine states reported data either merging tests for one or more grades, or merging grades for one or more tests. Of the states in Figure 14, 27 states publicly reported performance data only one way, while others reported it in multiple ways. For additional details see Table B-14 in Appendix B.

Figure 14. Number of States Using Selected Methods to Report Performance Data



States also report 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 15 shows that the most common way that states reported performance data was by percent in each achievement level (n=39). 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). For additional details see Table B-15 in Appendix B. For details about AA-AAS performance see Table B-16 in the Appendix.

Figure 15. General Assessments Within ESEA: Number of States Reporting Performance Categories for Students with Disabilities in 2011-12



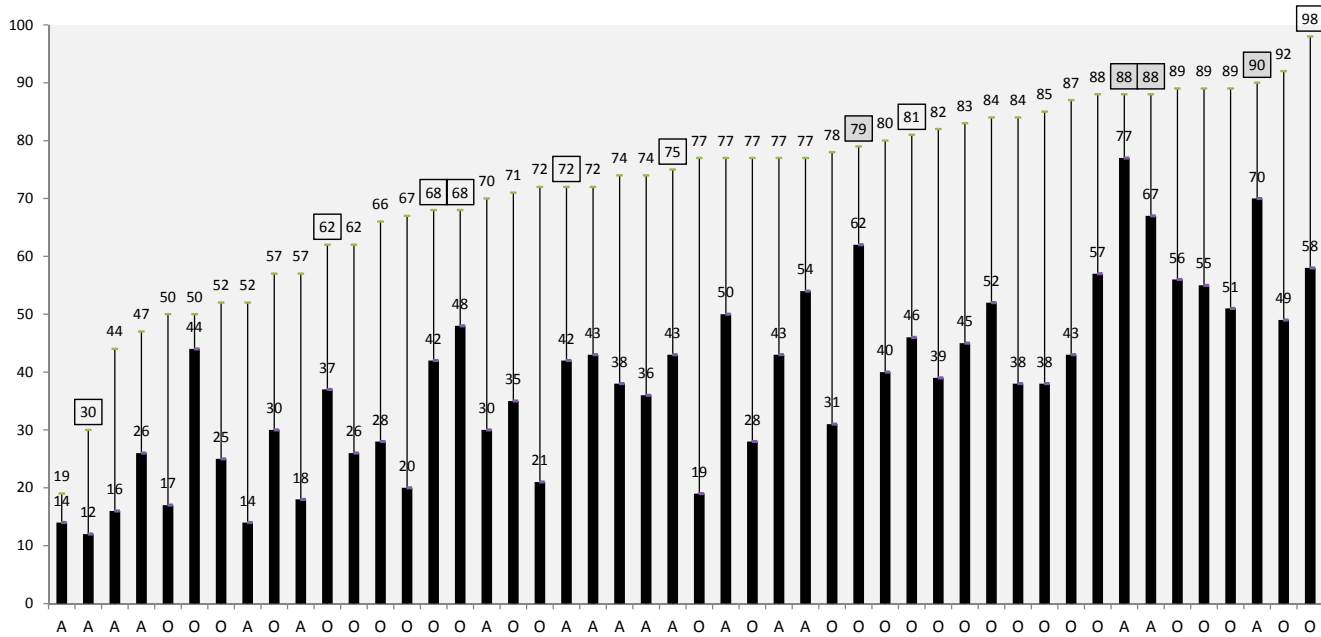
Selected Results of General Assessment Performance for Students with Disabilities

In this section the performance of students with and without disabilities 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 16 to 21 show the gaps between students with disabilities and their comparison peer group. The solid line represents the gap between students with Individualized Educational Programs (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. Twelve of the fourteen states with AA-MAS are presented in these figures, and so 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 students with IEPs.

Elementary School

Figures 16 and 17 present the results for Grade 4. Across the states, the smallest gap between students with IEPs and the comparison group for elementary reading was 5%, and the largest gap was 58%. For elementary mathematics, the gap ranged from 0% to 49%.

Figure 16. Percent Proficient for Elementary Reading*



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

*Note: N=48 of 61 states (includes unique states); All students=18 states, Students without Disabilities=30, No data=13 states

Figure 17. Percent Proficient Elementary Mathematics*

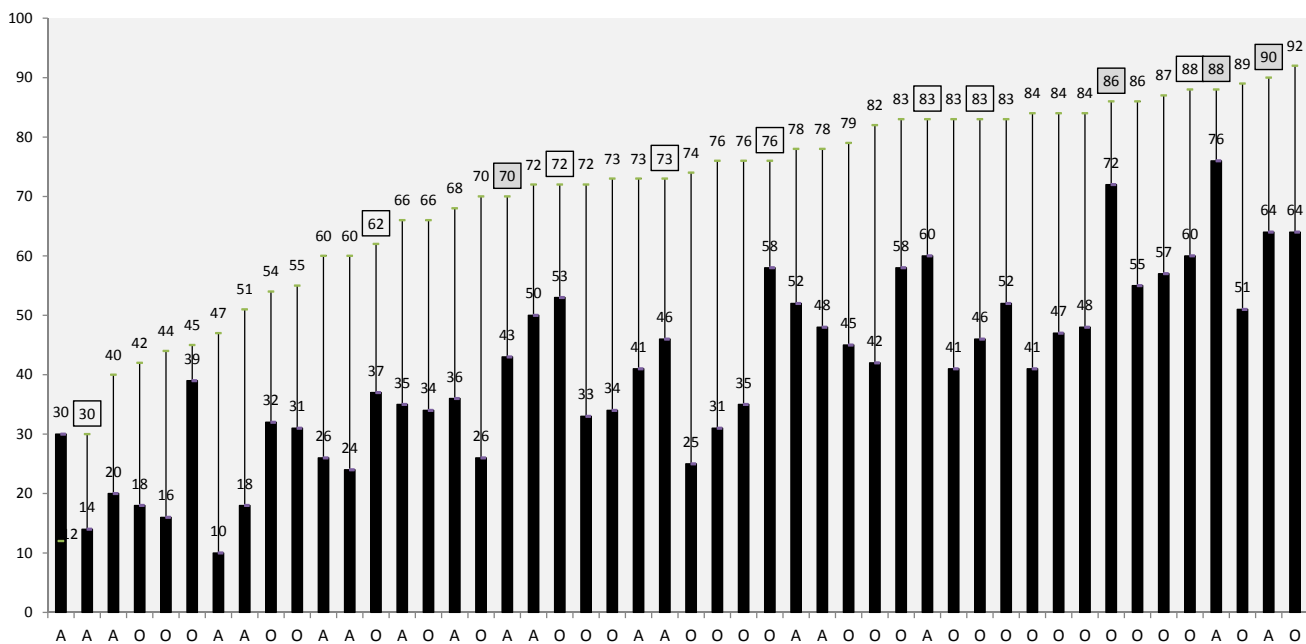


Figure 17. Percent Proficient Elementary Mathematics* (continued)

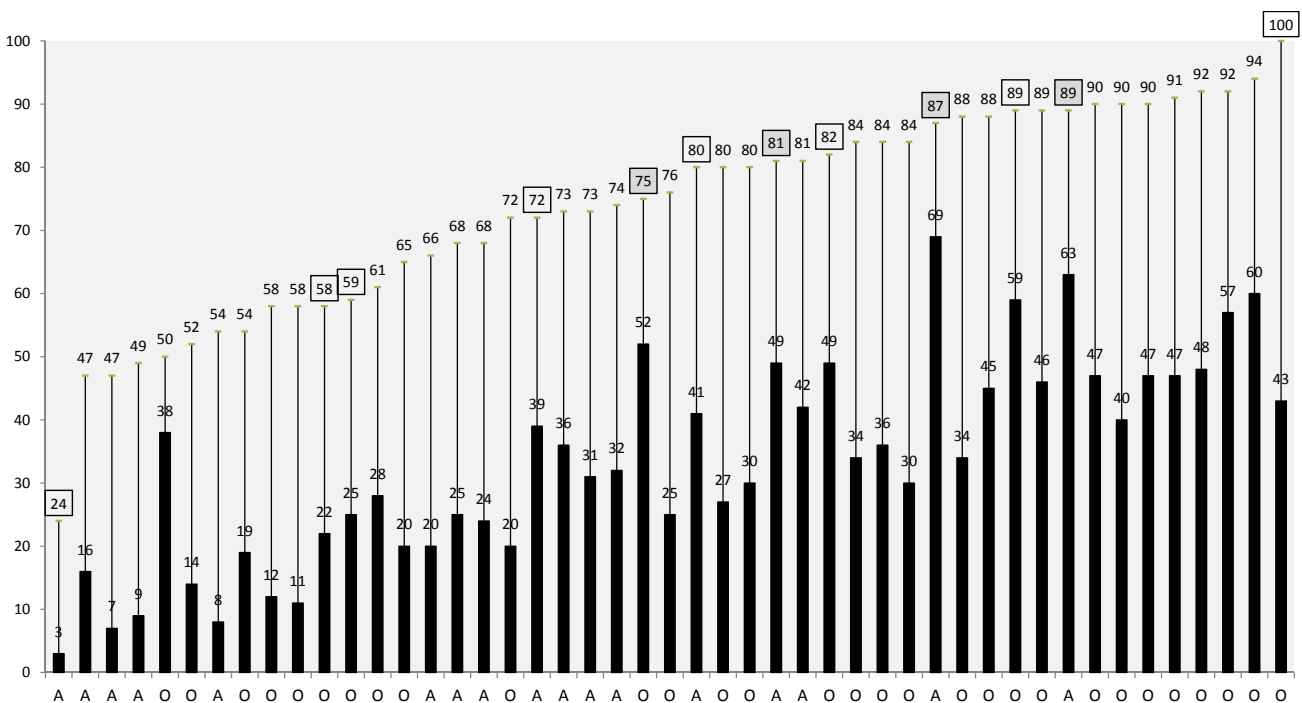
Legend: Heavy Solid Bar = Students with disabilities percent proficient
 Narrow Solid Line = Gap between students with disabilities and the comparison group
 Box = State has an AA-MAS
 Shaded Box = State reported AA-MAS merged with general assessment
 A = All students
 O = Students without IEPs

*Note: N=48 of 61 states (includes unique states); All students=18 states, Students without Disabilities=30, No data=13 states

Middle School

Figures 18 and 19 show the performance gaps for Grade 8 reading and mathematics. At the middle school level, for reading, gaps ranged from 12% to 54%. For mathematics, the gaps ranged from 11% to 56%.

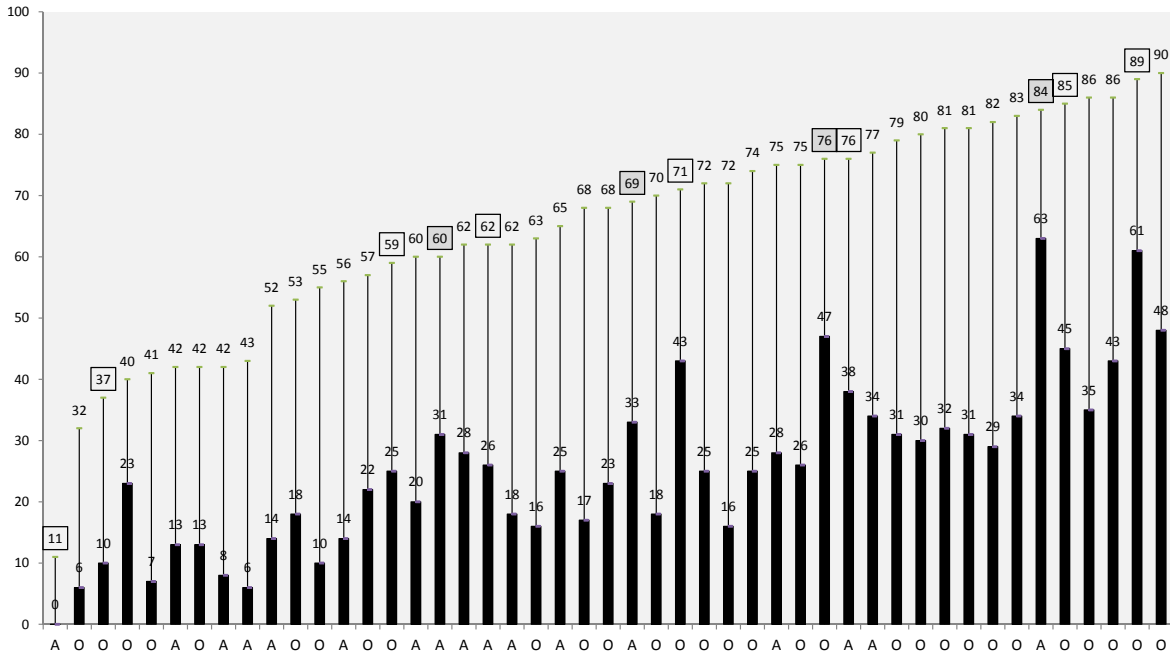
Figure 18. Percent Proficient for Middle School Reading*



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

*Note: N=47 of 61 states (includes unique states); All students=17 states, Students without disabilities=30 states, No data=14 states

Figure 19. Percent Proficient for Middle School Mathematics*



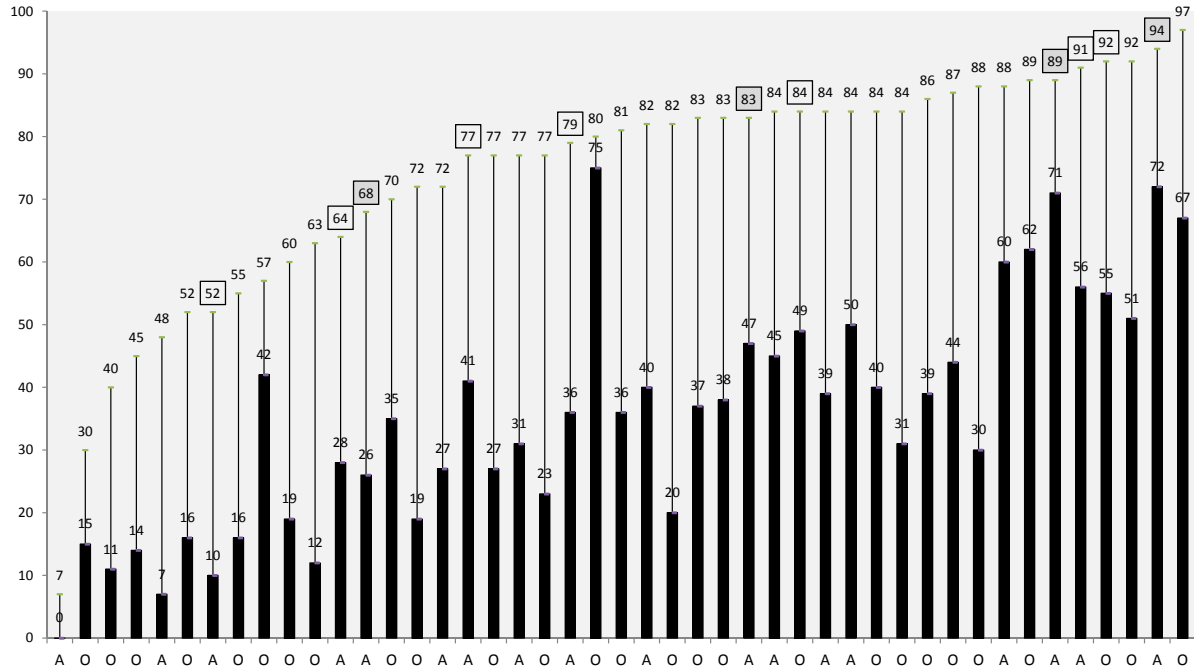
Legend: Heavy Solid Bar = Students with disabilities percent proficient
 Narrow Solid Line = Gap between students with disabilities and the comparison group
 Box = State has an AA-MAS
 Shaded Box = State reported AA-MAS merged with general assessment
 A = All students
 O = Students without IEPs

*Note: N=47 of 61 states (includes unique states); All students=17 states, Students without disabilities=30 states, No data=14 states

High School

Figures 20 and 21 show gaps for high school reading and mathematics. For reading, the gaps ranged from 5% to 62%; for mathematics the range is from 1% to 56%.

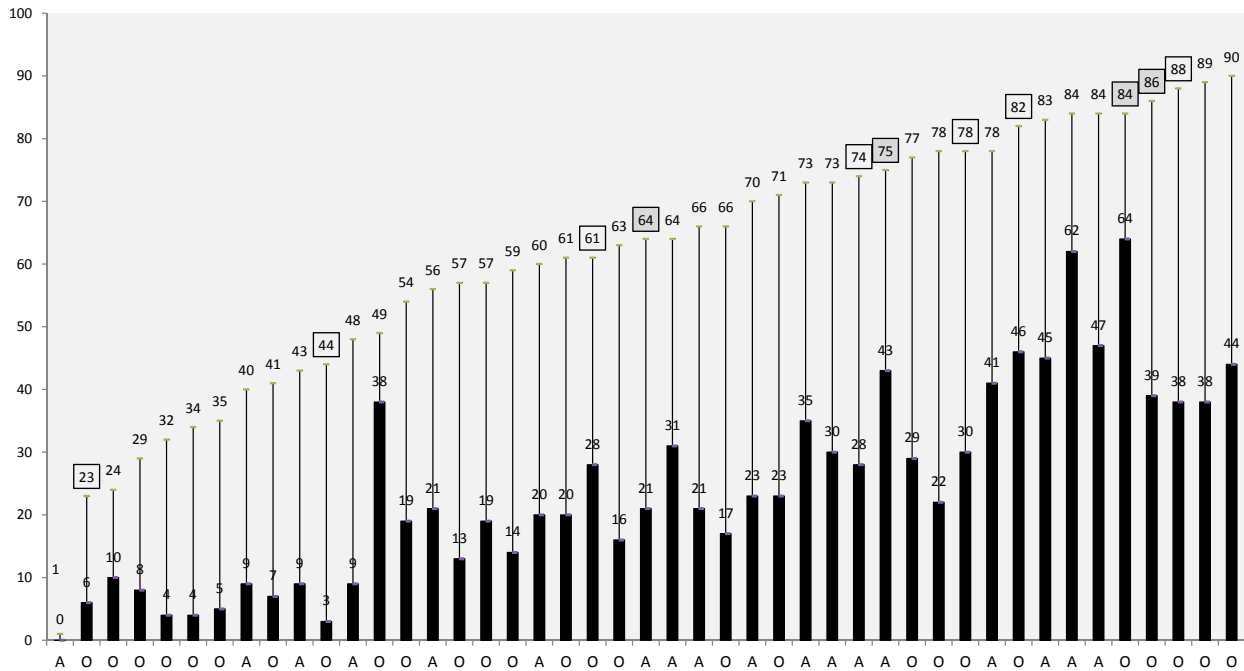
Figure 20. Percent Proficient for High School Reading*



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

*Note: N=45 of 61 states (includes unique states); All students=18 states, Students without disabilities=27 states, No data=16 states

Figure 21. Percent Proficient for High School Mathematics*



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

*Note: N=45 of 61 states (includes unique states); All students=18 states, Students without disabilities=27 states, No data=16 states

Average Gap Summaries by Content Area and School Level

Table 1 summarizes the average achievement gaps between students with disabilities and an “All” student group. The “All” student group may or may not include students with disabilities 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 disabilities. 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 2010-11. The table also shows the one-year mean gap between 2010-11 and 2011-12. 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 33 in 2011-12.

Table 1. Gaps Between Students with Disabilities and General Education Students on General Assessments: 2006-07 to 2011-12

	Mean Gaps for All States with Data							
	2006-07		2008-09		2010-11		2011-12	
	Gap	Number of States	Gap	Number of States	Gap	Number of States	Gap	Number of States
Elementary Reading	31	47	31	45	34	45	33	48
Middle School Reading	40	47	40	46	41	45	40	47
High School Reading	40	46	40	44	40	45	38	45
Elementary Math	29	47	28	46	30	45	29	48
Middle School Math	40	47	38	46	40	42	39	47
High School Math	38	44	37	44	40	43	37	45

Ease of Finding Publicly Reported Data

Publicly reported data for students with disabilities is easier to find on some state websites than on others. An analysis was conducted of the number of mouse clicks it takes to arrive at public reports for the general assessment and the AA-AAS on state department of education websites. This analysis is similar to analyses in previous reports. 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 some previous reports. Click data for general assessments are presented in Figure 22, and data for AA-AAS is presented in Figure 23. Compared to the most recent year for this analysis (2010-2011), the number of states that required 7 clicks increased from none to one state for 2011-12, states with 5-6 clicks (N=13) increased by one, the number of states with 3-4 clicks decreased from 33 to 30, and the number of states with 1-2 clicks decreased by one state. For the AA-AAS, there was a general shift in states toward more clicks in 2011-12, with 1 less state in the 1-2 click category, 2 additional states in the 3-4 click category, an increase from 15 to 17 states in the 5-6 click category, and the addition of one state in the 7 click category where there were none in the previous analysis.

Figure 22. Number of States in Each “Click” Category for States Reporting General Assessments for Regular States (N=49 of 50 States)

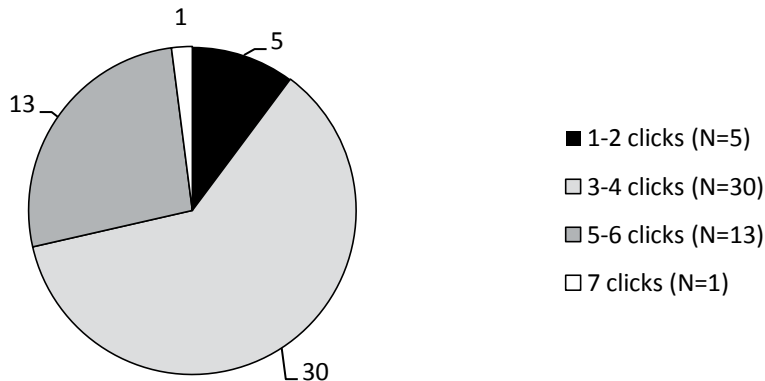
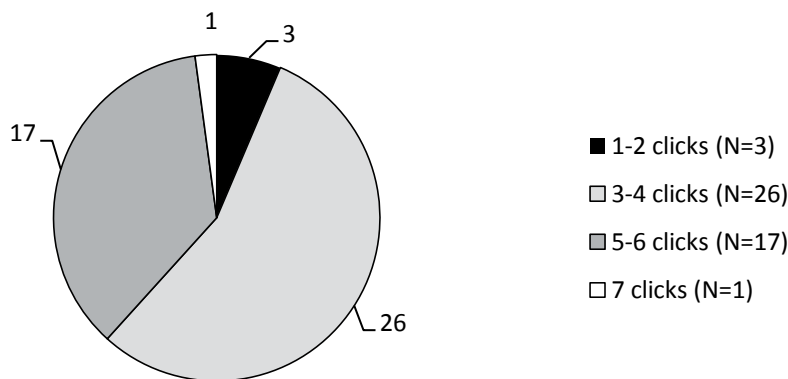


Figure 23. Number of States in Each Click Category for states Reporting AA-AAS (Total N=47 of 50 States)



Summary and Conclusions

Extent of Public Reporting for Students with Disabilities

All regular states, and most unique states, reported participation and performance for all general assessments and alternate assessments based on alternate achievement standards (AA-AAS) used for ESEA accountability purposes. Forty-nine of the 61 states reported both participation and performance for all general assessments; 51 reported similar data for the AA-AAS. Of the 16 states with general assessments outside ESEA, only 9 states reported participation and performance and 3 additional states reported participation or performance for some general assessments. This is an improvement from the previous report, where only 4 states reported participation and performance for all general assessments outside ESEA (22 states). An additional 10 states reported either participation or performance data, but not both.

Extent of Public Reporting for ELLs with Disabilities

The number of states that reported both participation and performance for ELLs with disabilities increased by three states. In 2010-11 only four states reported both participation and performance data for ELLs with disabilities, while in 2011-12 seven states reported these data. For AA-AAS, more states (N=21) reported participation and performance. This number increased by one over the previous two years of data. It might be expected that more states would have reported disaggregated data for this assessment, given the requirements of ESEA to report by subgroup for each state assessment.

How Data Are Reported

States' most common approaches for communicating participation and performance on general assessments and AA-AAS remained the same in 2008-09, 2010-11, and 2011-12. For participation, the most common way to report was in terms of the number assessed (37 states for the general assessment) and percent participating (also 36 states) for 2011-12. For performance, the most common way was reporting the percent of students in each achievement level (39 states for general assessments) followed by percent proficient (34 states for general assessments). Because states used different methods to report (e.g., merging assessments, grades, or both), the numerators and denominators used to report participation and performance data varied significantly across states. Adding to the complexity is the fact that some states report public data using multiple methods across participation and performance, thus increasing the difficulty of making interpretations about participation and performance.

As in previous reports, this report presented participation rates for middle school mathematics as an example of how states report participation rates for students with disabilities. Sixteen states reported participation rates by grade for at least one test (additional states provide numbers that would possibly allow for rates to be calculated). In recent years reported participation data have become less transparent, in part because states that had alternate assessments based on modified achievement standards sometimes opted to merge those data with the general assessment data in public reporting for participation and performance. Most states with an AA-MAS did not report participation rates for the AA-MAS separately, though a few did. Another reason that rates may be less straightforward is that states vary in the denominators used to calculate rates.

Achievement Gaps

The achievement gaps between students with and without disabilities in reading and mathematics persist. This report presented average achievement gaps for elementary, middle, and high school levels. As in past reports, there were smaller overall gaps 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% to 40%. 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 “all 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 data about the participation and performance of students with disabilities. This report showed a slight reversal in the trend toward greater ease in recent years. In general it took more clicks overall in 2011-12 compared to 2010-11 to reach data for both the general assessment and the AA-AAS. Still, for the majority of states it took only 3 to 4 clicks to locate assessment data both for the general assessment (30 states) and AA-AAS (26 states).

Recommendations for Reporting

As many states transition to new assessments based on common core standards, there may be changes in how performance and participation data for students with disabilities and ELLs with disabilities are reported. In the intervening time, it is important that states continue to publicly report data for students with disabilities with the same frequency and detail as for other students. As in the previous report (Albus & Thurlow, 2013), the following recommendations are offered 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.

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Appendix A

Material Used for the Verification Process

Example letter to Assessment Director and Special Education Director.

Dear _____,

The National Center on Educational Outcomes is examining states' public reports for 2011-2012 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 ESEA.

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. Please respond by July 26, 2013.

Thank you for taking the time to provide this information.

Martha Thurlow, Director NCEO

Deb Albus, Research Fellow, NCEO

Example Verification Tables Sent to a State

ALL DATA for 2011-2012

Participation and Performance Data for Students with Disabilities, Regular and Alternate Assessments Based on Alternative Achievement Standards (AA-AAS)

Table 1. Data for All Students with Disabilities

State	Test	Grade	Subject Areas	Disaggregated Special Education Data			Inside ESEA (Y/N)	
				Regular Assessment		AA-AAS		
				Participation	Performance			Participation
Alabama	AL Reading and Mathematics Test (ARMT+)	3-8	Reading, Math	Yes	Yes	N/A	N/A	Y
Alabama	AL Science Assessment (ASA)	5, 7	Science	Yes	Yes	N/A	N/A	Y
Alabama	AL Alternate Assessment (AAA)	3-8, 11 5,7,11	Reading, Math, Science	N/A	N/A	Yes	Yes	Y
Alabama	AL High School Graduation Exam (AHSGE)	11, 12	Biology, Language, Math, Reading, Social Sciences	Yes	Yes	N/A	N/A	Y

Table 2. Data for ELLs with Disabilities

State	Test	Grade	Subject Areas	Disaggregated Data for ELLs with Disabilities			Inside ESEA (Y/N)	
				Regular Assessment	AA-AAS			
				Participation	Performance	Participation	Performance	
Alabama	AL Reading and Mathematics Test (ARMT)	3-8	Reading, Math	Yes	Yes	N/A	N/A	Y
Alabama	AL Science Assessment (ASA)	5, 7	Science	Yes	Yes	N/A	N/A	Y
Alabama	AL Alternate Assessment (AAA)	3-8, 11 5,7,11	Reading, Math, Science	N/A	N/A	Yes	Yes	Y
Alabama	AL High School Graduation Exam (AHSGE)	11, 12	Biology, Language, Math, Reading, Social Sciences	Yes	Yes	N/A	N/A	Y

How States Reported Participation Data for Students with Disabilities for Regular Assessments (In ESEA)

Table 3. Ways States Disaggregated Participation Rate

States	Participation Rate Reported		Number of Approaches Used	Denominator for the Participation Rate
	By Grade and by Test	Merged Grades; By Grade; Merged Tests		
Alabama	Yes	No	1	No

Table 4. How Participation was Reported

State	Participation Data Reported On Regular 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
Alabama	No	No	No	Yes	No	No	No	No

How States Reported Performance Data for Students with Disabilities for Regular Assessments (In ESEA)

Table 5. Ways States Disaggregated Performance Data

States	Reporting Some Data by Grade and Test	Grades Merged for One or More Tests	Merged Tests for One or More Grades	Merged Grades and Tests	Number of Approaches Used
Alabama	Yes	No	No	No	1

Table 6. How Performance was Reported

State	Performance Data Reported for Regular Assessments						
	Percent Proficient	Percent Proficient Derived	Percent Not Proficient	Number Proficient	Number Not Proficient	Number by Achievement Level	Percent by Achievement Level
Alabama	No	Yes	No	No	No	No	Yes
							NA

How States Reported Participation and Performance Data for AA-AAS (In ESEA)

Table 7. How Participation was Reported

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
Alabama	No	No	No	Yes	No	No	No	No

Table 8. How Performance was Reported

State	Performance Data Reported for AA-AAS							
	Percent Proficient	Percent Proficient Derived	Percent Not Proficient	Number Proficient	Number Not Proficient	Number by Achievement Level	Number by Achievement Level	Percent by Achievement Level
Alabama	No	Yes	No	No	No	No	No	Yes

Accommodations Data, for Regular Assessments

Table 9. Populations for Which States Reported Accommodations Data

State	All	IEP/ Students with Disabilities/504	Non-special Education	Non-significant Cognitive Disability	Significant Cognitive Disability	ELLs with Disabilities	ELL	Non-ELL	Other	Unclear
Alabama		X								

Table 10. Number of States Reporting Different Accommodation Status Categories for Any Population

State	With Accommodations	With and Without Accommodations	By Specific Accommodations	Approved Nonstandard Accommodations	Nonapproved Accommodations/ Modifications
Alabama		X			

Table 11. Number of States Reporting Participation and Performance by Accommodated Condition for Any Student Population

State	Accommodation Data Reported		
	States with Participation Only	States with Performance Only	Both Participation and Performance
Alabama			X

Appendix B

Data Tables

Table B-1. Participation and Performance Data for Students with Disabilities, Regular Assessment Inside ESEA Accountability, 2011-2012

State	Test	Grade	Subject Areas	Disaggregated Special Education Data on Regular Assessments Inside ESEA System				
				Participation	Performance	Reporting Summary By State		
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Participation Only For All Tests
Regular States								
Alabama	Alabama Reading and Mathematics Test (ARMT+)	3-8	Reading, Math	Yes	Yes			
	Alabama Science Assessment (ASA)	5,7	Science	Yes	Yes	Yes		
	Alabama High School Graduation Exam (AHSGE)	11, 12	Biology, Language, Math, Reading, Social Sciences	Yes	Yes			
Alaska	Standards Based Assessments	3-10	Reading, Writing, Mathematics, (3-10), Science (4,8,10)	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(3-8),Math(3-8),Science (4,8), Writing(5-7)	Yes	Yes	Yes		
Arkansas	No disaggregated data found			-	-			Yes
California	California Standards Test Scores (CST)	2-11, EoC	English Language Arts (2-11), Math (2-7), General Math (8-9), Algebra I (7-11), Integrated Math (8-11), Geometry (8-11), Integ. Math 2 (8-11), Social Science (8), World History (9-11), US History (11), Science (5,8,10), Biology (9-11), Chemistry (9-11), Int. Science 2-4 (9-11)	Yes	Yes	Yes		
	Standards Based Tests in Spanish (STS)	2-11	English Language Arts (2-11), Math (2-7), Algebra I (7-11, EoC), Geometry (8-11, EoC)	Yes	Yes			

Disaggregated Special Education Data on Regular Assessments Inside ESEA System									
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State			
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Participation Only For All Tests	No Publicly Reported Data Found
Colorado	Transitional Colorado Assessment Program (TCAP)	3-10	Reading, Math, Writing (3-10), Science (5,8,10), Escritura, Lectura (3-4)	Yes	Yes	Yes			
Connecticut	Connecticut Mastery Test (CMT)	3-8	Reading, Math, Writing (3-8), Science (5,8)	Yes	Yes	Yes			
	Connecticut Academic Performance Test	10	Reading, Math, Writing, Science	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	Yes	Yes	Yes			
	End of Course Assessment	EoC	Algebra I, Geometry, Biology I	Yes	Yes	Yes			
Georgia	Criterion-Referenced Competency Test	1-8	Reading, English/ Language Arts, Math, Science (3-8), Social Studies (3-8)	Yes	No				
	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	No			Yes	
Hawaii	Hawaii State Assessment Program	3-8, 10	Reading, Math, Science	Yes	Yes	Yes			
Idaho	General Assessment	3-8, 10	Reading, Math, Science	Yes	Yes	Yes			
Illinois	Illinois Standards Achievement Test (ISAT)	3-8	Reading, Math, Science (4, 7)	Yes	Yes	Yes			
	Prairie State Achievement Examination (PSAE)	11	Reading, Math, Science	Yes	Yes	Yes			

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

State		Test	Grade	Subject Areas	Disaggregated Special Education Data on Regular Assessments Inside ESEA System			
					Participation	Performance	Reporting Summary By State	
					Participation and Perf. All Tests	Part. and Perf. Some Tests	Participation Only For All Tests	No Publicly Reported Data Found
Maryland	Maryland School Assessment (MSA)	3-8	Math, Reading, Science (5,8)	Yes	Yes	Yes		
	High School Assessments (HSA)	EoC	Algebra/Data analysis, English, Biology, Government	Yes	Yes			
Massachusetts	Massachusetts Comprehensive Assessment System (MCAS)	3-8, 10	English/Language Arts, Math, Science and Technology/ Engineering (5,8,10)	Yes	Yes	Yes		
	Biology High School Test	HS	Biology	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			
Minnesota	Minnesota Comprehensive Assessment (MCA)-II	3-11	Reading (3-8, 10), Math (11)	Yes	Yes	Yes		
	Minnesota Comprehensive Assessment (MCA) –III	3-8, HS	Math (3-8), Science (5,8, HS)	Yes	Yes			
Mississippi	Mississippi Curriculum Test	3-8	Language Arts, Math	Yes	Yes			
	Science Tests	5,8	Science	Yes	Yes			
	High school Subject Area Tests	EoC	Algebra I, Biology I, English II, US History	Yes	Yes	Yes		
Missouri	Missouri Assessment Program (MAP)	3-8	Communication Arts, Math, Science (5,8)	Yes	Yes			
	Online End of Course Assessments	EoC	Phase 1 English II, Algebra I, Biology, Phase 2, English I, Algebra II, Geometry, American History, Government	Yes	Yes	Yes		

Disaggregated Special Education Data on Regular Assessments Inside ESEA System									
State	Test	Grade	Subject Areas	Reporting Summary By State					
				Participation	Performance	Part. and Perf. All Tests	Part. and Perf. Some Tests	Participation Only For All Tests	No Publicly Reported Data Found
Montana	Criterion Reference Test (CRT)	3-8, 10	Reading, Math, Science (4,8, 10)	Yes	Yes	Yes			
Nebraska	Nebraska State Accountability (NeSA)	3-8, 11	Reading, Math, Science (5,8,11), Writing (8,11)	Yes	Yes	Yes			
Nevada	Criterion Referenced Test (CRT)	3-8	Reading, Math, Science (5,8)	Yes	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	Yes			
New Jersey	New Jersey Assessment of Skills and Knowledge (NJASK)	3-8, 11	Language Arts Literacy, Math, Science (4, 8)	Yes	Yes	Yes			
	New Jersey Biology Competency Test	EoC	Biology	Yes	Yes				
New Mexico	Standards Based Assessment (SBA)	3-8,10-11	Reading, Math, Writing (3,5,8), Social Studies and Science (11)	Yes	Yes	Yes			
New York	New York State Testing Program (NYSTP)	3-8	English Language Arts, Math, Science (4,8)	Yes	Yes				
	Regents Exams	EoC	English, Integrated Algebra, Geometry, Algebra 2/Trigonometry, Global History and Geography, Living Environment, Earth Science, Chemistry, Physics	Yes	Yes	Yes			
	Regents Competency Tests	EoC	Math, Science, Reading, Writing, Global Studies, US History and Government	Yes	Yes	Yes			

Disaggregated Special Education Data on Regular Assessments Inside ESEA System									
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State			
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Participation Only For All Tests	No Publicly Reported Data Found
North Carolina	End of Grade Multiple Choice Test	3-8	Reading, Math, Science (5,8)	Yes	Yes	Yes			
	End of Course Multiple Choice	EOC	Algebra I, Biology, English I,	Yes	Yes				
North Dakota	General Assessment	3-8, 11	Reading/Language Arts, Math, Science (4,8,11)	Yes	Yes	Yes			
	Ohio Achievement Assessments (OAA)	3-8	Math, Reading, Science (5,8),	Yes	Yes	Yes			
Ohio	Ohio Graduation Tests (OGT)	HS	Reading, Math, Science, Social Studies, Writing	Yes	Yes	Yes			
	Oklahoma Core Curriculum Tests (OCCT)	3-8	Math, Reading, Geography (7), US History (8), Science (5,8), Social Studies (5)	Yes	Yes				
Oklahoma	End of Instruction	Eol	ACE Algebra I, ACE Algebra II, ACE Geometry, ACE English II, III (Writing included), ACE Biology I, ACE US History	Yes	Yes	Yes			
	Oregon Assessment of Knowledge and Skills (OAKS) Online	3-8, 11	Reading, Math, Science (5,8,11), Writing (11)	Yes	Yes	Yes			
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 (4,8,11)	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 Regular Assessments Inside ESEA System									
State	Test	Grade	Subject Areas	Reporting Summary By State					
				Participation	Performance	Part. and Perf. All Tests	Part. and Perf. Some Tests	Participation Only For All Tests	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)	3-8, 11	Reading, Math, Science (5, 8, 11)	Yes	Yes	Yes			
Tennessee	Criterion Referenced Academic Achievement	3-8	Math, Reading/ Language, Social Studies, Science	Yes	Yes	Yes			
	End of Course	EoC	Algebra I, English II	Yes	Yes				
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)	Yes	Yes	Yes			
	STAAR EoC	EoC	Reading, Writing, Math, Science, Social Studies	Yes	Yes				
Utah	Student Assessment of Growth and Excellence (SAGE)	3-11	Language Arts, Math, and Science (4-8), Earth System Science, Biology, Chemistry, Physics	Yes	Yes	Yes			
	Direct Writing Assessment (DWA)	5,8	Writing	Yes	Yes				
Vermont	New England Comprehensive Assessment Program (NECAP)	3-8, 11	Math, Reading, Science (4,8,11), Writing (5,8,11)	Yes	Yes	Yes			

Disaggregated Special Education Data on Regular Assessments Inside ESEA System								
State	Test	Grade	Subject Areas	Reporting Summary By State				
				Participation	Performance	Part. and Perf. All Tests	Participation Only For All Tests	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)	Yes	Yes			
	High School Proficiency Exam (HSPE)	10	Reading, Writing	Yes	Yes	Yes		
	End of Course	EoC	Algebra 1/Integrated Math 1, Geometry/ Integrated Math 2, Biology	Yes	Yes			
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		

Disaggregated Special Education Data on Regular Assessments Inside ESEA System									
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State			
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Participation Only For All Tests	No Publicly Reported Data Found
Wyoming	Proficiency Assessments for Wyoming Students (PAWS)	3-8	Reading, Math, Science (4,8)	Yes	Yes	Yes			
				Total Regular States (N=50)					
Unique States									
American Samoa	Stanford Achievement Test 10	Elem to HS	Language Arts, Science, Math Problem Solving, History, Social Science	No	No				Yes
Bureau of Indian Education	No data reports found			-	-				Yes
Confederation of Northern Mariana Islands	Standards Based Assessment	3-8	Reading, Math, Science, Writing (5,7,11), Social Studies (3,6,8), Chamorro & Carolinian Language Heritage Studies (CCLHS at 4,6,8)	Yes	Yes				
	End of Course	EOC	World Lit I & II, American Lit & British Lit, Algebra I & II, Geometry, Environmental Science, Biology, Chemistry, NMI History & US Government & Economics	Yes	Yes	Yes			
Department of Defense Education Activity	Terra Nova	3-8	Reading, Math	No	No				Yes
District of Columbia	No data reports found			-	-				Yes
Federated States of Micronesia	National Minimum Competency Standard-Based Test (NMCT)	4,6,8, 10	Reading, Math (Reported by Island)	Yes	No			Yes	

Disaggregated Special Education Data on Regular Assessments Inside ESEA System										
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Participation Only For All Tests	No Publicly Reported Data Found	
Guam	Stanford Achievement Test, 10	1-11	Reading, Language Arts, Math (Reports for SpED in 1,3,5,7,9,10,11)	Yes	Yes	Yes				
Palau	No data reports found			-	-				Yes	
Puerto Rico	Puerto Rican Academic Achievement Test	3-8, 11	Spanish, English, Math, Science (4,8,11)	Yes	Yes	Yes				
Republic of Marshall Islands	No data reports found			-	-				Yes	
Virgin Islands	General 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)		49	3	2	7	
				Percent		80%	5%	3%	11%	

Table B-2. Participation and Performance Data for Students with Disabilities, Regular Assessment Outside ESEA Accountability, 2011-2012

State	Test	Grade	Subject Areas	Disaggregated Special Education Data on Regular Assessments Outside ESEA System						
				Participation	Performance	No Outside Tests	Part. and Perf. All Tests	Part. and Perf. Some Tests	Performance Only For All Tests	No Publicly Reported Data Found
Regular States										
Alabama	No Assessments Found Outside		Reading, Lang. Arts, Math, Science, Social Studies, Spelling	-	-	Yes				
Alaska	Terra Nova	5,7		Yes	Yes		Yes			
Arizona	Arizona's Instrument to Measure Standards (AIMS)	HS	Reading, Writing, Math, Science	Yes Diploma	Yes Diploma			Yes		
	Stanford Achievement Test, 10	2, 9	Reading, Language Arts, Math	No	No					
Arkansas	No data reports found			-	-	Yes				
California	No Assessments Found Outside			-	-	Yes				
Colorado	No Assessments Found Outside			-	-	Yes				
Connecticut	No Assessments Found Outside			-	-	Yes				
Delaware	Terra Nova	3-10	Reading, Math	Yes	Yes		Yes			
Florida	No Assessments Found Outside			-	-	Yes				

Disaggregated Special Education Data on Regular Assessments Outside ESEA System										
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						No Outside Tests	Part. and Perf. All Tests	Part. and Perf. Some Tests	Performance Only For All Tests	No Publicly Reported Data Found
Georgia	Writing Assessments	3,5,8,11	Writing	No	No					Yes
	Georgia High School Graduation Test	11 & retest	Writing, English Language Arts, Math, Science, Social Studies	No	No					
Hawaii	No Assessments Found Outside			-	-	Yes				
Idaho	No Assessments Found Outside			-	-	Yes				
Illinois	No Assessments Found Outside			-	-	Yes				
Indiana	End of Course Assessments (ECAs)	EoC	English, Algebra I, Biology I	No	No			Yes		
	Indiana Reading Evaluation and Determination (IREAD-3)	3	Reading	Yes	Yes					
	Indiana Course-Aligned Assessments	EoC	English (9,11,12) Geometry, Algebra II, Pre-Calculus, Physics, Earth and Space Science, Chemistry, Anatomy & Physiology, Integrated Chem. & Physics, US History, Government, Geography, World Economics, World History	No	No					

Disaggregated Special Education Data on Regular Assessments Outside ESEA System										
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						No Outside Tests	Part. and Perf. All Tests	Part. and Perf. Some Tests	Performance Only For All Tests	No Publicly Reported Data Found
Iowa	No Assessments Found Outside			-	-	Yes				
Kansas	No Assessments Found Outside			-	-	Yes				
Kentucky	Explore/PLAN	8, HS	English, Math, Reading, Science	Yes	Yes		Yes			
Louisiana	No Assessments Found Outside			-	-	Yes				
Maine	Preliminary Stanford Achievement Test (PSAT)	10	Critical Reading, Math Problem Solving, Writing	No	No					Yes
Maryland	No Assessments Found Outside			-	-	Yes				
Massachusetts	Massachusetts Comprehensive Assessment System (MCAS)	3-8, 10	English/Language Arts, Math, Science and Technology/ Engineering (5,8,10)	Yes Diploma	Yes Diploma		Yes			
	Biology High School Test	HS	Biology	Yes Diploma	Yes Diploma					
	Stanford Achievement Test	Not found	Reading, Writing, Math	Yes	Yes					
Michigan	No Assessments Found Outside			-	-	Yes				
Minnesota	Graduation Assessment (GRAD)	9-11	Reading (10), Math (11), Writing (9)	Yes	Yes		Yes			
Mississippi	High School Subject Area Tests	EoC	Algebra I, Biology I, English II, US History	-	-		Yes			

Disaggregated Special Education Data on Regular Assessments Outside ESEA System										
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						No Outside Tests	Part. and Perf. All Tests	Part. and Perf. Some Tests	Performance Only For All Tests	No Publicly Reported Data Found
Missouri	No Assessments Found Outside			-	-	Yes				
Montana	No Assessments Found Outside			-	-	Yes				
Nebraska	California Achievement Test (CAT)	5,8	Reading, Math	No	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					
Nevada	No Assessments Found Outside			-	-	Yes				
New Hampshire	No Assessments Found Outside			-	-	Yes				
New Jersey	No Assessments Found Outside			-	-	Yes				
New Mexico	Standards Based Assessment High School Graduation Assessment	10-11	Reading, Math (Replaces NMHSCE, offered for retakes)	No	No					Yes
New York	No Assessments Found Outside			-	-	Yes				
North Carolina	No Assessments Found Outside			-	-	Yes				

Disaggregated Special Education Data on Regular Assessments Outside ESEA System									
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State			
						No Outside Tests	Part. and Perf. All Tests	Part. and Perf. Some Tests	Performance Only For All Tests
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			
South Carolina	No Assessments Found Outside			-	-	Yes			
South Dakota	No Assessments Found Outside			-	-	Yes			
Tennessee	Writing	5,8,11	Writing	Yes	Yes		Yes		
Texas	Texas Assessment of Knowledge and Skills (TAKS)	10-11	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			

Disaggregated Special Education Data on Regular Assessments Outside ESEA System										
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						No Outside Tests	Part. and Perf. All Tests	Part. and Perf. Some Tests	Performance Only For All Tests	No Publicly Reported Data Found
Washington	End of Course	EoC	Algebra 1/Integrated Math 1, Geometry/Integrated Math 2, Biology	Yes	Yes	Yes				
West Virginia	No Assessments Found Outside			-	-	Yes				
Wisconsin	No Assessments Found Outside			-	-	Yes				
Wyoming	Plan	9-10	English, Math, Reading, Science	No	No				Yes	
	American College Test (ACT) Plus Writing	11	English, Math, Reading, Writing, Science	No	No					
Total Regular States (N=50)						34	9	2	1	4
Unique States										
American Samoa	No Assessments Found Outside			-	-	Yes				
Bureau of Indian Education	No data reports found			-	-	Yes				
Confederation of Northern Mariana Islands	Stanford Achievement Test, 10	3,5,6,8,9,11	Language Arts, Science, Mathematical Problem Solving, History, Social Science	No	No					Yes
Department of Defense Education Activity	No Assessments Found Outside			-	-	Yes				
District of Columbia	No data reports found			-	-	Yes				

Disaggregated Special Education Data on Regular Assessments Outside ESEA System										
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						No Outside Tests	Part. and Perf. All Tests	Part. and Perf. Some Tests	Performance Only For All Tests	No Publicly Reported Data Found
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				
Virgin Islands	No Assessments Found Outside			-	-	Yes				
Total Unique States (N=11)						10	0	0	0	1
Total Regular and Unique States (N=61)						44	9	2	1	5
Percent						72%	15%	3%	2%	8%

Table B-3. Participation and Performance Data for Students with Disabilities, Alternate Assessments Based on Alternate Achievement Standards (AA-AAS) Inside the ESEA Accountability System, 2011-2012

State	Test	Grade	Subject Areas	Disaggregated Special Education Data for AA-AAS Inside ESEA System		
				Participation	Performance	Summary by State Part. and Perf. for All Tests No Publicly Reported Data Found
Regular States						
Alabama	Alabama Alternate Assessment (AAA)	3-8, 11	Reading, Math (3-8, 11), Science (5,7,11)	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	Reading, Math, Science	Yes	Yes	Yes
Arkansas	No disaggregated data found			-	-	Yes
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 (5,8,10)	Yes	Yes	Yes
Connecticut	Skills Checklist	3-8	Access Skills, Math, Reading, Communication	Yes	Yes	Yes
Delaware	Delaware Comprehensive Assessment System (DCAS-Alt)	2-10	Reading, Math (2-10), Science (5,8,10), Social Studies (4,7,9)	Yes	Yes	Yes
Florida	Florida Alternate Assessment (FAA)	3-10	Reading, Math	Yes	Yes	Yes
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	Yes	Yes	Yes
Idaho	Idaho Alternate Assessment (IAA)	3-8,10	Reading, Math, Science	Yes	Yes	Yes
Illinois	Illinois Alternate Assessment (IAA)	3-8,11	Reading, Math, Science (4,7,11)	Yes	Yes	Yes

State	Test	Grade	Subject Areas	Disaggregated Special Education Data for AA-AAS Inside ESEA System			
				Participation	Performance	Part. and Perf. for All Tests	No Publicly Reported Data Found
Indiana	Indiana Standards Tool for Alternate Reporting (ISTAR)	3-8	English/Language Arts, Math, Science (4,6), Social Studies (5,7)	No	No		Yes
	Iowa Alternate Assessment (IAA)	3-8,11	Reading, Math	Yes	Yes	Yes	
Kansas	Kansas Alternate Assessment (KAA)	3-8,11	Reading, Math, Science (4,7,11)	Yes	Yes	Yes	
Kentucky	Alternate Kentucky Performance Rating for Educational Progress (K-PREP)	3-14	Reading, Math, Writing (5,6,8,10,11), Science (4,7), Social Studies (5,8)	Yes	Yes	Yes	
Louisiana	Louisiana Alternate Assessment 1	3-11	English/Language arts, Math, Science	Yes	Yes	Yes	
Maine	Maine Personalized Alternate Assessment Portfolio (MEPAAP)	2-8,10 & 3rd year HS	Reading, Math, Writing (4,7,HS), Science (5,8, HS)	Yes	Yes	Yes	
Maryland	Alternate Maryland School Assessment (ALT-MSA)	3-8,10	Math, Reading, Science (5,8,10)	Yes	Yes	Yes	
Massachusetts	Massachusetts Comprehensive Assessment System Alternate (MCAS-Alt)	3-10	English/Language Arts, Math, Science and Technology/Engineering (5,8-10)	Yes	Yes	Yes	
Michigan	Michigan Access (MI-Access) Functional Independence	3-8	Accessing Print, Math, Expressing Ideas (4,7), Science (5,8)	Yes	Yes		
	Michigan Access (MI-Access) Supported Independence	3-8	Reading, Math, Science (5,8)	Yes	Yes	Yes	
	Michigan Access (MI-Access) Participation	3-8	Reading, Math, Science (5,8)	Yes	Yes		
Minnesota	Minnesota Test of Academic Skills (MTAS)	3-8,10-11	Reading (3-8,10), Math (11)	Yes	Yes		
	Minnesota Test of Academic Skills III (MTAS III)	3-8,HS	Math (3-8), Science (5,8,HS)	Yes	Yes	Yes	

Disaggregated Special Education Data for AA-AAS Inside ESEA System							
State	Test	Grade	Subject Areas	Participation	Performance	Summary by State	
						Part. and Perf. for All Tests	No Publicly Reported Data Found
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 Curricular Frameworks Secondary	HS	Language Arts, Math, Science	Yes	Yes	Yes	
Missouri	Missouri Assessment Program Alternate (MAP-A)	3-8	Communication Arts (3-8,11), Math (3-8,10)	Yes	Yes	Yes	
Montana	Criterion Referenced Test (CRT) Alternate	3-8,10	Reading, Math, Science (4,8,10)	Yes	Yes	Yes	
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 (5,8,11), Writing, (5,8,11)	Yes	Yes	Yes	
New Hampshire	New Hampshire Alternate Learning Progression Assessment (NH ALPS)	3-7,10	Reading, Math, Science (4,11), Writing (4,7,10)	Yes	Yes	Yes	
New Jersey	Alternate Proficiency Assessment	3-8,11	Language Arts Literacy, Math, Science (4,8)	Yes	Yes	Yes	
New Mexico	Alternative Performance Assessment (NMAPA)	3-8,HS	Reading, Math (No Social Studies)	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 (NCEX-TEND1)	3-8,10	Reading, Math, Science (5,8)	Yes	Yes	Yes	
North Dakota	North Dakota Alternate Assessment 1 (NDAA1)	3-8,11	Reading/Language Arts, Math, Science	Yes	Yes	Yes	

State		Test	Grade	Subject Areas	Disaggregated Special Education Data for AA-AAS Inside ESEA System			
					Participation	Performance	Part. and Perf. for All Tests	No Publicly Reported Data Found
Ohio	Alternate Assessment for Students with Cognitive Disabilities (AASCD)	3-8	English/Language Arts, Math, Science (5,8)	Yes	Yes	Yes		
	Alternate Ohio Graduation Test (OGT-AASCD)	HS	English/Language Arts, Math, Science, Social Studies	Yes	Yes	Yes		
Oklahoma	Oklahoma Alternate Assessment Program (OAAP)	3-8, EoL	Math, Reading, Science (5,8), Geography, Social Studies, Writing (5,8), Algebra I, English II/Writing, Biology, US History, Others only if student took courses, Algebra II, Geometry, English III/ Writing	Yes	Yes	Yes		
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)	2-8,11	Reading, Math, Writing (4,7,10), Science (4,8,11)	Yes	Yes	Yes		
South Carolina	South Carolina Alternate (SC-ALT)		English Language Arts, Math, Science, Social Studies	Yes	Yes	Yes		
South Dakota	Dakota State Test of Educational Progress Alternate (DSTEP A)	3-8,11	Reading, Math, Science (5,8,11)	Yes	Yes	Yes		
Tennessee	Alternate Assessment	3-8	Math, Reading/Language, Science	Yes	Yes	Yes		
Texas	State of Texas Assessments of Academic Readiness Alternate (STA-ARALT)	3-8	Math, Reading, Writing (4,7), Science (5,8) Social Studies (8)	Yes	Yes	Yes		
Utah	STAARALT End of Course (EoC)	EoC	Reading, Math, Science, Social Studies	Yes	Yes	Yes		
Vermont	Utah Alternate Assessment (UAA)	3-11	Language Arts, Math, and Science	Yes	Yes	Yes		
	Alternate Assessment	3-8,11	Math, Reading, Science (4,8,11)	No	No	No	Yes	

Disaggregated Special Education Data for AA-AAS Inside ESEA System							
State	Test	Grade	Subject Areas	Participation	Performance	Summary by State	
						Part. and Perf. for All Tests	No Publicly Reported Data Found
Virginia	Virginia Alternate Assessment Portfolio (VAAP)	3-8	Reading, Writing (5,8) History/Social Science, Math, Science (3,5,8)	Yes	Yes	Yes	
	Virginia Alternate Assessment Portfolio End of Course (VAAP EoC)	EoC	Reading, Writing, History/Social Science, Math, Science	Yes	Yes		
Washington	Washington Alternate Assessment System (WAAS Portfolio)	3-8	Reading, Math, Writing (4,7), Science (5,8)	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)	Yes	Yes	Yes	
Unique States				47	47	47	3
American Samoa	Alternate Assessment			-	-		Yes
Bureau of Indian Education	No data reports found			-	-		Yes
Confederation of Northern Mariana Islands	Alternate Assessment	3-8	Reading, Math, Science, Social Studies (3,6,8)	Yes	Yes	Yes	
	Alternate End of Course	EoC	British Literature, American Lit., Algebra I & II, Geometry, Biology, Environmental Science, Chemistry	Yes	Yes		
Department of Defense Education Activity	Unknown Alternate Assessment			-	-		Yes
District of Columbia	No data reports found			-	-		Yes

Disaggregated Special Education Data for AA-AAS Inside ESEA System							
State	Test	Grade	Subject Areas	Participation	Performance	Summary by State	
						Part. and Perf. for All Tests	No Publicly Reported Data Found
Federated States of Micronesia	Unknown Alternate Assessment			-	-		Yes
Guam	Alternate Assessment	1-12	Reading, Math	Yes	Yes	Yes	
Palau	No data reports found			-	-		Yes
Puerto Rico	Puerto Rican Alternate Assessment	3-8,11	Spanish, English, Math, Science (4,8,11)	Yes	Yes	Yes	
Republic of Marshall Islands	No data reports found			-	-		Yes
Virgin Islands	Alternate Assessment	3-8,11	Reading, Math, Science (5,8,11)	Yes	Yes	Yes	
				4	4	4	7
				51	51	51	10
				84%	84%	84%	16%
				Percent			
				Total Unique States (N=11)			
				Total Regular and Unique States (N=61)			

Table B-4. Participation and Performance Data for English Language Learners (ELLs) with Disabilities, Regular Assessments Used Inside ESEA Accountability, 2011-2012

State	Test	Grade	Subject Areas	Disaggregated Data for ELLs with Disabilities for Regular Assessment Inside ESEA System			
				Participation	Performance	Reporting Summary by State	
				Part. and Perf. All Tests	Part. and Perf. Some Tests	Part. Only for All Tests	No Publicly Reported Data Found
Regular States							
Alabama	Alabama Reading and Mathematics Test (ARMT+)	3-8	Reading, Math	Yes	Yes		
	Alabama Science Assessment (ASA)	5,7	Science	Yes	Yes	Yes	
	Alabama High School Graduation Exam (AHSGE)	11,12	Biology, Language, Math, Reading, Social Sciences	Yes	Yes		
Alaska	Standards Based Assessments	3-10	Reading, Writing, Math (3-10), Science (4,8,10)	No	No		Yes
	High School Graduation Qualification Exam	10-12	Reading, Writing, Math	No	No		
Arizona	Arizona's Instrument to Measure Standards (AIMS)	3-8	Reading (3-8), Math (3-8), Science (4,8), Writing (5-7)	No	No		Yes
Arkansas	No disaggregated data found			-	-		Yes
California	California Standards Test Scores (CST)	2-11, EoC	ELA (2-11), Math (2-7), Gen Math (8-9), Algebra I (7-11), Integrated Math (8-11), Geometry (8-11), Integ. Math 2 (8-11), Social Science (8), World History (9-11), US History (11), Science (5,8,10), Biology (9-11), Chemistry (9-11), Int. Science 2-4 (9-11)	No	No	Yes	
	Standards Based Tests in Spanish (STS) (Not only for ELLs)	2-11	ELA (2-11), Math (2-7), Algebra I (7-11, EoC), Geometry (8-11, EoC)	Yes	Yes		

Disaggregated Data for ELLs with Disabilities for Regular Assessment Inside ESEA System									
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary by State			
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Part. Only for All Tests	No Publicly Reported Data Found
Colorado	Transitional Colorado Assessment Program (TCAP)	3-10	Reading, Math, Writing (3-10), Science (5,8,10), Escritura, Lectura (3-4)	Yes	Yes	Yes			
Connecticut	Connecticut Mastery Test (CMT)	3-8	Reading, Math, Writing (3-8), Science (5,8)	Yes	Yes	Yes			
	Connecticut Academic Performance Test	10	Reading, Math, Writing, Science	Yes	Yes	Yes			
Delaware	Delaware Comprehensive Assessment System (DCAS)	3-10	Reading, Math (3-10), Science (5,8,10), Social Studies (4,7)	No	No	No			Yes
Florida	Florida Comprehensive Assessment Test (FCAT)/FCAT 2.0	3-10	Reading, Math	No	No	No			Yes
	End of Course Assessment	EoC	Algebra I, Geometry, Biol. I	No	No	No			
Georgia	Criterion-Referenced Competency Test	1-8	Reading, English/Language Arts, Math, Science (3-8), Social Studies (3-8)	No	No	No			
	End of Course Test	EoC	Math I & II, GPS Algebra, GPS Geometry, United States History, Econ/Business/Free Enterprise, Biology, Physical Science, Ninth Grade Literature and Composition	No	No	No			Yes
Hawaii	Hawaii State Assessment Program (HSAP)	3-8,10	Reading, Math, Science	No	No	No			Yes
Idaho	General Assessment	3-8,10	Reading, Math, Science	No	No	No			Yes

State	Test	Grade	Subject Areas	Disaggregated Data for ELLs with Disabilities for Regular Assessment Inside ESEA System					
				Participation	Performance	Reporting Summary by State			
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Part. Only for All Tests	No Publicly Reported Data Found
Illinois	Illinois Standards Achievement Test (ISAT)	3-8	Reading, Math, Science (4,7)	No	No				Yes
	Prairie State Achievement Examination (PSAE)	11	Reading, Math, Science	No	No				
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				Yes
	End of Course Assessments (ECAs)	EoC	English, Algebra I, Biology I	No	No				
Iowa	Iowa Assessment	3-8,11	Reading, Math	No	No				Yes
Kansas	General Assessment	3-8, 11	Reading, Math, Science (4,7,11)	No	No				Yes
Kentucky	Kentucky Performance Rating for Educational Progress (K-PREP)	3-8, 10, 11	Reading, Math, Science (4,7), Social Studies (5,8), Writing (5,6,8,10,11), Language Mechanics (4,6,10)	No	No				
	End of Course	EoC	English II, Algebra II, Biology, US History	No	No				Yes
Louisiana	Stanford Achievement Test, 10 (Part of K-PREP)	3-8	Reading, Math (3-8), Science (4,7), Social Studies (5,8), Language Mechanics (4,6)	In KPREP	In KPREP				
	Louisiana Educational Assessment Program (LEAP)	4,8	English/Language arts, Math, Science, Social Studies	No	No				
	Integrated Louisiana Educational Assessment Program (ILEAP)	3,5-7	English/Language arts, Math, Science, Social Studies	No	No				Yes
	End of Course Tests)	English, Algebra, Geometry, Biology	No	No				

Disaggregated Data for ELLs with Disabilities for Regular Assessment Inside ESEA System									
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary by State			
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Part. Only for All Tests	No Publicly Reported Data Found
Maine	New England Comprehensive Assessment Program (NECAP)	3-8	Reading, Math, Writing (5,8)	No	No				
	Maine Educational Assessment (MEA) Science	5,8	Science	No	No				Yes
	Maine High School Assessment	11, 3rd year HS	Reading, Writing, Math, Science	No	No				
Maryland	Maryland School Assessment (MSA)	3-8	Math, Reading, Science (5,8)	No	No				Yes
	High School Assessments (HSA)	EoC	Algebra/Data analysis, English, Biology, Government	No	No				
Massachusetts	Massachusetts Comprehensive Assessment System (MCAS)	3-8, 10	English/Language Arts, Math, Science and Technology/ Engineering (5,8,10)	No	No				Yes
	Biology High School Test	HS	Biology	No	No				
Michigan	Michigan Education Assessment Program (MEAP)	3-9	Reading, Math, (3-8), Writing (4,7) Science (5,8), Social Studies (6,9)	Yes	Yes				
	Michigan Merit Examination (MME)	11	Reading, Math, Writing, Science, Social Studies	Yes	Yes	Yes			
Minnesota	Minnesota Comprehensive Assessment II (MCA-II)	3-11	Reading (3-8,10), Math (11)	Yes	Yes				
	Minnesota Comprehensive Assessment III (MCA III)	3-8, HS	Math (3-8), Science (5,8,HS)	Yes	Yes	Yes			

Disaggregated Data for ELLs with Disabilities for Regular Assessment Inside ESEA System										
State	Test	Grade	Subject Areas	Reporting Summary by State			Part. and Perf. All Tests	Part. and Perf. Some Tests	Part. Only for All Tests	No Publicly Reported Data Found
				Participation	Performance	Yes				
Mississippi	Mississippi Curriculum Test	3-8	Language Arts, Math	No	No					
	Science Tests	5,8	Science	No	No					Yes
	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					Yes
	Online End of Course Assessments	EoC	Phase 1 English II, Algebra I, Biology, Phase 2, English I, Algebra II, Geo-metry, American History, Government	No	No					
Montana	Criterion Reference Test (CRT)	3-8,10	Reading, Math, Science (4,8,10)	No	No					Yes
Nebraska	Nebraska State Accountability (NeSA)	3-8,11	Reading, Math, Science (5,8,11), Writing (8,11)	No	No					Yes
Nevada	Criterion Referenced Test (CRT)	3-8	Reading, Math, Science (5,8)	No	No					Yes
	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					Yes
New Jersey	New Jersey Assessment of Skills and Knowledge (NJASK)	3-8,11	Language Arts Literacy, Math, Science (4,8)	No	No					Yes
	New Jersey Biology Competency Test	EoC	Biology	No	No					
New Mexico	Standards Based Assessment (SBA)	3-8,10-11	Reading, Math, Writing (3,5,8), Social Studies and Science (11)	No	No					Yes

Disaggregated Data for ELLs with Disabilities for Regular Assessment Inside ESEA System									
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary by State			
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Part. Only for All Tests	No Publicly Reported Data Found
New York	New York State Testing Program (NYSTP)	3-8	English Language Arts, Math, Science (4,8)	No	No				
	Regents Exams	EoC	English, Integrated Algebra, Geometry, Algebra 2/Trigonometry, Global History and Geography, Living Environment, Earth Science, Chemistry, Physics	No	No				Yes
	Regents Competency Tests	EoC	Math, Science, Reading, Writing, Global Studies, US History and Government	No	No				
North Carolina	End of Grade Multiple Choice Test	3-8	Reading, Math, Science (5,8)	No	No				Yes
	End of Course Multiple Choice	EOC	Algebra I, Biology, English I,	No	No				
North Dakota	General Assessment	3-8,11	Reading/Language Arts, Math, Science (4,8,11)	No	No				Yes
Ohio	Ohio Achievement Assessments (OAA)	3-8	Math, Reading, Science (5,8)	Yes	Yes				
	Ohio Graduation Tests (OGT)	HS	Reading, Math, Science, Social Studies, Writing	Yes	Yes			Yes	
Oklahoma	Oklahoma Core Curriculum Tests (OCCCT)	3-8	Math, Reading, Geography (7), US History (8), Science (5,8), Social Studies (5)	No	No				
	End of Instruction	EoI	ACE Algebra I, ACE Algebra II, ACE Geometry, ACE English II, III (Writing included), ACE Biology I, ACE US History	No	No				Yes

Disaggregated Data for ELLs with Disabilities for Regular Assessment Inside ESEA System									
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary by State			
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Part. Only for All Tests	No Publicly Reported Data Found
Oregon	Oregon Assessment of Knowledge and Skills (OAKS) Online	3-8,11	Reading, Math, Science (5,8,11), Writing (11)	No	No				Yes
Pennsylvania	Pennsylvania System of School Assessment (PSSA)	3-8, 11	Reading, Math, Science (4,8,11)	No	No				Yes
Rhode Island	New England Education Assessment Program (NECAP)	3-8,11	Reading, Math, Writing (5,8,11) Science (4,8,11)	No	No				Yes
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				Yes
South Dakota	High School Assessment Program Test	2nd year HS	English Language Arts, Math	No	No				
	South Dakota State Test of Educational Progress (DSTEP)	3-8,11	Reading, Math, Science (5,8,11)	No	No				Yes
Tennessee	Criterion Referenced Academic Achievement	3-8	Math, Reading/Language, Social Studies, Science	No	No				Yes
	End of Course	EoC	Algebra I, English II	No	No				

Disaggregated Data for ELLs with Disabilities for Regular Assessment Inside ESEA System									
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary by State			
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Part. Only for All Tests	No Publicly Reported Data Found
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	Reading, Writing, Math, Science, Social Studies	No	No				Yes
Utah	Student Assessment of Growth and Excellence (SAGE)	3-11	Language Arts, Math, and Science (4-8), Earth System Science, Biology, Chemistry, Physics	Yes	Yes	Yes			
	Direct Writing Assessment (DWA)	5,8	Writing	Yes	Yes				
Vermont	New England Comprehensive Assessment Program (NECAP)	3-8, 11	Math, Reading, Science (4,8,11), Writing (5,8,11)	No	No				Yes
Virginia	Standards of Learning (SOL)	3-8	Reading, Math, Science (3,5,8), History/Social Studies (3,5,8), Writing (5,8)	No	No				
	End of Course Test	EoC	Reading, Writing, Algebra I, II, Geometry, Biology, Chemistry, Earth Science, Virginia and US History, World History I, II, World Geography, US History to 1865, US History from 1865 to present, Civics and Economics, Virginia Studies	No	No				Yes

Disaggregated Data for ELLs with Disabilities for Regular Assessment Inside ESEA System										
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary by State				
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Part. Only for All Tests	No Publicly Reported Data Found	
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				Yes	
	End of Course	EoC	Algebra 1/integrated Math 1, Geometry/integrated Math 2, Biology	No	No					
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), 20th and 21st Centuries Studies (11)	No	No				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)	No	No				Yes	
Wyoming	Proficiency Assessments for Wyoming Students (PAWS)	3-8	Reading, Math, Science (4,8)	No	No				Yes	
Unique States						Total Regular States (N=50)	7	1	0	42
American Samoa	Stanford Achievement Test, 10	Elem to HS	Language Arts, Science, Math Problem Solving, History, Social Science	No	No				Yes	
Bureau of Indian Education	No data reports found			-	-				Yes	

Disaggregated Data for ELLs with Disabilities for Regular Assessment Inside ESEA System									
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary by State			
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Part. Only for All Tests	No Publicly Reported Data Found
Confederation of Northern Marianna Islands	Standards Based Assessment	3-8	Reading, Math, Science, Writing (5,7,11), Social Studies (3,6,8), Chamorro & Carolinian Language Heritage Studies (CCLHS at 4,6,8)	No	No				
	End of Course	EoC	World Literature I & II, American Lit. & British Lit., Algebra I & II, Geometry, Environmental Science, Biology, Chemistry, NMI History & US Government & Economics	No	No				Yes
Department of Defense Education Activity	Terra Nova	3-8	Reading, Math	No	No				Yes
District of Columbia	No data reports found			-	-				Yes
Federated States of Micronesia	National Minimum Competency Standard-Based Test (NMCT)	4,6,8,10	Reading, Math (Reported by Island)	No	No				Yes
Guam	Stanford Achievement Test, 10	1-11	Reading, Language Arts, Math (Reports for SpED in 1,3,5,7,9,10,11)	No	No				Yes
Palau	No data reports found			-	-				Yes

Disaggregated Data for ELLs with Disabilities for Regular Assessment Inside ESEA System									
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary by State			
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Part. Only for All Tests	No Publicly Reported Data Found
Puerto Rico	Puerto Rican Academic Achievement Test	3-8,11	Spanish, English, Math, Science (4,8,11)	Yes	No		Yes		
Republic of Marshall Islands	No data reports found			-	-				Yes
Virgin Islands	Regular Assessment	3-8,11	Reading, Math, Science (5,8,11)	No	No				Yes
Total Unique States (N=11)						0	0	1	10
Total Regular and Unique States (N=61)						7	1	1	52
Percent						11%	2%	2%	85%

Table B-5. Participation and Performance Data for English Language Learners (ELLs) with Disabilities, Regular Assessments Used Outside ESEA Accountability, 2011-2012

State	Test	Grade	Subject Areas	Disaggregated Data for ELLs with Disabilities for Regular Assessment Outside ESEA System						
				Participation	Performance	No Outside Tests	Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only for All Tests	No Publicly Reported Data Found
Regular States										
Alabama	No Assessments Found Outside			-	-	Yes				
Alaska	Terra Nova	5,7	Reading, Lang. Arts, Math, Science, Social Studies, Spelling	-	-					Yes
Arizona	Arizona's Instrument to Measure Standards (AIMS)	HS	Reading, Writing, Math, Science	-	-					
	Stanford Achievement Test, 10	2, 9	Reading, Language Arts, Math	-	-					Yes
Arkansas	No data reports found			-	-	Yes				
California	No Assessments Found Outside			-	-	Yes				
Colorado	No Assessments Found Outside			-	-	Yes				
Connecticut	No Assessments Found Outside			-	-	Yes				
Delaware	Terra Nova	3-10	Reading, Math	-	-					Yes
Florida	No Assessments Found Outside			-	-	Yes				
Georgia	Writing Assessments	3,5,8,11	Writing	-	-					
	Georgia High School Graduation Test	11 and retest	Writing, English Language Arts, Math, Science, Social Studies	-	-					Yes

Disaggregated Data for ELLs with Disabilities for Regular Assessment Outside ESEA System										
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						No Outside Tests	Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only for All Tests	No Publicly Reported Data Found
Hawaii	No Assessments Found Outside			-	-	Yes				
Idaho	No Assessments Found Outside			-	-	Yes				
Illinois	No Assessments Found Outside			-	-	Yes				
Indiana	End of Course Assessments (ECAs)	EoC	English, Algebra I, Biology I	No	No					
	Indiana Reading Evaluation and Determination (IREAD-3)	3	Reading	No	No					
	Indiana Course-Aligned Assessments	EoC	English (9,11,12) Geometry, Algebra II, PreCalculus, Physics, Earth and Space Science, Chemistry, Anatomy & Physics, Integrated Chemistry & Physics, US or World History, Government, Geography & Economics	No	No					Yes
Iowa	No Assessments Found Outside			-	-	Yes				
Kansas	No Assessments Found Outside			-	-	Yes				
Kentucky	Explore/PLAN	8, HS	English, Math, Reading, Science	No	No					Yes

Disaggregated Data for ELLs with Disabilities for Regular Assessment Outside ESEA System											
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State					
						No Outside Tests	Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only for All Tests	No Publicly Reported Data Found	
Louisiana	No Assessments Found Outside			-	-	Yes					
Maine	Preliminary Stanford Achievement Test (PSAT)	10	Critical Reading, Math Problem Solving, Writing	No	No					Yes	
Maryland	No Assessments Found Outside			-	-	Yes					
Massachusetts	Massachusetts Comprehensive Assessment System (MCAS)	3-8, 10	English/Language Arts, Math, Science and Technology/ Engineering (5,8,10)	No	No					Yes	
				No	No						
Michigan	Biology High School Test	HS	Biology	No	No						
				No	No						
Minnesota	Stanford Achievement Test	Not found	Reading, Writing, Math	-	-	Yes					
				Yes	Yes		Yes				
Mississippi	Graduation Assessment (GRAD)	9-11	Reading (10), Math (11), Writing (9)	No	No					Yes	
Missouri	High school Subject Area Tests	EoC	Algebra I, Biology I, English II, US History	-	-	Yes					
Montana	No Assessments Found Outside			-	-	Yes					
Nebraska	California Achievement Test (CAT)	5,8	Reading, Math	No	No						
				No	No						
				No	No						Yes

Disaggregated Data for ELLs with Disabilities for Regular Assessment Outside ESEA System										
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						No Outside Tests	Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only for All Tests	No Publicly Reported Data Found
Nevada	No Assessments Found Outside			-	-	Yes				
New Hampshire	No Assessments Found Outside			-	-	Yes				
New Jersey	No Assessments Found Outside			-	-	Yes				
New Mexico	Standards Based Assessment High School Graduation Assessment	10-11	Reading, Math (Replaces NMHSCE, offered for retakes)	No	No					Yes
New York	No Assessments Found Outside			-	-	Yes				
North Carolina	No Assessments Found Outside			-	-	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				
Pennsylvania	No Assessments Found Outside			-	-	Yes				
Rhode Island	No Assessments Found Outside			-	-	Yes				
South Carolina	No Assessments Found Outside			-	-	Yes				

Disaggregated Data for ELLs with Disabilities for Regular Assessment Outside ESEA System										
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						No Outside Tests	Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only for All Tests	No Publicly Reported Data Found
South Dakota	No Assessments Found Outside			-	-	Yes				
Tennessee	Writing	5,8,11	Writing	No	No					Yes
Texas	Texas Assessment of Knowledge and Skills (TAKS)	10-11	English Language Arts, Math, Science, Social studies	No	No					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					Yes
West Virginia	No Assessments Found Outside			-	-	Yes				
Wisconsin	No Assessments Found Outside			-	-	Yes				
Wyoming	Plan	9- 10	English, Math, Reading, Science	No	No					
	American College Test (ACT) Plus Writing	11	English, Math, Reading, Writing, Science	No	No					Yes
Total Regular States (N=50)						34	1	0	0	15

State	Test	Grade	Subject Areas	Disaggregated Data for ELLs with Disabilities for Regular Assessment Outside ESEA System						
				Participation	Performance	Reporting Summary By State				
						No Outside Tests	Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only for All Tests	No Publicly Reported Data Found
Unique States										
American Samoa	No Assessments Found Outside			-	-	Yes				
Bureau of Indian Education	No data reports found			-	-	Yes				
Confederation of Northern Mariana Islands	Stanford Achievement Test, 10	3, 5, 6, 8, 9, 11	Language Arts, Science, Mathematical Problem Solving, History, Social Science	No	No				Yes	
Department of Defense Education Activity	No Assessments Found Outside			-	-	Yes				
District of Columbia	No data reports found			-	-	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				
Virgin Islands	No Assessments Found Outside			-	-	Yes				
				Total Unique States (N=11)		10	0	0	0	1
				Total Regular and Unique States (N=61)		44	1	0	0	16
				Percent		72%	2%	0%	0%	26%

Table B-6. Participation and Performance Data for English Language Learners (ELLs) with Disabilities, Alternate Assessments Based on Alternate Achievement Standards (AA-AAS) Inside the ESEA Accountability System, 2011-2012

State	Test	Grade	Subject Areas	Disaggregated Data for ELLs with Disabilities For AA-AAS Inside ESEA System		
				Participation	Performance	Summary
					Partic. And Perf. For All Tests	No Publicly Reported Data Found
Regular States						
Alabama	Alabama Alternate Assessment (AAA)	3-8,11	Reading, Math (3-8,11), Science (5,7,11)	Yes	Yes	Yes
Alaska	Alaska Alternate Assessment	3-10	Reading, Writing, Math (3-10), Science (4,8,10)	Yes	Yes	Yes
Arizona	Arizona's Instrument to Measure Standards Alternate (AIMS-A)	3-8	Reading, Math, Science	No	No	Yes
Arkansas	No disaggregated data found			-	-	Yes
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 (5,8,10)	Yes	Yes	Yes
Connecticut	Skills Checklist	3-8	Access Skills, Math, Reading, Communication	Yes	Yes	Yes
Delaware	Delaware Comprehensive Assessment System Alternate (DCAS-Alt)	2-10	Reading, Math (2-10), Science (5,8,10), Social Studies (4,7,9)	No	No	Yes
Florida	Florida Alternate Assessment (FAA)	3-10	Reading, Math	No	No	Yes
Georgia	Georgia Alternate Assessment	3-8,11	English/Language Arts, Math, Science, Social Studies	No	No	Yes
Hawaii	Alternate Assessment	3-8,10	Reading, Math	No	No	Yes
Idaho	Alternate Assessment	3-8,10	Reading, Math, Science	No	No	Yes

State	Test	Grade	Subject Areas	Disaggregated Data for ELLs with Disabilities For AA-AAS Inside ESEA System			
				Participation	Performance	Partic. And Perf. For All Tests	Summary No Publicly Reported Data Found
Illinois	Illinois Alternate Assessment (IAA)	3-8,11	Reading, Math, Science (4,7,11)	Yes	Yes	Yes	
Indiana	Indiana Standards Tool for Alternate Reporting (ISTAR)	3-8	English/Language Arts, Math, Science (4,6), Social Studies (5,7)	No	No		Yes
Iowa	Iowa Alternate Assessment (IAA)	3-8,11	Reading, Math	No	No		Yes
Kansas	Kansas Alternate Assessment (KAA)	3-8,11	Reading, Math, Science (4,7,11)	No	No		Yes
Kentucky	Alternate Kentucky Performance Rating for Educational Progress (K-PREP)	3-14	Reading, Math, Writing (5,6, 8,10,11), Science (4,7), Social Studies (5,8)	No	No		Yes
Louisiana	Louisiana Alternate Assessment 1	3-11	English/Language arts, Math, Science	No	No		Yes
Maine	Maine Personalized Alternate Assessment Portfolio (MEPAAP)	2-8, 10 & 3rd year HS	Reading, Math, Writing (4,7,HS), Science (5,8, HS)	Yes	Yes	Yes	
Maryland	Alternate Maryland School Assessment (ALT-MSA)	3-8,10	Math, Reading, Science (5,8,10)	Yes	Yes	Yes	
Massachusetts	Massachusetts Comprehensive Assessment System Alternate (MCAS-Alt)	3-10	English/Language Arts, Math, Science and Technology/ Engineering (5,8-10)	No	No		Yes
Michigan	Michigan Access (MI-Access) Functional Independence	3-8	Accessing Print, Math, Expressing Ideas (4, 7), Science (5,8)	Yes	Yes		
	Michigan Access (MI-Access) Supported Independence	3-8	Reading, Math, Science (5,8)	Yes	Yes	Yes	
	Michigan Access (MI-Access) Participation	3-8	Reading, Math, Science (5,8)	Yes	Yes		
Minnesota	MTAS	3-8, 10-11	Reading (3-8,10), Math (11)	Yes	Yes	Yes	
	MTAS III	3-8, HS	Math (3-8), Science (5,8,HS)	Yes	Yes	Yes	

State	Test	Grade	Subject Areas	Disaggregated Data for ELLs with Disabilities For AA-AAS Inside ESEA System			
				Participation	Performance	Summary	
						Partic. And Perf. For All Tests	No Publicly Reported Data Found
Mississippi	Mississippi Alternate Assessment of the Extended Curriculum Frameworks	3-8	Language Arts, Math, Science (5,8)	No	No		Yes
	MS Alternate Assessment of the Extended Curricular Frameworks Secondary	HS	Language Arts, Math, Science	No	No		Yes
Missouri	Missouri Assessment Program Alternate (MAP-A)	3-8	Communication Arts (3-8,11), Math (3-8,10)	No	No		Yes
Montana	CRT- Alternate	3-8,10	Reading, Math, Science (4,8, 10)	Yes	Yes	Yes	
Nebraska	Alternate Assessment	3-8,11	Reading, Math, Science (5,8,11), Writing (8,11)	No	No		Yes
Nevada	Nevada Alternate Assessment (NAA)	3-8,11	Reading, Math, Science (5,8,11), Writing, (5,8,11)	Yes	Yes	Yes	
New Hampshire	New Hampshire alternate learning progression assessment (NH ALPS)	3-7,10	Reading, Math, Science (4, 11), Writing (4,7,10)	Yes	Yes	Yes	
New Jersey	Alternate Proficiency Assessment	3-8,11	Language Arts Literacy, Math, Science (4,8)	Yes	Yes	Yes	
New Mexico	Alternative Performance Assessment (NMAPA)	3-8,HS	Reading, Math	No	No		Yes
New York	New York State Alternate Assessment (NYSAA)	3-8,HS	English Language Arts, Math, Science (4,8, HS), Social Studies (HS)	No	No		Yes
North Carolina	North Carolina Extend 1 (NCEXTEND1)	3-8,10	Reading, Math, Science (5,8)	Yes	Yes	Yes	
North Dakota	North Dakota Alternate Assessment 1 (NDAA1)	3-8,11	Reading/Language Arts, Math, Science	No	No		Yes

State	Test	Grade	Subject Areas	Disaggregated Data for ELLs with Disabilities For AA-AAS Inside ESEA System			
				Participation	Performance	Summary	
						Partic. And Perf. For All Tests	No Publicly Reported Data Found
Ohio	Alternate Assessment for Students with Cognitive Disabilities (AASCD)	3-8	English/Language Arts, Math, Science (5,8)	Yes	Yes	Yes	
	Alternate Ohio Graduation Test (OGT-AASCD)	HS	English/Language Arts, Math, Science, Social Studies	Yes	Yes		
Oklahoma	Oklahoma Alternate Assessment Program (OAAP)	3-8, EoI	Math, Reading, Science (5,8), Geography, Social Studies, Writing (5,8), Algebra I, English II/Writing, Biology, US History, Others only if student took courses: Algebra II, Geometry, English III/Writing	No	No		Yes
Oregon	OAKS Extended	3-8,11	Reading, Math, Science (5,8,11), Writing (11)	No	No		Yes
Pennsylvania	Pennsylvania Alternate (PASA)	3-8,11	Reading, Math, Science (4,8,11)	Yes	Yes	Yes	
Rhode Island	Rhode Island Alternate Assessment (RIAA)	2-8,11	Reading, Math, Writing (4,7,10), Science (4,8,11)	No	No		Yes
South Carolina	South Carolina Alternate (SC-ALT)		English Language Arts, Math, Science, Social Studies	Yes	Yes	Yes	
South Dakota	Alternate (DSTEP A)	3-8,11	Reading, Math, Science (5,8,11)	No	No		Yes
Tennessee	Alternate Assessment	3-8	Math, Reading/Language, Science	No	No		Yes
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 EoC	EoC	Reading, Math, Science, Social Studies	Yes	Yes		
Utah	Utah Alternate Assessment (UAA)	3-11	Language Arts, Math, Science	Yes	Yes	Yes	
Vermont	Alternate Assessment	3-8,11	Math, Reading, Science (4,8,11)	No	No		Yes

State	Test	Grade	Subject Areas	Disaggregated Data for ELLs with Disabilities For AA-AAS Inside ESEA System			
				Participation	Performance	Summary	
						Partic. And Perf. For All Tests	No Publicly Reported Data Found
Virginia	Virginia Alternate Assessment Portfolio (VAAP)	3-8	Reading, Writing (5,8) History/Social Science, Math, Science (3,5,8)	No	No		Yes
	Virginia Alternate Assessment Portfolio End of Course (VAAP EoC)	EoC	Reading, Writing, History/Social Science, Math, Science	No	No		
Washington	Washington Alternate Assessment System (WAAS Port)	3-8	Reading, Math, Writing (4,7), Science (5,8)	No	No		Yes
West Virginia	Alternate Performance Task Assessment	3-8,10	Math, Reading/Language Arts (3-8,11), Science (4,6,10)	No	No		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)	No	No		Yes
Unique States				21	21	21	29
American Samoa	No data reports found			No	No		Yes
Bureau of Indian Education	No data reports found			-	-		Yes
Confederation of Northern Mariana Islands	Alternate Assessment	3-8	Reading, Math, Science, Social Studies (3,6,8)	No	No		Yes
	Alternate End of Course	EoC	British Lit, American Lit, Algebra I & II, Geometry, Biology, Environmental Science, Chemistry				
Department of Defense Education Activity	Unknown Alternate Assessment			-	-		Yes

State	Test	Grade	Subject Areas	Disaggregated Data for ELLs with Disabilities For AA-AAS Inside ESEA System			
				Participation	Performance	Partic. And Perf. For All Tests	Summary No Publicly Reported Data Found
District of Columbia	No data reports found			-	-		Yes
Federated States of Micronesia	Unknown Alternate Assessment			-	-		Yes
Guam	Alternate Assessment	1-12	Reading, Math	No	No		Yes
Palau	No data reports found			-	-		Yes
Puerto Rico	Puerto Rican Alternate Assessment	3-8,11	Spanish, English, Math, Science (4,8,11)	No	No		Yes
Republic of Marshall Islands	No data reports found			-	-		Yes
Virgin Islands	Alternate Assessment	3-8,11	Reading, Math, Science (5,8,11)	No	No		Yes
Total Unique States (N=11)				0	0	0	11
Total Regular and Unique States (N=61)				21	21	21	40
				34%	34%	34%	66%

Table B-7. Participation and Performance Data for Students with Disabilities and ELLs with Disabilities, Regular and Alternate Assessments Based on Modified Achievement Standards (AA-MAS) Used for ESEA Accountability, 2011-2012

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 Perf. for some tests	No Data Found
Regular States									
California	California Modified Assessment (CMA)	3-11	ELA (3-11), Math (3-7), Algebra I (7-11, EoC) Geometry (8-11, EoC), Science (5,8,10)	Yes			Yes		
Connecticut	Modified assessment	3-8	Reading, Math	Yes					Yes
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)			Yes			Yes
Kansas	KAMM	Any	Reading, Math	Yes					Yes
Louisiana	Louisiana Alternate Assessment 2	4-8	English/Language arts, Math, Science, Social Studies	Yes					Yes
Maryland	Maryland School Assessment Modified	3-8	Reading, Math	Yes			Yes		
Minnesota	Modified Assessment II	5-8, 10-11	Reading (5-8, 10), Math (11)			Yes			Yes
	Modified Assessment III	5-8	Math						
North Carolina	North Carolina Extend 2 (NCEX-TEND2)	3-8	Reading, Math, Science (5,8)	Yes					Yes
North Dakota	North Dakota Alternate Assessment 2 (NDAAS2)	3-8, 11	Reading/Language Arts, Math, Science (4,8,11)	Yes					Yes

Disaggregated Data for AA-MAS										
State	Test	Grade	Subject Areas	Students with Disabilities Summary			ELLs with Disabilities Summary			
				Participation and Performance	Performance Only	No Data Found	Participation and Performance	Part. and Perf. for some tests	No Data Found	
Oklahoma	Oklahoma Modified Alternate Assessment Program (OMAAP)	3-8	Math, Reading, Science (5,8)	Yes						
	End of Instruction Modified	Eol	Algebra I, English II (Writing included), Biology I, US History							Yes
Pennsylvania	Pennsylvania System of School Assessment Modified (PSSA-M)	3-8,11	Reading, Math	Yes			Yes			
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						
	STAAR M EoC	EoC	Reading, Writing, Math, Science, Social Studies						Yes	
Virginia	Texas Assessment of Knowledge and Skills Modified (TAKS-M)	10-11	English Language Arts, Math, Science, Social studies							
	Virginia Modified Achievement Standards Test (VMAST)	3-8	Math		Yes					Yes
	Virginia Modified Achievement Standards Test (VMAST EoC)	HS	Math							
Total Regular States with MAS (N=14)				10	2	2	3	1	10	
Percent				72%	14%	14%	21%	7%	72%	

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 ESEA Accountability, 2011-2012

State	Test	Grade	Subject Areas	Disaggregated Data for AA-GLAS			
				Students with Disabilities		ELLs with Disabilities	
				Participation	Performance	Participation	Performance
Regular States							
Virginia	Virginia Grade Level Alternate Assessment (VGLAA)	3-8	Reading, History/Social Science(3), Science (3.5.8) Writing (5,8)	Yes	Yes	-	-
	VGLAA EoC	HS	Reading, History/Social Science, Science, Writing	Yes	Yes	-	-
Total Regular States with GLAS (N=1)				1	1	0	0
Percent				100%	100%	0%	0%

Table B-9. Ways States Disaggregated Participation Data for Students with Disabilities for Regular Assessments, 2011-2012

States	States Reporting Rates	Participation Rate Method Reported				Unclear Method	Number of Approaches Used				Denominator for Participation Rate	
		By Grade and by Test	Merged Grades By Test	By Grade Merged Tests	Merged Grades and Tests		0	1	2	3		Not Clear
Regular States												
Alabama	X	X	-	-	-	-	X					Y
Alaska	X	X	-	X	-	-		X				Y
Arizona	X	X	-	X	-	-		X				-
Arkansas		-	-	-	-	-	X					-
California	X	X ¹	-	-	-	-	X					Y
Colorado		-	-	-	-	-	X					-
Connecticut	X	X	-	X	-	-		X				Y
Delaware	X	-	-	-	X	-		X				-
Florida	X	X ²	-	-	-	-		X				Y
Georgia		-	-	-	-	-	X					-
Hawaii	X	-	X	-	X	-			X			Y
Idaho	X	-	-	X	-	-		X				Y
Illinois	X	-	-	-	X	-		X				Y
Indiana		-	-	-	-	-	X					-
Iowa	X	-	-	X	-	-		X				Y
Kansas	X	-	-	-	X	-		X				Y
Kentucky		-	-	-	-	-	X					-
Louisiana		-	-	-	-	-	X					-
Maine		-	-	-	-	-	X					-
Maryland	X	-	-	-	X	-		X				Y
Massachusetts		-	-	-	-	-	X					-
Michigan		-	-	-	-	-	X					-

States	States Reporting Rates	Participation Rate Method Reported					Number of Approaches Used					Denominator for Participation Rate	
		By Grade and by Test	Merged Grades By Test	By Grade Merged Tests	Merged Grades and Tests	Unclear Method	0	1	2	3	Not Clear		
Minnesota	X	-	-	-	X	-	X						-
Mississippi	X	-	-	-	X	-	X						Y
Missouri		-	-	-	-	-	-				X		-
Montana		-	-	-	-	-	-				X		-
Nebraska	X	X ³	X	-	X	-	-					X	-
Nevada				-	-	-	-				X		-
New Hampshire	X	-	-	-	X	-	-				X		-
New Jersey		-	-	-	-	-	-				X		-
New Mexico	X	-	-	Unclear	-	X	-					X	-
New York		-	-	-	-	-	-				X		-
North Carolina	X	-	X	-	-	-	-				X		Y
North Dakota	X	-	X	-	X	-	-				X		Y
Ohio	X	X	X	-	X	-	-					X	Y
Oklahoma	X	-	-	-	X	-	-				X		-
Oregon	X	X	-	-	-	-	-				X		Y
Pennsylvania	X	X	-	-	X	-	-				X		Unclear
Rhode Island	X	X ⁴	X	-	-	-	-				X		-
South Carolina		-	-	-	-	-	-				X		-
South Dakota	X	X	-	-	X	-	-				X		Y
Tennessee	X	-	X	-	X	-	-				X		-
Texas	X	X ⁵	-	-	-	-	-				X		Y
Utah	X	X ⁶	-	-	-	-	-				X		Y
Vermont	X	X	-	-	-	-	-				X		Y
Virginia	X	-	-	-	X	-	-				X		-
Washington		-	-	-	-	-	-				X		-

States	States Reporting Rates	Participation Rate Method Reported					Number of Approaches Used					Denominator for Participation Rate	
		By Grade and by Test	Merged Grades By Test	By Grade Merged Tests	Merged Grades and Tests	Unclear Method	0	1	2	3	Not Clear		
West Virginia	X	-	-	-	X	-	X						Y
Wisconsin		-	-	-	-	-	X						-
Wyoming	X	X	-	-	X	-		X					-
Total Regular States (N=50)	33	16	7	5	18	1	17	20	10	2	1		21
Unique States													
American Samoa		-	-	-	-	-	X						-
Bureau of Indian Education		-	-	-	-	-	X						-
Confederation of Northern Mariana Islands		-	-	-	-	-	X						-
Department of Defense Education Activity		-	-	-	-	-	X						-
District of Columbia		-	-	-	-	-	X						-
Federated States of Micronesia		-	-	-	-	-	X						-
Guam	X	-	-	-	X	-		X					1
Palau		-	-	-	-	-	X						-
Puerto Rico	X	-	-	X	-	-		X					-
Republic of Marshall Islands		-	-	-	-	-	X						-
Virgin Islands	X	-	-	X	X	-			X				1
Total Unique States (N=11)	3	0	0	2	2	0	8	2	1	0	0		2

States	States Reporting Rates	Participation Rate Method Reported				Number of Approaches Used					Denominator for Participation Rate	
		By Grade and by Test	Merged Grades By Test	By Grade Merged Tests	Merged Grades and Tests	Unclear Method	0	1	2	3		Not Clear
Total All Regular and Unique States (N=61)	36	16 ⁷	7	7	20	1	24	22	11	2	2	23

¹ California's denominator was based on all students enrolled in grade.

² Florida reported their participation rates by grade by accommodated status.

³ Nebraska's denominator is based on all students enrolled in grade.

⁴ Rhode Island reported rates, but did not show in the middle school range report.

⁵ Texas reported rates for the AA-MAS and AA-AAS, but not students with disabilities on regular assessment by grade.

⁶ Utah reported participation rates for its AA-AAS.

⁷ The total number reporting participation rates by grade and test here does not match the ten states in Figure 13 because the six states with footnotes in this column were not included in the figure.

Table B-10. How Participation was Reported in States for the Regular Assessments, 2011-2012

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

State	Participation Data Reported On Regular 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	-	-		
Alaska	X	-	-	X	-	-	-	-		
Arizona	-	X	-	X*	-	-	-	-		
Arkansas	-	-	-	-	-	-	-	-		
California	X	X	-	X	-	X	-	-		
Colorado	-	X	X	-	-	-	X	X		
Connecticut	X	X	-	X	X	-	-	X		
Delaware	-	X	-	X*	-	-	-	-		
Florida	-	X	-	X	-	-	-	-		
Georgia ²	-	-	-	-	-	-	-	-		
Hawaii	-	-	-	X*	-	-	-	-		
Idaho	-	-	-	X*	-	-	-	-		
Illinois	-	-	-	X*	X	-	-	-		
Indiana ²	-	-	-	-	-	-	-	-		
Iowa	-	X	-	X*	-	-	-	-		
Kansas	-	X	X*	X*	-	-	-	-		
Kentucky	-	X	-	-	-	-	-	-		
Louisiana	-	-	-	-	-	-	-	-		
Maine	X	X	-	-	-	-	-	-		
Maryland	X	X	-	X	-	-	-	-		
Massachusetts	-	-	-	-	-	-	-	-		
Michigan	-	X	-	-	-	-	-	-		

State	Participation Data Reported On Regular 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		
Minnesota	-	X	-	X*	-	-	-	-	-	
Mississippi	-	-	-	X*	-	-	-	-	-	
Missouri	-	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	-	X ³	-	-	-	-	-	
New York	-	X	-	-	-	-	-	-	-	
North Carolina	-	X	-	X	-	-	-	-	-	
North Dakota	X	X	-	X	X	X	X*	-	-	
Ohio	-	X	-	X	-	-	-	-	-	
Oklahoma	X	X	X	X*	-	X	X	-	-	
Oregon	X	X	-	X	-	-	-	-	-	
Pennsylvania	-	X	-	X	-	-	-	-	-	
Rhode Island	-	X	X	X	X	-	-	-	-	
South Carolina	-	X	-	-	-	-	-	-	-	
South Dakota	X	X	-	X	-	-	-	-	-	
Tennessee	-	-	-	X	-	-	-	-	-	
Texas	-	X	X	X	X	X	X	-	-	
Utah	X	X	X	X	X	-	-	-	-	
Vermont	X	X	X	X	-	-	-	-	-	
Virginia	-	-	-	X*	X*	-	-	-	-	

State	Participation Data Reported On Regular 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		
Washington	X	X	X	-	X	X	X	X		
West Virginia	X	X	-	X*	-	-	-	-		
Wisconsin	X	-	-	-	X	-	-	-		
Wyoming	-	X	-	X	-	-	-	-		
Total Regular States (N=50)	17	34	11	33	12	7	7	3		
Unique States										
American Samoa	-	-	-	-	-	-	-	-		
Bureau of Indian Education	-	-	-	-	-	-	-	-		
Confederation of Northern Marianna Islands	X	X	-	-	-	-	-	-		
Department of Defense Education Activity	-	-	-	-	-	-	-	-		
District of Columbia	-	-	-	-	-	-	-	-		
Federated States of Micronesia	-	-	-	-	-	-	-	-		
Guam	X	X	-	X**4	-	-	-	-		
Palau	-	-	-	-	-	-	-	-		
Puerto Rico	-	-	-	X*	-	-	-	-		
Republic of Marshall Islands	-	-	-	-	-	-	-	-		
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)	20	37	11	36	12	7	7	3		

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

²Although Georgia and Indiana are shown having data in the map for participation, the disaggregated data were not reported combined at the state level so are not shown in this table. Further, Georgia reported data with percent of students in types of test, but not percent of those students tested.

³ New Mexico is unclear about reporting participation rate.

⁴ Guam reports these data based on number enrolled in Special Education program, but it is unclear if the enrollment number and percentage then includes students taking the alternate and the SAT10.

Table B-11. How Participation was Reported in States for the Alternate Assessments based on Alternate Achievement Standards, 2011-2012

(Note: There is an asterisk if a 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	1	1	0	1	0	1	0	0		
Alaska	1	0	0	1	0	0	0	0		
Arizona	0	1	0	0	0	0	0	0		
Arkansas	0	0	0	0	0	0	0	0		
California	0	1	0	0	0	1	0	0		
Colorado	0	1	1	0	0	0	1	1		
Connecticut	0	1	0	0	0	0	0	0		
Delaware	0	1	0	0	0	0	0	0		
Florida	0	1	0	1	0	0	0	0		
Georgia	0	0	0	0	0	0	0	0		
Hawaii	0	0	0	1*	0	0	0	0		
Idaho	0	0	0	1*	0	0	0	0		
Illinois	0	0	0	1*	0	0	0	0		
Indiana	0	0	0	0	0	0	0	0		
Iowa	0	1	1*	1*	0	0	0	0		
Kansas	0	0	0	0	0	0	0	0		
Kentucky	0	1	0	0	0	0	0	0		
Louisiana	0	0	0	0	0	0	0	0		
Maine	0	1	0	0	0	0	0	0		

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
Maryland	1	1	0	1*	0	0	0	0
Massachusetts	0	1	0	1	0	0	0	0
Michigan	0	1	0	0	0	0	0	0
Minnesota	0	1	0	1*	0	0	0	0
Mississippi	0	0	0	1*	0	0	0	0
Missouri	0	1	0	0	0	0	0	0
Montana	0	0	0	0	1	0	0	0
Nebraska	0	1	1	1	1	0	0	0
Nevada	1	0	0	0	1	0	0	0
New Hampshire	1	1	1	1	0	0	1	0
New Jersey	0	1	1	0	0	1	1	0
New Mexico	0	1*	0	0	0	0	0	0
New York	0	1	0	0	0	0	0	0
North Carolina	0	1	0	0	0	0	0	0
North Dakota	0	0	0	1	0	0	0	0
Ohio	0	1	0	1	0	0	0	0
Oklahoma	0	0	0	1*	0	0	0	0
Oregon	0	1	0	1	0	0	0	0
Pennsylvania	0	1	0	1*	0	0	0	0
Rhode Island	1	1	0	0	0	1	1	0
South Carolina	0	0	0	0	0	0	0	0
South Dakota	1	1	0	1	0	0	0	0
Tennessee	0	0	0	1*	0	0	0	0
Texas	0	1	0	0	0	0	0	0

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		
Utah	1	1	0	0	0	0	0	0		
Vermont	0	0	0	0	0	0	0	0		
Virginia	0	0	0	1*	0	0	0	0		
Washington	0	1	0	0	0	0	1	1		
West Virginia	1	1	0	1*	0	0	0	0		
Wisconsin	1	0	0	1	0	0	0	0		
Wyoming	0	0	0	1*	0	0	0	0		
Total Regular States (N=50)	10	30	5	25	3	4	5	2		
Unique States										
American Samoa	0	0	0	0	0	0	0	0		
Bureau of Indian Education	0	0	0	0	0	0	0	0		
Confederation of Northern Marianna Islands	0	1	0	0	0	0	0	0		
Department of Defense Education Activity	0	0	0	0	0	0	0	0		
District of Columbia	0	0	0	0	0	0	0	0		
Federated States of Micronesia	0	0	0	0	0	0	0	0		
Guam	1	1	0	1	0	0	0	0		
Palau	0	0	0	0	0	0	0	0		
Puerto Rico	0	0	0	1	1	0	0	0		

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		
Republic of Marshall Islands	0	0	0	0	0	0	0	0		
Virgin Islands	1	1	0	1	0	0	0	0		
Total Unique States (N=11)	2	3	0	3	1	0	0	0		
Total All Regular and Unique States (N=61)	12	33	5	28	4	4	5	2		

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

Table B-12. Summary of How States Reported Participation Rates on the Alternate Assessment Based on Modified Achievement Standards (AA-MAS), 2011-2012

State	Participation Rate Reported				Reports Other Participation Data (e.g., Number Tested)	Denominator for the Participation Rate
	By Grade and by Test	Merged Grades by Test	By Grade Merged Tests	Merged Grades and Tests		
California	X	-	-	-	Number tested, percent of enrolled, students with scores	Yes, Total enrolled in grade across all assessments
Connecticut	X	-	X	-	Number tested, average scale score, percent at goal, percent at/above proficiency	-
Georgia	-	-	-	-	-	-
Indiana	-	-	-	-	-	-
Kansas	-	-	-	X	Number tested	Yes, All students with disabilities merging grades and tests
Louisiana	-	-	-	-	-	-
Maryland	-	-	-	X	Number tested, merged with other tests	-
Minnesota	-	-	-	X	Number tested	-
North Carolina	-	X	-	-	Number tested	-
North Dakota	-	X	-	X	Number, percent of all students, percent of students with disability	-
Oklahoma	-	-	-	X	Number tested with valid scores	-
Pennsylvania	X	-	-	X	Number tested	-
Texas	X	-	-	-	Number and percent tested, number and percent not tested (absent and other)	Yes, Total documents submitted for STAAR-M in grade
Virginia	-	-	-	X	-	-
Total Regular States with AA-MAS (N=14)	4	2	1	7	10	3

Table B-13. State Abbreviation Key for Figure 13

State Abbreviation	State's Full Name	State Abbreviation	State's Full Name
AL	Alabama	OR	Oregon
AK	Alaska	PA	Pennsylvania
AZ	Arizona	SD	South Dakota
CT	Connecticut	TN	Tennessee
IA	Iowa	WY	Wyoming
NM	New Mexico	VI	Virgin Islands
OH	Ohio	VT	Vermont
ND	North Dakota		

Table B-14. Ways States Disaggregated Performance Data for Students with Disabilities for General Assessments, 2011-12

States	States Reporting	Reporting Some Data by Grade and Test	Grades Merged for One or More Tests	Merged Tests for One or More Grades	Merged Grades and Test	Unclear Method	Number of Approaches Used						
							0	1	2	3	4	Not Clear	
Regular States													
Alabama	X	X	-	-	-	-		X					
Alaska	X	X	-	-	-	-		X					
Arizona	X	X	-	X	-	-			X				
Arkansas		-	-	-	-	-		X					
California	X	X	-	-	-	-		X					
Colorado	X	X	-	-	-	-		X					
Connecticut	X	X	-	-	-	-		X					
Delaware	X	X	-	-	-	-		X					
Florida	X	X	-	-	-	-		X					
Georgia		-	-	-	-	-		X					
Hawaii	X	-	X	-	X	-			X				
Idaho	X	-	-	X	-	-		X					
Illinois	X	X	-	-	-	-		X					
Indiana	X	X	-	-	-	-		X					
Iowa	X	X	-	-	-	-		X					
Kansas	X	-	X	X	X	-				X			
Kentucky	X	X	X	-	-	-			X				
Louisiana	X	X	-	-	-	-		X					
Maine	X	X	-	-	-	-		X					
Maryland	X	X	-	-	X	-			X				
Massachusetts	X	X	-	X	-	-			X				
Michigan	X	X	-	-	-	-		X					
Minnesota	X	X	X	X	X	-							X

States	States Reporting	Reporting Some Data by Grade and Test	Grades Merged for One or More Tests	Merged Tests for One or More Grades	Merged Grades and Test	Unclear Method	Number of Approaches Used						
							0	1	2	3	4	Not Clear	
Mississippi	X	X	-	-	-	-	X						
Missouri	X	-	-	-	-	X							X
Montana	X	X	-	-	-	-	X						
Nebraska	X	X	X	-	-	-			X				
Nevada	X	X	-	-	-	-							
New Hampshire	X	X	-	-	-	-	X						
New Jersey	X	X	-	-	-	-				X			
New Mexico	X	-	-	Unclear	-	X							X
New York	X	X	-	-	-	-	X						
North Carolina	X	X	X	-	-	-			X				
North Dakota	X	-	-	X	-	-	X						
Ohio	X	-	-	X	X	-			X				
Oklahoma	X	X	-	-	X	-			X				
Oregon	X	X	-	-	-	-	X						
Pennsylvania	X	X	-	-	X	-			X				
Rhode Island	X	X	X	-	X	-					X		
South Carolina	X	X	-	-	-	-	X						
South Dakota	X	X	-	-	X	-			X				
Tennessee	X	X	-	-	X	-			X				
Texas	X	X	-	-	-	-	X						
Utah	X	X	-	-	X	-			X				
Vermont	X	X	X	-	-	-			X				
Virginia	X	X	X	-	X	-					X		
Washington	X	X	-	-	-	-	X						
West Virginia	X	X	-	-	X	-				X			
Wisconsin	X	X	-	-	-	-	X						

States	States Reporting	Reporting Some Data by Grade and Test	Grades Merged for One or More Tests	Merged Tests for One or More Grades	Merged Grades and Test	Unclear Method	Number of Approaches Used								
							0	1	2	3	4	Not Clear			
Wyoming	X	X	-	-	X	-		X							
Total Regular States (N=50)	48	41	9	7	16	2	3	25	16	4	1	2			
Unique States															
American Samoa		-	-	-	-	-	X								
Bureau of Indian Education		-	-	-	-	-	X								
Confederation of Northern Mariana Islands	X	X	-	-	-	-		X							
Department of Defense Education Activity		-	-	-	-	-	X								
District of Columbia		-	-	-	-	-	X								
Federated States of Micronesia		-	-	-	-	-	X								
Guam	X	X	-	-	-	-		X							
Palau		-	-	-	-	-	X								
Puerto Rico	X	-	-	X	X	-			X						
Republic of Marshall Islands		-	-	-	-	-	X								
Virgin Islands	X	-	-	X	X	-				X					
Total Unique States (N=11)	4	2	0	2	2	0	7	2	2	0	0	0	0	0	0
Total All Regular and Unique States (N=61)	52	43	9	9	18	2	10	27	18	4	1	2			

Table B-15. How Performance was Reported in States for the Regular Assessments, 2011-2012

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

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

State	Performance Data Reported for Regular Assessments									
	Percent Proficient	Percent Proficient Derived	Percent Not Proficient	Number Proficient	Number Not Proficient	Number by Achievement Level	Percent by Achievement Level	Percentile Rank		
Mississippi	X	-	-	-	-	-	-	-	-	
Missouri	X	-	-	-	-	-	-	-	-	
Montana	X	-	-	-	-	-	X	-	-	
Nebraska	-	X	X	X	X	-	-	-	-	
Nevada	-	X	-	-	-	-	X	-	-	
New Hampshire	-	X	-	-	-	X	X	-	-	
New Jersey	-	X	-	-	-	X	X	-	-	
New Mexico	X	-	-	-	-	-	-	-	-	
New York	X	-	-	-	-	-	X	-	-	
North Carolina	X	-	-	X	-	-	-	-	-	
North Dakota	X*	-	X*	-	-	-	X*	-	-	
Ohio	-	X	-	-	-	-	X	-	-	
Oklahoma	-	X	-	-	-	X	X	-	-	
Oregon	X	-	-	X	-	X	X	-	-	
Pennsylvania	X	-	-	-	-	-	X	-	-	
Rhode Island	X	X	-	-	-	X	X	-	-	
South Carolina	X	-	X	-	-	-	-	-	-	
South Dakota	-	X	-	-	-	X	X	-	-	
Tennessee	X	-	-	-	-	-	X	-	-	
Texas	-	X	-	-	-	X	X	-	-	
Utah	X	X	-	-	-	-	-	-	-	
Vermont	X	-	X	-	-	-	X	-	-	
Virginia	X*	-	-	-	-	-	X*	-	-	
Washington	-	X	-	-	-	X	X	-	-	
West Virginia	X	-	X	X	X	X	X	-	-	

State	Performance Data Reported for Regular Assessments									
	Percent Proficient	Percent Proficient Derived	Percent Proficient	Number Proficient	Number Not Proficient	Number by Achievement Level	Percent by Achievement Level	Percentile Rank		
Wisconsin	X	-	-	-	-	-	X	-		
Wyoming	X	-	X	-	-	-	X	-		
Total Regular States (N=50)	31	17	8	6	3	14	38	0		
Unique States										
American Samoa	-	-	-	-	-	-	-	-		
Bureau of Indian Education	-	-	-	-	-	-	-	-		
Confederation of Northern Mariana Islands	-	-	-	X	-	-	-	-		
Department of Defense Education Activity	-	-	-	-	-	-	-	-		
District of Columbia	-	-	-	-	-	-	-	-		
Federated States of Micronesia	-	-	-	-	-	-	-	-		
Guam	X	-	X	-	-	-	-	-		
Palau	-	-	-	-	-	-	-	-		
Puerto Rico	X*	-	-	X*	-	-	-	-		
Republic of Marshall Islands	-	-	-	-	-	-	-	-		
Virgin Islands	X	X	-	X	-	X	X	-		
Total Unique States (N=11)	3	1	1	3	0	1	1	0		
Total All Regular and Unique States (N=61)	34	18	9	9	3	15	39	0		

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

Table B-16. How Performance was Reported in States for the Alternate Assessments Based on Alternate Achievement Standards Used for ESEA Accountability, 2011-2012

(Note: There is an asterisk if a 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	X	
Alaska	X	-	X	X	X	-	-	
Arizona	X	-	-	-	-	-	X	
Arkansas	-	-	-	-	-	-	-	
California	-	X	-	-	-	-	X	
Colorado	-	-	-	-	-	X	X	
Connecticut	-	X	-	-	-	-	X	
Delaware	X	-	X	-	-	-	X	
Florida	X	-	-	X	-	-	-	
Georgia	X	-	-	-	-	-	X	
Hawaii	-	-	-	-	-	-	X*	
Idaho	X*	-	-	-	-	-	-	
Illinois	-	X	-	-	-	-	X	
Indiana	-	-	-	-	-	-	-	
Iowa	X	-	-	-	-	-	-	
Kansas	-	-	-	-	-	X*	X*	
Kentucky	X	-	-	-	-	-	X	
Louisiana	-	X	X	-	-	-	X	
Maine	-	X	-	-	-	X	X	
Maryland	X	-	X	X	-	X	X	
Massachusetts	-	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			
Michigan	-	X	-	-	-	X	X			
Minnesota	X	-	-	-	-	-	-			
Mississippi	X	-	-	-	-	-	-			
Missouri	X	-	-	-	-	-	-			
Montana	X	-	-	-	-	-	X			
Nebraska	X	X	X	-	X	X	X			
Nevada	-	X	-	-	-	-	X			
New Hampshire	-	X	-	-	-	X	X			
New Jersey	-	X	-	-	-	-	X			
New Mexico	-	X*	-	-	-	-	X*			
New York	X	-	-	-	-	-	X			
North Carolina	X	-	-	X	-	-	-			
North Dakota	-	-	-	-	-	-	-			
Ohio	-	X	-	-	-	-	X			
Oklahoma	X*	-	-	-	-	-	-			
Oregon	X	-	-	X	-	X	X			
Pennsylvania	X	-	-	-	-	-	X			
Rhode Island	-	X*	-	-	-	X	X			
South Carolina	-	-	-	-	-	-	-			
South Dakota	-	X	-	-	-	X	X			
Tennessee	-	-	-	-	-	-	-			
Texas	-	X	X	-	-	X	X			
Utah	X	-	-	X	-	-	-			
Vermont	-	-	-	-	-	-	-			
Virginia	X	-	-	-	-	-	-			
Washington	X	-	-	-	-	X	X			
West Virginia	X	-	X	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			
Wisconsin	-	X	-	-	-	-	X			
Wyoming	X*	-	-	-	-	-	-			
Total Regular States (N=50)	24	18	7	7	3	15	32			
Unique States										
American Samoa	-	-	-	-	-	-	-			
Bureau of Indian Education	-	-	-	-	-	-	-			
Confederation of Northern Mariana Islands	-	X	-	-	-	X	-			
Department of Defense Education Activity	-	-	-	-	-	-	-			
District of Columbia	-	-	-	-	-	-	-			
Federated States of Micronesia	-	-	-	-	-	-	-			
Guam	-	X	-	-	-	X	-			
Palau	-	-	-	-	-	-	-			
Puerto Rico	X*	-	-	-	-	-	-			
Republic of Marshall Islands	-	-	-	-	-	-	-			
Virgin Islands	X	X	-	X	-	X	X			
Total Unique States (N=11)	2	3	0	1	0	3	1			
Total All Regular and Unique States (N=61)	26	21	7	8	3	18	33			

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

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