

**2016-17 Publicly
Reported
Assessment
Results for
Students with
Disabilities and
ELs with Disabilities**

NCEO Report 411



NCEO

National Center on
Educational Outcome:

**2016-17 Publicly Reported Assessment
Results for Students with Disabilities and ELs
with Disabilities**

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

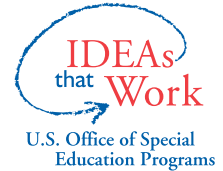
October 2019

All rights reserved. Any or all portions of this document may be reproduced and distributed without prior permission, provided the source is cited as:

Albus, D. A., Liu, K. K., Thurlow, M. L., & Lazarus, S. S. (2019). *2016-17 publicly reported assessment results for students with disabilities and ELs with disabilities* (NCEO Report 411). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.



The Center is supported through Cooperative Agreement (#H326G160001) with the Research to Practice Division, Office of Special Education Programs, U.S. Department of Education. The Center is affiliated with the Institute on Community Integration at the College of Education and Human Development, University of Minnesota. The contents of this report were developed under the Cooperative Agreement from the U.S. Department of Education, but does not necessarily represent the policy or opinions of the U.S. Department of Education or Offices within it. Readers should not assume endorsement by the federal government.



Project Officer: David Egnor

In collaboration with:



NCEO Core Staff

Martha L. Thurlow, Director
Deb A. Albus
Linda Goldstone
Maureen Hawes
Erik Larson
Sheryl S. Lazarus
Kristi K. Liu

Charity Funfe Tatah Mentan
Michael L. Moore
Darrell Peterson
Christopher Rogers
Kathy Strunk
Terri Vandercook
Yi-Chen Wu

National Center on Educational Outcomes
University of Minnesota • 207 Pattee Hall
150 Pillsbury Dr. SE • Minneapolis, MN 55455
Phone 612/626-1530 • Fax 612/624-0879
<http://www.nceo.info>

The University of Minnesota shall provide equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.

This document is available in alternative formats upon request.

Executive Summary

This is the 20th year that the National Center on Educational Outcomes (NCEO) has analyzed the public reporting of assessment data for students with disabilities. Since the reauthorization of the Elementary and Secondary Education Act (ESEA) in 2015, and the Individuals with Disabilities Education Act (IDEA) of 2004, states that receive federal funding, including unique states, have been required to report reading, mathematics, and science assessment data to the federal government for all students and student subgroups. The requirements include that states report these data to the general public. Since 2014-15, many states have transitioned to new general or alternate assessment consortia systems, or have adjusted their accountability reporting system toward growth models; these changes may affect how states report assessment participation and performance data. Typically, states report these data in state report cards, state assessment reports, or customized data reports generated on state education websites (Albus, Lazarus, & Thurlow, 2014). There also have been changes in the way some states approach reporting for subgroups, including the terms they use for them (e.g., historically underperforming) or the level of aggregated data made available online.

Given these changes, it is important to examine the extent to which states reported 2016-2017 assessment data for students with disabilities “to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children,” as required by IDEA (Wiley, Thurlow, & Klein, 2005). An additional purpose of this report is to describe how states reported these data for students with disabilities who were also English learners. It also summarizes achievement gaps between students with Individualized Education Programs (IEPs) and their peers in grades 4, 8, and high school, and includes longitudinal analyses of average gaps biannually. For this and subsequent reports, we include only reading/language arts, mathematics, and science for Title I assessment, even if a state includes other assessments (e.g., social studies) for accountability purposes. For ease, we refer to these other assessments as “not used for Title I.” This report also describes public reporting of students using accommodations and participation and performance on English language proficiency (ELP) assessments.

Extent of Public Reporting for Students with Disabilities

Twenty-five regular states, and one unique state, reported participation and performance of students with disabilities for all general assessments and alternate assessments based on alternate achievement standards (AA-AAS) used for Title I accountability purposes in 2016-17. Thirty-three of the 61 states reported both participation and performance for all general assessments and 33 reported similar data for the AA-AAS. Of the 37 states with general assessments not used for Title I, only 15 states reported participation and performance, and four reported these data for some tests. Three states reported performance only (not participation) for some or all tests.

Extent of Public Reporting for ELs with Disabilities

For ELs with disabilities, the number of states that reported both participation and performance on general assessments decreased to two states from three in 2015-16. For AA-AAS, 12 states reported participation and performance of ELs with disabilities. This number remained the same as in 2015-16, but is still lower than the 21 states reporting these data from 2012-13 to 2014-15. No state reported participation and performance for ELs with disabilities on general assessments not used for Title I, down from one state the prior two years. Nine states reported participation and performance for ELs with disabilities on AA-AAS.

How Data Are Reported

For regular states, the most common approaches for communicating participation and performance on general assessments and AA-AAS changed slightly in 2016-17 compared to previous years. The most common way to report participation for regular and unique states stayed the same with 29 states reporting the number tested, and 21 states reporting the percentage tested. For performance, the first and second most common ways of reporting changed places for the first time since 2009, with more states reporting percent proficient (37 states) than percent by achievement level (36 states). 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.

As in past reports, this report presents 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 in a way that would be comparable to each other. In prior years, some states opted to merge their data for alternates based on modified achievement standards (AA-MAS) or alternates based on grade-level achievement standards (AA-GLAS) with the general assessment reporting for participation and performance, making participation reporting less transparent. Because the AA-MAS has been phased out and starting in 2016-17 the AA-GLAS was no longer allowed for Title I accountability, interpreting participation data is more straightforward now.

Achievement Gaps

In both reading and mathematics, the achievement gaps between students with and without IEPs continue. As in prior reports, we present average achievement gaps across three grade levels: elementary, middle school, and high school. For this report we limited the gap analyses to the findings of the 32 to 40 states, depending on content and grade, that reported these data for all three selected years. The gaps for reading have tended to be smaller for the elementary level over the years, and this was also the smallest average gap in our analyses for this report. For the

states in the current analyses, the highest gaps were generally in high school reading across years, and the lowest gaps overall across years were for 2014-15.

Other Reporting

Most of the 61 states (regular and unique) do not publicly report the number of students receiving accommodations and their performance (N=50) or do not have any assessment information found (N=1). Just nine states reported both the number receiving accommodations and their performance data. One other regular state reported only the number receiving accommodations.

For English language proficiency (ELP) assessments, most states did not publicly report data for ELs or ELs with disabilities. Nine states reported participation and 10 states reported performance for ELs. Only four states reported participation and performance data for ELs with disabilities. For alternate ELP assessments for ELs with the most significant cognitive disabilities, just two states reported participation and three states reported performance.

Recommendations for Reporting

Some states continue to shift what assessments they are using for their general or alternate assessments for different content areas. Still, states are required to report data for students with disabilities with the same frequency and detail as for other students. **Two regular states did not report disaggregated participation or performance data for students with disabilities even though they reported data for all students.** The following recommendations to states for public reporting of disaggregated data for students with disabilities add to the recommendations suggested in previous reports:

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

7. If a state uses other categories that group students with disabilities with other students (e.g., historically under-performing), ensure reporting still occurs for students with disabilities where confidentiality is not jeopardized.
8. If report cards disaggregate data by local education agencies, also aggregate those subgroups at the state level.
9. For states with customized report generators, build in comparison features by population, grade, and content area, with options to export the data easily. Many states do this already, but some require a user to customize an individual report one at a time for every subgroup, content, grade, and reference peer population.

Table of Contents

Executive Summary	iii
Overview	1
Method	2
Results.....	3
How States Reported Participation and Performance Data	4
General Assessment Data for Students with Disabilities	4
Alternate Assessment Based on Alternate Achievement Standards (AA-AAS) Data for Students with Disabilities	8
Assessment Data for English Learners with Disabilities	9
Alternate Assessment Based on Modified Achievement Standards (AA-MAS) Data for Students with Disabilities and ELs with Disabilities	13
Alternate Assessment Based on Grade-Level Achievement Standards (AA-GLAS) Data for Students with Disabilities and ELs with Disabilities	13
Reporting Participation in 2016-17	13
General Assessment Performance Approaches for Students with Disabilities	15
Selected Results of General Assessment Performance for Students with Disabilities	15
Elementary School	16
Middle School	17
High School	19
Summaries of Average Gaps for Students With and Without IEPs by Content Area and School Level	21
Accommodations Data for Students with Disabilities	22
Public Reporting on English Language Proficiency (ELP) Assessments	23
Summary and Conclusions	24
Extent of Public Reporting for Students with Disabilities.....	24
Extent of Public Reporting for ELs with Disabilities	24
How Data Are Reported.....	25
Achievement Gaps	25
Other Reporting	26

Recommendations for Reporting.....	26
References.....	28
Appendix A.....	31
Appendix B.....	35

Overview

Since the reauthorization of the Elementary and Secondary Education Act (ESEA) in 2015, and the Individuals with Disabilities Education Act (IDEA) of 2004, states that receive federal funding, including unique states, have been required to report reading, mathematics, and science assessment data to the federal government for all students and student subgroups. The requirements include that states report these data to the general public. Since 2014-15, many states have transitioned to new general or alternate assessment consortia systems, or have adjusted their accountability reporting system toward growth models, such that these changes affect how states report assessment participation and performance data. Typically, states report these data in state report cards, state assessment reports, or customized data reports generated on state education websites (Albus, Lazarus, & Thurlow, 2014). But there have been changes in the way some states approach reporting on subgroups, including the terms they use for them (e.g., historically underperforming) or the level of aggregated data made available online.

Given these changes, it is important to examine the extent to which states reported 2016-2017 assessment data for students with disabilities “to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children,” as required by IDEA (Wiley, Thurlow, & Klein, 2005). An additional purpose of this report is to describe how states reported these data for students with disabilities who were also English learners, and to summarize achievement gaps between students with Individualized Education Programs (IEPs) and their peers in grades 4, 8, and high school, with longitudinal analyses of average gaps biannually. This report also describes public reporting of students using accommodations and data on English language proficiency (ELP) assessments.

This is the 20th year that the National Center on Educational Outcomes (NCEO) has analyzed the public reporting of assessment data for students with disabilities. Over these years, the total number of regular and unique states (N=61) reporting state level disaggregated participation and performance data online for students with disabilities has fluctuated. For example, in 2013-2014, there was a drop to 45 states from 52 the previous year (Albus, Lazarus, & Thurlow, 2015; Lazarus, Albus, & Thurlow, 2016). And prior to that, it had been as high as 53 states in 2010-11, and as low as 35 to 39 states between 2002-03 to 2006-07 (Albus & Thurlow, 2013; Albus, Thurlow, & Bremer, 2009; Klein, Wiley, & Thurlow, 2006; Thurlow, Bremer, & Albus, 2008; Thurlow & Wiley, 2004; Thurlow, Wiley, & Bielinski, 2003; Wiley, Thurlow, & Klein, 2005; VanGetson & Thurlow, 2007). For alternate assessment reporting, the number of states reporting disaggregated participation and performance data for these assessments varied similarly, with a high of 52 states in 2012-13 and a low of 36 states in 2006-07 and 2007-08.

Method

Between January and March 2018, state department of education websites were searched for publicly available reports that disaggregated participation and performance data for students with disabilities for the 2016-17 school year (i.e., state assessment reports, state report cards, customized report generators, and other report formats). The Annual Performance Report (APR) that states submit for federal accountability was not included in the analysis.

States included in the search were the 50 “regular” states and the 11 “unique” states (American Samoa, Bureau of Indian Education, Commonwealth of Northern Mariana Islands, U.S. Department of Defense Education Activities, District of Columbia, Federated States of Micronesia, Guam, Palau, Puerto Rico, Republic of the Marshall Islands, and U.S. Virgin Islands). Participation and performance data were collected, as well as information about how states reported those data. Data collection included all general and alternate assessments regardless of whether they were used for the Title I accountability system. Assessments required to be given to certain groups (e.g., English learners or ELs with disabilities) were also included.

Individual state summary tables were prepared for verification using the information gathered about how states reported participation and performance. These verification materials were sent to state assessment directors and state directors of special education in June 2018. Fifteen regular states and two unique states responded to the verification request. After the verification was completed, the information on whether and how states reported participation and performance was summarized and additional information on participation rates and proficiency rates was 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.

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

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

Alternate assessment based on alternate achievement standards (AA-AAS): Any assessment intended for a very small percentage of students with disabilities who have

significant cognitive disabilities used to measure content area performance for Title I accountability, or for exit or diploma purposes. AA-AAS may include end-of-course assessments for states that have them.

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

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

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

Results

This report presents results in six sections. The first section presents information about how states reported participation and performance data for students with disabilities for general and alternate content assessments required by Title I (reading/language arts, mathematics, and science), as well as state-administered content assessments not used for Title I. It also includes whether these data were reported for English learners with disabilities. The second section describes the approaches states used to report participation data for general assessments. The third section describes the approaches states used to report performance data for general assessments. The fourth section presents selected general assessment performance data at the elementary, middle school, and high school levels for reading and math, including information about average achievement gaps. The fifth section provides information on public reporting of ELP assessment data. The final section describes the extent of states' public reporting of accommodations participation and performance data on state assessments.

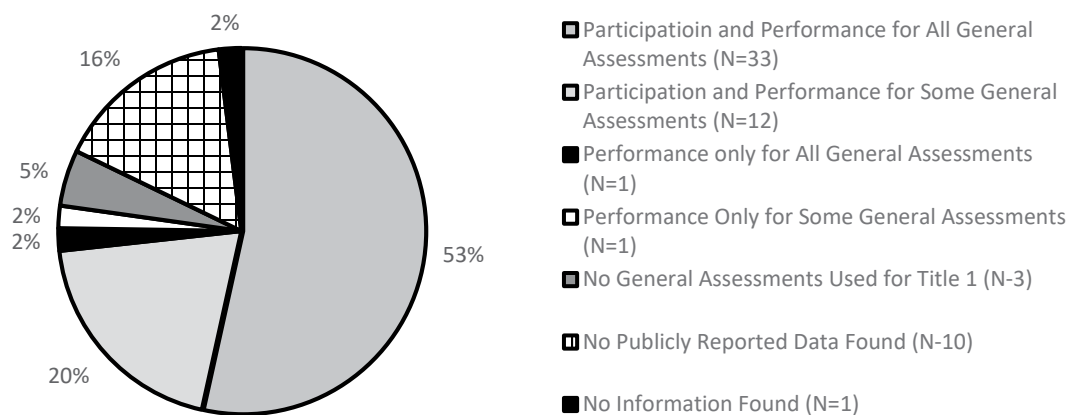
How States Reported Participation and Performance Data

General Assessment Data for Students with Disabilities

Figure 1 shows that 33 of the 61 regular and unique states reported participation and performance for all general assessments used for Title I for students with disabilities. Fifty-four percent of states reported participation and performance for all general assessments, 20 percent reported participation and performance for some general assessments, 16 percent had no publicly reported data. Five percent (3 unique states) had no general assessments used for Title I because they are not held to ESEA requirements. States with “no information found” differed from states without reported data found in that no assessment information or documents were found for general students in those states. These states would not be held to the requirement to publicly report data for students with disabilities because they had not reported data for other students.

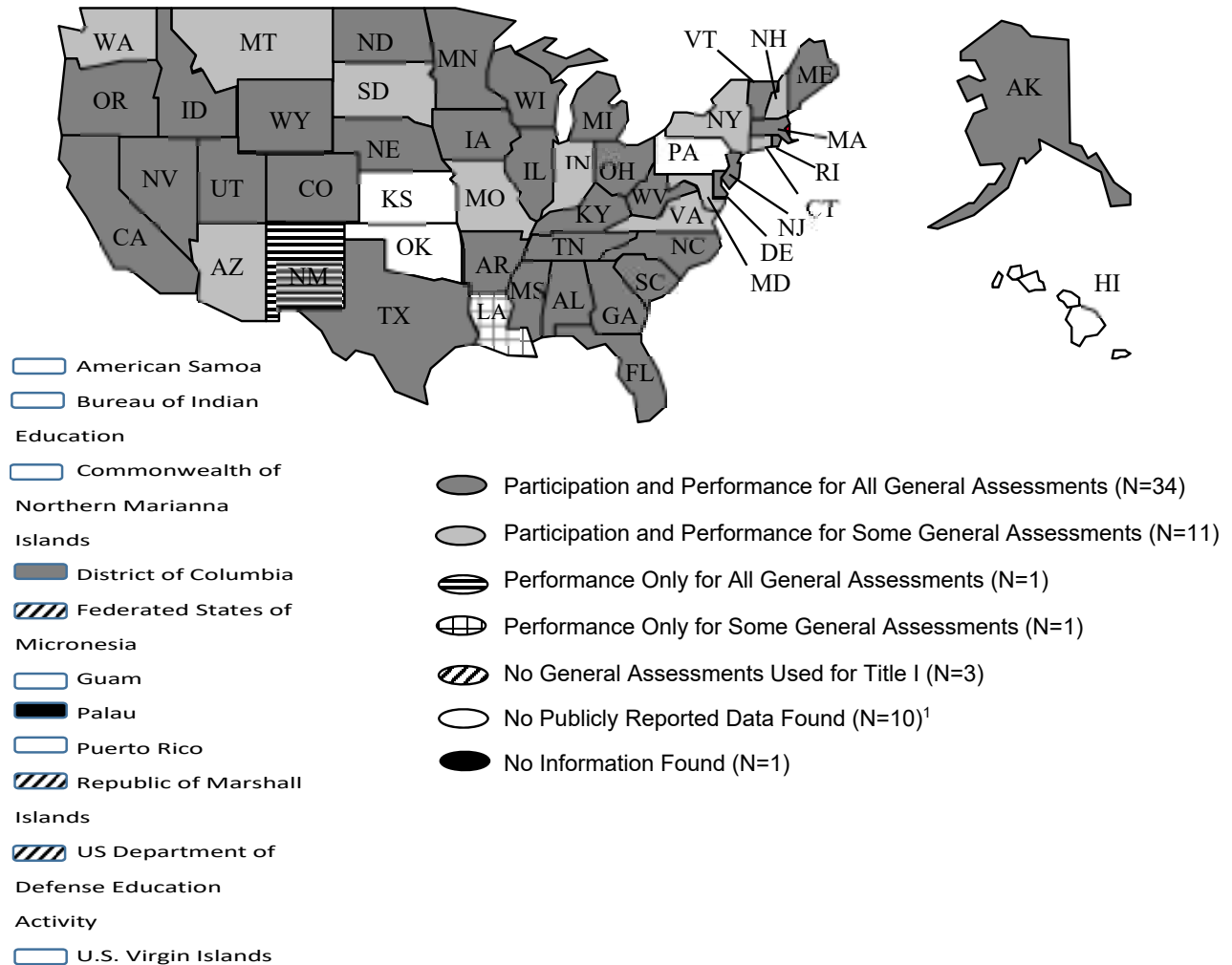
Figure 2 shows how each state reported the participation and performance of students with disabilities for the general assessment. The map shows that most regular states reported participation and performance for students with disabilities on general assessments used for Title I. For details, see Table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

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



Note: Total percent in Figure 1 is 101 due to rounding.

Figure 2. States Reporting 2016-17 Disaggregated Participation or Performance Data for Students with Disabilities on General State Assessments Used for Title I



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

1. Of these 10 states, Oklahoma and Pennsylvania publicly reported data for all students, but did not report disaggregated data for students with disabilities in a similar manner as required by law.

Of the 61 states, 24 had general assessments used only for Title I or did not have any information found. We also examined the reporting practices of the remaining 37 states that had general assessments not used for Title I. Figure 3 shows that for these 37 states, 15 states reported participation and performance data for all tests, four reported these data for some tests, three reported performance data only for some or all tests, and 15 states did not publicly report data.

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

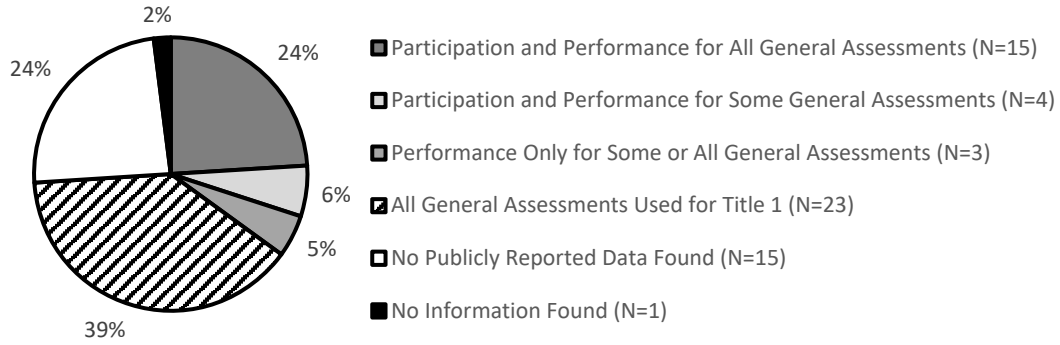
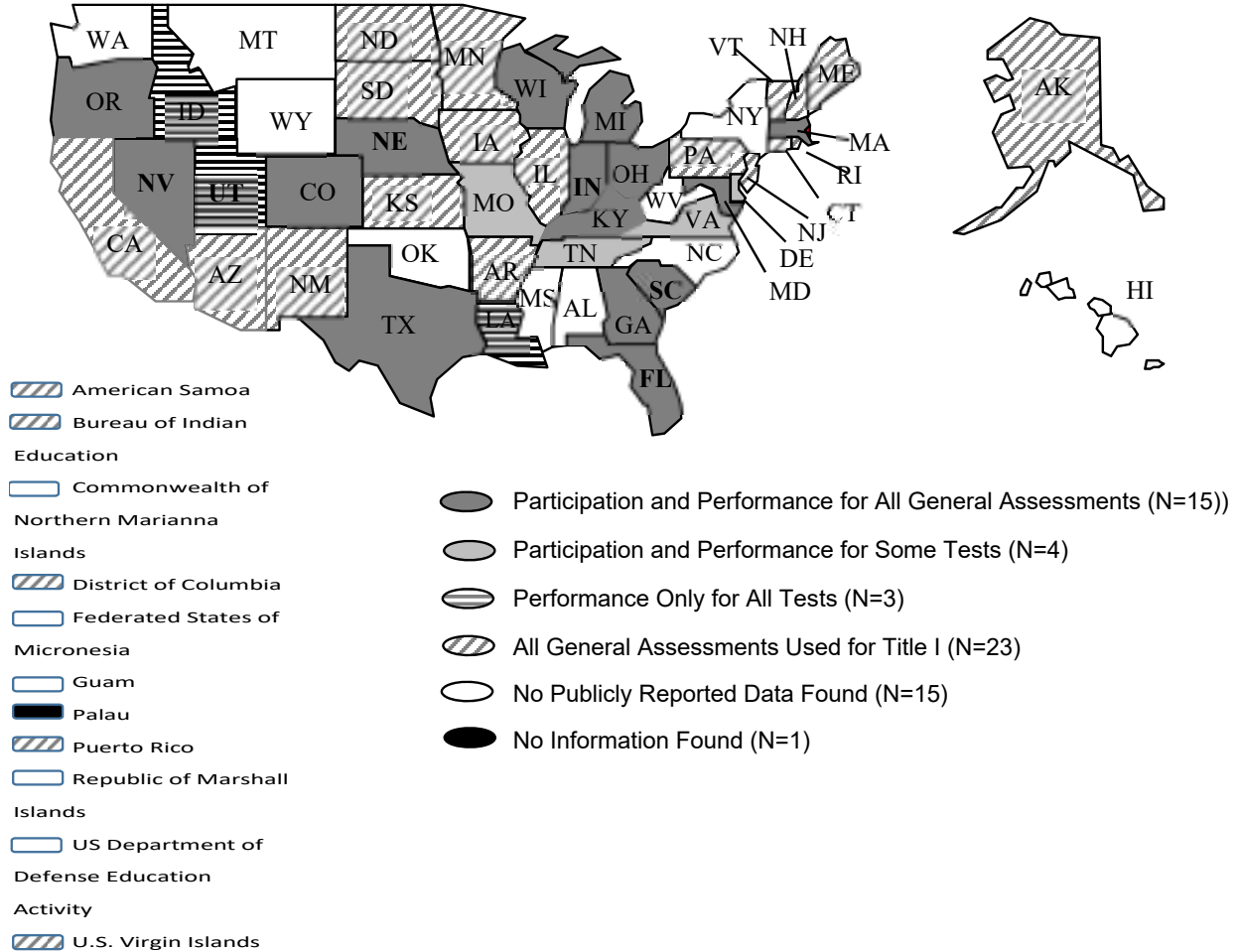


Figure 4 presents the same data as in Figure 3, but by state. The map shows that 15 states publicly reported participation and performance for these assessments. For details, see Table B-2 in Appendix B.

Figure 4. States Reporting 2016-17 Disaggregated Participation or Performance Data for Students with Disabilities on General Assessments Not Used for Title I



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

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

This section presents information on the extent to which states reported participation and performance data for students with disabilities on alternate assessments based on alternate achievement standards (AA-AAS) used for Title I. Figure 5 shows that 33 states reported both participation and performance data for all AA-AAS. This represents 54% of the states. Three states reported these data for some AA-AAS, and two states reported performance only. No publicly reported AA-AAS data were found for 19 states (31%). The remaining states either had no AA-AAS used for Title I (n=3, all unique states) or no information was found about having an AA-AAS (n=1, also a unique state).

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

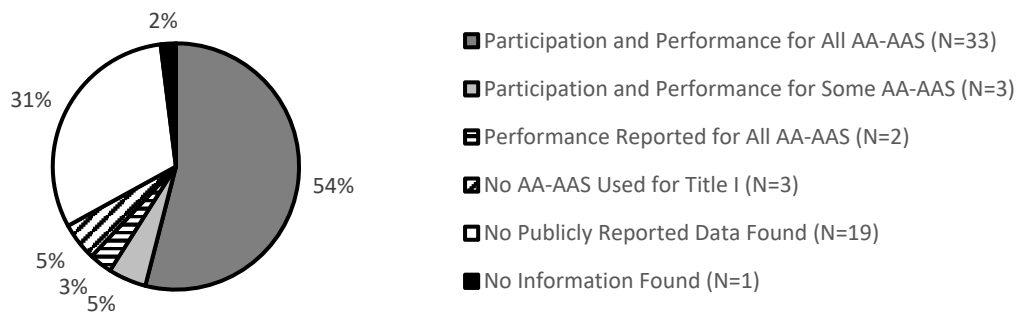
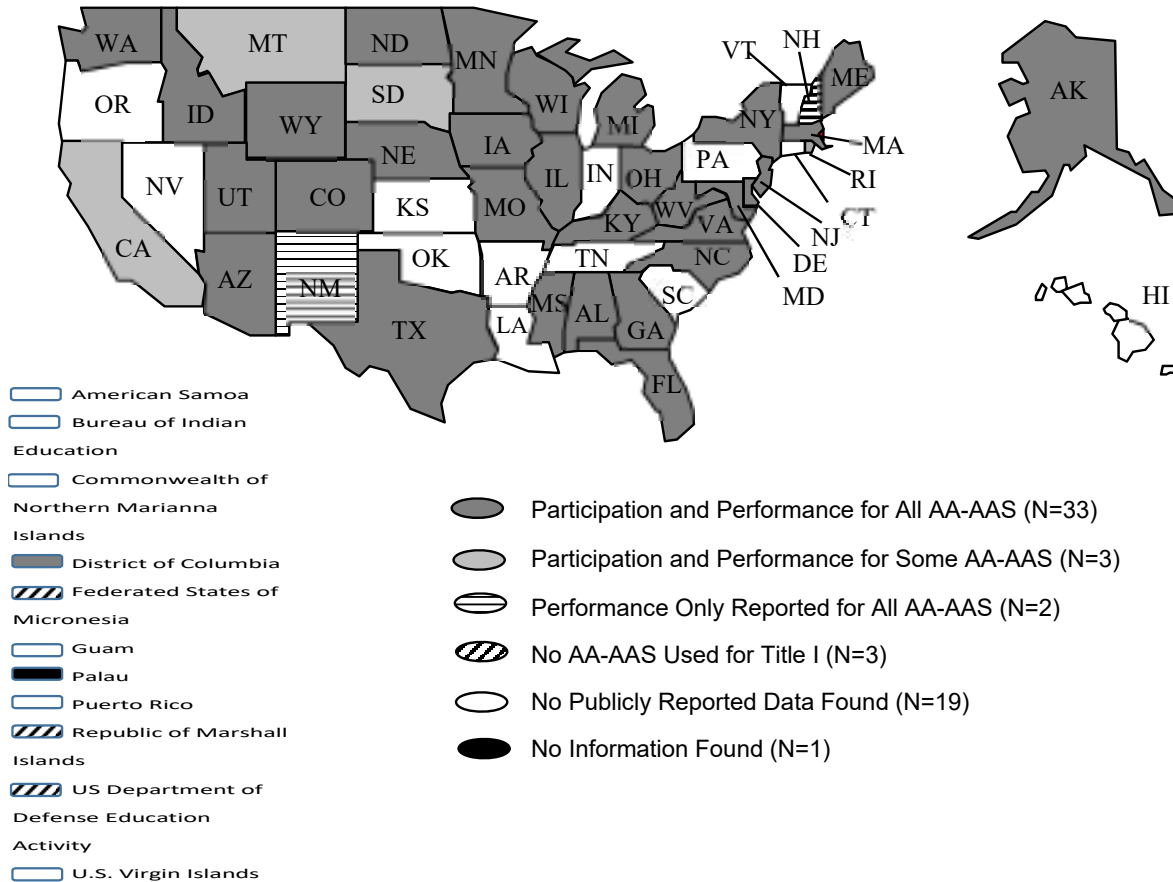


Figure 6 presents the data in Figure 5 by state, showing those that reported participation and performance data for AA-AAS used for Title I. The map shows that most states (N=33) publicly reported participation and performance for students with disabilities for these assessments. For details, see Table B-3 in Appendix B.

Figure 6. States Reporting 2016-17 Participation or Performance Data for Students with Disabilities on AA-AAS in Title I



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

Assessment Data for English Learners with Disabilities

Like their peers, most English learners with disabilities take general assessments. Only a small percentage of ELs with disabilities take an AA-AAS. Figure 7 shows that 55 states, or 90% of states, did not report participation or performance for ELs with disabilities on general assessments used for Title I. Only two states reported both participation and performance data for all general assessments used for Title I. This represents 3% of the states.

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

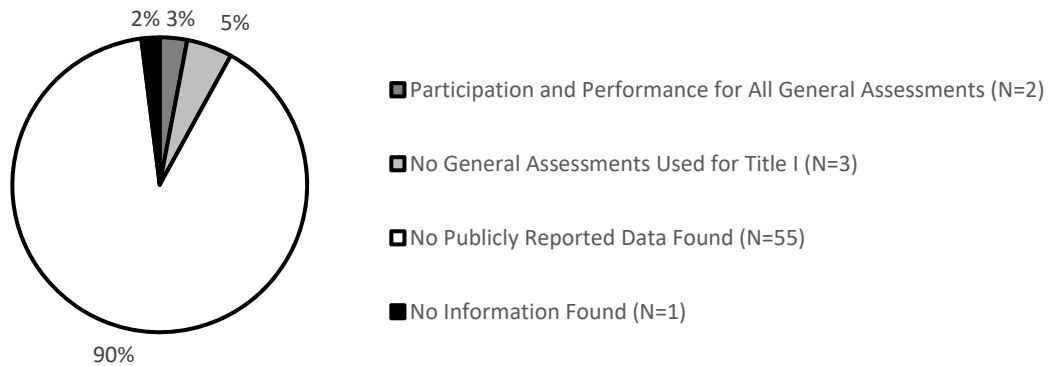
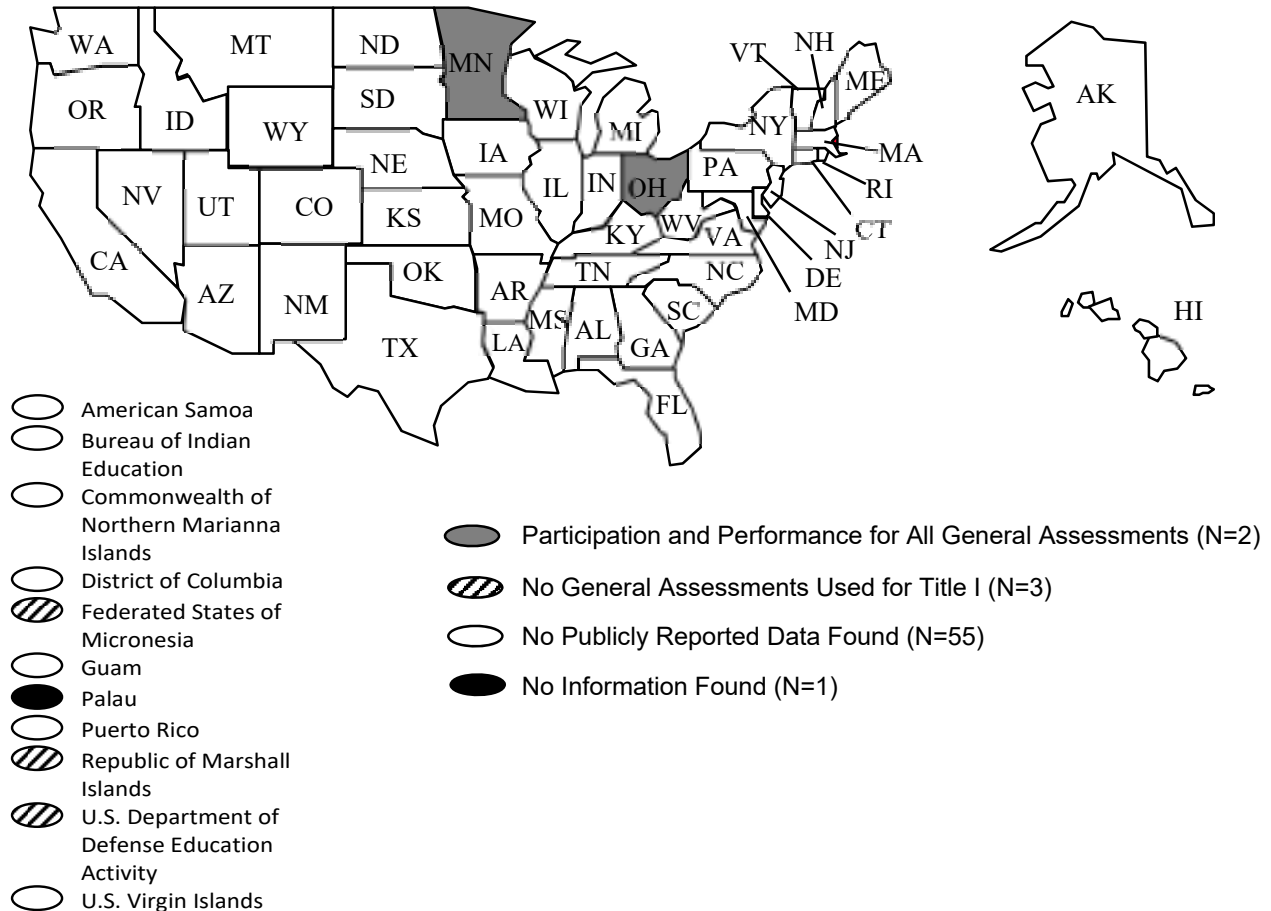


Figure 8 presents the states that reported participation and performance data for ELs with disabilities on general assessments used for Title I. This map shows that very few states (N=2) publicly reported participation and performance data for ELs with disabilities on all general assessments. For details,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

Figure 8. States Reporting 2016-17 Disaggregated Participation or Performance Data for ELs with Disabilities on General Assessments Used for Title I



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

For the states that had general assessments not used for Title I, none reported participation and performance for ELs with disabilities (see B-5 in Appendix B for more details).

Figure 9 shows that nine states, or 15% of states, publicly reported participation and performance on all AA-AAS for ELs with disabilities. Another three states publicly reported these data for some of their AA-AAS. Forty-five states did not publicly report data for ELs with disabilities who participated in an AA-AAS.

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

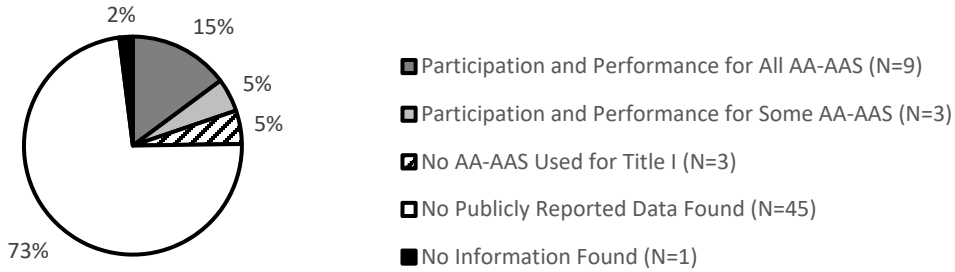
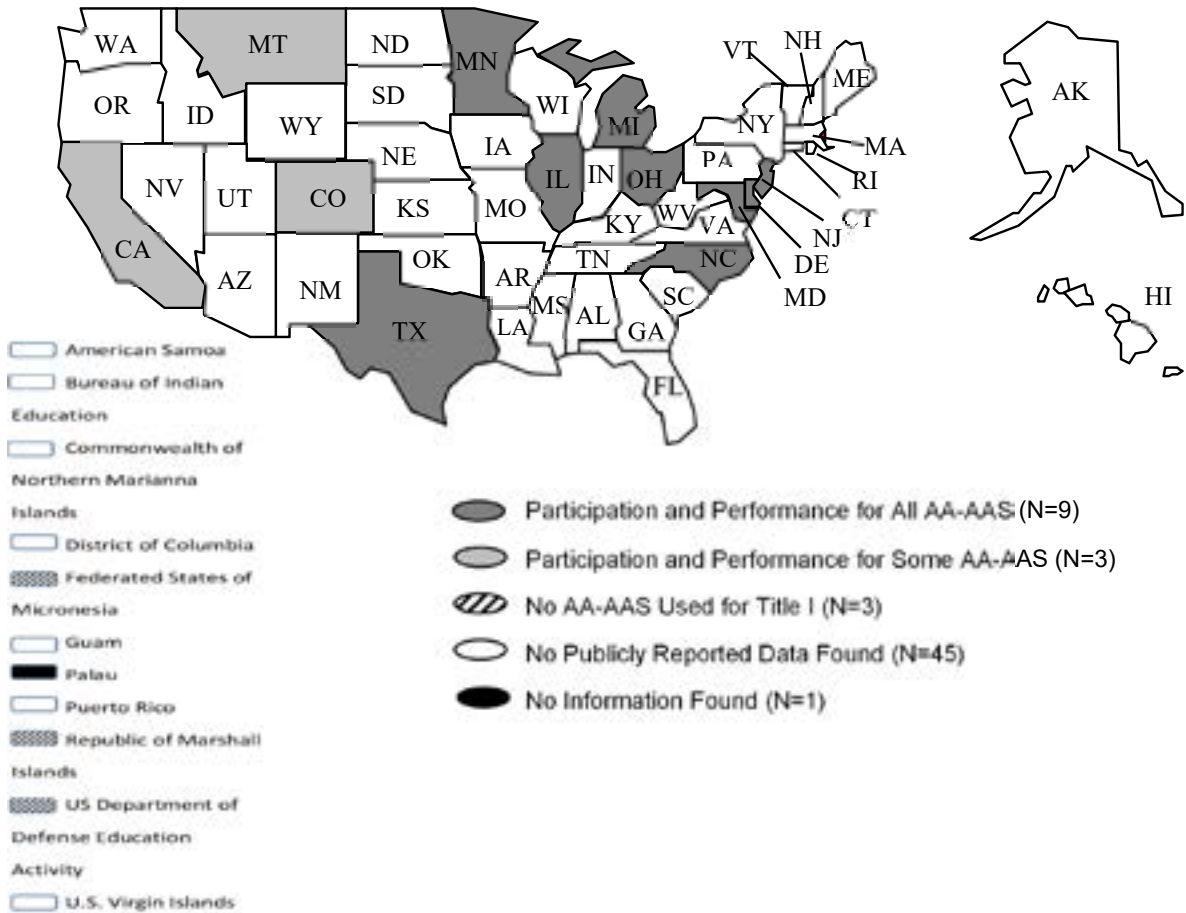


Figure 10 shows the nine states that reported participation and performance for ELs with disabilities on some or all of the AA-AAS used for Title I. For details, see Table B-6 in Appendix B.

Figure 10. States Reporting 2016-17 Disaggregated Participation or Performance Data for ELs with Disabilities on AA-AAS Used for Title I



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

Up until 2014-15, Title I accountability allowed alternate assessments based on modified achievement standards (AA-MAS) as an optional assessment for states. But subsequent to the regulation in 2015 that rescinded the use of AA-MAS for Title I accountability, a few states have continued to administer these assessments for other purposes. For school year 2016-17, one state administered an AA-MAS (Virginia). The state reported participation and performance data for students with disabilities and for ELs with disabilities. For details, see Table B-7 in Appendix B.

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

For 2016-17, two states (Massachusetts, Virginia) continued to administer alternate assessments based on grade level achievement standards (AA-GLAS), although the Virginia assessment was discontinued after 2016-17. In the publicly available data reported for these assessments, the two states reported participation and performance data for students with disabilities, and one reported these data for ELs with disabilities (Virginia). For details see Table B-8 in Appendix B.

Reporting Participation in 2016-17

This section describes how states reported participation data. Figure 11 shows the approaches the 40 states used (of the total 61 regular and unique states) that reported participation data. Many states reported in multiple ways so numbers do not total 40. Twenty-nine states publicly reported the number of students tested and 21 states reported the percent of students participating in general assessments used for Title I. Only three states reported the percent of students with no scores or the number of students with no scores. Figure 11 includes data for states that used any method of reporting participation data (i.e., by grade and test, by merging grades and tests, by grades with tests merged, and by test with grades merged). For additional details see Table B-9 in Appendix B. For details about AA-AAS participation see Table B-10 in Appendix B.

Figure 11. States Reporting Participation by Students with Disabilities for General Assessments Used for Title I in 2016-17

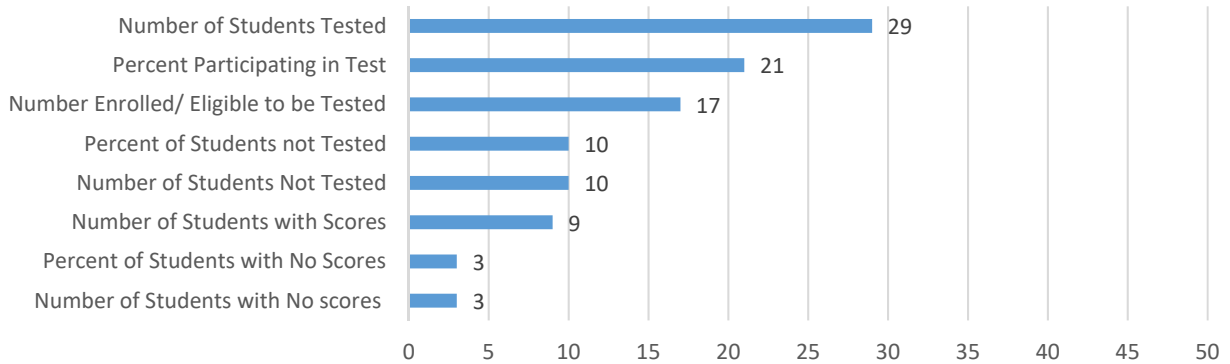
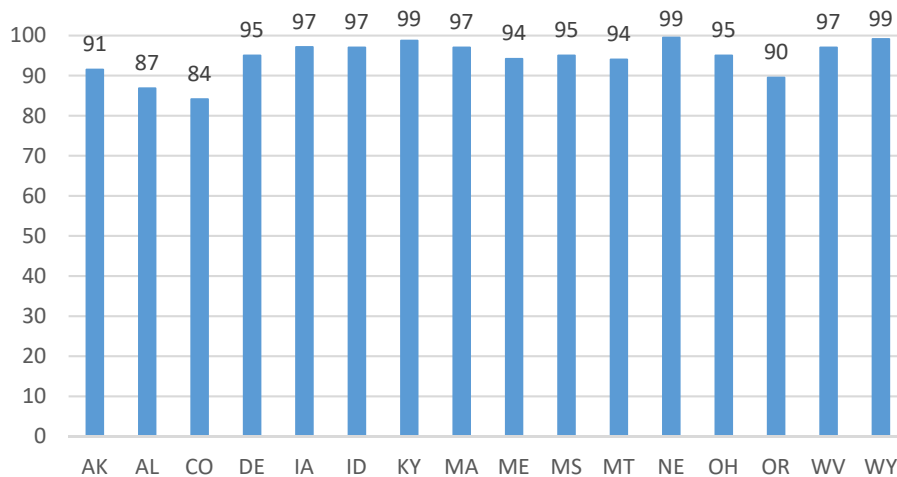


Figure 12 shows the participation rates for grade 8 mathematics for those states with this information reported by grade and test. Of the 43 states with participation information, 21 reported participation rates. Of these 21 states, 16 had available participation rate data by grade with denominators based on students with disabilities in grade 8 using an approach that could be compared (e.g., does not include rates of entire population or rates reported by accommodated status). See Appendix Table B-11 for the state abbreviation key.

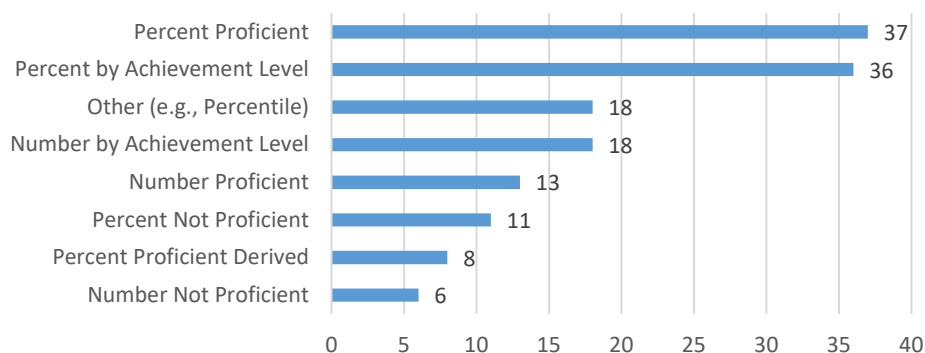
Figure 12. Percentages of Students with Disabilities Participating in Middle School General Math Assessments in Those States with Reported Participation Rates by Grade Level in 2016-17



General Assessment Performance Approaches for Students with Disabilities

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

Figure 13. Number of States Reporting Performance in Different Ways for Students with Disabilities in 2016-17 General Assessments Used for Title I



Selected Results of General Assessment Performance for Students with Disabilities

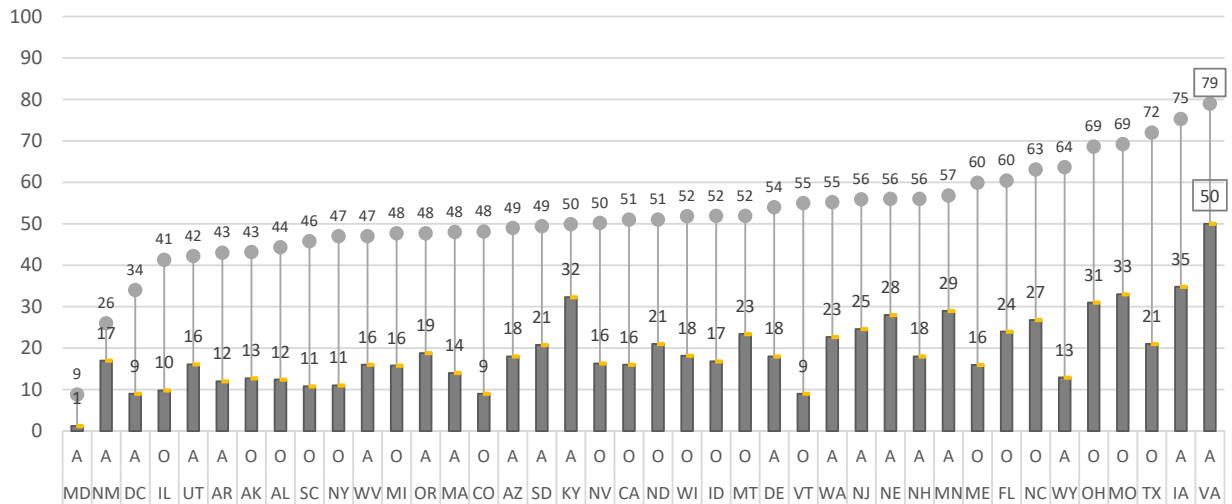
This section compares the performance of students with and without Individualized Education Programs (IEPs) for states that reported data for each of three representative grades (e.g., Grade 4, Grade 8, and high school) by the content areas of reading and mathematics. Figures 14 to 19 show the achievement gaps between students with disabilities and a comparison peer group, with the solid line representing the gap between student groups. Because states report differently, the comparison peer group for some states was students without IEPs, and for other states it was all students including students with IEPs. This difference in comparison group affects achievement gap interpretation, so we indicate the group used by each state on the horizontal axis. An A indicates states that included all students and an O indicates states that reported students who do not have IEPs. The students without IEPs group may include students with 504 plans depending on how a state defined its population. Therefore, the gaps reported here could vary based on how those states reported their performance data. The state with an AA-MAS was indicated in

the figures with a box around the percent proficient number for the comparison group, but this state did not report AA-MAS merged with the regular assessment. See Appendix Table B-11 for the state abbreviation key.

Elementary School

Figures 14 and 15 present the results for Grade 4 in reading and mathematics. Across the states, the smallest gap between students with IEPs and the comparison group for elementary reading was 8 percentage points, and the largest gap was 51 percentage points. For elementary mathematics, the gap ranged from 4 percentage points to 53 percentage points.

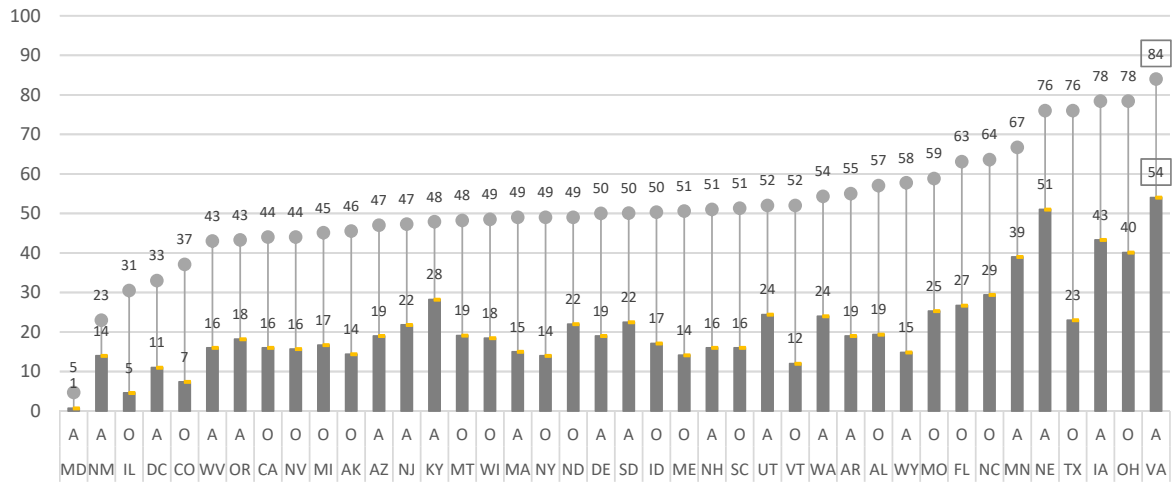
Figure 14. Percent Proficient for Elementary Reading



Legend: Heavy Solid Bar= Students with IEPs percent proficient
 Narrow Solid Line = Gap between students with IEPs and the comparison group
 Box= State has an AA-MAS
 A= All students (n=20 states)
 O=Students without IEPs (n=20 states)

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

Figure 15. Percent Proficient Elementary Mathematics



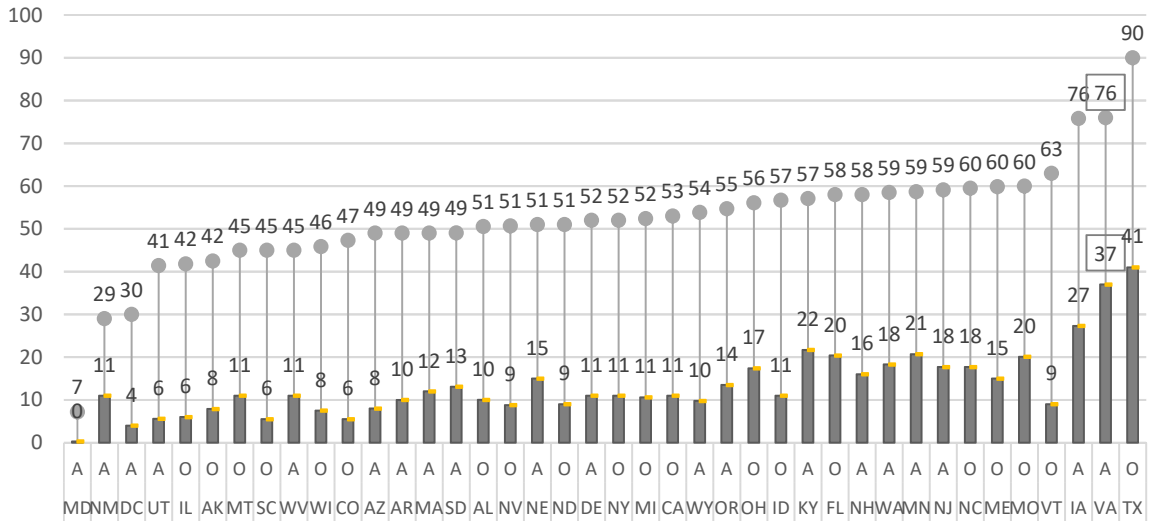
Legend: Heavy Solid Bar= Students with IEPs percent proficient
 Narrow Solid Line = Gap between students with IEPs and the comparison group
 Box= State has an AA-MAS
 A= All students (n=20 states)
 O=Students without IEPs (n=20 states)

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

Middle School

Figures 16 and 17 show the performance gaps for Grade 8 reading and mathematics. Reading gaps at the middle school level ranged from 7 percentage points to 54 percentage points. For mathematics, the gaps ranged from 1 percentage point to 50 percentage points.

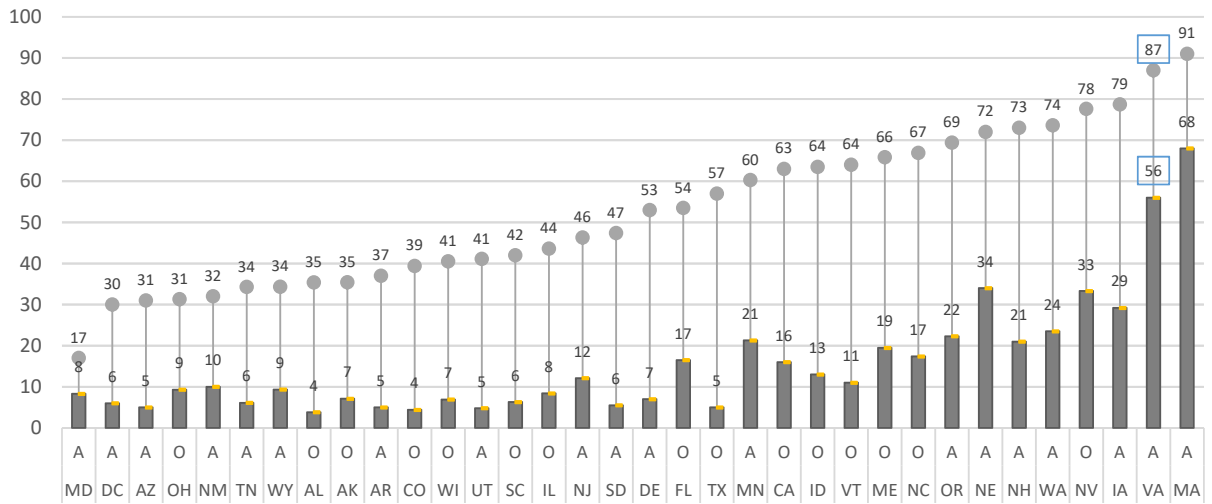
Figure 16. Percent Proficient for Middle School Reading



Legend:
 Heavy Solid Bar= Students with IEPs percent proficient
 Narrow Solid Line = Gap between students with IEPs and the comparison group
 Box= State has an AA-MAS
 A= All students (n=20 states)
 O=Students without IEPs (n=20 states)

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

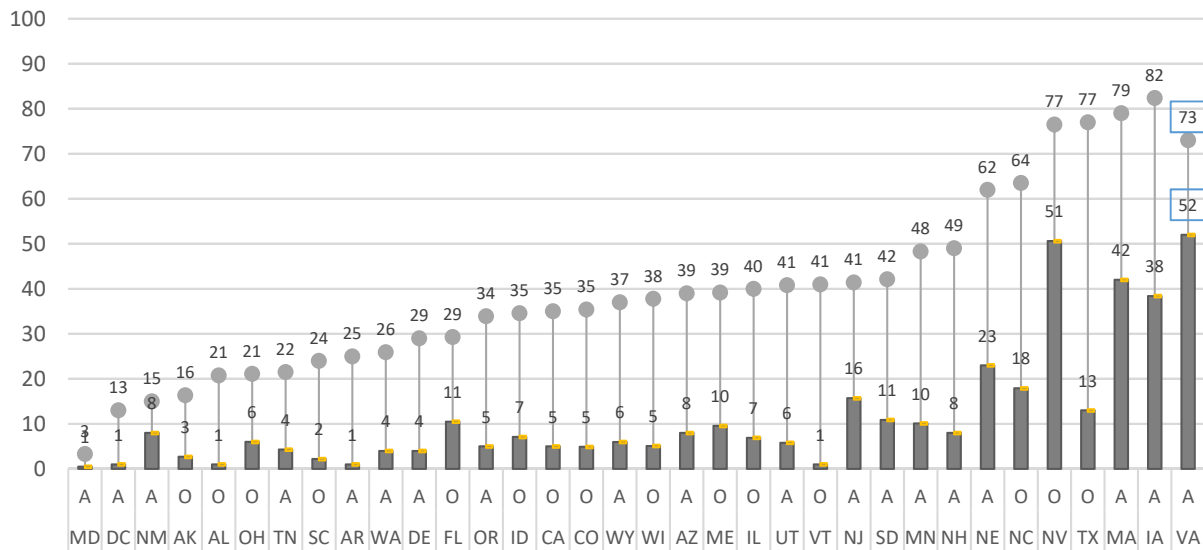
Figure 18. Percent Proficient for High School Reading



Legend: Heavy Solid Bar= Students with IEPs percent proficient
 Narrow Solid Line = Gap between students with IEPs and the comparison group
 Box= State has an AA-MAS
 A= All students (n=19 states)
 O=Students without IEPs (n=15 states)

Note: N=34 of 61 states [includes unique states]; No data= 27 states

Figure 19. Percent Proficient for High School Mathematics



Legend:
 Heavy Solid Bar= Students with IEPs percent proficient
 Narrow Solid Line = Gap between students with IEPs and the comparison group
 Box= State has an AA-MAS
 A= All students (n=19 states)
 O=Students without IEPs (n=15 states)

Note: N=34 of 61 states [includes unique states]; No data= 27 states

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

Table 1 summarizes the average achievement gaps between students with IEPs and the comparison peer group for states that reported these data by grade for all three comparison years. For example, some states that reported data in 2016-17 would not be included if in prior years the state either did not report data or did not report the data by grade. The comparison peer group may or may not include students with IEPs depending on the reporting practices of each state. The table presents gaps by content areas and school levels across select years representing elementary, middle school, and high school grades. There are limitations to this analysis in that the number of states with data fluctuates each year and the assessments a state uses may change over time. Further, some states in prior years reported AA-MAS performance merged with general assessment performance.

Table 1 shows the average gaps biannually from 2012-13 to 2016-17. The average gap is presented with the number of states with data across all three years. The number of states varied between 32 and 40 depending on content and grade. The gap sizes for elementary reading were lower than reading and math for other grades across years. The highest gaps were for high school reading, except for year 2014-15. The year 2014-15 had the lowest gaps for reading and math for almost every grade compared to the other years.

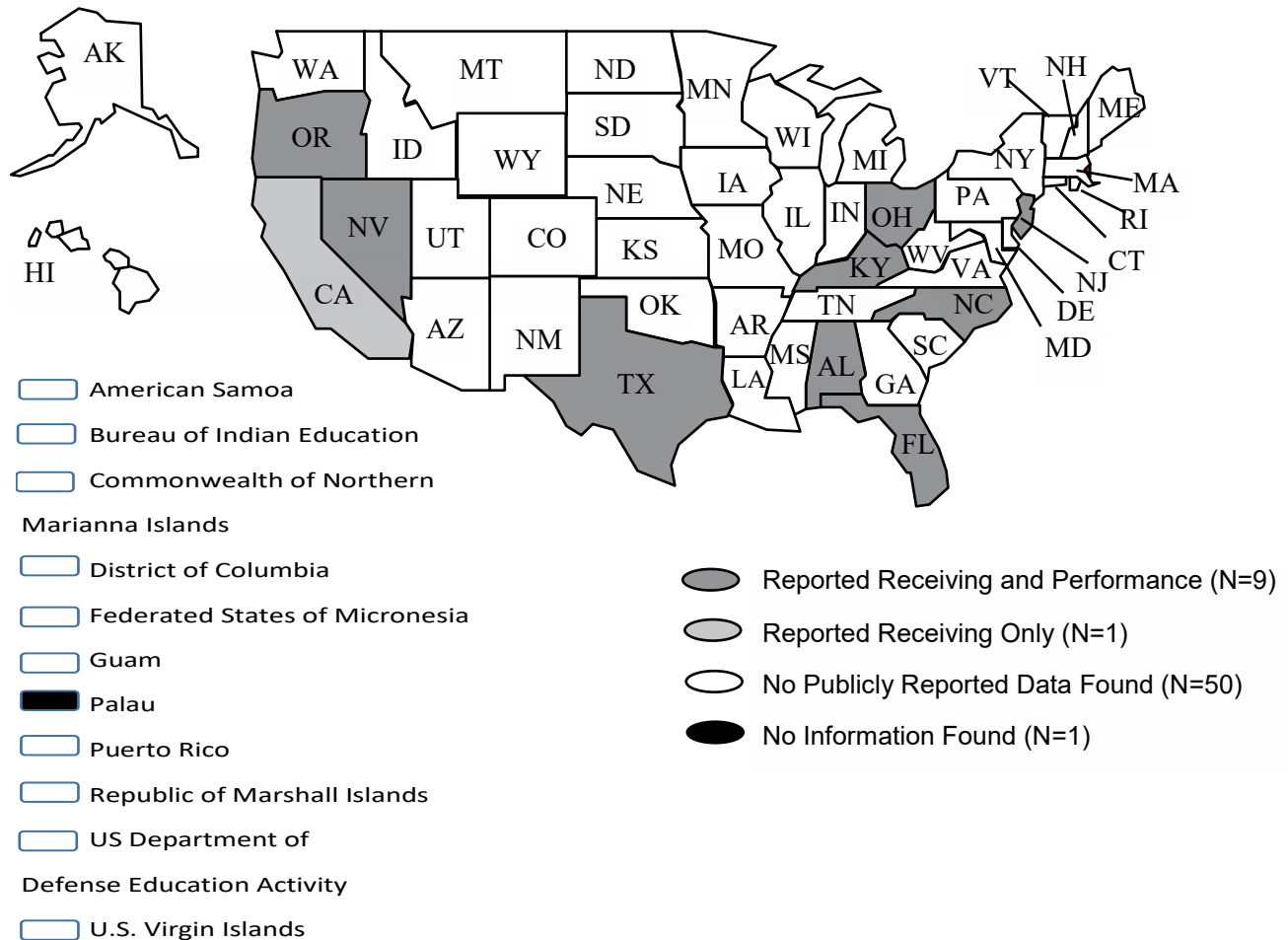
Table 1. Average Gaps for Students with IEPs and Comparison Peer Group on General Assessments: Biannually for Select Years

Grade Ranges	Number of States	Average Gaps for All States with Data Reporting by Grade		
		2012-13	2014-15	2016-17
Elementary Reading	40	29	26	27
Middle School Reading	32	42	38	38
High School Reading	34	40	38	40
Elementary Math	32	33	28	30
Middle School Math	33	42	31	32
High School Math	34	38	28	28

Accommodations Data for Students with Disabilities

Figure 20 shows a summary of the regular and unique states that publicly reported data for students with IEPs receiving accommodations on the general assessments for 2016-17. It presents data by states that reported number of students receiving accommodations, performance of those students, or both. Ten states reported some type of accommodations data, with nine states reporting number receiving accommodations and their performance and one state reporting only number receiving accommodations. See Appendix B-14 for specific state information shown in Figure 20.

Figure 20. States Reporting 2016-17 Data on Students with Disabilities Receiving Accommodations

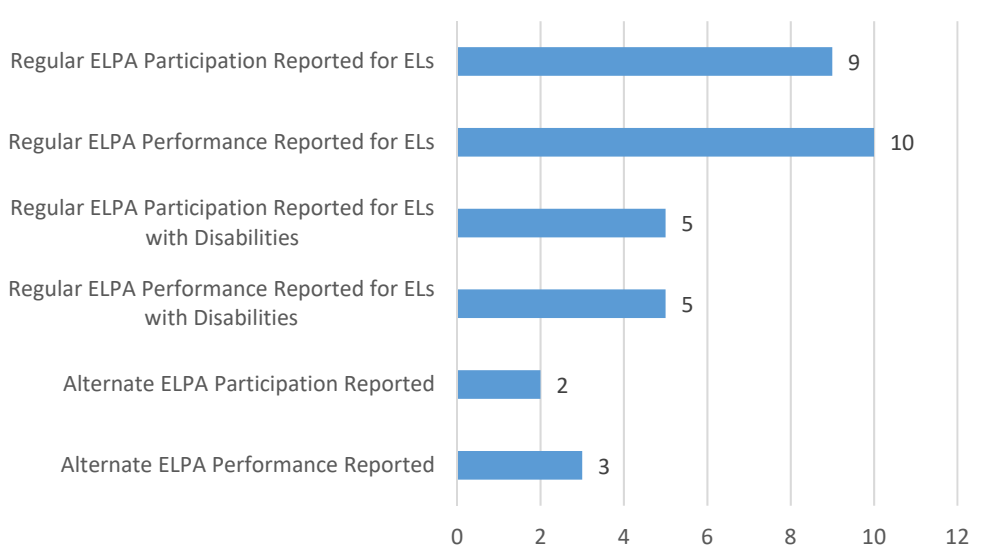


Public Reporting on English Language Proficiency (ELP) Assessments

States report results on English language proficiency assessments for Title III accountability, but the reporting of ELP assessment data is due to expand to include reporting data disaggregated for ELs with disabilities for Title I. A few states already report these data publicly in online reports. Figure 21 shows the number of states that report participation and performance for ELs and ELs with disabilities. It also presents the number of states that reported these data for alternate ELP assessments. Students who take alternate ELP assessments are ELs with disabilities who have significant cognitive disabilities and generally those who participate in state AA-AAS for assessing regular content areas for Title I.

Of the 50 states and District of Columbia, 10 states publicly reported ELP assessment data for ELs. Of these states, under half reported data disaggregated for ELs with disabilities. Only three states reported data for alternate ELP assessments. Typically, these states allow users to choose to disaggregate by ELs with disabilities, but the data are not presented for confidentiality reasons because of small numbers of students. See Appendix B-15 for details by state for Figure 21.

Figure 21. 2016-17 ELP Assessment Public Reporting



Summary and Conclusions

Extent of Public Reporting for Students with Disabilities

Twenty-five regular states, and one unique state, reported participation and performance of students with disabilities for all general assessments and alternate assessments based on alternate achievement standards (AA-AAS) used for Title I accountability purposes in 2016-17. Thirty-three of the 61 states reported both participation and performance for all general assessments and 33 reported similar data for the AA-AAS. Of the 37 states with general assessments not used for Title I, only 15 states reported participation and performance. Four reported these data for some tests, three reported performance only, and fifteen states did not report any data.

Extent of Public Reporting for ELs with Disabilities

For ELs with disabilities, the number of states that reported both participation and performance on general assessments decreased to two states from three in 2015-16. For AA-AAS, 12 states reported participation and performance. This number remained the same as 2015-16, but is still lower than the 21 states reporting these data from 2012-13 to 2014-15. Typically, there were more states that reported disaggregated data for ELs with disabilities for this assessment given

the ESEA requirement to report state assessments by subgroup. No state reported participation and performance for ELs with disabilities on general assessments not used for Title I, down from one state the prior two years. However, new federal requirements for Title I include that states report EL progress toward English language proficiency, and that data are reported by subgroup including ELs with disabilities, after the 2017-18 school year. Thus, in future years, it is likely that more states will report disaggregated data for ELP assessments.

How Data Are Reported

For regular states, the most common approaches for communicating participation and performance on general assessments and AA-AAS has changed slightly this year from previous years. The most common way to report participation for regular and unique states stayed the same with 29 states reporting the number tested, and 21 states reporting the percentage tested. But, for performance, the first and second most common ways of reporting changed places for the first time since 2009, with more states reporting percent proficient (37 states) than percent by achievement level (36 states). 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. Some states reported public data using multiple methods across participation and performance.

As in past 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 in a way that would be comparable to include in a graph. In prior years, some states opted to merge their data for alternates based on modified achievement standards (AA-MAS) or alternates based on grade-level achievement standards (AA-GLAS) with the general assessment reporting for participation and performance, making participation reporting less transparent. But because the AA-MAS has been phased out and starting 2016-17 the AA-GLAS was no longer allowed for Title I, interpreting participation data is more straightforward.

Achievement Gaps

In both reading and mathematics, the achievement gaps between students with and without IEPs continue. As in prior reports, we presented average achievement gaps across three grade levels: elementary, middle school, and high school. For this report we limited the states to those that reported these data for all three select years. The gaps for reading have tended to be smaller for the elementary level over the years, and this was also the smallest average gap in our analyses for this report. For the states in the current analyses, the highest gaps were generally in high school reading across years, and the lowest gaps overall across years were for 2014-15.

Many factors affect changes in average achievement gaps, including states engaging in field-testing or adopting new assessments, states using different methods to report data, and other considerations. These factors should be recognized when looking at gaps across time for individual states.

Other Reporting

Most states (of the 61 examined here) do not publicly report the number of students receiving accommodations and their performance (N=50) or do not have any assessment information found (N=1). Just nine states reported both the number receiving and performance data. One other regular state reported only the number receiving accommodations.

For ELP assessments, most states did not report data for ELs or ELs with disabilities. Nine states reported participation and 10 states reported performance for ELs. Only four states reported participation and performance data for ELs with disabilities. For alternate ELP assessments for ELs with the most significant cognitive disabilities, just two states reported participation and three states reported performance.

Recommendations for Reporting

Some states continue to shift in the assessments they are using for their general or alternate assessments, for different content areas. Still, states are required to report data for students with disabilities with the same frequency and detail as for other students. **Two regular states did not report disaggregated participation or performance data for students with disabilities even though they reported data for all students.** The following recommendations to states for public reporting of disaggregated data for students with disabilities add to the recommendations suggested in previous reports:

1. Report participation and performance results for each assessment, content area, and grade level. This includes reporting alternate assessments separately from the general assessment where confidentiality of students is not jeopardized.
2. Clearly label preliminary and final data with dates posted.
3. Report number of students with disabilities receiving accommodations.
4. Report participation percentages, disaggregated by grade.
5. Make data accessible by attending carefully to the usability of formats, ease of finding information, and clarity of language. This includes not relying on a log-in code to access otherwise public data if confidentiality of individual students is not jeopardized.

6. Provide reports in a format that are user-friendly for the general public rather than relying on technical reports to be the sole type of public reporting for student data.
7. If a state uses other categories that group students with disabilities with other students (e.g., historically under-performing) ensure reporting still occurs for students with disabilities where confidentiality is not jeopardized.
8. If report cards disaggregate data by local education agencies, also aggregate those subgroups at the state level.
9. For states with customized report generators, build in comparison features by population, grade and content area, with options to export the data easily. Many states do this already, but some require a user to customize an individual report one at a time for every subgroup population, content, grade, and reference peer population.

References

Albus, D., Lazarus, S. S., & Thurlow, M. L. (2015). *2012-13 publicly reported assessment results for students with disabilities and ELLs with disabilities* (Technical Report 70). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Albus, D., Lazarus, S. S., & Thurlow, M. L. (2014). *2011-12 Publicly reported assessment results for students with disabilities and ELLs with disabilities* (Technical Report 69). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Albus, D., & Thurlow, M. (2013). *2010-11 publicly reported assessment results for students with disabilities and ELLs with disabilities* (Technical Report 68). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Albus, D., Thurlow, M., & Bremer, C. (2009). *Achieving transparency in the public reporting of 2006-2007 assessment results* (Technical Report 53). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Klein, J. A., Wiley, H. I., & Thurlow, M. L. (2006). *Uneven transparency: NCLB tests take precedence in public assessment reporting for students with disabilities* (Technical Report 43). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Lazarus, S. S., Albus, D., & Thurlow, M. L. (2016). *2013-14 publicly reported assessment results for students with disabilities and ELLs with disabilities* (NCEO Report 401). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Thurlow, M., Bremer, C., & Albus, D. (2008). *Good news bad news in disaggregated subgroup reporting to the public on 2005-2006 assessment results* (Technical Report 52). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Thurlow, M. L., & Wiley, H. I. (2004). *Almost there in public reporting of assessment results for students with disabilities* (Technical Report 39). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Thurlow, M. L., Wiley, H. I., & Bielinski, J. (2003). *Going public: What 2000-2001 reports tell us about the performance of students with disabilities* (Technical Report 35). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

VanGetson, G. R., & Thurlow, M. L. (2007). *Nearing the target in disaggregated subgroup reporting to the public on 2004-2005 assessment results* (Technical Report 46). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Wiley, H. I., Thurlow, M. L., & Klein, J. A. (2005). *Steady progress: State public reporting practices for students with disabilities after the first year of NCLB (2002-2003)* (Technical Report 40). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Appendix A

The National Center on Educational Outcomes is examining states' public reports for the 2016-2017 school year assessment results. Our goal is to:

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

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

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

If you have any questions about our request, please email Deb Albus at albus001@umn.edu. Please respond by June 30, 2017.

Thank you for taking the time to provide this information.

Martha Thurlow, Director NCEO

Deb Albus, Research Fellow, NCEO

Alabama

1. Reporting in State Assessments Summary

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

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

2. Reporting on Students with Disabilities

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

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

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

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

Accommodated Status Reporting

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

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

Report name/Link to report/attach:

<https://www.alsde.edu/dept/data/Assessment%20Data/ParticipationInAssessments2016-2017.pdf>

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

5. Disaggregated Data for the English Language Proficiency Assessment

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

Appendix B

Table B-1. Disaggregated Special Education Data on General Assessments: Reading/ELA, Math and Science

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	Perf. Only for Some Tests	No Publicly Reported Data Found
Regular States										
Alabama	ACT Aspire	3 to 8, 10	Reading, Math	Yes	Yes	Yes				
	Alabama Science	5,7	Science	Yes	Yes					
Alaska	Performance Evaluation for Alaska's Schools (PEAKS)	3 to 10	English Language Arts and Mathematics	Yes	Yes	Yes				
	Alaska Science Assessment	4, 8, 10	Science	Yes	Yes					
Arizona	Arizona's Instrument to Measure Standards (AIMS and AIMS HS)	4, 8, HS	Science	No	No		Yes			
	AZMerit	3 to 11, EoC	Alg I, Alg II, Geometry, Math, English Language Arts	Yes	Yes					
Arkansas	ACT Aspire	3 to 8, 10	English, Reading, Science, Math, Writing	Yes	Yes	Yes				
	California Standards Test Scores (CST)	5, 8, 10	Science	Yes	Yes	Yes				
California	Smarter Balanced Summative	3 to 11	English Language Arts, Math	Yes	Yes					

Reporting Summary By State										
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Part. Only for All Tests	Perf. Only for All Tests	Perf. Only for Some Tests
Colorado	PARCC Assessment	3 to 11, EOC	Reading (3-11), Math (3-8 and Alg. I & II, Geom., Integ. I, II, and III).	Yes	Yes	Yes				
	Colorado Measures of Academic Success	5, 8	Science (5,8),	Yes	Yes					
Connecticut	Smarter Balanced Assessments	3 to 8	English Language Arts, Math	Yes	Yes	Yes				
	Connecticut Academic Performance Test	10	Science	Yes	Yes					
	Connecticut Mastery Test (CMT)	5, 8	Science	Yes	Yes					
	Connecticut SAT School Day	11	Reading, Writing and Language, Mathematics	No	No					
	Smarter Balanced Assessment	3-8, 11	English Language Arts, Math	Yes	Yes					
Delaware	SAT 11	11	Reading, Math, Science,	Yes	Yes					
	Delaware Comprehensive Assessment Systems (DCAS)	5, 8, 10	Science (5,8,10)	Yes	Yes					

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	Perf. Only for All Tests	Perf. Only for Some Tests	No Publicly Reported Data Found	
Florida	Florida Standards Assessment	3 to 10	English Language Arts (ELA), Mathematics	Yes	Yes	Yes						
	Statewide Science Assessment	5, 8	Science	Yes	Yes							
Georgia	Georgia Milestone Assessment End of Grade	3 to 8	Language Arts, Math, Science	Yes	Yes	Yes						
	Georgia Milestone Assessment, EoC	EoC	Algebra I, CCGPS Coordinate Algebra, Biology, Physical Science, Ninth Grade Literature and Composition, American Literature and Composition, Geometry, Analytic Geometry	Yes	Yes							
Hawaii	Smarter Balanced Assessment	3-8, 11	English Language Arts, Math	No	No							X
	End of Course	EoC	Biology I (required).	No	No							
	Hawaii State Assessment in Science	4, 8	Science	No	No							

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	Perf. Only for All Tests	Perf. Only for Some Tests	No Publicly Reported Data Found
Idaho	General Assessment	3-8, HS	English Language Arts (ELA) and Math (3-8, HS), Science (5,7, HS)	Yes	Yes	Yes					
Illinois	PARCC Assessment	3-8, HS	English Language Arts, Math	Yes	Yes	Yes					
Indiana	Science	3, 6, 8	Science	Yes	Yes						
Indiana	Indiana State-wide Testing for Education Progress- Plus (ISTEP+)	3 to 8, 10	English/Language Arts, Math, Science (4,6)	Yes	Yes		Yes				
Iowa	End of Course Assessments (ECAs)	EoC	English 10, Algebra I, Biology I Reported English and Algebra I only.	No	No						
Iowa	Iowa Assessment	3-8, 11	Reading, Math	Yes	Yes	Yes					
Iowa	Iowa Assessment Science	5,8,11	Science	Yes	Yes						
Kansas	General Assessment	3-8, 10, 11	Reading, Math, Science (4,7,11) No Science reported	No	No						X

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	Perf. Only for All Tests	Perf. Only for Some Tests	No Publicly Reported Data Found
Kentucky	Kentucky Performance Rating for Educational Progress (K-PREP)	3-8, 10, 11	Reading, Math, Science (4, 7), Writing (5, 6, 8, 10, 11), Language Mechanics (4, 6, 10)	Yes	Yes	Yes					
						Yes					
						Yes					
						Yes					
Louisiana	End of Course	EoC	English II, Algebra II, Biology	Yes	Yes						
						Yes					
	Stanford Achievement Test 10 (part of K-PREP)	3 to 8	Reading, Math (3-8) Science (4,7), Language Mechanics (4,6)	Yes	Yes						
						Yes					
	End of Course tests	EoC, 9 to 12	English, Math, Science,	No	No	No					
						No					
PARCC general assessment	3 to 8	English Language arts, Math	No	No	No						
					No						
Maine	LEAP	3 to 8	Reading, Math, Science,	No	Yes						
						Yes					
						Yes					
						Yes					
Maine	eMPowerME	3-8,	Mathematic, Reading, Writing, Language Science	Yes	Yes	Yes					
						Yes					
						Yes					
Maine	Maine Educational Assessment (MEA) Science	5,8, 3 rd year HS	Science	Yes	Yes						
Maine	SAT	HS	Math, English, Language Arts	Yes	Yes						

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	Perf. Only for All Tests	Perf. Only for Some Tests	No Publicly Reported Data Found
Maryland	Maryland School Assessment (MSA)	5, 8	Science	No	No		Yes				
	PARCC Assessment	3 to 8	English Language Arts, Math	Yes	Yes						
Massachusetts	Massachusetts Comprehensive Assessment System (MCAS)	3-8, 10	English/Language Arts, Math,	Yes	Yes	Yes					
	PARCC general assessment	3 to 8	English/Language Arts, Math (3 to 8), Algebra I (8th grade)	Yes	Yes	Yes					
	STE MCAS Tests	5, 8, 9, or 10	Science and Technology/Engineering (single discipline tests in Biology, Chemistry, Intro Physics, and Technology/Engineering)	Yes	Yes						

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	Perf. Only for All Tests	Perf. Only for Some Tests	No Publicly Reported Data Found	
Michigan	Michigan Student Test of Educational Progress (M-STEP)	3-8, 11	English Language Arts, Math, (3 to 8, 11), Science (4,7, 11)	Yes	Yes	Yes						
	Michigan Merit Exam (MME)	11	College Board SAT WorkKeys (reading, mathematics, and locating information), and Michigan-developed Science M-STEP.	Yes	Yes							
Minnesota	Minnesota Comprehensive Assessment (MCA) –III	3-8, HS	Reading (3 to 8, 10), Math (3 to 8, 11), Science (5, 8, HS)	Yes	Yes	Yes						
	Mississippi Academic Assessment Program (MAAP)	3 to 8 and EoC	Language Arts, Math	Yes	Yes	Yes						
	Science Tests	5,8	Science	Yes	Yes							
	High school Subject Area Tests	EoC	Biology I,	Yes	Yes							

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	Perf. Only for All Tests	Perf. Only for Some Tests	No Publicly Reported Data Found
Missouri	Grade-Level Assessment	3-8, HS	English Language Arts, Math, Science (5,8),	Yes	Yes		Yes				
	Online End of Course Assessments	EoC	English I and II, Algebra I and II, Geometry, Biology I, Physical Science,	No	No						
Montana	Smarter Balanced Assessment	3-8, 11	English Language Arts, Math	Yes	Yes		Yes				
	Criterion Referenced Test Science	4, 8, 10	Science	No	No						
Nebraska	Nebraska State Accountability (NeSA)	3-8, 11	Reading, Math, Science (5,8,11), Writing (4, 8, 11)	Yes	Yes		Yes				
Nevada	Criterion Referenced Test (CRT)	3-8, 10	Reading, Math (3-8), Science (5,8, 10)	Yes	Yes		Yes				
	High School Proficiency Exam	EoC	ELA, Math	Yes	Yes						

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	Perf. Only for All Tests	Perf. Only for Some Tests	No Publicly Reported Data Found
New Hampshire	Smarter Balanced Assessment	6, 7, 8	ELA, Math	Yes	Yes	Part. and Perf. All Tests	Part. and Perf. Some Tests	Part. Only for All Tests	Perf. Only for All Tests	Perf. Only for Some Tests	No Publicly Reported Data Found
							Yes				
New Jersey	New England Comprehensive Assessment Program (NE-CAP)	4, 8, 11	Science	No	No						
	SAT	10,11	Reading, Math	Yes	Yes	Yes					
	PARCC Assessment	3 to 8	English Language Arts, Math	Yes	Yes	Yes	Yes				
New Jersey Biology Competency Test	EoC	Biology	Yes	Yes	Yes						
PARCC High School Assessments	9 to 11	English Language Arts (9 to 11), Algebra I, Algebra II, Geometry	Yes	Yes	Yes						
New Mexico	PARCC Assessment	3 to 8, 11	English Language Arts, Math	No	Yes				Yes		
	Standards Based Assessment (SBA)	4, 7, 10-11	Science (4, 7, 10, 11)	No	No	Yes					
Standards Based Assessment Spanish	4, 7, 10-11	Reading	No	No	Yes						

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	Perf. Only for All Tests	Perf. Only for Some Tests	No Publicly Reported Data Found
New York	New York State Testing Program (NYSTP)	3 to 8	English Language Arts, Math, Science (4,8)	Yes	Yes		Yes				
	Regents Competency Tests	No	No								
		Regents Exams	No	No							
	North Carolina	End of Grade Multiple Choice Test	3 to 8	Reading, Math, Science (5,8)	Yes	Yes	Yes				
End of Course Multiple Choice											
		Smarter Balanced Assessment	3-8, 11	Reading, Math	Yes	Yes	Yes				
Science Assessment	4, 8, 11										
		North Dakota									

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	Perf. Only for All Tests	Perf. Only for Some Tests	No Publicly Reported Data Found		
Ohio	OHIO State Tests	3 to 8	Math, Reading, Science (5, 8,)	Yes	Yes	Yes							
	Ohio End of Course Exams	HS	Algebra 1, Geometry, Integrated Math 1, Integrated Math 2, • Biology, English I and English II	Yes	Yes								
Oklahoma	Oklahoma Core Curriculum Tests (OCC T)	3 to 8	Math, Reading, Science (5,8), Geography (7), Writing (5,8)	No	No								X
	High School OSTP	10	ELA, Math, Science,	No	No								
Oregon	Smarter Balanced Assessment	3-8,11	English Language Arts, Math	Yes	Yes	Yes							
	OAKs Online	5,8,11	Science	Yes	Yes								
Pennsylvania	Pennsylvania System of School Assessment (PSSA)	3 to 8	Reading, Math, Science (4,8,)	No	No								X
	Keystone Exam	11	Algebra, Biology and Literature	No	No								

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	Perf. Only for All Tests	Perf. Only for Some Tests	No Publicly Reported Data Found	
Rhode Island	New England Education Assessment Program (NECAP)	4, 8, 11	Science	No	Yes							
	PARCC Assessment	3-8, HS	ELA, Math (3-8, HS), Algebra 1, Geometry, Integrated Math	Yes	Yes							
South Carolina	Palmetto Assessment of State Standards	4 to 8	Science,	Yes	Yes	Yes						
	South Carolina College- and Career-Ready Assessments (SC READY)	3 to 8	English, Reading, Writing, Math	Yes	Yes							
	End of Course Examination (performance reported as grades A-F)	EoC	Algebra 1 /Math for Technologies 2, Biology 1/Applied Biology 2, English 1,	Yes	Yes							
South Dakota	Smarter Balanced Assessment	3 to 8	ELA and Math. 11	Yes	Yes					Yes		
	ACT	HS	Reading, Math	No	No							
	South Dakota State Test of Educational Progress (DSTEP)	5, 8, 11	Science	No	No							

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	Perf. Only for All Tests	Perf. Only for Some Tests	No Publicly Reported Data Found	
Tennessee	Adopted new TNReady standards No assessment data reported	3 to 8, HS	ELA, Math, Science 3-5 – Science, 6-8 ELA, and 6-8 and 9-12 (combined ranges for math)	Yes	Yes	Yes						
	End of Course	EoC	Algebra I, Algebra II, English I, English II, English III, Biology, Chemistry	Yes	Yes							
Texas	State of Texas State of Texas Assessments of Academic Readiness (STAAR) Includes Spanish version Assessments of Academic Readiness	3 to 8	Math, Reading, Writing (4,7), Science (5,8)	Yes	Yes	Yes						
	STAAR EoC* and STAAR-A and STAAR L reporting	EoC	Algebra I, Biology, English I Reading, English I Writing,	Yes	Yes							
Utah	Student Assessment of Growth and Excellence (SAGE)	3 to 11	Reading, Language Arts, Math, Science	Yes	Yes	Yes						
	Smarter Balanced Assessment	3-8, 11	English Language Arts, Math	Yes	Yes	Yes						
Vermont	NECAP	4, 8, 11	Science	Yes	Yes							
						Yes						

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	Perf. Only for All Tests	Perf. Only for Some Tests	No Publicly Reported Data Found
Virginia	Standards of Learning (SOL)	3 to 8	Reading, Math, Science (3,5,8),	No	Yes		Yes				
	Content Specific Test	3 to 8	Reading, Math, Science	Yes	Yes						
	End of Course Test	EoC	Reading, etc.	Yes	Yes						
Washington	Smarter Balanced Assessment	3-8, 11	English Language Arts, Math	Yes	Yes		Yes				
	Measurements of Student Progress (MSP)	5, 8	Science	No	No						
	End of Course	EoC	Algebra 1/ Integrated Math 1, Geometry/ Integrated Math 2, Biology (part for Title I)	Yes	Yes						
West Virginia	West Virginia General Summative Assessment (WVGSA)	3 to 11	English Language Arts/ Literacy, Math	Yes	Yes		Yes				
	Science	5, 8, 10	Science	Yes	Yes						

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	Perf. Only for All Tests	Perf. Only for Some Tests	No Publicly Reported Data Found	
Wisconsin	Wisconsin Forward	3 to 8	English Language Arts, Mathematics, Science(4, 8, 9-11),	Yes	Yes	Yes						
Wyoming	ACT	11 (HS)	English, Reading, MathematicsWriting,	Yes	Yes							
Wyoming	Proficiency Assessments for Wyoming Students (PAWS)	3-8, 11	Reading, Math, Science (4,8, 11)	Yes	Yes	Yes						
Total Regular States (N=50)						32	12	1	1	4		
Unique States												
American Samoa	Standards Based Assessments	3, 5, 7, 10	Reading (3, 5 and 7 reported, 10 piloting), Math (3, 5, 7, 10)	No	No							X
Bureau of Indian Education	ACT	11, 12	English, Math, Reading, Science	No	No							X
Commonwealth of Northern Mariana Islands	ACT ASPIRE	3 to 10	English, Math, Reading, Science, Writing	No	No							X

State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State					No Publicly Reported Data Found	
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Part. Only for All Tests	Perf. Only for All Tests	Perf. Only for Some Tests		
U.S. Department of Defense Education Activity	No Assessments Used for Title I											No Title I Assmts.
District of Columbia	PARCC Assessment	3 to 8, HS	English Language Arts (HS: ELA I and II), Math (HS: Algebra I and II, Geometry, Integrated Math)	Yes	Yes	Yes						
Federated States of Micronesia	No Assessments Used for Title I											No Title I Assmts.
Guam	Stanford Achievement Test, 10	1 to 12	Reading (1,2), Math (1,2), Science(1-8) Following are 9 to 12: Anatomy and Physiology, Biology, Chemistry, Physical Science, Algebra 1 and 2, Geometry, Results reported for students with disabilities only for Reading, Math and Science.	No	No							X
Palau	ACT ASPIRE	3 to 10	English, Reading, Math	No	No							No Info Found
	No information found											

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	Perf. Only for All Tests	Perf. Only for Some Tests	No Publicly Reported Data Found	
Puerto Rico	Puerto Rican Academic Achievement Test	3-8, 11	Spanish, English, Math, Science (4,8,11)	No	No							X
Republic of Marshall Islands	No Assessments Used for Title I											No Title I Assmnts.
U.S. Virgin Islands	Smarter Balanced Assessment	3-8, 11	English Language Arts, Math	No	No							X
Total Unique States (N=11)						1	0	0	0	0	0	10
Total Regular and Unique States (N=61)						33	12	0	1	1	1	14
Percent						54%	20%	0	2%	2%	2%	22%

Table B-2. Disaggregated Special Education Data on General Assessments Not Used for Title I

State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	Performance Only for Some or All Tests	No Publicly Reported Data Found
Regular States										
Alabama	ACT College Readiness Test	11	English, Math, Reading, Science	No	No					X
Alaska	None			-	-	Yes				
Arizona	None			-	-	Yes				
Arkansas	None			-	-	Yes				
California	None			-	-	Yes				
Colorado	Colorado Measures of Academic Success	4, 7	Social Studies	Yes	Yes		Yes			
Connecticut	None			-	-	Yes				
Delaware	End of Course Exams	EoC	U.S. History (required), Biology, Algebra II, Integrated Mathematics III (not required)	No	No			Yes		
	SAT 11	11	Social Studies	Yes	Yes					
	DCAS	4, 7	Social Studies	Yes	Yes					
Florida	FSA End-of-Course (EOC) Assessments	EOC	Algebra 1 and Geometry	Yes	Yes		Yes			
	Next Generation Sunshine State Standards (NGSSS) EOC Assessments	EOC	Civics, U.S. History, and Biology 1	Yes	Yes					

State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	Performance Only for Some or All Tests	No Publicly Reported Data Found
Georgia	Georgia Milestone Assessment End of Grade	3 to 8	Social Studies	Yes	Yes		Yes			
	Georgia Milestone Assessment EoC	EoC	United States History/ Economics/ Business/ Free Enterprise	Yes	Yes					
Hawaii	End of Course	EoC	Algebra I, Algebra II, Expository Writing I and/or U.S. History	No	No					X
Idaho	Idaho Reading Indicator	K-3	Reading	No	Yes				Yes	
Illinois	None			-	-		Yes			
	Indiana Reading Evaluation and Determination (IREAD-3)	3	Reading	Yes	Yes			Yes		
Iowa	ISTEP+	5, 7	Social Studies	Yes	Yes					
	None			-	-		Yes			
Kansas	None			-	-		Yes			
	ACT	11	English, Math, Reading, Science	Yes	Yes			Yes		
Kentucky	K-PREP and EoC	5, 8, EoC	Social Studies	Yes	Yes					

State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	Performance Only for Some or All Tests	No Publicly Reported Data Found
Louisiana	ACT	12	English, Reading, Math, Science	No	Yes				Yes	
	Plan	10	English, Math, Reading, Science	No	No					
	Dibels Next	K to 3	Reading	No	No					
	EoC	EoC	Social Studies	No	No					
	LEAP	3 to 8	Social Studies	No	Yes					
Maine	None			-	-	Yes				
Maryland	High School Assessments (HSA)	EoC	English, Algebra/Data Analysis, Biology, Government	Yes	Yes		Yes			
Massachusetts	STE-MCAS Tests -used beyond Title I	9, 10	Science (Biology, Chemistry, Intro Physics and Technology/Engineering	Yes	Yes		Yes			
Michigan	M-Step and MME	5, 8, 11	Social Studies	Yes	Yes		Yes			
Minnesota	None			-	-	Yes				
Mississippi	High School Subject Area Tests	EoC	US History	No	No					X

State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State			
						All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	Performance Only for Some or All Tests
Missouri	Grade Level Assessment	HS	Social Studies	Yes	Yes		Yes		
	Online End of Course Assessments	EoC	American History, Government	No	No				
Montana	ACT Plus Writing	HS	Reading, Language, Math, Science, Writing	No	No				X
Nebraska	ACT	HS	ELA, Math, Science	Yes	Yes		Yes		
Nevada	ACT	11		Yes	Yes		Yes		
New Hampshire	None			-	-	Yes			
New Jersey	None			-	-	Yes			
New Mexico	None			-	-	Yes			
New York	Regents Competency Tests	EoC	Global Studies, US History and Government	No	No				X
North Carolina	ACT Benchmark	11	English, Math, Reading, Science, Writing. State requires taking in 11th grade.	No	No				X
North Dakota	None			-	-	Yes			

State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	Performance Only for Some or All Tests	No Publicly Reported Data Found
Ohio	Ohio State Tests	4, 6	Social Studies	Yes	Yes		Yes			
	Ohio End of Course Exams	EoC	American-History and American Government	Yes	Yes					
Oklahoma	OCCT	5, 8	Social Studies, US History	No	No					X
			US History	No	No					
Oregon	OAKS Online	5, 8, 11	Social Studies	Yes	Yes		Yes			
Pennsylvania	None			-	-		Yes			
Rhode Island	None			-	-		Yes			
South Carolina	ACT	3 rd year in HS	English Language Arts, Math	Yes	Yes		Yes			
	ACT Work Keys	3 rd year in HS	Reading for Information, Applied Math, Locating Information	Yes	Yes					
South Dakota	Palmetto Assessment of State Standards	4 to 8	Social Studies	Yes	Yes					
	End of Course Exam	EoC	US History and the Constitution	Yes	Yes					
	None			-	-		Yes			

State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State												
						All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	Performance Only for Some or All Tests	No Publicly Reported Data Found								
Tennessee	ACT	HS	English, Math, Reading, Science, Composite	No	No			Yes										
Texas	End of Course	EoC	US History	Yes	Yes													
											STAAR	8	Social Studies	Yes	Yes	Yes		
Utah	K3 Reading Competency	K to 3	Reading	No	Yes				Yes									
Vermont	None			-	-			Yes										
Virginia	SOL	3, 5, 8	History, Social Studies	No	Yes			Yes										
											Content Specific Test	3 to 8	Hisotry/ Social Science	Yes	Yes			
Washington	End of Course (partially)	EoC	Algebra 1/ Integrated Math 1, Geometry/ Integrated Math 2, Biology. Part not used for Title I.	No	No					X								

State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	Performance Only for Some or All Tests	No Publicly Reported Data Found
West Virginia	College and Career Readiness Assessment	12	College and Career Readiness	No	No					X
	ACT	HS	English, Math, Reading, Science	No	No					
	SAT (PSAT 8/9, PSAT NMSQT, PSAT10)	HS	Critical Reading and Math	No	No					
Wisconsin	Wisconsin Forward	4, 8, 10	Social Studies	Yes	Yes		Yes			
Wyoming	Act Plus Writing or Workkeys (students have option in grades 11 and 12 to take Workkeys)	11, 12	English, Math, Reading, Writing, Science	No	No					X
Total Regular States (N=50)						18	15	4	3	10
Unique States										
American Samoa	None			-	-		Yes			
Bureau of Indian Education	Unclear			-	-		Yes			
Commonwealth of Northern Mariana Islands	Standards Based Assessment	4, 6, 8, 9 to 12	Chamorro & Carolinian Language Heritage Studies (CCLHS)	No	No					X
	End of Course	EoC	NMI History	No	No					

State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	Performance Only for Some or All Tests	No Publicly Reported Data Found
U.S. Department of Defense Education Activity	Terra Nova, Multiple Assessments, 3rd Edition	3 to 9	Reading/ Language Arts, Mathematics, Science, Social Studies	No	No					X
	PSAT 8-9, PSAT/NMSQT	8-9, 10-11	Reading, Writing and Language, Math	No	No					
District of Columbia	None			-	-	Yes				
Federated States of Micronesia	National Minimum Competency Standard-Based Test (NMCT)	4, 6, 8, 10	Reading (6,8,10), Math (4,6,8,10), Science (8)	No	No					X
Guam	Standards-Based Assessment (Partially used for Title I)	1 to 12	Reading, Math	No	No					X
	SAT 10	1 to 12	Social Studies, US Government, US History, World History, Guam History and Geography	No	No					
Palau	No information found			-	-	No Info. Found				

State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	Performance Only for Some or All Tests	No Publicly Reported Data Found
Puerto Rico	None			-	-	Yes				
Republic of Marshall Islands	MISAT	3, 6, 8, 10, 12	English Reading	No	No					X
U.S. Virgin Islands	None			-	-	Yes				
Total Unique States (N=11)										
Total Regular and Unique States (N=61)										
Percent										
						42%	24%	6%	5%	24%

Table B-3. Disaggregated Special Education Data for AA-AAS: Reading/ELA, Math, and Science

State	Test	Grade	Subject Areas	Participation	Performance	Summary by State				
						Partic. and Perf. for All Tests	Partic. and Perf. for Some Tests	Perf. Only for All Tests	No Alt. for Title I	No Publicly Reported Data Found
Regular States										
Alabama	Alabama Alternate Assessment (AAA)	3-8, 11	Reading, Math	Yes	Yes	Yes				
Alaska	Dynamic Learning Maps (DLM) Alternate Assessment	3 to 10	ELA and Mathematics	Yes	Yes	Yes				
Arizona	AIMS Alternate, NCSC	3 to 11, EOC	English Language Arts, Math	Yes	Yes	Yes				
Arkansas	MSAA	3 to 8, 11	English Language Arts, Math	No	No	No				X

State	Test	Grade	Subject Areas	Participation	Performance	Summary by State				
						Partic. and Perf. for All Tests	Partic. and Perf. for Some Tests	Perf. Only for All Tests	No Alt. for Title I	No Publicly Reported Data Found
California	California Alternate Assessment (CAA)	3- 8, 11	English Language Arts, Math	Yes	Yes	Yes				
	California Alternate Performance Assessment (CAPA)	5, 8, 10	Science	No	No					
Colorado	Colorado Alternate Assessment (CoAlt)	4-5,7-8,	Science (5, 8)	Yes	Yes	Yes				
	Colorado Alternate Assessment (CoAlt)	3 to 11	English Language Arts, Math	Yes	Yes					
Connecticut	Alternate CMT and CAPT	5, 8, 10	Science	No	No					X
	Connecticut Alternate Assessment	3 -8, 11	English Language Arts, Math	No	No					
Delaware	Delaware Comprehensive Assessment System (DCAS-Alt)	3 to 11	Reading, Math (3-11), Science (5,8,10)	Yes	Yes	Yes				
	Florida Standards Alternate Assessment (FSAA)	3-10 and EOC	Grades 3-10 ELA, grades 3-8 Mathematics, grades 5 and 8 Science, Algebra 1, Geometry, Civics, Biology 1	Yes	Yes	Yes				

State	Test	Grade	Subject Areas	Participation	Performance	Summary by State				
						Partic. and Perf. for All Tests	Partic. and Perf. for Some Tests	Perf. Only for All Tests	No Alt. for Title I	No Publicly Reported Data Found
Georgia	Georgia Alternate Assessment	K, 3-8, 11	English/Language Arts, Math, Science	Yes	Yes	Yes				
Hawaii	Alternate Assessment	3-8, HS	Reading, Math, Science (4,8,11)	No	No					X
Idaho	ISAT Alternate Science	5, 7, HS	Science	Yes	Yes	Yes				
	NCSC / Multi-State Alternate Assessment (MSAA)	3-8, HS	English Language Arts, Math	Yes	Yes	Yes				
Illinois	DLM	3-8,11	English Language Arts, Math	Yes	Yes	Yes				
Indiana	Indiana Standards Tool for Alternate Reporting (ISTAR)	3-8 and 10	ELA, Math Science (4, 7)	No	No					X
Iowa	Iowa Alternate Assessment (IAA)	3-8,11	Reading, Math	Yes	Yes	Yes				
	Iowa Alternate Assessment (IAA) Science	5,8,11	Science	Yes	Yes	Yes				

State	Test	Grade	Subject Areas	Participation	Performance	Summary by State				
						Partic. and Perf. for All Tests	Partic. and Perf. for Some Tests	Perf. Only for All Tests	No Alt. for Title I	No Publicly Reported Data Found
Kansas	DLM Alternate Assessment	3-8, 10, 11	Reading, Math, Science (4, 7, 11)	No	No					X
Kentucky	Alternate Kentucky Performance Rating for Educational Progress (K-PREP)	3 to 12	Reading (3-9), Math (3-8,10), Writing (4,5,6, 8,10,11), Science (4,7,11)	Yes	Yes	Yes				
Louisiana	Louisiana Alternate Assessment ¹	3 to 11	Reading, Math, Science (4, 8, 11)	No	No					X
Maine	Multi-State Alternate Assessment (MSAA)	3-8, HS	ELA/Literacy, Math	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 to 10	English/Language Arts, Math, Science and Technology/ Engineering (5, 8-10)	Yes	Yes	Yes				
Michigan	Michigan Access (MI-Access) Functional Independence	3-8, 11	English Language Arts, Math, Science (4, 7, 11)	Yes	Yes	Yes				
	Michigan Access (MI-Access) Supported Independence	3-8, 11	English Language Arts, Math, Science (4, 7 11)	Yes	Yes					
	Michigan Access (MI-Access) Participation	3-8, 11	English Language Arts, Math, Science (4, 7, 11)	Yes	Yes					

State	Test	Grade	Subject Areas	Participation	Performance	Summary by State				
						Partic. and Perf. for All Tests	Partic. and Perf. for Some Tests	Perf. Only for All Tests	No Alt. for Title I	No Publicly Reported Data Found
Minnesota	Minnesota Test of Academic Skills III (MTAS III)	3-8, HS	Reading and Math, Science (5, 8, HS)	Yes	Yes	Yes				
Mississippi	Mississippi Academic Assessment Program-Alternate (MAAP-A)	8-Mar	Language Arts, Math, Science (5,8)	Yes	Yes	Yes				
Missouri	Mississippi Academic Assessment Program-Alternate (MAAP-A)	HS	Language Arts, Math, Science	Yes	Yes					
Montana	Missouri Assessment Program Alternate (MAP-A)	3-8, 10, 11	English Language Arts, (3 to 8, 11) Math (3 to 8, 10), Science (5, 8, 11)	Yes	Yes	Yes				
Nebraska	MSAA Alternate	3-8, 10	English Language Arts, Math	Yes	Yes		Yes			
Nevada	Criterion Referenced Test (CRT)	4, 8, 10	Science	No	No					
New Hampshire	Alternate Assessments (NESA-M and NESA-AAM)	3-8, 11	Reading, Math, Science (5,8,11), Writing (8,11)	Yes	Yes	Yes				
New Hampshire	Nevada Alternate Assessment (NAA)	3-8, 11	Reading, Math, No Science or Writing reported	No	No					X
New Hampshire	New Hampshire Alternate Learning Progression Assessment (NH ALPS)	4, 8, 11	Science	No	Yes			Yes		
	DLM	3-8, 11	Reading, Math	No	Yes					

State	Test	Grade	Subject Areas	Participation	Performance	Summary by State				
						Partic. and Perf. for All Tests	Partic. and Perf. for Some Tests	Perf. Only for All Tests	No Alt. for Title I	No Publicly Reported Data Found
New Jersey	Alternate Proficiency Assessment	4, 8, 11	Science	Yes	Yes	Yes				
	DLM	3-8, 11	Reading Math	Yes	Yes					
New Mexico	NCSC	3-8, 11	English Language Arts, Math	No	Yes	Yes		Yes		
	Alternative Performance Assessment (NMAPA)	4, 7, HS	Science	No	Yes					
New York	New York State Alternate Assessment (NYSAA)	3-8, HS	English Language Arts, Math, Science (4,8, HS)	Yes	Yes	Yes				
North Carolina	North Carolina Extend 1 (NCEX-TEND1)	8-Mar	Reading, Math, Science (5,8)	Yes	Yes	Yes				
	North Carolina Extend 1 (NCEX-TEND1)	10	Math I, Biology, English II	Yes	Yes					
North Dakota	Dynamic Learning Maps	3-8, 11	Reading/ Language Arts, Math, Science	Yes	Yes	Yes				
	ND Alternate Assessment Science	4, 8, 11	Science	Yes	Yes					

State	Test	Grade	Subject Areas	Participation	Performance	Summary by State				
						Partic. and Perf. for All Tests	Partic. and Perf. for Some Tests	Perf. Only for All Tests	No Alt. for Title I	No Publicly Reported Data Found
Ohio	Alternate Assessment for Students with Cognitive Disabilities (AASCD)	3 to 8	English/Language Arts, Math, Science (5,8)	Yes	Yes	Yes				
Oklahoma	Alternate Ohio Graduation Test (OGT-HS-AAS-CD)	HS	English/Language Arts, Math, Science	Yes	Yes					
Oregon	Oklahoma Alternate Assessment Program (OAAP)	3-8, HS	ELA, Math, Science	No	No					X
Pennsylvania	Oregon Assessment of Knowledge and Skills (OAKS) Extended	3-8, 11	Reading, Math, Science (5,8,11), Writing (11)	No	No					X
Rhode Island	Pennsylvania Alternate (PASA)	3-8, 11	Reading, Math, Science (4, 8, 11) No Science found.	No	No					X
South Carolina	MSAA (Multi-State Alternate Assessment)	3 to 8, 11	ELA, Math. No Science alternate data found.	Yes	Yes	Yes				
South Carolina	South Carolina Alternate (SC-ALT)	4 to 8, 11	Science	No	No					X
South Carolina	NCSC Alternate Assessment	3 to 8, 11	English Language Arts, Math	No	No					

State	Test	Grade	Subject Areas	Participation	Performance	Summary by State				
						Partic. and Perf. for All Tests	Partic. and Perf. for Some Tests	Perf. Only for All Tests	No Alt. for Title I	No Publicly Reported Data Found
South Dakota	Dakota State Test of Educational Progress Alternate (DSTEPA)	5, 8, 11	Science	No	No		Yes			
	NCSC Alternate Assessment	3-8, 11	English Language Arts, Math	Yes	Yes					
Tennessee	MSAA	2-8, 11	English Language Arts, Math, Writing	No	No					X
	TCAP-Alt	3 to 8, 10	Science (10),	No	No					
Texas	STAARALT 2	3 to 8	Math, Reading, Writing (4,7), Science (5,8)	Yes	Yes	Yes				
	STAARALT2 EoC	EoC	English I, English II, Algebra I, Biology	Yes	Yes					
Utah	DLM Alternate Assessment	3 to 11	ELA, Math	Yes	Yes	Yes				
	Utah Alternate Assessment	4 to 11	Science	Yes	Yes					

State	Test	Grade	Subject Areas	Participation	Performance	Summary by State				
						Partic. and Perf. for All Tests	Partic. and Perf. for Some Tests	Perf. Only for All Tests	No Alt. for Title I	No Publicly Reported Data Found
Wyoming	Wy-ALT	3-8, HS	English Language Arts, Math (3 to 8-11), Science (4, 8, 9 to 11)	Yes	Yes	Yes				
Total Regular States (N=50)										
Unique States										
American Samoa	Alternate Assessment	3-8, 10	Reading, Math	No	No					X
Bureau of Indian Education	Alternates based on Alternate achievement standards	All assessed	By state	No	No					X
Commonwealth of Northern Mariana Islands	Multiple States Alternate Assessment (MSAA)	3-8, 11	English Language Arts, Math	No	No					X
U.S. Department of Defense Education Activity	No Title I assessment	12-Mar	Reading/Language Arts, Mathematics, Science	-	-				X	
District of Columbia	MSAA	3 to 8, HS	English Language Arts, Math	Yes	Yes	Yes				
Federated States of Micronesia	No Title I assessment			-	-				X	

State	Test	Grade	Subject Areas	Participation	Performance	Summary by State				
						Partic. and Perf. for All Tests	Partic. and Perf. for Some Tests	Perf. Only for All Tests	No Alt. for Title I	No Publicly Reported Data Found
Guam	NCSC and DoE Alt. Assmt	3-8, 11	English Language Arts, Math Doe Alternate 1, 2, 9, 10 ELA, Math	No	No					X
Palau	No information found			No	No					No Inform. Found
Puerto Rico	Puerto Rico Alternate Assessment	3-8, 11	Spanish, English, Math, Science (4,8,11)	No	No					X
Republic of Marshall Islands	No Title I assessment			-	-				X	
U.S. Virgin Islands	MSAA (NCSC) Alternate Assessment	3-8, 11	English Language Arts, Math	No	No					X
Total Unique States (N=11)						1	0	0	3	7
Total Regular and Unique States (N=61)						33	3	2	3	20
Percent						54%	5%	3%	5%	33%

Table B-4 Disaggregated Data for ELs with Disabilities for General Assessments: Reading/ELA, Math, and Science.

State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State					
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only All Tests	No Assmt. Used for Title I	No Information on Assmts. Found	No Publicly Reported Data Found
Regular States											
Alabama	ACT Aspire	3 to 8, 10	Reading, Math	No	No						X
Alaska	Performance Evaluation for Alaska's Schools (PEAKS)	3 to 10	English Language Arts, Mathematics	No	No						X
	Alaska Science Assessment	4, 8, 10	Science	No	No						
Arizona	Arizona's Instrument to Measure Standards (AIMS and AIMS HS)	4, 8, HS	Science	No	No						X
	AZMerit	3 to 11, EoC	Alg I, Alg II, Geometry, Math, English Language Arts	No	No						
Arkansas	ACT Aspire	3-8, 10	English, Reading, Science, Math, Writing	No	No						X
California	California Standards Test Scores (CST)	5, 8, 10	Science	No	No						X
	Smarter Balanced Summative	3 to 11	English Language Arts, Math	No	No						

State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State					
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only All Tests	No Assmt. Used for Title I	No Information on Assmts. Found	No Publicly Reported Data Found
Colorado	PARCC Assessment	3 to 11, EoC	Reading (3-11), Math (3-8 and Alg. I, Geom., Integ. I, Integ. II, Integ. III)	No	No						X
	Colorado Measures of Academic Success	5, 8	Science (5,8),	No	No						
Connecticut	Smarter Balanced Assessments	3 to 8	English Language Arts, Math	No	No						X
	Connecticut Academic Performance Test	10	Science	No	No						
	Connecticut Mastery Test (CMT)	5, 8	Science	No	No						
Connecticut	Connecticut SAT School Day	11	Reading, Writing and Language, Mathematics	No	No						X
Delaware	Smarter Balanced Assessment	3-8, 11	English Language Arts, Math	No	No						X
	SAT 11	11	Reading, Math, Science	No	No						
	Delaware Comprehensive Assessment Systems (DCAS)	5,8, 10	Science (5,8,10)	No	No						

State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State					
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only All Tests	No Assmt. Used for Title I	No Information on Assmts. Found	No Publicly Reported Data Found
Florida	Florida Standards Assessment	3 to 10	English Language Arts (ELA), Mathematics	No	No						X
	Statewide Science Assessment	5, 8	Science	No	No						
	Georgia Milestone Assessment End of Grade	3 to 8	Language Arts, Math, Science,	No	No						X
Georgia	Georgia Milestone Assessment, EoC	EoC	Algebra I, CCGPS Coordinate Algebra, Biology, Physical Science, Ninth Grade Literature and Composition, American Literature and Composition, Geometry, Analytic Geometry	No	No						
	Smarter Balanced Assessment	3-8, 11	English Language Arts, Math	No	No						X
	End of Course	EoC	Biology I (required).	No	No						
Hawaii	Hawaii State Assessment in Science	4, 8	Science	No	No						

State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State					
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only All Tests	No Assmt. Used for Title I	No Information on Assmts. Found	No Publicly Reported Data Found
Idaho	General Assessment	3-8, HS	English Language Arts (ELA) and Math(3-8, HS), Science (5,7, HS)	No	No						X
Illinois	PARCC Assessment	3-8, HS	English Language Arts, Math	No	No						X
Indiana	Indiana State-wide Testing for Education Progress- Plus (ISTEP+)	3 to 8, 10	English/Language Arts, Math, Science (4,6),	No	No						X
Iowa	End of Course Assessments (ECAs)	EoC	English 10, Algebra I, Biology I	No	No						
	Iowa Assessment	3-8,11	Reading, Math	No	No						X
Kansas	Iowa Assessment Science	5,8,11	Science	No	No						
	General Assessment	3-8,10, 11	Reading, Math, Science (4,7,11) No Science reported	No	No						X

		Reporting Summary By State									
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State					
						Part. and Perf. All Perf. Tests	Part. and Perf. Some Tests	Perf. Only All Tests	No Assmt. Used for Title I	No Information on Assmts. Found	No Publicly Reported Data Found
Kentucky	Kentucky Performance Rating for Educational Progress (K-PREP)	3-8, 10,11	Reading, Math, Science (4, 7), Writing (5, 6, 8, 10, 11), Language Mechanics (4, 6, 10)	No	No						X
	End of Course	EoC	English II, Algebra II, Biology	No	No						
	Stanford Achievement Test 10 (part of K-PREP)	3 to 8	Reading, Math (3-8) Science (4,7), Language Mechanics (4,6)	No	No						
Louisiana	LEAP	3 to 8	Reading, Math, Science	No	No						X
	End of Course tests	EoC, 9 to 12	English, Math, Science	No	No						
	PARCC general assessment	3 to 8	English Language arts, Math	No	No						
Maine	eMPowerME	3 to 8	Math, Reading, Writing, Language	No	No						X
	Maine Educational Assessment (MEA) Science	5,8, 3 rd year HS	Science	No	No						
	SAT	High School	Math, English Language Arts	No	No						

State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State							
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only All Tests	No Assmt. Used for Title I	No Information on Assmts. Found	No Publicly Reported Data Found		
Michigan	Michigan Student Test of Educational Progress (M-STEP)	3-8, 11	English Language Arts, Math, (3 to 8, 11), Science (4,7, 11)	No	No								X
	Michigan Merit Exam (MME)	11	College Board SAT, WorkKeys job skills assessments in reading, mathematics, and locating	No	No								
Minnesota	Minnesota Comprehensive Assessment (MCA) –III	3-8, HS	Reading (3 to 8, 10), Math (3 to 8, 11), Science (5, 8, HS)	Yes	Yes	Yes							
Mississippi	Mississippi Academic Assessment Program (MAAP)	3 to 8, EoC	Language Arts, Math	No	No								X
	Science Tests High school Subject Area Tests	5,8 EoC	Science Biology I	No No	No No								

State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State					
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only All Tests	No Assmt. Used for Title I	No Information on Assmts. Found	No Publicly Reported Data Found
Missouri	Grade-Level Assessment	3-8, HS	English Language Arts, Math, Science (5,8),	No	No						X
	Online End of Course Assessments	EoC	English I and II, Algebra I and II, Geometry, Biology I, Physical Science,	No	No						
Montana	Smarter Balanced Assessment	3-8, 11	English Language Arts, Math	No	No						X
	Criterion Referenced Test Science	4, 8, 10	Science	No	No						
Nebraska	Nebraska State Accountability (NeSA)	3-8, 11	Reading, Math, Science (5,8,11), Writing (4, 8, 11)	No	No						X
	Criterion Referenced Test (CRT)	3-8, 10	Reading, Math (3-8), Science (5,8, 10)	No	No						X
Nevada	High School Proficiency Exam	EoC	ELA, Math	No	No						

State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State								
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only All Tests	No Assmt. Used for Title I	No Information on Assmts. Found	No Publicly Reported Data Found			
New York	New York State Testing Program (NYSTP)	3 to 8	English Language Arts, Math, Science (4,8)	No	No	Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only All Tests	No Assmt. Used for Title I	No Information on Assmts. Found	No Publicly Reported Data Found			
											X			
						Common Core Regents	EoC	No	No					
						Regents Competency Tests	EoC	No	No					
						Regents Exams	EoC	No	No					
North Carolina	End of Grade Multiple Choice Test	3 to 8	Reading, Math, Science (5,8)	No	No						X			
						End of Course Multiple Choice	EOC	No	No					
North Dakota	Smarter Balanced Assessment	3-8, 11	Reading, Math	No	No						X			
						Science Assessment	4, 8, 11	No	No					
Ohio	Ohio State Tests	3 to 8	Math, Reading, Science (5, 8.)	Yes	Yes						Yes			
						Ohio Graduation Tests (OGT)	HS	Yes	Yes					

Reporting Summary By State										
State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only All Tests	No Assmt. Used for Title I	No Information on Assmts. Found
Oklahoma	Oklahoma Core Curriculum Tests (OCCT)	3 to 8	Math, Read etc.	No	No					X
	High School OSTP	10	ELA, Math, Science	No	No					
Oregon	Smarter Balanced Assessment	3-8,11	English Language Arts, Math	No	No					X
	OAKs Online	5,8,11	Science	No	No					
Pennsylvania	Pennsylvania System of School Assessment (PSSA)	3 to 8	Reading, Math, Science (4,8,)	No	No					X
	Keystone Exam	11	Algebra, Biology and Literature	No	No					
Rhode Island	New England Education Assessment Program (NECAP) Science	4, 8, 11	Science	No	No					X
	PARCC Assessment	3-8, HS	ELA, Math (3-8, HS), Algebra I, Geometry, Integrated Math I	No	No					

State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State					
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only All Tests	No Assmt. Used for Title I	No Information on Assmts. Found	No Publicly Reported Data Found
South Carolina	Palmetto Assessment of State Standards	4 to 8	Science	No	No						X
	South Carolina College- and Career-Ready Assessments (SC READY)	3 to 8	English, Reading, Writing, Math	No	No						
	End of Course Examination (performance reported as grades A-F)	EoC	Algebra 1 /Math etc.	No	No						
South Dakota	Smarter Balanced Assessment	3 to 8, 11	ELA and Math	No	No						X
	ACT	HS	Reading, Math	No	No						
	South Dakota State Test of Educational Progress (DSTEP)	5, 8, 11	Science	No	No						
Tennessee	Adopted new TN-Ready standards No assessment data reported	3 to 8, HS	ELA, Math, Science And scores for 3-5 – Science, 6-8 ELA, and 6-8 and 9-12 combined ranges for math reported	No	No						X
	End of Course	EoC	Algebra I, Algebra II, English I, English II, English III Biology, Chemistry	No	No						

State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State					
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only All Tests	No Assmt. Used for Title I	No Information on Assmts. Found	No Publicly Reported Data Found
Texas	State of Texas Assessments of Academic Readiness (STAAR) Includes Spanish version	3 to 8	Math, Reading, Writing (4,7), Science (5,8)	No	No	Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only All Tests	No Assmt. Used for Title I	No Information on Assmts. Found	No Publicly Reported Data Found
											X
Utah	STAAR EoC* and STAAR-A and STAAR L reporting	EoC	Algebra I etc.	No	No	Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only All Tests	No Assmt. Used for Title I	No Information on Assmts. Found	No Publicly Reported Data Found
											X
Vermont	Smarter Balanced Assessment	3-8, 11	Reading, Language Arts, Math, Science	No	No	Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only All Tests	No Assmt. Used for Title I	No Information on Assmts. Found	No Publicly Reported Data Found
											X
Virginia	NECAP	4, 8, 11	Science	No	No	Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only All Tests	No Assmt. Used for Title I	No Information on Assmts. Found	No Publicly Reported Data Found
											X
	Standards of Learning (SOL)	3 to 8	Reading, Math, Science (3,5,8) Writing (5,8)	No	No	Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only All Tests	No Assmt. Used for Title I	No Information on Assmts. Found	No Publicly Reported Data Found
											X
End of Course Test	EoC	Reading, Math, Science	No	No	Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only All Tests	No Assmt. Used for Title I	No Information on Assmts. Found	No Publicly Reported Data Found	
										X	

State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State						
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only All Tests	No Assmt. Used for Title I	No Information on Assmts. Found	No Publicly Reported Data Found	
Washington	Smarter Balanced Assessment	3-8, 11	English Language Arts, Math	No	No							X
	Measurements of Student Progress (MSP)	5, 8	Science	No	No							
	End of Course	EoC	Algebra 1/Inte etc.	No	No							
West Virginia	West Virginia General Summative Assessment (WVGSA)	3 to 11	English Language Arts/Literacy, Math	No	No							X
	Science	5, 8, 10	Science	No	No							
Wisconsin	ACT	11 (HS)	English, Reading, Mathematics, Writing, Science	No	No							X
	Wisconsin Forward	3 to 8	English Language Arts, Mathematics, Science(4, 8, 9-11)	No	No							
Wyoming	Proficiency Assessments for Wyoming Students (PAWS)	3-8, 11	Reading, Math, Science (4,8, 11)	No	No							X
Total Regular States (N=50)						2	0	0	0	0	0	48

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

State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State					
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only All Tests	No Assmt. Used for Title I	No Information on Assmts. Found	No Publicly Reported Data Found
Guam	Stanford Achievement Test, 10	1 to 12	Reading Math	No	No				X		
	ACT ASPIRE	3 to 10	English, Reading, Math	No	No						
Palau	No information found										X
Puerto Rico	Puerto Rican Academic Achievement Test	3-8, 11	Spanish, English, Math, Science (4-8,11)	No	No						X
Republic of Marshall Islands	No Assessments Used for Title I								X		
U.S. Virgin Islands	Smarter Balanced Assessment	3-8, 11	English Language Arts, Math	No	No						X
Total Unique States (N=11)						0	0	0	3	1	7
Total Regular and Unique States (N=61)						2	0	0	3	1	55
Percent						3%	0%	0%	5%	2%	90%

Table B-5 Disaggregated ELs with Disabilities on General Assessments Not Used for Title I

State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	No Assmt. Information Found	No Publicly Reported Data Found
Regular States										
Alabama	The ACT College Readiness Test	11	English, Math, Reading, Science	No	No					X
Alaska	None			-	-	Yes				
Arizona	None			-	-	Yes				
Arkansas	None			-	-	Yes				
California	None			-	-	Yes				
Colorado	Colorado Measures of Academic Success	4,7	Social Studies	No	No					X
Connecticut	None			-	-	Yes				
Delaware	End of Course Exams	EoC	U.S. History (required), Biology, Algebra II, Integrated Mathematics III (not required)	No	No					X
	SAT 11	11	Social Studies	No	No					
	DCAS	4,7	Social Studies	No	No					

State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	No Assmt. Information Found	No Publicly Reported Data Found
Florida	FSA End-of-Course (EOC) Assessments	EOC	Algebra 1 and Geometry	No	No					X
	Next Generation Sunshine State Standards (NGSSS) EOC Assessments	EOC	Civics, U.S. History, and Biology 1	No	No					
Georgia	Georgia Milestone Assessment EoG and EoC	3 to 8, EoC	Social Studies, US History, Economics/ Business Enterprise	No	No					X
Hawaii	End of Course	EoC	Algebra I, Algebra II, Expository Writing I and/ or U.S. History	No	No					X
Idaho	Idaho Reading Indicator	K-3	Reading	No	No					X
Illinois	None			-	-	Yes				
Indiana	Indiana Reading Evaluation and Determination (IREAD-3)	3	Reading	No	No					X
	ISTEP+	5,7	Social Studies	No	No					
Iowa	None			-	-	Yes				
Kansas	None			-	-	Yes				

State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	No Assmt. Information Found	No Publicly Reported Data Found
Kentucky	ACT	HS	English, Math, Reading, Science	No	No					X
	K-PREP	5,8	Social Studies	No	No					
	End of Course	EoC	US History	No	No					
Louisiana	ACT	12	English, Reading, Math, Science	No	No					X
	PLAN	10	English, Math, Reading, Science	No	No					
	Dibels Next	K-3	Reading	No	No					
	LEAP	3 to 8	Social Studies	No	No					
	End of Course	EoC	Social Studies	No	No					
Maine	None			-	-	Yes				
Maryland	High School Assessments (HSA)	EoC	English, Algebra/ Data Analysis, Biology, Government	No	No					X
Massachusetts	STE-MCAS Tests -used beyond Title I	9, 10	Science (Biology, Chemistry, Intro Physics and Technology/ Engineering)	No	No					X
Michigan	M-STEP	5, 8, 11	Social Studies	No	No					X
Minnesota	None			-	-	Yes				
Mississippi	High School Subject Area Tests	EoC	US History	No	No					X

State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	No Assmt. Information Found	No Publicly Reported Data Found
Missouri	Grade-Level Assessment and Online End of Course Assessment	HS, EoC	Social Studies, American History, Government	No	No					X
Montana	ACT Plus Writing	HS	Reading, Language, Math, Science, Writing	No	No					X
Nebraska	ACT	HS	ELA, Math, Science	No	No					X
Nevada	ACT	11	Math, Reading, Science, Writing	No	No					X
New Hampshire	None			-	-	Yes				
New Jersey	None			-	-	Yes				
New Mexico	None			-	-	Yes				
New York	Regents Competency Tests	EoC	Global Studies, US History, Government	No	No					X
North Carolina	ACT Benchmark	11	English, Math, Reading, Science, Writing.	No	No					X
North Dakota	None			-	-	Yes				
Ohio	Ohio State Tests and Ohio Graduation Tests	4, 6, HS	Social Studies	No	No					X
Oklahoma	High School OSTP	EoC	US History	No	No					X

State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	No Assmt. Information Found	No Publicly Reported Data Found
Oregon	OAKS Online	5,8,11	Social Studies	No	No					X
Pennsylvania	None			-	-	Yes				
Rhode Island	None			-	-	Yes				
South Carolina	ACT	3 rd year in HS	English Language Arts, Math	No	No					X
	ACT Work Keys	3 rd year in HS	Reading for Information, Applied Math, Locating Information	No	No					
	Palmetto Assessment of state Standards and End of Course Exam	4 to 8, EoC	Social Studies, US History and the Constitution	No	No					
South Dakota	None			-	-	Yes				
Tennessee	ACT	HS	English, Math, Reading, Science, Composite	No	No					X
	End of Course	EoC	US History	No	No					
Texas	STAAR STAAR EoC (and STAAR-A and STAAR L)	8, EoC	Social Studies, US History	No	No					X
Utah	K3 Reading Competency	K to 3	Reading	No	No					X
Vermont	None			-	-	Yes				

State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	No Assmt. Information Found	No Publicly Reported Data Found
Virginia	SOL	3, 5, 8	History/ Social Studies	No	No					X
	Content Specific Test	3 to 8	History/ Social Studies	No	No					
Washington	End of Course (partially)	EoC	Algebra 1/Integrated Math 1, Geometry/Integrated Math 2, Biology	No	No					X
West Virginia	College and Career Readiness Assessment	12	College and Career Readiness	No	No					X
	ACT	HS	English, Math, Reading, Science	No	No					
	SAT (PSAT 8/9, PSAT NMSQT, PSAT10)	HS	Critical Reading and Math	No	No					
Wisconsin	Wisconsin Forward	4, 8, 10	Social Studies (4, 8, 10)	No	No					X
Wyoming	Act Plus Writing or Workkeys (students have option in grades 11 and 12 to take Workkeys)	11, 12	English, math, Reading, Writing, Science	No	No					X
Total Regular States (N=50)						18	0	0	0	32
Unique States										
American Samoa	None			-	-	Yes				
Bureau of Indian Education	Unclear if any outside for states			-	-	Yes				

State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	No Assmt. Information Found	No Publicly Reported Data Found
Commonwealth of Northern Mariana Islands	Standards Based Assessment	4, 6, 8, 9 to 12	Chamorro & Carolinian Language Heritage Studies (CCLHS)	No	No					X
	End of Course	EoC	NMI History	No	No					
U.S.Department of Defense Education Activity	Terra Nova, Multiple Assessments, 3rd Edition	9-Mar	Reading/Language Arts, Mathematics, Science, Social Studies	No	No					X
	PSAT 8-9, PSAT/NMSQT	8-9, 10-11	Reading, Writing and Language, Math	No	No					
District of Columbia	None			-	-	Yes				
Federated States of Micronesia	National Minimum Competency Standard-Based Test (NMCT)	4, 6, 8, 10	Reading (6,8,10), Math (4,6,8,10), Science (8)	No	No					X
Guam	Standards-Based Assessment (partially used for Title I)	12-Jan	Guam History, and Geography, World History, US Government US History	No	No					X
Palau	No information found			-	-				X	
Puerto Rico	None			-	-	Yes				
Republic of Marshall Islands	MISAT	3, 6, 8, 10, 12	English Reading, Marshallese Reading, Math, Science.	No	No					X
U.S. Virgin Islands	None			-	-	Yes				

State	Test	Grade	Subject Areas	Participation	Performance	Reporting Summary By State				
						All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	No Assmt. Information Found	No Publicly Reported Data Found
Total Unique States (N=11)						5	0	0	1	5
Total Regular and Unique States (N=61)						23	0	0	1	37
Percent						38%	0%	0%	2%	60%

Table B-6 Disaggregated ELs with Disabilities Data For AA-AAS: Reading/ELA, Math, and Science

State	Test	Grade	Subject Areas	Participation	Performance	Summary by State				
						Partic. and Perf. for All Tests	Partic. and Perf. for Some Tests	No Alt. for Title I	No Alt. Inform. Found	No Publicly Reported Data Found
Regular States										
Alabama	Alabama Alternate Assessment (AAA)	3-8, 11	Reading, Math, Science (5,7)	No	No					X
	Alabama Science (Alternate)	5, 7	Science	No	No					
Alaska	Dynamic Learning Maps (DLM) Alternate Assessment	3 to 10	ELA, Mathematics	No	No					X
	Alaska Science Alternate Assessment	4, 8, 10	Science	No	No					
Arizona	AIMS Alternate, NCSC	3 to 11	English Language Arts, Math	No	No					X
	MSAA	3 to 8, 11	English Language Arts, Math	No	No					X
Arkansas	Arkansas Alternate Portfolio	5, 7, 10	Science	No	No					

State	Test	Grade	Subject Areas	Participation	Performance	Summary by State				
						Partic. and Perf. for All Tests	Partic. and Perf. for Some Tests	No Alt. for Title I	No Alt. Inform. Found	No Publicly Reported Data Found
California	California Alternate Assessment (CAA)	3- 8, 11	English Language Arts, Math	Yes	Yes	Yes				
		5, 8, 10	Science	No	No					
Colorado	Colorado Alternate Assessment (CoAlt)	4-5,7-8	Science (5, 8),	Yes	Yes	Yes				
		3 to 11	English Language Arts, Math	No	No					
Connecticut	Alternate CMT and CAPT	5, 8, 10	Science	No	No					X
		3 -8, 11	English Language Arts, Math	No	No					
Delaware	Delaware Comprehensive Assessment System (DCAS-Alt)	11-Mar	Reading, Math (3-11), Science (5,8,10)	Yes	Yes	Yes				

State	Test	Grade	Subject Areas	Participation	Performance	Summary by State				
						Partic. and Perf. for All Tests	Partic. and Perf. for Some Tests	No Alt. for Title I	No Alt. Inform. Found	No Publicly Reported Data Found
Florida	Florida Standards Alternate Assessment (FSAA)	3-10 and EOC	Grades 3-10 ELA, grades 3-8 Mathematics, grades 5 and 8 Science, Algebra 1, Geometry, Civics, Biology 1	No	No					X
Georgia	Georgia Alternate Assessment	K, 3-8, 11	English/Language Arts, Math, Science	No	No					X
Hawaii	Alternate Assessment	3-8, HS	Reading, Math, Science (4,8,11)	No	No					X
Idaho	ISAT Alternate Science	5, 7, 10	Science	No	No					X
	NCSC / Multi-State Alternate Assessment (MSAA)	3-8, HS	English Language Arts, Math	No	No					
Illinois	DLM	3-8,11	English Language Arts, Math	Yes	Yes	Yes				
Indiana	Indiana Standards Tool for Alternate Reporting (ISTAR)	3-8 and 10	ELA, Math Science (4, 7)	No	No					X

State	Test	Grade	Subject Areas	Participation	Performance	Summary by State				
						Partic. and Perf. for All Tests	Partic. and Perf. for Some Tests	No Alt. for Title I	No Alt. Inform. Found	No Publicly Reported Data Found
Iowa	Iowa Alternate Assessment (IAA)	3-8, 11	Reading, Math	No	No					X
	Iowa Alternate Assessment (IAA) Science	5, 8, 11	Science	No	No					
Kansas	DLM Alternate Assessment	3-8, 10, 11	Reading, Math, Science (4, 7, 10)	No	No					X
Kentucky	Alternate Kentucky Performance Rating for Educational Progress (K-PREP)	3 to 12	Reading (3-9), Math (3-8, 10), Writing (4, 5, 6, 8, 10, 11), Science (4, 7, 11)	No	No					X
Louisiana	Louisiana Alternate Assessment ¹	3 to 11	English/Language arts, Math, Science	No	No					X
Maine	Multi-State Alternate Assessment (MSAA)	3-8 and HS	Math, ELA/Literacy	No	No					X
Maryland	Alternate Maryland School Assessment (ALT-MSA)	3-8, 10	Math, Reading, Science (5, 8, 10)	Yes	Yes	Yes				

Summary by State										
State	Test	Grade	Subject Areas	Participation	Performance	Partic. and Perf. for All Tests	Partic. and Perf. for Some Tests	No Alt. for Title I	No Alt. Inform. Found	No Publicly Reported Data Found
Michigan	Michigan Access (MI-Access) Functional Independence	3-8, 11	English Language Arts, Math, Science (4, 7, 11),	Yes	Yes	Yes				
	Michigan Access (MI-Access) Supported Independence	3-8, 11	English Language Arts, Math, Science (4, 7, 11)	Yes	Yes					
	Michigan Access (MI-Access) Participation	3-8, 11	English Language Arts, Math, Science (4, 7, 11)	Yes	Yes					
Minnesota	Minnesota Test of Academic Skills III (MTAS III)	3-8, HS	Reading and Math, Science (5, 8, HS)	Yes	Yes	Yes				

State	Test	Grade	Subject Areas	Participation	Performance	Summary by State				
						Partic. and Perf. for All Tests	Partic. and Perf. for Some Tests	No Alt. for Title I	No Alt. Inform. Found	No Publicly Reported Data Found
Mississippi	Mississippi Academic Assessment Program-Alternate (MAAP-A)	3 to 8	Language Arts, Math, Science (5,8)	No	No					X
Missouri	DLM HS	HS	Language Arts, Math, Science	No	No					
Montana	MSAA Alternate (NCSC assessment)	3-8, 10, 11	English Language Arts, (3 to 8, 11) Math (3 to 8, 10), Science (5, 8, 11)	No	No					X
Nebraska	Criterion Referenced Test (CRT)	4, 8, 10	English Language Arts, Math Science	Yes	Yes					
Nebraska	Alternate Assessments (NES-A-M and NES-A-AAM)	3-8, 11	Reading, Math, Science (5,8,11), Writing (8,11)	No	No					X

Summary by State											
State	Test	Grade	Subject Areas	Participation	Performance	Partic. and Perf. for All Tests	Partic. and Perf. for Some Tests	No Alt. for Title I	No Alt. Inform. Found	No Publicly Reported Data Found	
											Nevada
New Hampshire	New Hampshire Alternate Learning Progression Assessment (NH ALPS)	4, 8, 11	Science	No	No					X	
New Jersey	DLM	3-8, 11	Reading, Math	No	No						
New Jersey	Alternate Proficiency Assessment	4, 8, 11	Science	Yes	Yes						
New Mexico	DLM	3-8, 11	Reading Math	Yes	Yes						
New Mexico	NCSC	3-8, 11	English Language Arts, Math	No	No					X	
New Mexico	Alternative Performance Assessment (NMAPA)	4, 7, HS	Science	No	No						

State	Test	Grade	Subject Areas	Participation	Performance	Summary by State				
						Partic. and Perf. for All Tests	Partic. and Perf. for Some Tests	No Alt. for Title I	No Alt. Inform. Found	No Publicly Reported Data Found
New York	New York State Alternate Assessment (NYSAA)	3-8, HS	English Language Arts, Math, Science (4,8, HS),	No	No					X
					Yes					
North Carolina	North Carolina Extend 1 (NCEX-TEND1)	3 to 8	Reading, Math, Science (5,8)	Yes	Yes	Yes				
					Yes					
North Dakota	Dynamic Learning Maps	3-8, 11	Reading/ Language Arts, Math, Science	No	No					X
					Yes					
					No					
Ohio	Alternate Assessment for Students with Cognitive Disabilities (AASCD)	3 to 8	English/Language Arts, Math, Science (5,8)	Yes	No	Yes				
					Yes					
					Yes					
	Alternate Ohio Graduation Test (OGT HS--AAS-CD)	HS	English/Language Arts, Math, Science	Yes	Yes					

State	Test	Grade	Subject Areas	Participation	Performance	Summary by State				
						Partic. and Perf. for All Tests	Partic. and Perf. for Some Tests	No Alt. for Title I	No Alt. Inform. Found	No Publicly Reported Data Found
Oklahoma	Oklahoma Alternate Assessment Program (OAAP)	3-8, HS	ELA, Math, Science	No	No					X
Oregon	Oregon Assessment of Knowledge and Skills (OAKS) Extended	3-8, 11	Reading, Math, Science (5,8,11), Writing (11)	No	No					X
Pennsylvania	Pennsylvania Alternate (PASA)	3-8, 11	Reading, Math, Science (4, 8, 11) No Science found.	No	No					X
Rhode Island	MSAA (Multi-State Alternate Assessment)	3 to 8, 11	ELA, Math. No Science alternate data found.	No	No					X
South Carolina	South Carolina Alternate (SC-ALT)	4 to 8, 11	Science	No	No					X
	NCSC Alternate Assessment	3 to 8, 11	English Language Arts, Math	No	No					
South Dakota	Dakota State Test of Educational Progress Alternate (DSTEP A)	5, 8, 11	Science	No	No					X
	NCSC Alternate Assessment	3-8, 11	English Language Arts, Math	No	No					

State	Test	Grade	Subject Areas	Participation	Performance	Summary by State								
						Partic. and Perf. for All Tests	Partic. and Perf. for Some Tests	No Alt. for Title I	No Alt. Inform. Found	No Publicly Reported Data Found				
Tennessee	MCAA	2-8, 11	English Language Arts, Math, Writing	No	No									
	TCAP-Alt	3 to 8, 10	Science (10)	No	No									X
Texas	STAARALT 2	3 to 8	Math, Reading, Writing (4,7), Science (5,8)	Yes	Yes	Yes								
	STAARALT2 EoC	EoC	English I, English II, Algebra I, Biology	Yes	Yes									
Utah	DLM	3 to 11	Language Arts, Math, and Science	No	No									X
	Utah Alternate Assessment	4 to 11	Science	No	No									
Vermont	Vermont Alternate Assessment Portfolio	4, 8, 11	Science	No	No									X
	DLM Alternate Assessment	3 to 11	ELA, Math	No	No									

State	Test	Grade	Subject Areas	Participation	Performance	Summary by State				
						Partic. and Perf. for All Tests	Partic. and Perf. for Some Tests	No Alt. for Title I	No Alt. Inform. Found	No Publicly Reported Data Found
Commonwealth of Northern Mariana Islands	Multiple States Alternate Assessment (MSAA)	3-8, 11	English Language Arts, Math	No	No					X
U.S. Department of Defense Education Activity	No Title I assessment	3 to 12	Reading/Language Arts, Mathematics, Science	-	-				X	
District of Columbia	MSAA	3 to 8, HS	English Language Arts, Math	No	No					X
Federated States of Micronesia	No Alternate for Title I.			No	No				X	
Guam	NCSC and DoE Alt. Assmt	3-8, 11	English Language Arts, Math and Doe Alternate 1,2, 9, 10 ELA, Math	No	No					X
Palau	No information found			No	No				X	
Puerto Rico	Puerto Rico Alternate Assessment	3-8, 11	Spanish, English, Math, Science (4,8,11)	No	No					X
Republic of Marshall Islands	No Alternate for Title I			No	No				X	
U.S. Virgin Islands	MSAA (NCSC) Alternate Assessment	3-8, 11	English Language Arts. Math	No	No					X
Total Unique States (N=11)						0	0	3	1	7
Total Regular and Unique States (N=61)						9	3	3	1	45
Percent						15%	5%	5%	2%	73%

Table B-7. Participation and Performance Data for Students with Disabilities and ELs with Disabilities for Alternate Assessments Based on Modified Achievement Standards (AA-MAS) Used for Title I Accountability, 2016-2017

State	Test	Grade	Subject Areas	Disaggregated Data for AA-MAS			
				Students with Disabilities Summary		ELs with Disabilities Summary	
				Participation and Performance	No Data Found	Participation and Performance	No Data Found
Virginia	Virginia Modified Achievement Standards Test (VMAST)	8, EoC	Reading , Math/Algebra I	Yes		Yes	
			Total Regular States with AA-MAS (N=2)	1	0	1	0
			Percent	100%	0%	100%	0%

Table B-8. Participation and Performance Data for Students with Disabilities and ELs with Disabilities, Alternate Assessments Based on Grade Level Achievement Standards (AA-GLAS) Used for Title I Accountability, 2016-2017

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

¹ State reports these data merged with other performance data.

Table B-9. Participation Data Reported On General Assessments

State	Number Enrolled/ Eligible to be Tested	Number Students Tested	Number Students Not Tested	Percent Participating in Test	Percent Students not Tested	Number Students with Scores	Number-Students with No scores	Percent Students with No Scores
Regular States								
Alabama	-	-	-	X	-	-	-	-
Alaska	X	-	-	X	-	-	-	-
Arizona	-	X	-	-	-	-	-	-
Arkansas	-	-	-	-	-	-	-	-
California	X	X	-	-	-	X	-	-
Colorado	-	X	-	X	-	X	-	-
Connecticut	-	-	-	-	-	-	-	-
Delaware	-	-	X	X	-	-	-	-
Florida	-	-	-	X ¹	-	-	-	-
Georgia	X	X	-	X ²	-	-	-	-
Hawaii	-	-	-	-	-	-	-	-
Idaho	X	X	X	X*	X	X	-	-
Illinois	X*	-	-	-	X*	-	-	-
Indiana	-	X	-	-	-	-	-	-
Iowa	X	X	-	X	-	-	-	-
Kansas	-	-	-	-	-	-	-	-
Kentucky	X	X	-	X	-	-	-	-
Louisiana	-	-	-	-	-	-	-	-
Maine	X*	-	-	X*	-	X*	-	-
Maryland	X*	X*	-	X	-	-	-	-
Massachusetts	X	-	X	X ³	-	X	*X	-
Michigan	-	X	-	-	-	-	-	-
Minnesota	-	X	-	X ⁴	-	-	-	-
Mississippi	-	-	-	X	-	-	-	-
Missouri	X*	X*	-	-	-	-	-	-
Montana	-	-	X	X	-	-	-	-
Nebraska	-	X	X	X	X	-	-	-
Nevada	X	X	-	-	-	-	-	-
New Hampshire	-	X	-	-	-	-	-	-
New Jersey	X	X	X	-	-	X	-	-
New Mexico	-	-	-	-	-	-	-	-
New York	-	X	-	-	-	-	-	-
North Carolina ⁵	X	X	X	X	X	X	X	X
North Dakota	-	X	-	-	-	-	-	-

State	Number Enrolled/ Eligible to be Tested	Number Students Tested	Number Students Not Tested	Percent Participating in Test	Percent Students not Tested	Number Students with Scores	Number-Students with No scores	Percent Students with No Scores
Ohio	X*	X*	X*	X*	X*	-	-	-
Oklahoma	-	-	-	-	-	-	-	-
Oregon	-	X	-	X	-	-	-	-
Pennsylvania	-	-	-	-	-	-	-	-
Rhode Island	-	X	-	-	X	-	-	-
South Carolina	-	X	-	-	-	-	-	-
South Dakota	-	X*	-	-	X*	-	-	X*
Tennessee	-	-	-	-	-	X*	-	-
Texas	-	X	-	-	-	-	-	-
Utah	-	X	-	-	-	-	-	-
Vermont	-	X	-	-	-	-	-	-
Virginia	-	X	-	-	X	-	-	-
Washington	X	-	X*	-	X*	-	X	X
West Virginia	-	-	-	X*	-	-	-	-
Wisconsin	X	-	X	-	X	-	-	-
Wyoming	-	X	-	X*	-	-	-	-
Total Regular States (N=50)	17	29	10	21	10	8	3	3
Unique States								
American Samoa	-	-	-	-	-	-	-	-
Bureau of Indian Education	-	-	-	-	-	-	-	-
Commonwealth of Northern Marianna Islands	-	-	-	-	-	-	-	-
District of Columbia	-	-	-	-	-	X	-	-
Federated States of Micronesia	-	-	-	-	-	-	-	-
Guam	-	-	-	-	-	-	-	-
Palau	-	-	-	-	-	-	-	-
Puerto Rico	-	-	-	-	-	-	-	-
Republic of Marshall Islands	-	-	-	-	-	-	-	-
U.S. Department of Defense Education Activity	-	-	-	-	-	-	-	-
U.S. Virgin Islands	-	-	-	-	-	-	-	-
Total Unique States (N=11)	0	0	0	0	0	1	0	0

State	Number Enrolled/ Eligible to be Tested	Number Students Tested	Number Students Not Tested	Percent Participating in Test	Percent Students not Tested	Number Students with Scores	Number-Students with No scores	Percent Students with No Scores
Total All Regular and Unique States (N=61)	17	29	10	21	10	9	3	3

*Data with asterisks included alternate assessment data.

¹Florida reported these data by accommodated status

²Georgia reported these data with grades merged.

³Massachusetts reported these data but they were not available later to include in 8th grade mathematics participation graph.

⁴Minnesota reported these data but not by grade.

⁵North Carolina reported these data either merged or by percent of population.

Table B-10. Participation Data Reported On AA-AAS

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

State	Number Enrolled/ Eligible to be Tested	Number of Students Tested	Number Students Not Tested	Percent Participating in Test	Percent Students not Tested	Number Students with Scores	Number Students with No scores	Percent Students with No Scores
North Dakota	-	X	-	-	-	-	-	-
Ohio	X*	X*	X*	X*	X*	-	-	-
Oklahoma	-	-	-	-	-	-	-	-
Oregon	-	X	-	X	-	-	-	-
Pennsylvania	-	-	-	-	-	-	-	-
Rhode Island	X	X	-	-	X	-	-	-
South Carolina	-	-	-	-	-	-	-	-
South Dakota	-	X*	-	-	X*	-	-	X*
Tennessee	-	-	-	-	-	-	-	-
Texas	-	X	X	X	X	-	-	-
Utah	-	X	-	-	-	-	-	-
Vermont	-	-	-	-	-	-	-	-
Virginia	-	X	-	X	X	-	-	-
Washington	X	-	X*	-	X*	-	X	X
West Virginia	-	-	-	X*	-	-	-	-
Wisconsin	X	-	X	-	X	-	-	-
Wyoming	-	X	-	X*	-	-	-	-
Total Regular States (N=50)	16	26	9	22	10	7	5	3
Unique States								
American Samoa	-	-	-	-	-	-	-	-
Bureau of Indian Education	-	-	-	-	-	-	-	-
Commonwealth of Northern Mariana Islands	-	-	-	-	-	-	-	-
District of Columbia	-	-	-	-	-	X	-	-
Federated States of Micronesia	-	-	-	-	-	-	-	-
Guam	-	-	-	-	-	-	-	-

State	Number Enrolled/ Eligible to be Tested	Number of Students Tested	Number Students Not Tested	Percent Participating in Test	Percent Students not Tested	Number Students with Scores	Number Students with No scores	Percent Students with No Scores
Palau	-	-	-	-	-	-	-	-
Puerto Rico	-	-	-	-	-	-	-	-
Republic of Marshall Islands	-	-	-	-	-	-	-	-
U.S. Department of Defense Education Activity	-	-	-	-	-	-	-	-
U.S. Virgin Islands	-	-	-	-	-	-	-	-
Total Unique States (N=11)	0	0	0	0	0	1	0	0
Total All Regular and Unique States (N=61)	16	26	9	22	10	8	5	3

Table B-11. State Abbreviation Key

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

Table B-12. Performance Data Reported for General Assessments

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

States	Percent Proficient	Percent Proficient Derived	Percent Not Proficient	Number Proficient	Number Not Proficient	Number by Achievement Level	Percent by Achievement Level	Other (e.g., Percentile)
Ohio	X	-	-	-	-	X	X	-
Oklahoma	-	-	-	-	-	-	-	-
Oregon	X	-	-	X	-	X	X	X
Pennsylvania	-	-	-	-	-	-	-	-
Rhode Island	X	-	-	X	-	X	X	X
South Carolina	X	-	-	-	-	-	X	X
South Dakota	-	X*	-	-	-	-	X*	-
Tennessee	X*	-	-	-	-	X	X	-
Texas	-	X	X	-	X	X	X	X
Utah	X	-	-	-	-	-	-	-
Vermont	X	-	X	-	-	-	X	X
Virginia	X	-	X	X	X	X	X	X
Washington	X	-	X	X	X	X	X	-
West Virginia	X*	-	-	-	-	-	-	-
Wisconsin	X	-	-	-	-	X	X	X
Wyoming	X	-	X	-	-	-	X	-
Total Regular States (N=50)	36	8	11	13	6	18	35	18
Unique States								
American Samoa	-	-	-	-	-	-	-	-
Bureau of Indian Education	-	-	-	-	-	-	-	-
Commonwealth of Northern Mariana Islands	-	-	-	-	-	-	-	-
District of Columbia	X*	-	-	-	-	-	X*	-
Federated States of Micronesia	-	-	-	-	-	-	-	-
Guam	-	-	-	-	-	-	-	-
Palau	-	-	-	-	-	-	-	-
Puerto Rico	-	-	-	-	-	-	-	-

States	Percent Proficient	Percent Proficient Derived	Percent Not Proficient	Number Proficient	Number Not Proficient	Number by Achievement Level	Percent by Achievement Level	Other (e.g., Percentile)
Republic of Marshall Islands	-	-	-	-	-	-	-	-
U.S. Department of Defense Education Activity	-	-	-	-	-	-	-	-
U.S. Virgin Islands	-	-	-	-	-	-	-	-
Total Unique States (N=11)	1	0	0	0	0	0	0	0
Total All Regular and Unique States (N=61)	37	8	11	13	6	18	36	18

Table B-13. Performance Data Reported for AA-AAS

States	Percent Proficient	Percent Proficient Derived	Percent Not Proficient	Number Proficient	Number Not Proficient	Number by Achievement Level	Percent by Achievement Level
Regular States							
Alabama		X	-	-	-	X	
Alaska	X	-	X	X	X	-	-
Arizona	X	-	-	-	-	-	X
Arkansas	-	-	-	-	-	-	-
California	-	X	-	-	-	-	X
Colorado	X	-	-	-	-	-	X
Connecticut	-	-	-	-	-	-	-
Delaware	X	-	-	-	-	-	X
Florida	X	-	-	X	-	X	X
Georgia	X	-	-	-	-	-	X
Hawaii	-	-	X	-	-	-	-
Idaho	X	X*	X	X	X	X	X*
Illinois	X	-	-	-	-	-	X
Indiana	-	-	-	-	-	-	-
Iowa	X	-	-	-	-	-	X*
Kansas	-	-	-	-	-	-	-
Kentucky	X	-	-	-	-	-	X
Louisiana	-	-	-	-	-	-	-
Maine	X*	-	X*	-	-	-	-
Maryland	X	-	-	X	-	-	-
Massachusetts	X*	-	X*	X*	-	X*	X*
Michigan	-	X	-	-	-	X	X
Minnesota	X	-	-	X	-	X	X
Mississippi	-	-	-	-	-	-	-
Missouri	-	X	-	-	-	X*	X*
Montana	-	-	-	-	-	X	X
Nebraska	X	-	X	-	-	-	-
Nevada	X	-	-	-	-	-	X
New Hampshire	X	-	-	X	-	X	X
New Jersey	-	X	-	-	-	-	X
New Mexico		X	-	-	-	-	X
New York	X	-	-	-	-	X	X
North Carolina	X	-	-	X*	-	-	X
North Dakota	-	X	-	-	-	-	X
Ohio	X	-	-	-	-	X	X

States	Percent Proficient	Percent Proficient Derived	Percent Not Proficient	Number Proficient	Number Not Proficient	Number by Achievement Level	Percent by Achievement Level
Oklahoma	-	-	-	-	-	-	-
Oregon	X	-	-	X	-	X	X
Pennsylvania	-	-	-	-	-	-	-
Rhode Island	X	-	-	-	X	X	X
South Carolina	-	-	-	-	-	-	-
South Dakota	-	X*	-	-	-	-	X*
Tennessee	-	-	-	-	-	-	-
Texas	-	X	X	-	X	X	X
Utah	X	-	-	X	-	-	-
Vermont	-	-	-	-	-	-	-
Virginia	X	-	X	X	X	X	X
Washington	X	-	X	X	X	X	X
West Virginia	X*	-	-	-	-	-	-
Wisconsin	X	-	-	-	-	X	X
Wyoming	X	-	X	-	-	-	X
Total Regular States (N=50)	28	10	10	12	6	17	31
Unique States							
American Samoa	-	-	-	-	-	-	-
Bureau of Indian Education	-	-	-	-	-	-	-
Commonwealth of Northern Mariana Islands	-	-	-	-	-	-	-
District of Columbia	X*	-	-	-	-	-	-
Federated States of Micronesia	-	-	-	-	-	-	-
Guam	-	-	-	-	-	-	-
Palau	-	-	-	-	-	-	-
Puerto Rico	-	-	-	-	-	-	-
Republic of Marshall Islands	-	-	-	-	-	-	-

States	Percent Proficient	Percent Proficient Derived	Percent Not Proficient	Number Proficient	Number Not Proficient	Number by Achievement Level	Percent by Achievement Level
U.S. Department of Defense Education Activity	-	-	-	-	-	-	-
U.S. Virgin Islands	-	-	-	-	-	-	-
Total Unique States (N=11)	1	0	0	0	0	1	0
Total All Regular and Unique States (N=61)	29	10	10	12	6	17	31

*Data with asterisks were merged with general assessment.

Table B-14. Public Reporting of Accommodation Use

Regular States	Reported Number Receiving	Reported Performance	Total States with Number Receiving or Performance	Number Receiving and Performance Reported	Number Receiving Only Reported	Performance Only Reported	No Publicly Reported Data Found
Alabama	Yes	Yes	1	1			
Alaska	No	No					1
Arkansas	No	No					1
Arizona	No	No					1
California	Yes	No	1		1		
Colorado	No	No					1
Connecticut	No	No					1
Delaware	No	No					1
Florida	Yes	Yes	1	1			
Georgia	No	No					1
Hawaii	No	No					1
Iowa	No	No					1
Idaho	No	No					1
Illinois	No	No					1
Indiana	No	No					1
Kansas	No	No					1
Kentucky	Yes	Yes	1	1			
Louisiana	No	No					1
Massachusetts	No	No					1
Maryland	No	No					1
Maine	No	No					1
Michigan	No	No					1
Minnesota	No	No					1
Missouri	No	No					1
Mississippi	No	No					1
Montana	No	No					1
Nebraska	No	No					1
Nevada	Yes	Yes	1	1			
New Hampshire	No	No					1
New Jersey	Yes	Yes	1	1			
New Mexico	No	No					1
New York	No	No					1
North Carolina	Yes	Yes	1	1			
North Dakota	No	No					1
Ohio	Yes	Yes	1	1			
Oklahoma	No	No					1

Regular States	Reported Number Receiving	Reported Performance	Total States with Number Receiving or Performance	Number Receiving and Performance Reported	Number Receiving Only Reported	Performance Only Reported	No Publicly Reported Data Found
Oregon	Yes	Yes	1	1			
Pennsylvania	No	No					1
Rhode Island	No	No					1
South Carolina	No	No					1
South Dakota	No	No					1
Tennessee	No	No					1
Texas	Yes	Yes	1	1			
Utah	No	No					1
Vermont	No	No					1
Virginia	No	No					1
Washington	No	No					1
Wisconsin	No	No					1
West Virginia	No	No					1
Wyoming	No	No					1
Unique States	No	No					1
American Samoa	No	No					1
Bureau of Indian Affairs	No	No					1
Commonwealth of Northern Mariana Islands	No	No					1
District of Columbia	No	No					1
Federated States of Micronesia	No	No					1
Guam	No	No					1
Palau	No	No					1
Puerto Rico	No	No					1
Republic of Marshall Islands	No	No					1
U.S. Department of Defense Education Activity	No	No					1
U.S. Virgin Islands	No	No					1
Total States	10	9	10	9	1	0	52

Table B-15. English Language Proficient Assessment Reporting Summary

State	Regular ELP Assessment Used	Grade	Reported ELP Assessment Data for ELs	Reported ELP Assessment Participation for ELs with Disabilities	Reported ELP Assessment Performance for ELs with Disabilities	Reported Alternate ELP Assessment Data for ELs with Disabilities	Reported Alternate ELP Assessment Participation	Reported Alternate ELP Assessment Performance
Alabama	ACCESS for ELLs	K-12	No	No	No	No	No	No
Alaska	ACCESS for ELLs	K-12	Yes	No	No	No	No	No
Arizona	AZELLA	K-12	No	No	No	No	No	No
Arkansas ¹	ELPA21	K-12	No	No	No	No	No	No
California	CELDT	K-12	Yes	Yes	Yes	No	No	No
Colorado	ELPA	K-12	No	No	No	No	No	No
Connecticut	LAS Links	K-12	No	No	No	No	No	No
Delaware	ACCESS for ELLs	K-12	No	No	No	No	No	No
Florida	ACCESS for ELLs 2.0	K-12	No	No	No	No	No	No
Georgia ²	ACCESS for ELLs	K-12	No	No	No	No	No	No
Hawaii	ACCESS for ELLs	K-12	No	No	No	No	No	No
Idaho	IELA	K-12	No	No	No	No	No	No
Illinois	ACCESS for ELLs	K-12	No	No	No	No	No	No
Indiana ³	ACCESS for ELLs	K-12	No	No	No	No	No	No
Iowa	ELPA-21	K-12	No	No	No	No	No	No
Kansas	KELPA	K-12	Yes	No	No	No	No	No
Kentucky	ACCESS for ELLs	K-12	No	No	No	No	No	No
Louisiana	ELDA	K-12	No	No	No	No	No	No
Maine ⁴	ACCESS for ELLs	K-12	No	No	No	No	No	No
Maryland	ACCESS for ELLs	K-12	No	No	No	No	No	No
Massachusetts	ACCESS for ELLs	K-12	Yes	No	No	Yes	Yes	Yes
Michigan ⁵	ACCESS for ELLs	K-12	Yes	Yes	Yes	No	No	No
Minnesota	ACCESS for ELLs	K-12	Yes	Yes	Yes	No	No	No
Mississippi	LAS Links Assessment	K-12	No	No	No	No	No	No

State	Regular ELP Assessment Used	Grade	Reported ELP Assessment Data for ELs	Reported ELP Assessment Participation for ELs with Disabilities	Reported ELP Assessment Performance for ELs with Disabilities	Reported Alternate ELP Assessment Data for ELs with Disabilities	Reported Alternate ELP Assessment Participation	Reported Alternate ELP Assessment Performance
Missouri	ACCESS for ELLs	K-12	No	No	No	No	No	No
Montana	ELPA	K-12	No	No	No	No	No	No
Nebraska	ELPA21	K-12	No	No	No	No	No	No
Nevada	ACCESS for ELLs	K-12	No	No	No	No	No	No
New Hampshire	ACCESS for ELLs	K-12	No	No	No	No	No	No
New Jersey	ACCESS for ELLs	K-12	No	No	No	No	No	No
New Mexico ⁶	ACCESS for ELLs	K-12	Yes	No	No	Yes	No	Yes
New York	NYSESLAT	K-12	No	No	No	No	No	No
North Carolina	ACCESS for ELLs	K-12	No	No	No	No	No	No
North Dakota	ACCESS for ELLs	K-12	No	No	No	No	No	No
Ohio	OPELA	K-12	No	No	No	No	No	No
Oklahoma	ACCESS for ELLs	K-12	No	No	No	No	No	No
Oregon	ELPA	K-12	No	No	No	No	No	No
Pennsylvania	ACCESS for ELLs report requires login code	K-12	No	No	No	No	No	No
Rhode Island	ACCESS for ELLs	K-12	No	No	No	No	No	No
South Carolina	ACCESS- WIDA	K-12	No	No	No	No	No	No
South Dakota	ACCESS for ELLs	K-12	No	No	No	No	No	No
Tennessee	ELDA	K-12	No	No	No	No	No	No
Texas	TELPAS	K-12	Yes	Yes	Yes	No	No	No
Utah ⁷	ACCESS for ELLs	K-12	Yes	No	No	No	No	No
Vermont	ACCESS for ELLs	K-12	No	No	No	No	No	No
Virginia	ACCESS for ELLs	K-12	No	No	No	No	No	No
Washington ⁸	WELPA	K-12	Yes	Yes	Yes	No	No	No
West Virginia	WESTELL	K-12	No	No	No	No	No	No
Wisconsin	ACCESS for ELLs	K-12	No	No	No	No	No	No

State	Regular ELP Assessment Used	Grade	Reported ELP Assessment Data for ELs	Reported ELP Assessment Participation for ELs with Disabilities	Reported ELP Assessment Performance for ELs with Disabilities	Reported Alternate ELP Assessment Data for ELs with Disabilities	Reported Alternate ELP Assessment Participation	Reported Alternate ELP Assessment Performance
Wyoming	ACCESS for ELLs	K-12	No	No	No	No	No	No
District of Columbia	ACCESS for ELLs	K-12	No	No	No	No	No	No

¹Reports data for ELs but not for state level

²Reports data for ELs but not for state level.

³Requires log-in.

⁴Requires log-in.

⁵Alternate results not public.

⁶ Data for regular ELPA not reported for state level, and not disaggregated. State reports on ELs with disabilities performance at state level for alternate.

⁷ Reports regular ELPA by subgroup but not IEP.

⁸ Has ability to report ELs with disabilities, but suppressed due to privacy for small number

INSTITUTE *on* COMMUNITY INTEGRATION

UNIVERSITY OF MINNESOTA

NCEO is an affiliated center of the Institute on Community Integration

الشارة للاستشارات

www.manaraa.com