

**2017-18 Publicly
Reported Assessment
Results for Students
with Disabilities and
English Learners with
Disabilities**

NCEO Report 419



NCEO

National Center on
Educational Outcome:

2017-18 Publicly Reported Assessment Results for Students with Disabilities and English Learners with Disabilities

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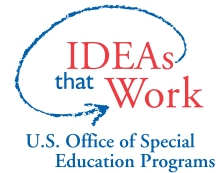
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Executive Summary

This year marks the 21st year that the National Center on Educational Outcomes (NCEO) has reported on the extent of states' public reporting of assessment data for students with disabilities. Since the Individuals with Disabilities Act (IDEA) of 2004, and the reauthorization of the Elementary and Secondary Education Act (ESEA) in 2015, all states receiving federal funding, whether one of the 50 regular states or 11 unique states (e.g., Guam, Puerto Rico, etc.), have been required to annually report reading, mathematics, and science assessment data to the federal government for all students and student subgroups, including students with disabilities. States are also required to report these data to the general public. It is important to continue to track whether and how states are reporting data on students with disabilities "to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children," as required by IDEA (Wiley, Thurlow, & Klein, 2005).

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

Extent of Public Reporting for Students with Disabilities

Thirty regular states, of the 61 regular and unique states, reported participation and performance of students with disabilities for all general assessments in reading, math, and science used for Title I accountability purposes in 2017–18. Fourteen states reported these data for some assessments, four reported performance only for all tests, and one state reported performance only for some tests. Thirty-one states reported participation and performance data for all alternate assessments based on alternate academic achievement standards (AA-AAAS). Of the 16 states with general reading/ELA, math and science assessments not used for Title I, only seven states reported participation and performance, and two states reported performance only for some tests.

Extent of Public Reporting for English Learners with Disabilities

The number of states that reported participation and performance data for English learners with disabilities on all general assessments stayed at two states as in the previous year, with one additional state reporting participation and performance for some of their general assessments. For the AA-AAAS, seven states reported participation and performance data for English learners with disabilities on all assessments, and three reported these data for some of their AA-AAAS. No state reported participation and performance for English learners with disabilities on general

reading/ELA, math or science assessments not used for Title I accountability, showing no change from the previous year.

How Data are Reported

Approaches for communicating student participation and performance on general assessments and AA-AAAS were little changed from previous years. The most common way to report participation for regular and unique states on general assessments was number tested (N=33), and percent of students tested (N=24). For performance the most common reporting categories were percent proficient and percent by achievement level, each of which were reported by 39 states. Because states use different methods to report (e.g., merging assessments, grades), the numerators and denominators used to report participation and performance data continue to vary significantly across states.

A detailed snapshot of the middle school math participation rates reported for students with disabilities showed that of the 24 states with reported participation rates, 14 states reported them by grade in a way that would be comparable. In those states, the participation rates ranged from 88.5 percent to 99.8 percent.

Achievement Gaps

Achievement gaps between students with and without IEPs continue in reading and math. This report, as in years prior, presents achievement gaps for 2017–18 across elementary, middle, and high school grade levels as well as provides a longitudinal look at biannual average achievement gaps in these same grade levels and content areas. We limited the longitudinal average gap analyses to the states that reported these data by grade, for reading and math, across three selected biannual years. As in previous years' analyses, the gaps for elementary reading have tended to be smaller than at other grade levels, and this was the smallest average gap in our biannual analyses also. For math, 2015–16 had the smaller gaps across grade levels than 2013–14 or 2017–18. In this report, the highest gaps were found for middle school reading across years.

Other Reporting

Only 11 of the 61 regular and unique states publicly reported participation or performance data for students receiving accommodations on state assessments. Most states (N=50) did not publicly report these data. Nine states reported the number receiving accommodations and their performance data, and two states reported only the number receiving accommodations.

For regular and alternate assessments of English language proficiency (ELP), most states did not publicly report data for English learners or English learners with disabilities. Thirteen states reported participation and 18 states reported performance for English learners. Seven states reported

participation and six states reported performance data for English learners with disabilities. For alternate ELP assessments intended for English learners with the most significant cognitive disabilities, four states reported participation and four states reported performance.

Recommendations for Reporting

States are required by law to report data for students with disabilities with the same frequency and detail as reported for other students. **Two regular states did not publicly report any disaggregated participation or performance data for students with disabilities, although these state-level data were found reported online for other students.** The following recommendations to states for public reporting of disaggregated data for students are:

- (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) Label clearly 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 formats 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) Ensure reporting still occurs for students with disabilities where confidentiality is not jeopardized and when a state uses other categories that group students with disabilities with other students (e.g., historically under-performing).
- (8) If report cards disaggregate subgroup data by local education agencies, also report disaggregated subgroup data at the state level.
- (9) For states with customized report generators, ensure that comparable data are available in easily exportable formats. Report content should be accessible for all users of state websites, including users with disabilities.

Table of Contents

Acknowledgement	iii
Executive Summary	v
Extent of Public Reporting for Students with Disabilities.....	v
Extent of Public Reporting for English Learners with Disabilities	v
How Data are Reported.....	vi
Achievement Gaps	vi
Other Reporting	vi
Recommendations for Reporting	vii
Overview.....	1
Method	2
Results.....	3
How States Reported Participation and Performance Data	4
Assessment Data for English Learners with Disabilities	10
Reporting Participation in 2017–18	14
Selected Results of General Assessment Performance for Students with Disabilities...	16
Summaries of Average Gaps for Students With and Without IEPs by Content Area and School Level	22
Public Reporting on English Language Proficiency (ELP) Assessments	25
Summary and Conclusions	25
Extent of Public Reporting for Students with Disabilities.....	25
Extent of Public Reporting for English Learners with Disabilities	26
How Data are Reported.....	26
Achievement Gaps	26
Other Reporting	27
Recommendations for Reporting	27
References.....	29
Appendix A	31
Appendix B: Data Tables	33

Overview

States that receive federal funding, including unique states, are required to report assessment data on students with disabilities by the Individuals with Disabilities Education Act (IDEA) of 2004. Additionally, the 2015 reauthorization of the Elementary and Secondary Education Act (ESEA) required states to report assessment data on reading, mathematics, and science to the federal government for all students and student subgroups. These requirements also include the reporting of these data to the general public. 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). Over time, states have made changes to their assessment systems which are typically accompanied by changes in how states publicly report assessment data. There have also 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.

The main purpose for our annual reports on state public reporting practices is to examine whether states are reporting assessment data for students with disabilities “to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children,” as required by IDEA (Wiley, Thurlow, & Klein, 2005). Other purposes are to describe the extent that states report these data for students with disabilities who were also English learners; to summarize achievement gaps between students with Individualized Education Programs (IEPs) and their peers at select school levels; and to present longitudinal biannual average gaps for reading and math. We also describe the public reporting of students with disabilities using accommodations and the publicly reporting participation and performance data on general and alternate versions of English language proficiency (ELP) assessments.

This is the 21st year that the National Center on Educational Outcomes (NCEO) has analyzed the public reporting of assessment data for students with disabilities. During this time, the total number of regular and unique states (N=61) reporting state level participation and performance disaggregated for students with disabilities has fluctuated. For example, in 2016–17, there was a drop to 33 states from 37 the previous year (Albus, Liu, Thurlow, & Lazarus, 2019). A high of 53 states publicly reported data for students with disabilities in 2010–11 (Albus & Thurlow, 2013). In comparison, as few as 35 to 39 states reported this data between 2002–03 to 2006–07 (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 these data varied similarly, with a high of 52 states in 2012–13 (Albus, Lazarus, & Thurlow, 2015) and a low of 36 states in 2006–07 and 2007–08 (Albus, Thurlow, & Bremer, 2009; Thurlow, Bremer, & Albus, 2008).

Method

Data collection on state websites occurred between January and February 2019. Staff searched state department of education websites for information on state administered assessments for the 2017–18 school year, publicly available reports on the participation and performance data for those assessments, including ELP assessments, and information on accommodated students. State reports included 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 covered in the search were the 50 “regular” states and the 11 “unique” states (i.e., 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, U.S. Virgin Islands). The data collected included participation and performance for students with and without disabilities, including English learners with disabilities, on general and alternate assessments whether or not they were used for Title I accountability. Information was also collected on how states reported those data. Assessments may serve one or more purposes within a state. For example, some are given for accountability, while data from others are used for diploma or graduation purpose. Some assessments may serve dual purposes (e.g., accountability, graduation). Although the main focus of this report is on general and alternate assessments used for Title I accountability, we define the following three assessment types for this analysis 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 assessments based on alternate academic achievement standards (AA-AAAS): Any assessment intended for a very small percentage of students with disabilities who have the most significant cognitive disabilities. It is used to measure content area performance for Title I accountability or for exit or diploma purposes. AA-AAAS may include end-of-course assessments for states that have them.

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

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

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

After the assessment information was collected, individual state summary tables were prepared and sent for verification to state assessment directors and state directors of special education in July 2019 with an extension into August 2019. Twenty-one regular states and one unique state responded to the verification request. After the verification was completed, any additional information on whether and how states reported assessment participation and performance was included in their state summary. See Appendix A for a sample of the initial email sent to the state directors and sample tables used in the verification process.

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

Results

The results for this report on how states reported 2017–18 disaggregated data for students with disabilities is presented in six sections. The first section describes the extent that states reported participation and performance data for students with disabilities for general and alternate content assessments required by Title I (reading/English language arts, mathematics, and science), as well as the extent that states reported disaggregated data for these and other content assessments not used for Title I. It also describes whether states reported these data for English learners with disabilities. The second section shows how states reported participation data for general assessments. The third section describes how states reported performance data for general assessments. The fourth section presents select general assessment performance data for students with disabilities at the elementary, middle, and high school levels for reading and math, in context of their peer’s performance data. It also includes information about average achievement gaps for 2017–18 and biannually from 2013–14. The fifth section provides information on states’ reporting of the participation and performance of students with disabilities on general assessments with accommodations. The final section describes the extent that states report English learners with disabilities’ participation and performance on ELP assessments, including general ELP assessments and alternate ELP assessments.

How States Reported Participation and Performance Data

General Assessment Data for Students with Disabilities

Figure 1 shows that 30 of the 61 regular and unique states reported participation and performance for students with disabilities for all general state ELA, math and science assessments used for Title I. This was 48 percent of states. Another 23 percent reported participation and performance for some general assessments, and 20 percent had no publicly reported data. A few unique states either had no information found, or did not have general assessments used for Title I because they are not held to ESEA requirements (see Appendix B–1). 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 general ELA, math, and science assessments used for Title I. 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 General Assessment Data for Students with Disabilities Used for Title I [N=61]

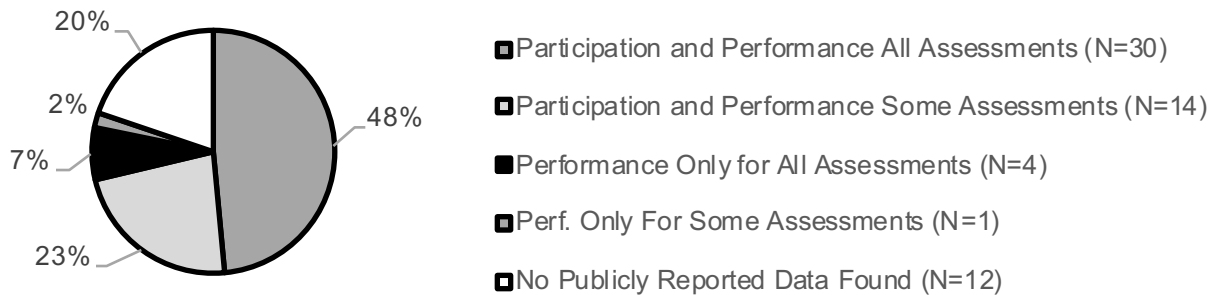
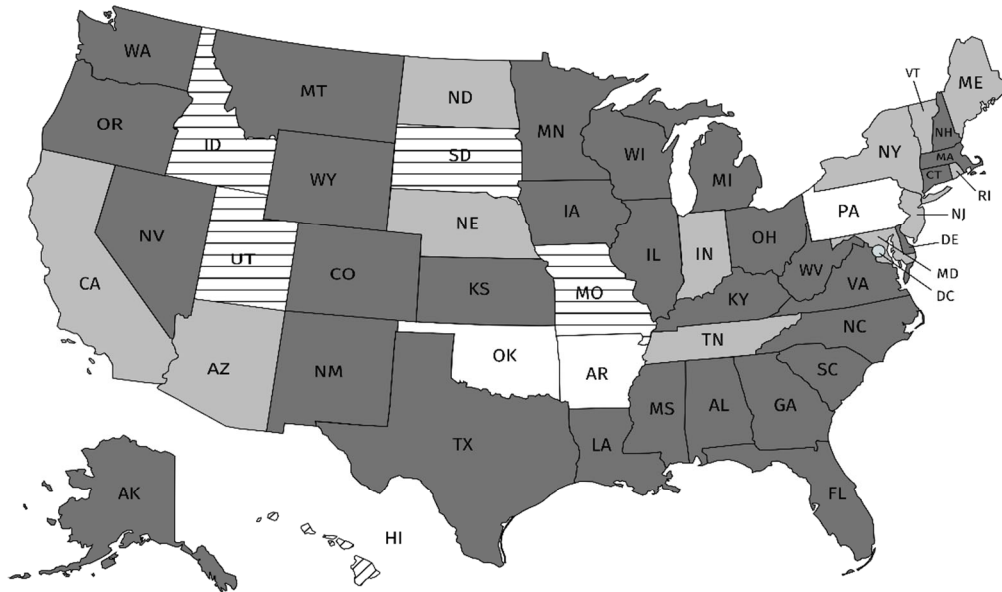
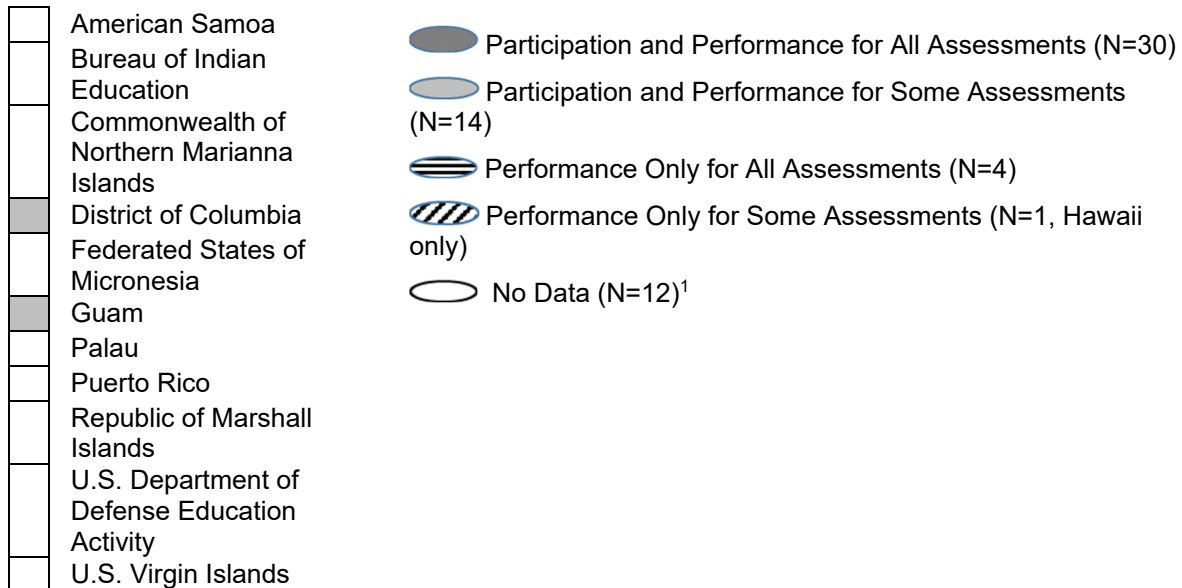


Figure 2. Regular and Unique States Reporting Disaggregated Participation or Performance Data for Students with Disabilities on General State ELA, Math, and Science Assessments Used for Title I, 2017–18



Created with mapchart.net ©



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 the states with no data, 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, 45 had general ELA, math, or science assessments used only for Title I. We examined the reporting practices of the remaining 16 states that had general assessments in ELA, math, and science that were not used for Title I. Figure 3 shows that for these 16 states, seven states reported participation and performance data for all tests, two reported these data for some tests, and seven states did not publicly report data.

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

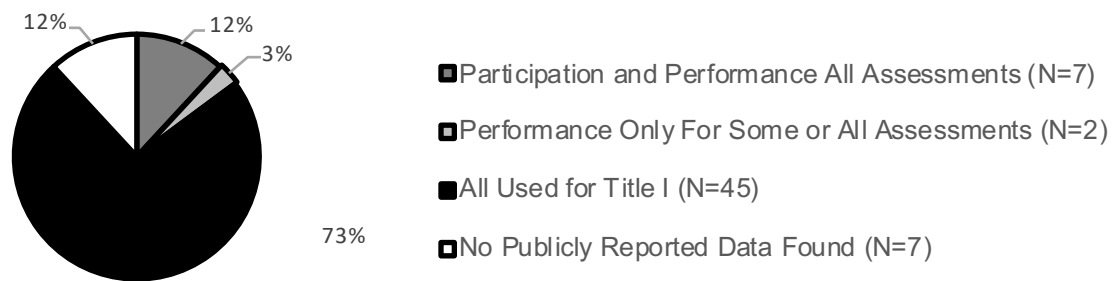
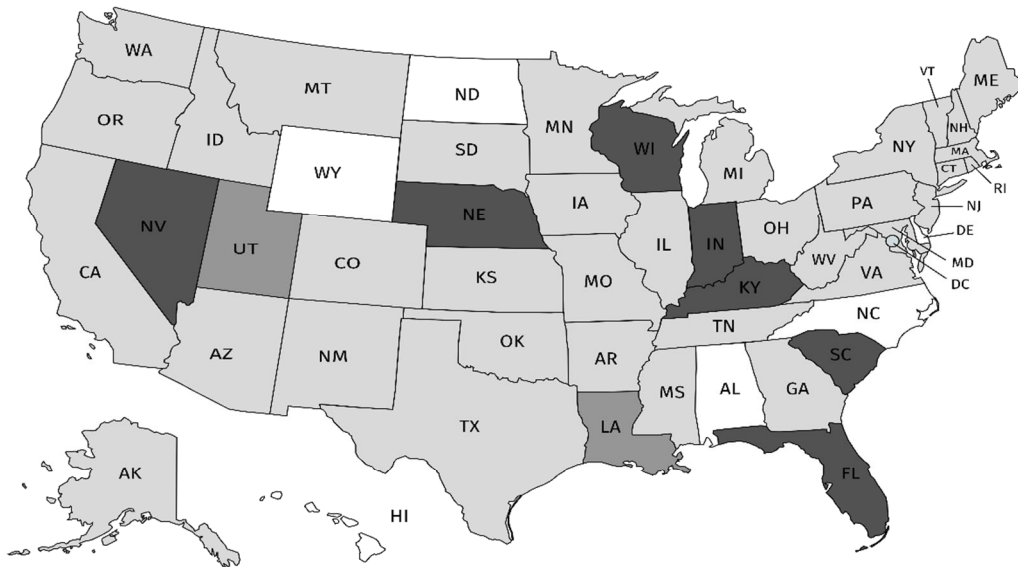


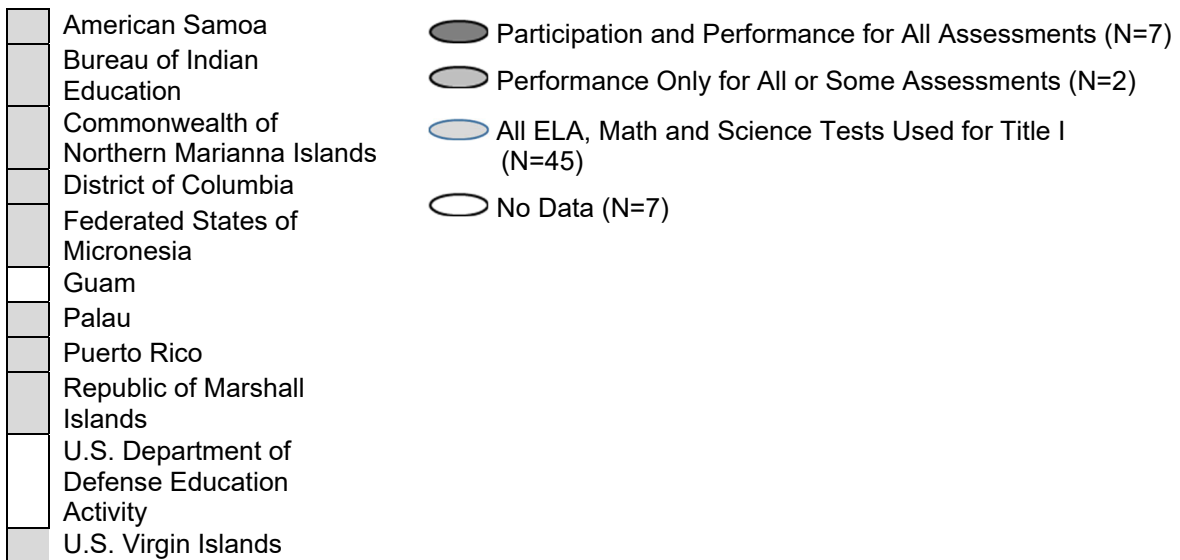
Figure 4 presents the same data as in Figure 3 by state. The map shows that seven states publicly reported participation and performance for these assessments. For details, see Table B-2 in Appendix B.

Twenty-three states had assessments in content areas other than ELA, mathematics, and science (e.g., social studies). Of these states, 15 reported participation and performance for all of the assessments, one state reported performance only for some or all assessments, and seven states did not disaggregate these data for students with disabilities. For details, see Table B-3 in Appendix B.

Figure 4. States Reporting Disaggregated Participation or Performance Data for Students with Disabilities on General ELA, Math, and Science Assessments Not Used for Title I, 2017–18



Created with mapchart.net



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

Figure 5 presents information on the extent that states reported participation and performance data for students with disabilities on the AA-AAAS for ELA, math, and science, used for Title I. The figure shows that 31 states reported both participation and performance data on these content areas for AA-AAAS. This represents 51% of the states. Five or 8% of states reported these data for some AA-AAAS, and two or 3% states reported performance only for some or all tests. No publicly reported AA-AAAS data were found for 23 states (38%). Among states with no data, a few unique states either had no AA-AAAS used for Title I or no information was found about having an AA-AAAS (See Appendix B, Table B-4).

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

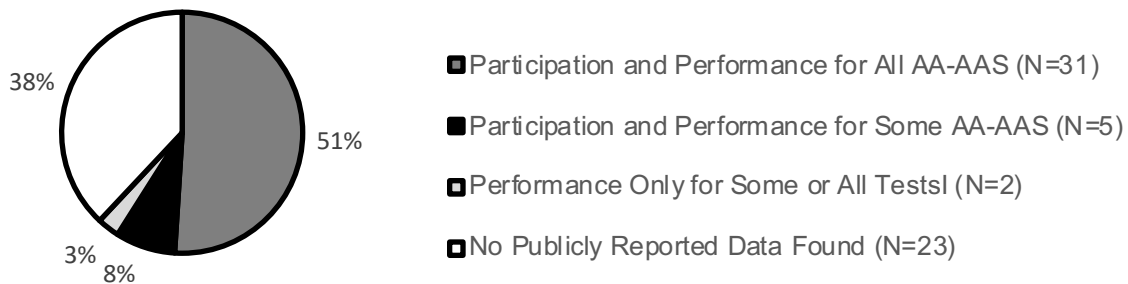
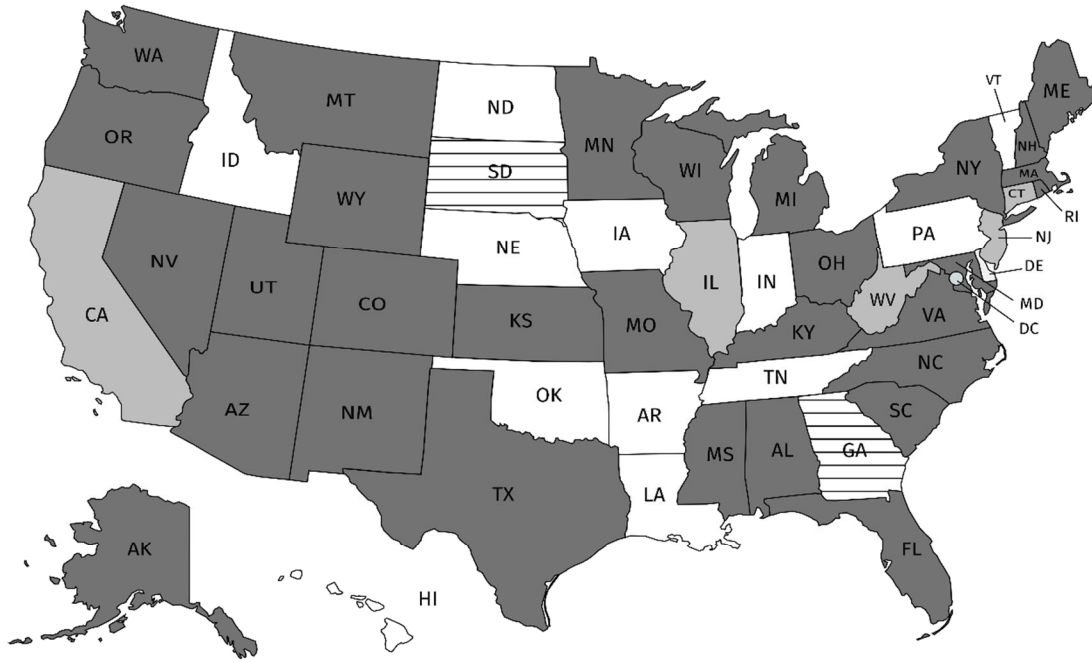


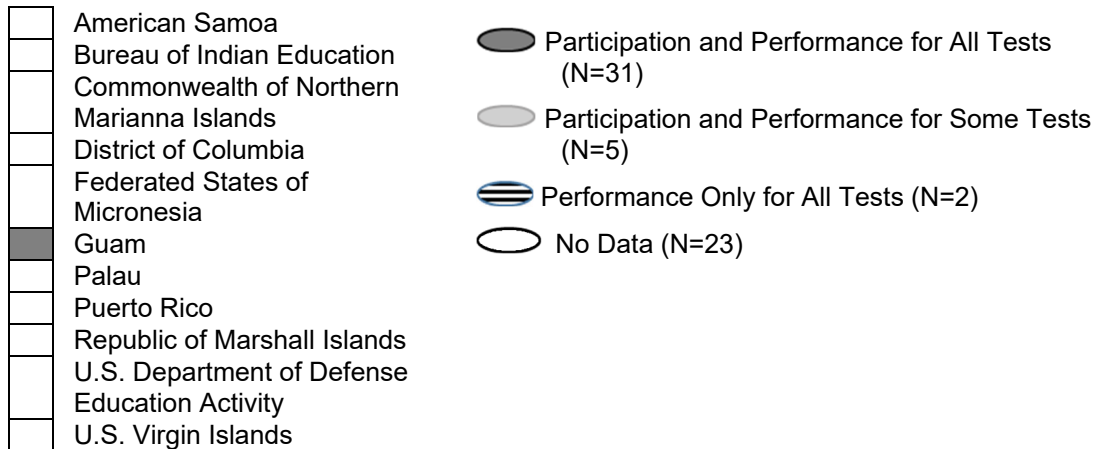
Figure 6 presents the data in Figure 5 by state, showing those that reported participation and performance data for ELA, math, and science AA-AAAS used for Title I. The map shows that more than half of the states (N=31) publicly reported participation and performance for students with the most significant cognitive disabilities for these assessments. For details, see Table B-4 in Appendix B.

Nine states had additional AA-AAAS assessments in content areas other than ELA, mathematics and science. Of these, five states reported participation and performance for all assessments, one state reported performance only, and three states did not publicly report data. For details, see Table B-5 in Appendix B.

Figure 6. States Reporting Participation or Performance Data for Students with the Most Significant Cognitive Disabilities on ELA, Math, and Science AA-AAAS Used for Title I, 2017–18



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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

Most English learners with disabilities take general assessments, and only a small percentage take an AA-AAAS. Figure 7 shows that 58 states, or 95% of states, did not report participation or performance for English learners with disabilities on general ELA, math, and science assessments used for Title I. Only two states (3%) reported both participation and performance data for these assessments, and one state (2%) reported participation and performance for some of these assessments.

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

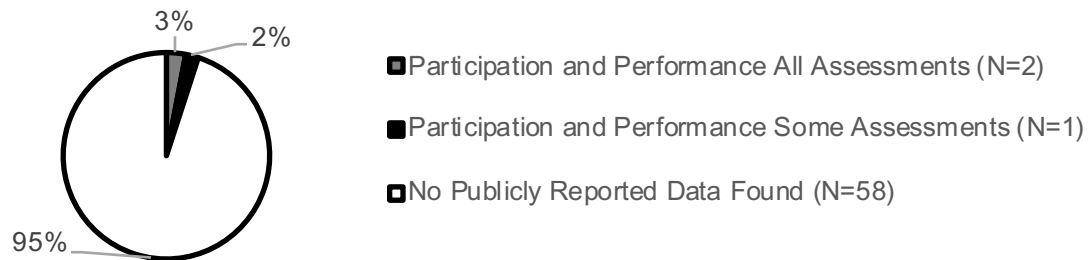
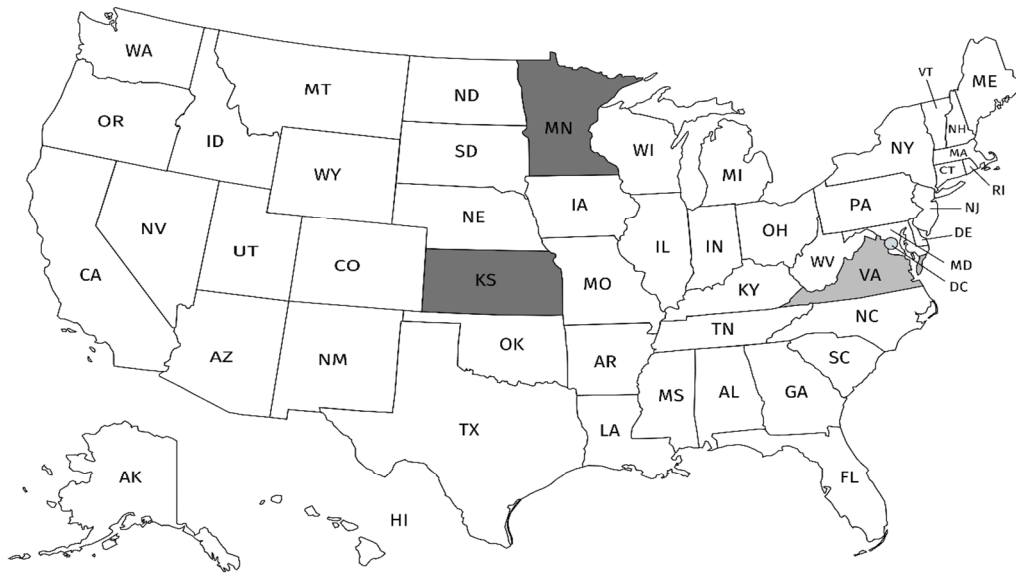
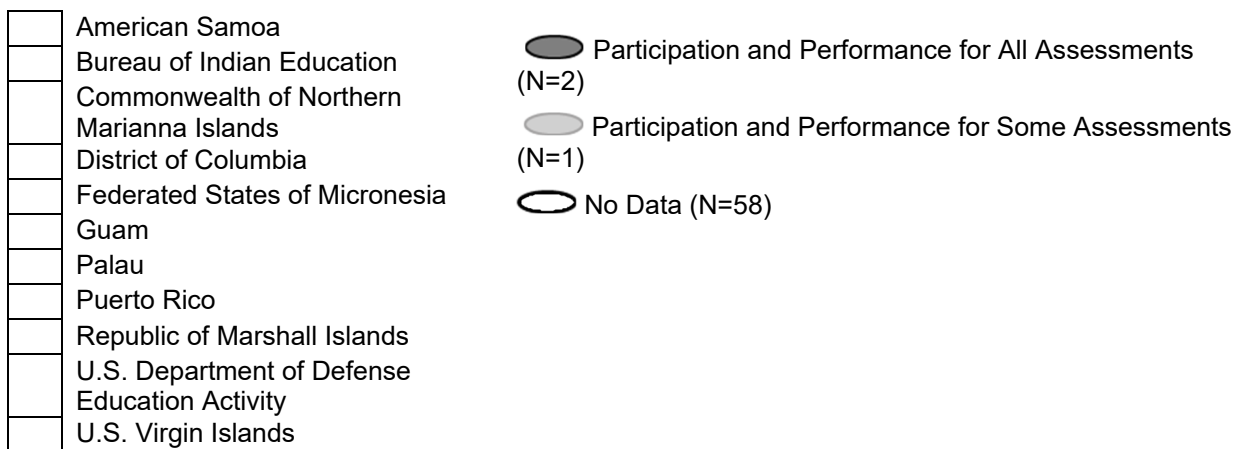


Figure 8 presents the states that reported participation and performance data for English learners with disabilities on general ELA, math, and science assessments used for Title I. This map shows that only two or 3% of states publicly reported participation and performance data for English learners with disabilities on all general ELA, math and science assessments, and one state or 2% of the states reported these data for some assessments. For details, see Table B-6 in Appendix B.

Figure 8. States Reporting Disaggregated Participation and Performance Data for English Learners with Disabilities on General ELA, Math, and Science Assessments Used for Title I, 2017–18



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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 in ELA, mathematics, or science not used for Title I, none reported participation and performance for English learners with disabilities (see B-7 in Appendix B for more details).

Further, 23 states had assessments for content other than ELA, mathematics, or science. Of these, two states reported participation and performance for all assessments for English learners with disabilities. For details, see Table B-8 in Appendix B.

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

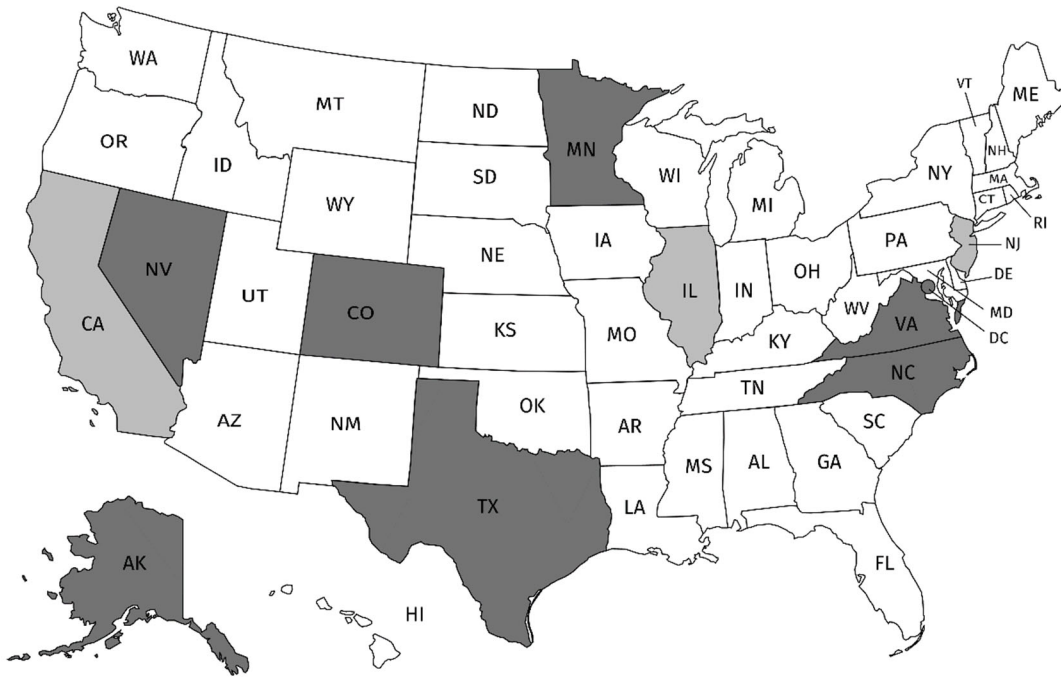
Figure 9 shows that seven states, or 12% of states, publicly reported participation and performance on all ELA, math, and science AA-AAAS for English learners with the most significant cognitive disabilities. Another three or 5% of states publicly reported these data for some of these assessments. Fifty-one or 83% states did not publicly report data for English learners with disabilities on these assessments.

Figure 9. Extent of States Reporting Data for English Learners with the Most Significant Cognitive Disabilities on ELA, Math, and Science AA-AAAS Used for Title I

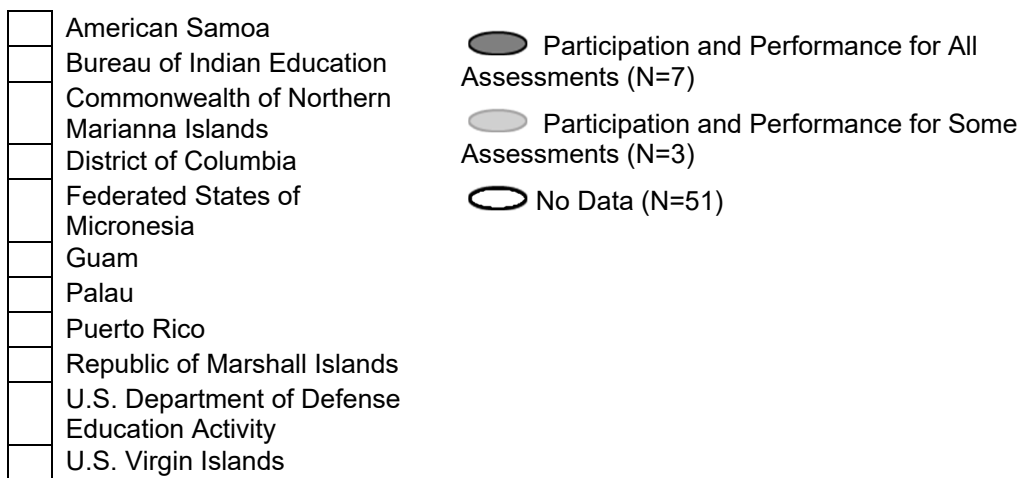


Figure 10 shows the seven states that reported participation and performance for English learners with the most significant cognitive disabilities on all ELA, math, and science AA-AAAS used for Title I. For details, see Table B-9 in Appendix B.

Figure 10. States Reporting Participation or Performance Data for English Learners with the Most Significant Cognitive Disabilities on ELA, Math, and Science AA-AAAS Used for Title I, 2017–18



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Of the nine states that had other AA-AAAS in content areas other than ELA, mathematics, and science, three reported participation and performance for all assessments for English learners with the most significant cognitive disabilities. See Table B-10 in Appendix B for details.

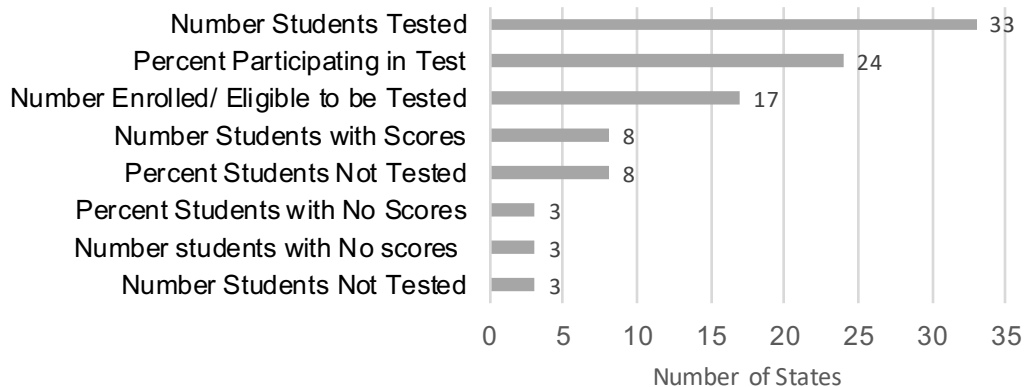
Alternate Assessment Based on Grade-Level Achievement Standards (AA-GLAS) Data for Students with Disabilities and ELs with Disabilities

For 2017–18, one state (Massachusetts) continued to administer an alternate assessment based on grade level achievement standards (AA-GLAS). This state reported participation and performance data for students with disabilities, but did not report these data for ELs with disabilities. For details see Table B-11 in Appendix B.

Reporting Participation in 2017–18

This section describes how states reported participation data. Figure 11 shows the approaches the 46 states used (of the total 61 regular and unique states) that reported participation data. Most states reported in multiple ways so the total of the categories below do not equal 46. Thirty-three states publicly reported the number of students tested and 24 states reported the percent of students participating in general assessments used for Title I. Seventeen states reported the number of students eligible to be tested. Only three states reported the percent of students with no scores, the number of students with no scores, and number not tested. 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-12 in Appendix B. For details about AA-AAAS participation see Table B-13 in Appendix B.

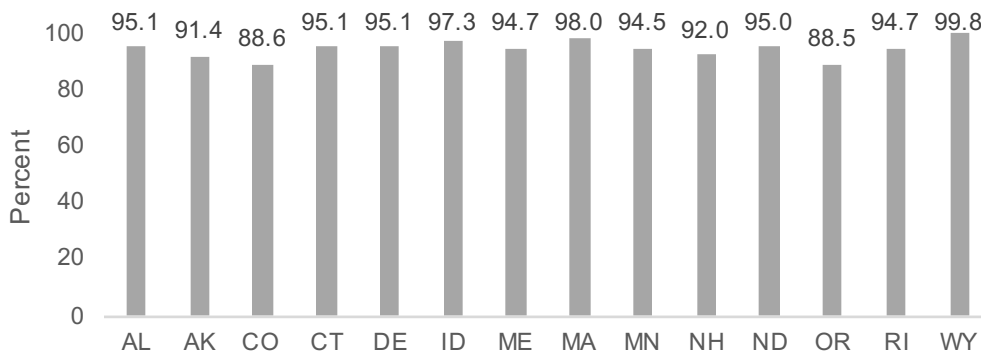
Figure 11. States Reporting Participation by Students with Disabilities for General Assessments Used for Title I in 2017–18



As in past reports, we include a figure showing a snapshot of how many states report participation rates. Figure 12 shows the percentages of grade eight participation rates for mathematics for those states that reported this information by grade and test. Of the 46 states with participation

information, 24 reported participation rates. Of these 24 states, 14 had available participation rate data by grade with denominators based on students with disabilities in grade eight using an approach that could be compared (e.g., does not include rates of entire population or rates reported by accommodated status). See Appendix B Table B-14 for the state abbreviation key.

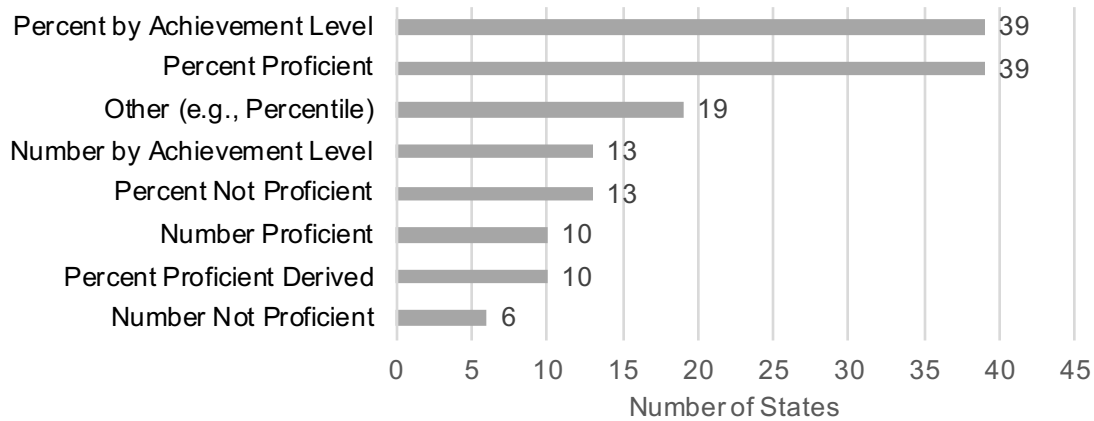
Figure 12. Percentages of Students with Disabilities Participating in Middle School General Math Assessments in Those States with Reported Participation Rates by Grade in 2017–18



General Assessment Performance Approaches for Students with Disabilities

States also report performance data in a variety of ways, such as the number or percent in each achievement level, percent proficient or not proficient, percent meeting growth targets, and so on. Fifty states reported performance data in at least one category. Figure 13 shows that the two most common ways states reported performance data was by percent proficient (n= 39) and percent by achievement level (N=39). The “other” category (N=19) includes states that reported scaled scores, percentiles, growth indices, or other types of scores. This figure includes data from states that used any method of reporting 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 category, so the number across types of data reported does not total to 50 states. For additional details see Table B-15 in Appendix B. For details about AA-AAAS performance see Table B-16 in the same Appendix.

Figure 13. Number of States Reporting Performance in Different Ways for Students with Disabilities in General Assessments Used for Title I, 2017–18



Selected Results of General Assessment Performance for Students with Disabilities

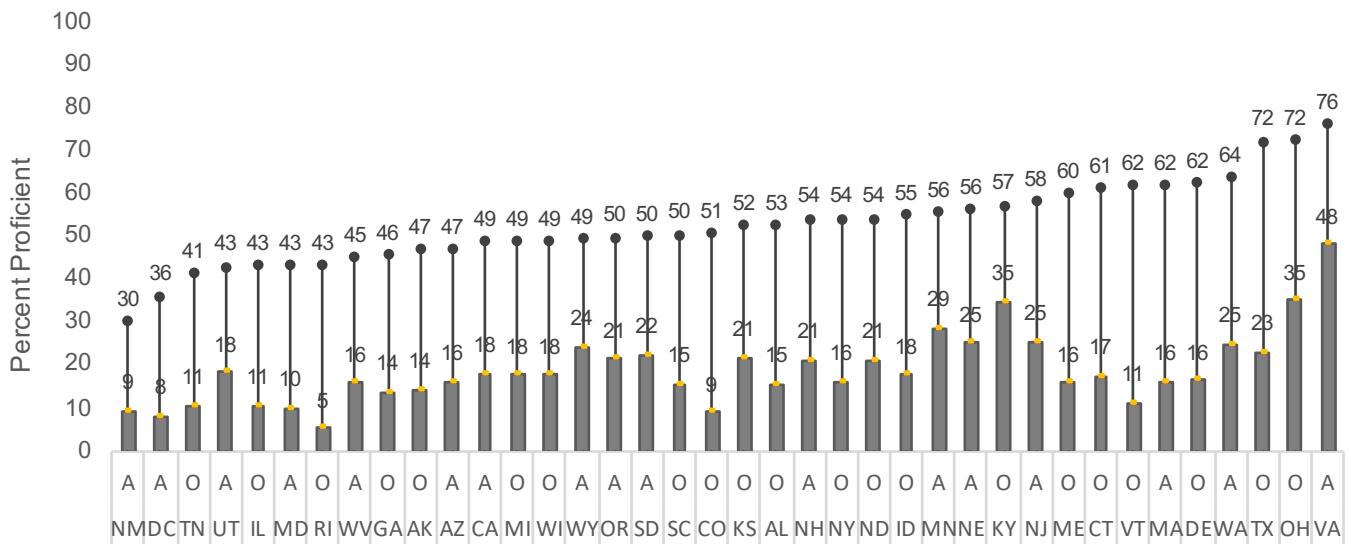
This section presents the performance data on general assessments of reading and mathematics for students with IEPs compared to the performance of their peers. It includes states that reported data by grade in three representative levels of elementary, middle, and high school (e.g., Grade 4, Grade 8, and high school). Figures 14 to 19 show the achievement gaps between students with IEPs and the comparison peer group for each state. A solid line represents the gap between the student groups. Because states vary in their reporting, some peer groups are only composed of students without IEPs, while other peer group data include students with IEPs for “All” students. In the figures, these differences are noted on the horizontal axis as “O” for without students with IEPs, and “A” for All students. Students without IEPs may include students with 504 plans depending on how a state defined its population. We note these differences because the composition of the comparison group affects the interpretation of the achievement gaps shown. Therefore, the gaps reported here vary based on how states reported their performance data.

Elementary School

Figures 14 and 15 present the achievement gaps for Grade 4 in reading and mathematics. For example, on Figure 14 the graph indicates that for New Mexico, 9% of the elementary students with IEPs assessed are proficient and 30% of the “all students” peer group are proficient, showing a 21 percentage point gap between the two groups. Another example, is Tennessee where 11% of the students with IEPs are proficient and 41% of “students without IEPs” are proficient, showing a gap of 30 percentage points. Across the states, the smallest gap between students with IEPs and the comparison group for elementary reading was 3 percentage points, and the largest

gap was 55 percentage points. For elementary mathematics, the gaps ranged from 17 percentage points to 53 percentage points.

Figure 14. Percent Proficient for Elementary Reading



Legend:

Heavy Solid Bar = Students with IEPs percent proficient

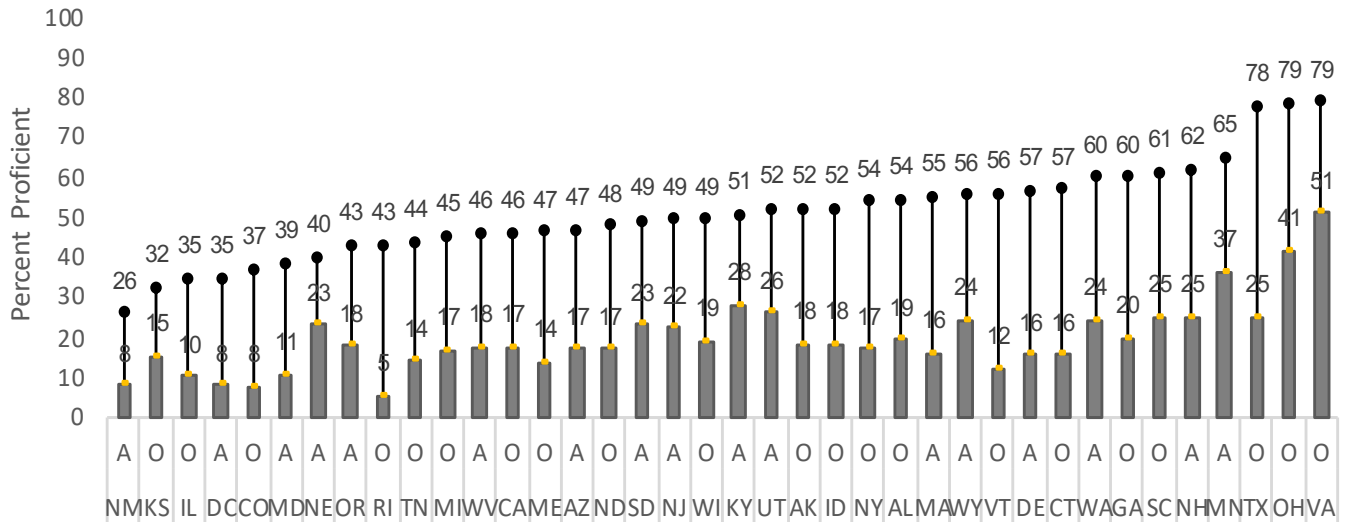
Narrow Solid Line = Gap between students with IEPs and the comparison group

A = All students (n=17 states)

O = Students without IEPs (n=21 states)

Note: N=38 of 61 states [includes unique states]; No data=23 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

A = All students (n=17 states)

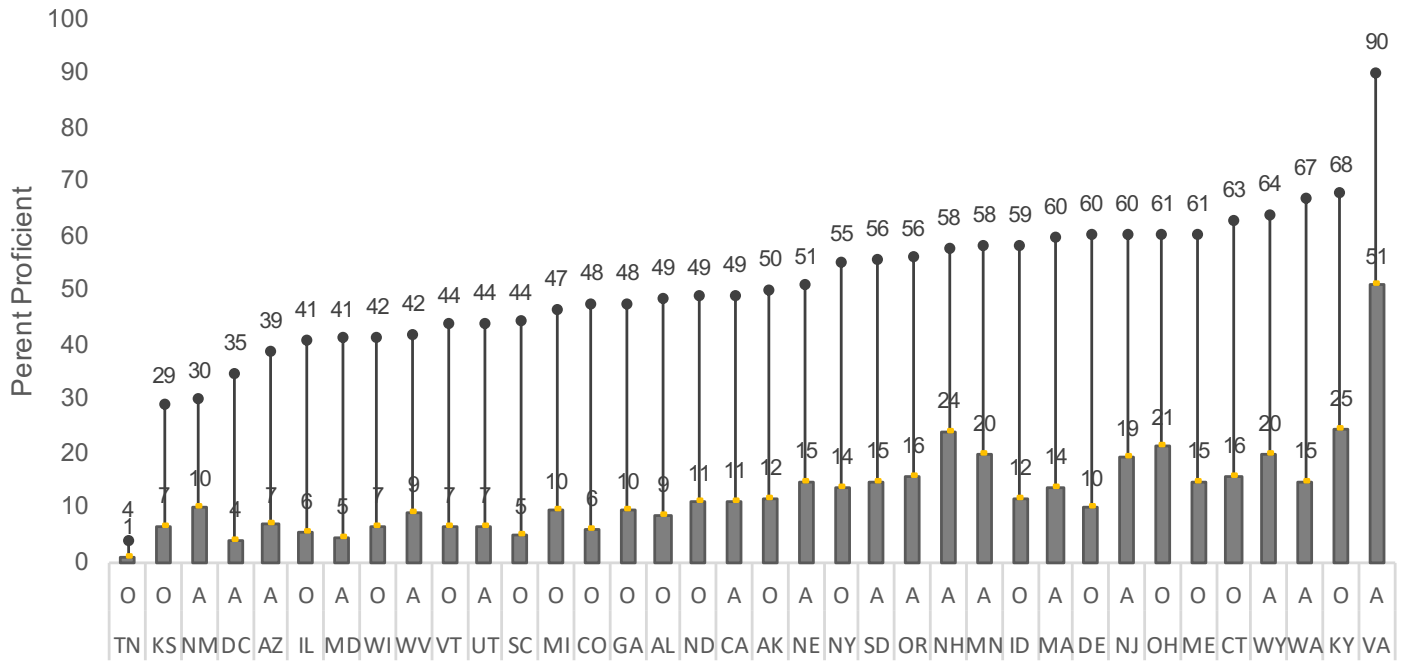
O = Students without IEPs (n=21 states)

Note: N=38 of 61 states [includes unique states]; No data=23 states

Middle School

Figures 16 and 17 show the performance gaps for Grade 8 reading and mathematics. For example, on Figure 16, the graph indicates that for Tennessee, 1% of the middle school students with IEPs assessed are proficient and 4% of students without IEPs are proficient, showing a gap of 3 percentage points. Another example is New Mexico where 10% of the students with IEPs are proficient and 30% of “all students” are proficient, showing a 20 percentage point gap. Reading gaps at the middle school level ranged from 3 percentage points to 52 percentage points. For mathematics, the gaps ranged from 12 percentage points to 45 percentage points.

Figure 16. Percent Proficient for Middle School Reading



Legend:

Heavy Solid Bar = Students with IEPs percent proficient

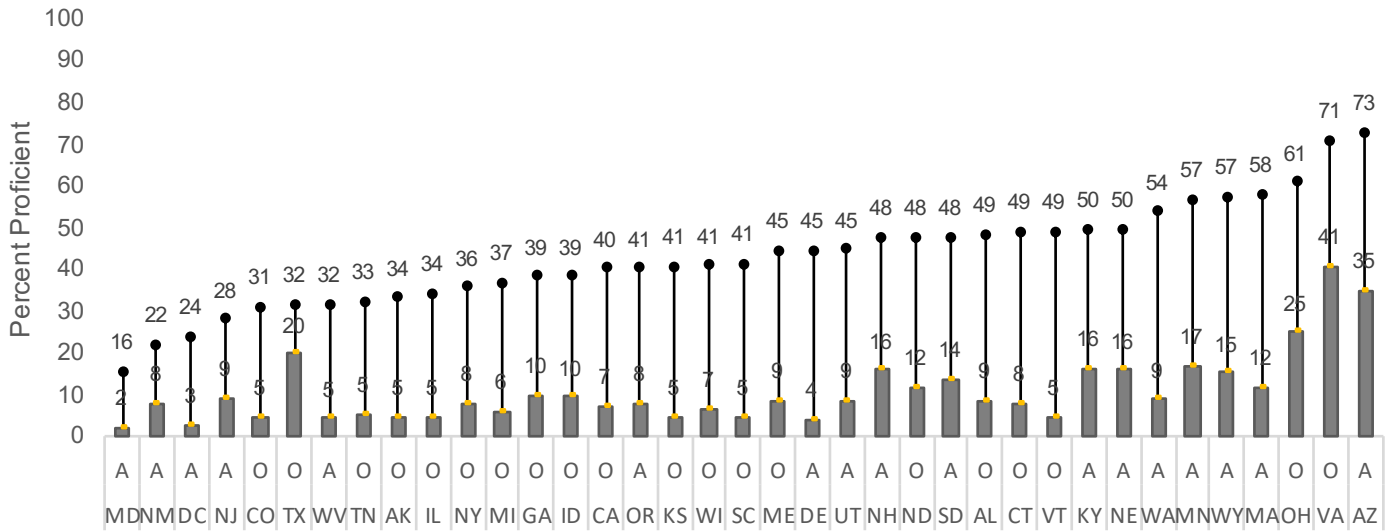
Narrow Solid Line = Gap between students with IEPs and the comparison group

A = All students (n=17 states)

O = Students without IEPs (n=19 states)

Note: N=36 of 61 states [includes unique states]; No data=25 states

Figure 17. Percent Proficient Middle School Mathematics



Legend:

Heavy Solid Bar = Students with IEPs percent proficient

Narrow Solid Line = Gap between students with IEPs and the comparison group

A = All students (n=17 states)

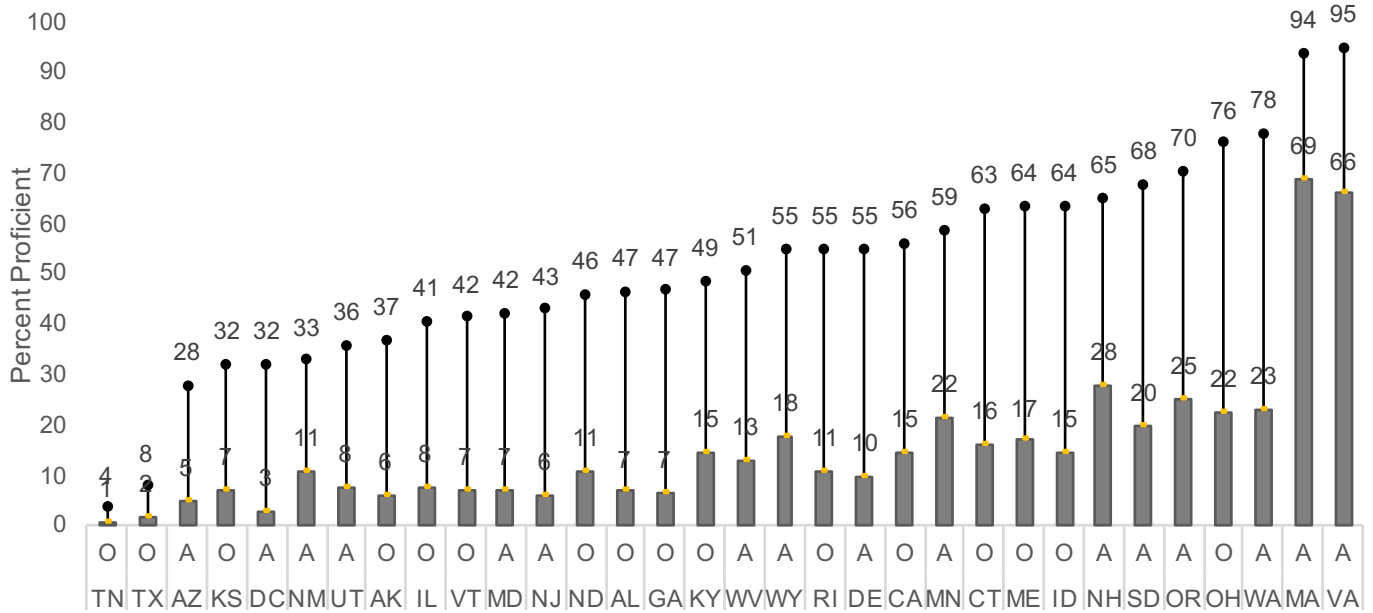
O = Students without IEPs (n=20 states)

Note: N=37 of 61 states [includes unique states]; No data=24 states

High School

Figures 18 and 19 show gaps for high school reading and mathematics. Grade 10 was used for math, and when states reported an end-of-course test for high school, the performance data for algebra was used as this has been most common across states at this grade. For example, on Figure 18, the graph indicates that for Tennessee, 1% of the elementary students with IEPs are proficient and 4% of students without IEPs are proficient, showing a 3 percentage point gap. Another example is New Mexico where 11% of the students with IEPs are proficient and 33% of “all students” are proficient, showing a 22 percentage point gap. For reading, the gaps ranged from 3 percentage points to 55 percentage points; for mathematics the range is from 6 percentage points to 78 percentage points.

Figure 18. Percent Proficient for High School Reading



Legend:

Heavy Solid Bar = Students with IEPs percent proficient

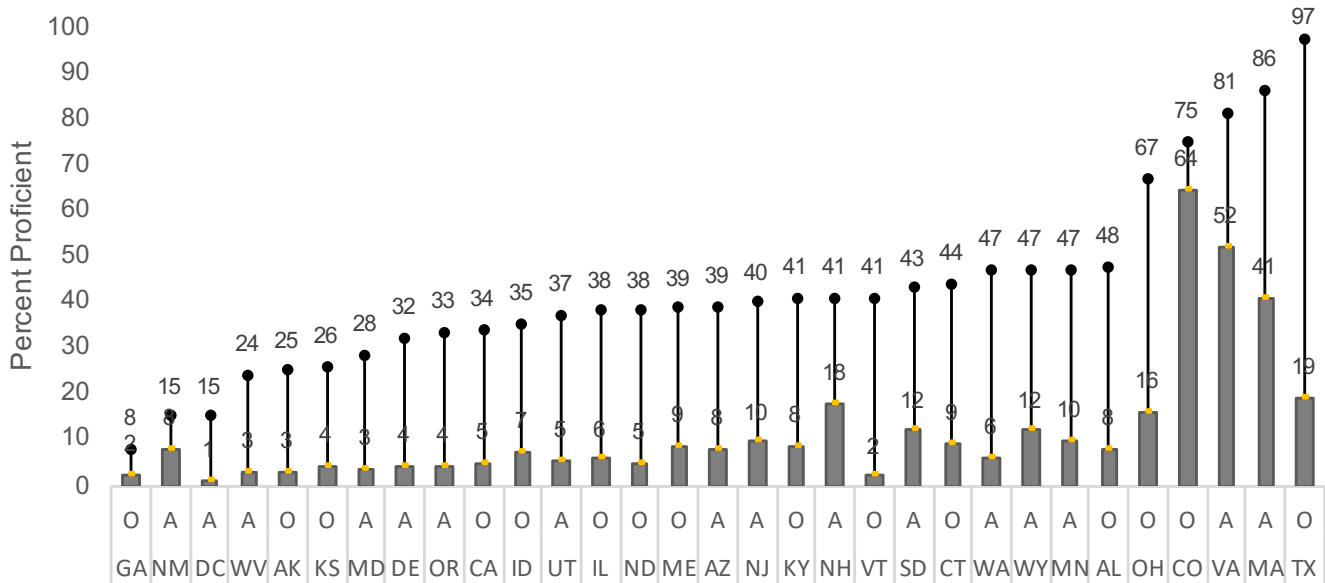
Narrow Solid Line = Gap between students with IEPs and the comparison group

A = All students (n=16 states)

O = Students without IEPs (n=16 states)

Note: N=32 of 61 states [includes unique states]; No data= 29

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

A = All students (n=16 states)

O = Students without IEPs (n=15 states)

Note: N=31 of 61 states [includes unique states]; No data= 30 states

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

Table 1 presents the average achievement gaps between students with IEPs and the comparison peer group for states for reading and mathematics, biannually for years 2013–14 to 2017–18. State data were included in the average gaps if they reported the data by grade for all three biannual comparison years. If states did not have data for grades 4, 8, or 10, one grade below was used, and one grade above if none reported one grade below. These grades are used to represent elementary, middle, and high school. 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 of reading and mathematics, giving the total number of states used to calculate the average gap. 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 performance for alternate assessments based on modified achievement standards (AA-MAS).

Table 1 shows the average gaps biannually from 2013–14 to 2017–18. The average gap is presented for the number of states with data across all three years. The number of states varied between 25 and 28 depending on the content area and grade. The gap for elementary reading were lower than reading for other grades across years. The gaps for math were smallest for 2015–16 across grades. The highest gaps were for middle school reading across years.

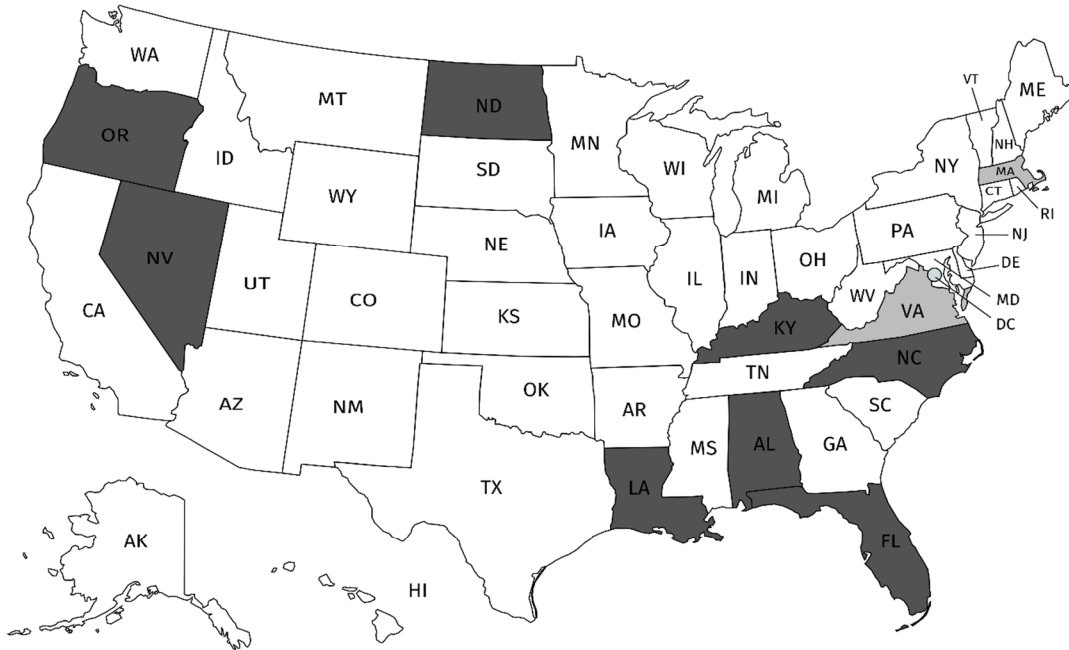
Table 1. Average Gaps for Students with IEPs and Comparison Peer Group on General Assessments: Biannually for Select Years

Grade Ranges	Number of States	Average Gaps for All States with Data Reporting by Grade		
		2013–14	2015–16	2017–18
Elementary Reading	28	34	33	34
Middle School Reading	25	42	39	39
High School Reading	25	37	38	35
Elementary Math	28	32	29	32
Middle School Math	27	37	31	31
High School Math	23	35	27	31

Accommodations Data for Students with Disabilities

Figure 20 shows a summary of the regular and unique states (N=61) that publicly reported participation or performance data for students with IEPs who received accommodations on the general assessments for 2017–18. Eleven states reported some type of accommodations data, with nine states reporting number receiving accommodations and their performance, and two states reporting only the number receiving accommodations. See Appendix B-17 for specific state information.

Figure 20. States Reporting Students with Disabilities Receiving Accommodations, 2017–18



Created with mapchart.net ©

- American Samoa
- Bureau of Indian Education
- Commonwealth of Northern Mariana Islands
- District of Columbia
- Federated States of Micronesia
- Guam
- Palau
- Puerto Rico
- Republic of Marshall Islands
- U.S. Department of Defense Education Activity
- U.S. Virgin Islands

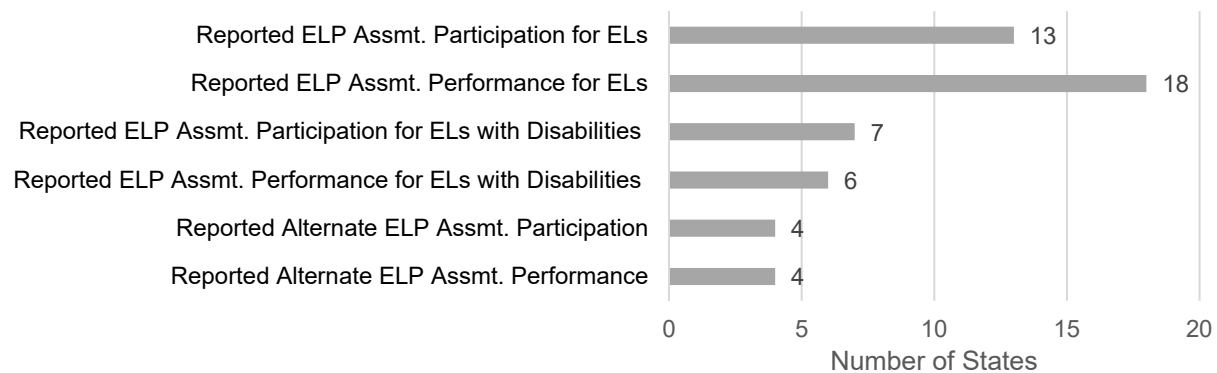
- Participation and Performance (N=9)
- Participation Only (N=2)
- No Data (N=50)

Public Reporting on English Language Proficiency (ELP) Assessments

Title III requires that States report results on ELP assessments but it is expected that soon Title I will require the reporting of ELP assessment data disaggregated for English learners with disabilities. A few states already report these data publicly in online reports. Figure 21 shows the number of states that report participation and performance for English learners and English learners with disabilities. It also shows the number of states that reported these data for English learners with significant cognitive disabilities who take alternate ELP assessments. These students generally participate in state AA-AAAS for assessing regular content areas for Title I.

Of the 50 states and District of Columbia, 13 states publicly reported participation for English learners on ELP assessments, and 18 states reported performance for English learners. Less than half this number of states reported data disaggregated for English learners with disabilities, with seven states reporting participation and six states reporting performance. Four states reported data for alternate ELP assessments. Typically, these states allow users to choose to disaggregate by English learners with disabilities, but the data are not presented for confidentiality reasons due to the small numbers of students. See Appendix B-18 for details by state for Figure 21.

Figure 21. 2017–18 ELP Assessment Public Reporting



Summary and Conclusions

Extent of Public Reporting for Students with Disabilities

Thirty regular states, of the total 61 regular and unique states, reported participation and performance of students with disabilities for all general assessments in reading, math, and science used for Title I accountability purposes in 2017–18. Fourteen states reported these data for some assessments, four reported performance only for all tests, and one state reported performance only for some tests. Thirty-one states reported participation and performance data for all AA-AAAS. Of the 16 states with general reading/ELA, math, and science assessments not used for

Title I, only seven states reported participation and performance, and two reported performance only for some tests.

Extent of Public Reporting for English Learners with Disabilities

The number of states that reported participation and performance data for English learners with disabilities on all general assessments stayed at two states as in the previous year, with one additional state reporting participation and performance for some of their general assessments. For the AA-AAAS, seven states reported participation and performance data for English learners with disabilities on all assessments, and three reported these data for some of their AA-AAAS. These numbers are lower than the 12 states reporting these data in 2015–16, and even lower than the 21 states reporting these data from 2012–13 to 2014–15. No state reported participation and performance for English learners with disabilities on general reading/ELA, math, or science assessments not used for Title I, showing no change from last year.

How Data are Reported

The most common approaches for communicating participation and performance on general assessments and AA-AAAS were little changed from previous years. The most common way to report participation for regular and unique states on general assessments was number tested (N=33), and percent of students tested (N=24). For performance, an equal number of states (N=39) reported percent proficient and percent by achievement level as the most common reporting categories. Because states use different methods to report (e.g., merging assessments, grades), the numerators and denominators used to report participation and performance data continue to vary significantly across states.

A detailed snapshot of the middle school math participation rates reported for students with disabilities showed that of the 24 states with reported participation rates, 14 states reported them by grade in a way that would be comparable. In those states, the participation rates ranged from 88.5 percent to 99.8 percent.

Achievement Gaps

Achievement gaps between students with and without IEPs continue in reading and math. This report, as in years prior, presents achievement gaps for 2017–18 across elementary, middle, and high school grade levels as well as a longitudinal look at biannual average achievement gaps in these same grades and content assessments. We limited the longitudinal average gap analyses to the states that reported these data by grade, for reading and math, across three selected biannual years. As in previous years' analyses, the gaps for elementary reading have tended to be smaller than at other grade levels, and this was the smallest average gap in our biannual analyses also.

For math, 2015–16 had smaller gaps across grade levels than 2013–14 or 2017–18. The highest gaps were found for middle school reading across years in this report.

Other Reporting

Only 11 of the 61 regular and unique states reported participation or performance data for students receiving accommodations on state assessments. Most states (N=50) did not publicly report these data. Nine states reported the number receiving accommodations and their performance data and two states reported only the number receiving accommodations.

For regular and alternate assessments of ELP, most states did not publicly report data for English learners or English learners with disabilities. Thirteen states reported participation and 18 states reported performance for English learners. Seven states reported participation and six states reported performance data for English learners with disabilities. For alternate ELP assessments intended for English learners with the most significant cognitive disabilities, four states reported participation and four states reported performance.

Recommendations for Reporting

States are required by law to report data for students with disabilities with the same frequency and detail as reported for other students. **Two regular states did not publicly report any disaggregated participation or performance data for students with disabilities, although these state-level data were found reported online for other students.** The following recommendations to states for public reporting of disaggregated data for students are:

- (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) Label clearly 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 formats 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) Ensure reporting still occurs for students with disabilities where confidentiality is not jeopardized and when a state uses other categories that group students with disabilities with other students (e.g., historically under-performing).
- (8) If report cards disaggregate subgroup data by local education agencies, also disaggregate by those subgroups at the state level.
- (9) For states with customized report generators, ensure that comparable data are available in easily exportable formats. Report content should be accessible for all users of state websites, including users with disabilities.

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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 (ELs) with disabilities; and
- (c) describe the way participation and performance information is presented.

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

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

If you have any questions about our request, please email Deb Albus at albus001@umn.edu. Please respond by July 3, 2019.

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		ELs with Disabilities		
			Part.	Perf.	Part.	Perf.	
ACT Aspire	2-8,	ELA, Math, Science (4, 6, 8)	Yes	Yes	No	No	Yes
The ACT College Readiness Test	11	English, Math, Reading, Science with Writing	No	No	No	No	No
Alabama Alternate Assessment	3-8, 10	Reading, Math, Science (5, 7, 10)	Yes, but not science	Yes, but not science	Yes	Yes	Yes

2. Reporting on Students with Disabilities

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

Note Yes, No, or NA (not applicable). If AA-AAS is merged with general, put an M in alternate column.

For Title I Assessments:	Participation		Performance	Performance	
	General	AA-AAAS		General	AA-AAAS
Number Enrolled/Eligible to be Tested	No	No	Percent Proficient	No	No
Number of Students Tested	No	No	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	No
Number of Students with No scores	No	No	Percent by Achievement Level	Yes	Yes
Percent of Students with No Scores	No	No	Other (e.g., percentile rank)	No	No

3. Accommodated Status Reporting

Did your state report accommodated status data for any population? 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 regular and alternate with and without accommodations with performance in achievement levels and all category percent proficient.	Yes	Yes

Report name/Link to report/attach: <http://www.alsde.edu/dept/data/Assessment%20Data/ParticipationInAssessments2017-2018.pdf>

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

4. 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 ELs	K-12	No	No	No

Appendix B

Data Tables

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

State	Test	Subject Areas/ Grade	Participation	Performance	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 Stareutes										
Alabama	Scantron	ELA, Math (3-8), Science (5, 7)	Yes	Yes	Yes					
Alaska	PEAKS	ELA, Math (3-10)	Yes	Yes	Yes					
	Alaska Science Assessment	Science (4, 8, 10)	Yes	Yes						
Arizona	AZMerit	ELA, Math (3-8), HS: English (9-11,) Algebra I-II, Geometry	Yes	Yes	Yes		Yes			
	AIMS and AIMS HS	Science (4, 8, HS)	No	No	No					
Arkansas	ACT Aspire	Reading, ELA English, Math, Science, STEM (3-10)	No	No	No					X
California	Smarter Balanced	ELA, Math (3-8, 11)	Yes	Yes	Yes		Yes			
	CAST	Science (5, 8, once in HS, field testing)	No	No	No					
Colorado	CMAS	ELA/ Literacy, Math (3-8), HS: Algebra I, Geometry, Integrated Math I-II	Yes	Yes	Yes		Yes			
	CMAS	Science (4, 5, 7, 8, HS)	Yes	Yes	Yes					
Connecticut	Smarter Balanced	ELA, Math (3-8)	Yes	Yes	Yes		Yes			
	NGSS Science	Science (5, 8, 11)	Yes	Yes	Yes					
Delaware	Connecticut SAT School Day	Evidenced Based Reading, Writing, Math (11)	Yes	Yes	Yes					
	Smarter Balanced	ELA, Math (3-8)	Yes	Yes	Yes		Yes			
Florida	SAT School Day	Reading, Math, Science (HS)	Yes	Yes	Yes					
	FSA	ELA, Math (3-10)	Yes	Yes	Yes		Yes			
	Statewide Science Assessment	Science (5, 8)	Yes	Yes	Yes					

State	Test	Subject Areas/ Grade	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
Georgia	Georgia Milestones	ELA, Math (3-8), Science (5, 8, HS), HS: 9th Literature and Composition, American Literature and Composition, Coordinate Algebra, Algebra I, Geometry, Analytic Geometry, Physical Science, Biology	Yes	Yes	Yes					
Hawaii	Smarter Balanced HSA Science EoC KAEO	ELA, Math (3-8, 11) Science (4, 8) Biology I (HS) Hawaiian Language Arts, Math (3-8), Science (4, 8)	No	Yes	Yes				Yes	
					No					
					No					
					No					
Idaho	ISAT	ELA, Math, (3-8, HS), Science (5, 7, HS)	No	Yes				Yes		
Illinois	PARCC SAT Science	ELA, Math (3-8) ELA, Math (HS) Science (5, 8, 10)	Yes	Yes	Yes					
					Yes					
					Yes					
					Yes					
Indiana	ISTEP+ ISTEP+ EoC Assessments	Reading, Math (3-8, 10) Science (4,6) EoC: English, Algebra I, Biology I	Yes	Yes						
					Yes					
					Yes					
					Yes					
Iowa	Iowa Assessment Iowa Assessment Science General Assessment	Reading, Math (3-8, 11) Science (5, 8, 11) Reading, Math, (3-8, 10), Science (5, 8, 11)	Yes	Yes	Yes					
					Yes					
					Yes					
					Yes					
Kentucky	K-PREP EoC	Reading, Math, (3-8, 11), Science (4,7, 11), Writing (5,6,8,11) EoC: English II, Algebra II, Biology	Yes	Yes	Yes					
					Yes					
					Yes					
					Yes					
Louisiana	LEAP 2025	English, Math, Science (3-12)	Yes	Yes	Yes					
					Yes					

State	Test	Subject Areas/ Grade	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	
Maine	eMPowerME	Reading, Writing Language, Math (3-8)	Yes	Yes		Yes					
	SAT School Day	Math, ELA (HS)	No	No							
	MEA Science	Science (5, 8, HS)	Yes	Yes							
Maryland	PARCC	ELA, Math (3-8)	No	No		Yes					
	MSA	Science (5, 8)	No	No							
	HSA	EoC: English, Algebra, Biology	Yes	Yes							
Massachusetts	Next Generation MCAS Tests	ELA, Math (3-8)	Yes	Yes		Yes					
	STE MCAS Tests	Science and Technology/ Engineering (5, 8, 9 or 10)	Yes	Yes							
Michigan	M-STEP	ELA, Math (3 to 8, 11), Science (5, 8, 11, field testing)	Yes	Yes		Yes					
	SAT with Essay	ELA, Math (11)	Yes	Yes							
Minnesota	MCA III	Reading (3 to 8, 10), Math (3 to 8, 11), Science (5, 8, HS)	Yes	Yes		Yes					
Mississippi	MAAP	ELA, Math (3-8, EoC)	Yes	Yes		Yes					
	Science Tests	Science (5, 8)	Yes	Yes							
	SATP2	EoC: Biology I	Yes	Yes							
Missouri	MAP	ELA, Math (3-8), Science (field testing)	No	Yes					Yes		
	EoC	English I-II, Algebra I-II, Biology, Physical Science	No	Yes							
Montana	Smarter Balanced	ELA, Math (3-8)	Yes	Yes		Yes					
	ACT Plan Writing	ELA, Math (11)	Yes	Yes							
	CRT Science	Science (4, 8, 10)	Yes	Yes							
Nebraska	NSCAS	ELA, Math (3-8, 11), Science (5,8,11)	Yes	Yes					Yes		
Nevada	CRT	Reading, Math (3-8, 10), Science (5,8, 10)	Yes	Yes		Yes					

State	Test	Subject Areas/ Grade	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	NH SAS	ELA, Math (3-8), Science (5, 8, 11)	Yes	Yes	Yes					
	SAT School Day	ELA, Math (11)	Yes	Yes						
New Jersey	PARCC	ELA, Math (3-8)	Yes	Yes						
	NJSLA-S	Science (5, 8, 11)	No	No		Yes				
	EoC	ELA (9-11), EoC: Algebra I-II, Geometry	Yes	Yes						
New Mexico	PARCC	ELA, Math (3-8, 11)	Yes	Yes	Yes					
	SBA	Science (4, 7, 10, 11)	Yes	Yes	Yes					
	SBA Spanish	Spanish Reading (4, 7, 10-11)	Yes	Yes	Yes					
New York	NYSTP	ELA, Math (3-8) Science (4,8)	Yes	Yes	Yes					
	CCR	EoC: Algebra I, ELA, Geometry	No	No			Yes			
	RCT	EoC: Math, Science, Reading, Writing	No	No						
	Regents Exams Parts used for Title I and Diploma	EoC: Comprehensive English, Algebra II/ Trigonometry, Geometry, Integrated Algebra, Living Environment, Physical Setting/ Physics, Physical Setting/Chemistry, Physical setting/ Earth Science	No	No						
North Carolina	EOG Test	Reading, Math (3 to 8), Science (5,8)	Yes	Yes	Yes					
	EOC Test	EoC: Math I, Biology, English II	Yes	Yes						
North Dakota	NDSA	Reading, Math (3-8, 10)	Yes	Yes	Yes					
	NDSA Science	Science (4, 8, 11)	Yes	Yes	Yes			Yes		
	ACT May be used instead	English, Reading, Math, Science (11)	No	No						
Ohio	OST	Math, Reading (3-8), Science (5, 8)	Yes	Yes	Yes					
	EoC Exams	EoC: Algebra I, Geometry, Integrated Math I-II, Biology, English I- II	Yes	Yes	Yes					

State	Test	Subject Areas/ Grade	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	
Oklahoma	OSTP 3-8	ELA, Math, (3-8), Science (5, 8)	No	No							X
	High School OSTP	Science (11)	No	No							
	ACT or SAT	ELA, Math (11)	No	No							
Oregon	Smarter Balanced	ELA, Math (3-8, 11)	Yes	Yes	Yes						
	OAKs Online	Science (5,8,11)	Yes	Yes							
Pennsylvania	PSSA	Reading, Math (3-8), Science (4,8)	No	No							X
	Keystone Exam	Literature, Algebra, Biology (11)	No	No							
Rhode Island	RICAS	ELA, Math (3-8)	No	Yes		Yes				Yes	
	SAT	ELA, Math (11)	Yes	Yes							
	RINGSS	Science (5, 8, 11 field testing)	No	No							
South Carolina	SCPASS	Science (4 -8)	Yes	Yes	Yes						
	SC READY	ELA, Math (3-8)	Yes	Yes							
South Dakota	EoCEP (graded A-F)	EoC: Algebra I, Biology I, English I, Reading, Writing	Yes	Yes							
	Smarter Balanced	ELA and Math. (3-8, 11)	No	Yes					Yes		
	SD SA	Science (5, 8, 11)	No	Yes							
Tennessee	TCAP	ELA, Math, (3-8), Science (5-8, HS)	Yes	Yes	Yes					Yes	
	EoC	EoC: Algebra I-II, Integrated Math I-III, English I-II, Biology	Yes	Yes							
	ACT or SAT	Cohort: English, Math, Reading, Science, Composite	No	No							
Texas	STAAR with Spanish version	Math, Reading (3-8), Writing (4,7), Science (5,8), Spanish version (3-5)	Yes	Yes	Yes						
	STAAR EoC	EoC: English I, Reading, Writing, Algebra I, Biology	Yes	Yes							
Utah	SAGE	Reading, ELA, Math, Science (3-11)	No	Yes					Yes		

State	Test	Subject Areas/ Grade	Participation	Performance	Reporting Summary by State							
					Part. and Perf. All Perf. 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		
Vermont	Smarter Balanced	ELA, Math (3-8, 11)	Yes	Yes		Yes						
	VT SA	Science (5, 8, 11)	No	No								
Virginia	SOL	Reading, Math (3-8), Science (5,8), Writing (8)	Yes	Yes		Yes						
	EoC SOL Test	EoC: Reading, Writing, Algebra I-II, Geometry, Biology, Earth Science, Chemistry	Yes	Yes								
Washington	Smarter Balanced	ELA, Math (3-8, 11)	Yes	Yes		Yes						
	WCAS	Science (5, 8, 11)	Yes	Yes								
West Virginia	WVGSA	ELA/Literacy, Math (3-8)	Yes	Yes		Yes						
	WVGSA Science	Science (5, 8, 11)	Yes	Yes								
	SAT School Day	Reading, Writing, Math, Essay, Science (11)	Yes	Yes								
Wisconsin	Wisconsin Forward	ELA, Math (3-8,10), Science (4, 8, 10)	Yes	Yes		Yes						
	ACT	English, Reading, Math, Writing (11)	Yes	Yes								
Wyoming	WY-TOPP	Reading, Math (3-8,11), Science (4,8, 11)	Yes	Yes		Yes						
	Total Regular States (N=50)					30	12	0	4	1	3	
Unique States												
American Samoa	SBA	Reading (3, 5, 7, 10), Math (3, 5, 7, 10)	No	No								X
	ACT	English, Reading, Math, Science (11, 12)	No	No								
Bureau of Indian Education	Individual state assessments	3-HS: By State: ELA, Reading, Math, Science	No	No								X
Commonwealth of Northern Mariana Islands	ACT ASPIRE	English, Writing, Reading, Math, Science (3-10)	No	No								X

State	Test	Subject Areas/ Grade	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	
District of Columbia	PARCC	ELA, Math (3-8), HS: ELA I-II, Algebra I-II, Geometry, Integrated Math	Yes	Yes		Yes					
	DC Next-Gen Science	Science (5, 8, HS)	No	No							
Federated States of Micronesia	NMCT	Reading (6, 8, 10), Math (4, 6, 8, 10)	No	No							X
Guam	SBA	Science (1-8)	No	No		Yes					
	ACT ASPIRE	9 to 12: Biology, Anatomy and Physiology, Chemistry, Physical Science, Algebra I-II, Geometry	Yes	Yes							
Palau	No Information										X
Puerto Rico	Academic Achievement Test	Spanish, English, Math (3-8, 11), Science (4,8,11)	No	No							X
Republic of Marshall Islands	MISAT	English Reading, Marshallese Reading, Math, Science (3, 6, 8, 10, 12)	No	No							X
U.S. Department of Defense Education Activity	No Title I Assessments										X
U.S. Virgin Islands	Smarter Balanced	ELA, Math (3-8, 11)	No	No							X
Total Unique States (N=11)					0	2	0	0	0	0	9
Total Regular and Unique States (N=61)					30	14	0	4	1	12	
Percent of All States (Note: 101% due to rounding)					49%	23%	0%	7%	2%	20%	

Table B-2. Disaggregated Special Education Data for General Assessments Not Used for Title I: Reading/English Language Arts, Math, and Science

State	Test	Subject Areas/ Grade	Participation	Performance	Reporting Summary by State			
					All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only for Some or All Tests
<i>Regular States</i>								
Alabama	ACT College Readiness Test	English, Reading, Math, Science with Writing (11)	No	No				X
Alaska	None		-	-	Yes			
Arizona	None		-	-	Yes			
Arkansas	None		-	-	Yes			
California	None		-	-	Yes			
Colorado	None		-	-	Yes			
Connecticut	None		-	-	Yes			
Delaware	None		-	-	Yes			
Florida	FSA EoC Assessments	EoC: Algebra I, Geometry, Biology I	Yes	Yes	Yes	Yes		
Georgia	None		-	-	Yes			
Hawaii	EoC	EoC: Algebra I-II	No	No				X
Idaho	None		-	-	Yes			
Illinois	None		-	-	Yes			
Indiana	IREAD-3	Reading (3)	Yes	Yes		Yes		
Iowa	None		-	-	Yes			
Kansas	None		-	-	Yes			
Kentucky	ACT	English, Reading, Math, Science (11)	Yes	Yes		Yes		
Louisiana	ACT	English, Reading, Math, Science (12)	No	Yes			Yes	
Maine	None		-	-	Yes			
Maryland	None		-	-	Yes			
Massachusetts	None		-	-	Yes			

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

State	Test	Subject Areas/ Grade	Participation	Performance	Reporting Summary by State				
					All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only for Some or All Tests	No Publicly Reported Data Found
Virginia	None		-	-	Yes				
Washington	None		-	-	Yes				
West Virginia	None		-	-	Yes				
Wisconsin	ACT Aspire	English, Reading, Math, Science, Writing (9,10)	Yes	Yes		Yes			
Wyoming	ACT or Workkeys	English, Math, Reading, Writing, Science (11,12)	No	No					X
Total Regular States (N=50)					36	7	0	2	5
Unique States									
American Samoa	None		-	-	Yes				
Bureau of Indian Education	Assessments by state	By state	-	-	No info.				
Commonwealth of Northern Mariana Islands	None		-	-	Yes				
District of Columbia	None		-	-	Yes				
Federated States of Micronesia	None		-	-	Yes				
Guam	SBA	Reading, Math (1-2)	No	No					X
Palau	No information		-	-	No Info.				
Puerto Rico	None		-	-	Yes				
Republic of Marshall Islands	None		-	-	Yes				
U.S. Department of Defense Education Activity	CCRS Summative Assessment	ELA (6-8, 10), Math (3-6), EoC: Algebra I-II, Geometry	No	No					X
U.S. Virgin Islands	PSAT 8-9, PSAT/NMSQT	Reading, Writing/ Language, Math (8-9, 10, 11)	No	No					
	None		-	-	Yes				

State	Test	Subject Areas/ Grade	Partici- pation	Perform- ance	Reporting Summary by State				
					All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only for Some or All Tests	No Publicly Reported Data Found
		Total Unique States (N=11)			9	0	0	0	2
		Total Regular and Unique States (N=61)			45	7	0	2	7
		Percent of All States (Note: 101% due to rounding)			74%	12%	0%	3%	12%

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

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

State	Test	Subject Areas/ Grade	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
Kansas	None		-	-	Yes				
Kentucky	K-PREP and EoC	Social Studies (5, 8), EoC: History	Yes	Yes		Yes			
Louisiana	None		-	-	Yes				
Maine	None		-	-	Yes				
Maryland	HSA	EoC: Data Analysis, Government	Yes	Yes		Yes			
Massachusetts	None		-	-	Yes				
Michigan	M-Step	Social Studies (5, 8, 11)	Yes	Yes		Yes			
Minnesota	None		-	-	Yes				
Mississippi	SATP2	EoC: US History	No	No					X
Missouri	EoC Assessments	EoC: American History, Government	No	Yes				Yes	
Montana	None		-	-	Yes				
Nebraska	None		-	-	Yes				
Nevada	None		-	-	Yes				
New Hampshire	None		-	-	Yes				
New Jersey	None		-	-	Yes				
New Mexico	None		-	-	Yes				
New York	RCTs	EoC: US History and Government, Global History and Geography	No	No					X
North Carolina	None		-	-	Yes				
North Dakota	ACT Workkeys	Graphic Literacy, Work-place Documents (11)	No	No					X
Ohio	Ohio State Tests	Social Studies (4, 6)	Yes	Yes			Yes		
	Ohio EoC Exams	EoC: American History, American Government	Yes	Yes					
Oklahoma	High School OSTP	US History (11)	No	No					X

State	Test	Subject Areas/ Grade	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
Oregon	OAKS Online	Social Studies (5, 8, 11)	No	No				X	
Pennsylvania	None		-	-	Yes				
Rhode Island	None		-	-	Yes				
South Carolina	ACT Work Keys	Locating Information (3 rd yr HS)	Yes	Yes		Yes			
	SCPASS	Social Studies (4, 8)	Yes	Yes					
	EoCEP	EoC: US History and the Constitution	Yes	Yes					
South Dakota	None		-	-	Yes				
Tennessee	EoC	EoC: US History, Geography	Yes	Yes		Yes			
	TCAP	Social Studies (6, 8)	Yes	Yes					
	STAAR	Social Studies (8)	Yes	Yes		Yes			
Utah	STAAR EoC	EoC: US History	Yes	Yes					
	None		-	-	Yes				
Vermont	None		-	-	Yes				
Virginia	EoC SOL Test	EoC: Virginia and US History, World Geography, World History I-II	Yes	Yes		Yes			
	Content Specific SOL History Test	Upper elementary or middle school: Virginia Studies, Civics and Economics	Yes	Yes					
Washington	None		-	-	Yes				
West Virginia	None		-	-	Yes				
Wisconsin	ACT Aspire	English, Reading, Math, Science, Writing (9,10)	Yes	Yes		Yes			
	Wisconsin Forward	Social Studies (4, 8, 10)	Yes	Yes					
Wyoming	None		-	-	Yes				
Total Regular States (N=50)					29	15	0	1	5

State	Test	Subject Areas/ Grade	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
<i>Unique States</i>									
American Samoa	None		-	-	Yes				
Bureau of Indian Education	Assessments by state	By state	-	-	No info.				
Commonwealth of Northern Mariana Islands	SBA	Chamorro and Carolinian Language Heritage Studies (4, 6, 8, 9 to 12)	No	No					X
	EoC	EoC: NMI History	No	No					
District of Columbia	None		-	-	Yes				
Federated States of Micronesia	None		-	-	Yes				
Guam	None		-	-	Yes				
Palau	No information		-	-	No Info.				
Puerto Rico	None		-	-	Yes				
Republic of Marshall Islands	MISAT	Social Studies (8)	No	No					X
U.S. Department of Defense Education Activity	None		-	-	Yes				
U.S. Virgin Islands	None		-	-	Yes				
Total Unique States (N=11)					9	0	0	0	2
Total Regular and Unique States (N=61)					38	15	0	1	7
Percent of All States (Note: 101% due to rounding)					62%	25%	0%	2%	12%

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

State	Test	Subject Areas/Grade	Participation	Performance	Summary by State		
					Partic. and Perf. for All Tests	Partic. and Perf. for Some Tests	Perf. Only for All Tests
Regular States							
Alabama	Alabama Alternate Assessment	Reading, Math (3-8, 10), Science (5, 7, 10)	Yes	Yes	Yes		
Alaska	DLM	ELA and Math (3-10), Science (4, 8, 10)	Yes	Yes	Yes		
Arizona	MSAA, AIMS-A Science	ELA, Math (3-8, 11), Science (4, 8, 10)	Yes	Yes	Yes		
Arkansas	MSAA	ELA, Math (3-8, 11)	No	No			X
	AAPA	Science (5, 7, 10)	No	No			
California	CAA	ELA, Math (3-8, 11)	Yes	Yes	Yes		
	CAA Science	Science (5, 8, once in HS, field testing)	No	No			
Colorado	CoAlt Science	Science (5, 8, HS)	Yes	Yes	Yes		
	CoAlt	ELA, Math (3-11)	Yes	Yes	Yes		
Connecticut	CTAA	ELA, Math (3-8, 11)	Yes	Yes	Yes	Yes	
	CTAS	Science (5, 8, 11, field testing)	No	No			
Delaware	DeSSA-Alt	Reading, Math (3-8, 11), Science (5, 8, 10, 11)	Yes	Yes	Yes		
Florida	FSAA with Datafolio Tier	ELA (3-10), Math (3-8), Science (3, 5, 8), EoC: Algebra I, Geometry, Biology	Yes	Yes	Yes		
Georgia	Alternate Assessment	ELA, Math (K, 3-8, HS), Science (5, 8, HS)	No	Yes	Yes	Yes	
Hawaii	HSA – Alt	ELA, Math (3-8, 11), Science (4, 8, 11)	No	No			X
Idaho	IDAA	ELA, Math, (3-8, HS), Science (5, 7, 10)	No	No			X
Illinois	DLM	ELA, Math (3-8, 11)	Yes	Yes	Yes	Yes	
	DLM Science	Science (5, 8, 11)	No	No			
Indiana	ISTAR	ELA, Math (3-8, 10), Science (4, 7)	No	No			X
Iowa	IAA	Reading, Math (3-8, 11)	No	No			X
	IAA Science	Science (5, 8, 11)	No	No			
Kansas	DLM	Reading, Math (3-8, 10, 11), Science (5, 8, 11)	Yes	Yes	Yes		
Kentucky	Alternate K-PREP	Reading (3-9), Math (3-8, 10), Writing (4,5,6, 8,10,11), Science (4,7,11)	Yes	Yes	Yes		
Louisiana	LEAP Connect	Reading, Math (3-11), Science (4, 8, 11)	No	No			X

State	Test	Subject Areas/Grade	Participation	Performance	Summary by State			
					Partic. and Perf. for All Tests	Partic. and Perf. for Some Tests	Perf. Only for All Tests	No Publicly Reported Data Found
Maine	MCAA, PAAP Science	ELA/Literacy, Math (3-8, HS), Science (5, 8, HS)	Yes	Yes	Yes			
Maryland	ALT-MSA	Math, Reading, (3-8, 10), Science (5,8,10)	No	No				X
Massachusetts	MCAS-Alt	ELA, Math (3-8, 10), Science and Technology/ Engineering (5,8,9 or 10)	Yes	Yes	Yes			
Michigan	MI-Access Functional Independence	ELA, Math, (3-8, 11), Science (4, 7, 11)	Yes	Yes	Yes			
	MI-Access Supported Independence	ELA, Math (3-8, 11), Science (4, 7, 11)	Yes	Yes	Yes			
	MI-Access Participation	ELA, Math (3-8, 11), Science (4, 7, 11)	Yes	Yes	Yes			
Minnesota	MTAS III	Reading, Math (3-8, HS), Science (5, 8, HS)	Yes	Yes	Yes			
Mississippi	DLM	ELA, Math (3-8, HS), Science (5,8, HS)	Yes	Yes	Yes			
Missouri	MAPA	ELA (3 to 8, 11) Math (3 to 8, 10), Science (5, 8, 11)	Yes	Yes	Yes			
Montana	MSAA	ELA, Math (3-8, 10)	Yes	Yes	Yes			
	CRT Alternate	Science (4, 8, 10)	Yes	Yes	Yes			
Nebraska	NESA-M and NESA-AAM	ELA, Math (3-8, 11), Science (5,8,11)	No	No				X
Nevada	NAA	ELA, Math (3-8, 11), Science (5, 8, 10)	Yes	Yes	Yes			
New Hampshire	DLM	Reading, Math (3-8, 11), Science (5, 8, 11)	Yes	Yes	Yes			
New Jersey	DLM	ELA, Math (3-8, 11)	Yes	Yes		Yes		
	APA	Science (5, 8, 11)	No	No				
New Mexico	NMAPA	ELA, Math (3-8, 11), Science (4, 7, HS)	Yes	Yes	Yes			
New York	NYSAA	ELA, Math (3-8, HS), Science (4,8, HS)	Yes	Yes	Yes			
North Carolina	NCEXTEND1	Reading, Math (3-8), Science (5,8), 10: Math I, Biology, English II	Yes	Yes	Yes			
North Dakota	DLM	Reading/Language Arts, Math (3-8, HS)	Yes	Yes	Yes			
	NDAA Science	Science (4, 8, 11)	Yes	Yes	Yes			
Ohio	AASCD	ELA, Math (3-8), Science (5,8)	Yes	Yes	Yes			
	OGT-HS-AASCD	ELA, Math, Science (HS)	Yes	Yes	Yes			
Oklahoma	OAAP	ELA, Math (3-8, HS), Science (5, 8)	No	No				X

State	Test	Subject Areas/Grade	Participation	Performance	Summary by State			
					Partic. and Perf. for All Tests	Partic. and Perf. for Some Tests	Perf. Only for All Tests	No Publicly Reported Data Found
Oregon	OAKS Extended	Reading, Math (3-8, 11), Science (5,8,11)	Yes	Yes	Yes			
Pennsylvania	PASA	Reading, Math, Science (3-8, 11)	No	No			X	
Rhode Island	DLM	ELA, Math (3-8, 11), Science (5, 8, 11)	Yes	Yes	Yes			
South Carolina	NCSC	ELA, Math (3-8, 11)	No	No			X	
South Dakota	SC-ALT	Science (4-8, 11), HS: Biology I, English I, Algebra I	No	No				
	SDSA-Alt	Science (5, 8, 11)	No	Yes		Yes		
	MSAA	ELA, Math (3-8, 11)	No	Yes				
Tennessee	MSAA	ELA, Math (3-8, 11)	No	No			X	
	TCAP-Alt	Science (3-8), Biology (10)	No	No				
	STAARALT 2	Math, Reading (3-8), Writing (4,7), Science (5,8)	Yes	Yes	Yes			
Utah	STAARALT2 EoC	EoC: English I-II, Algebra I, Biology	Yes	Yes				
	DLM	ELA, Math (3-11)	Yes	Yes	Yes			
	UAA	Science (4-11)	Yes	Yes				
Vermont	DLM	ELA, Math (3-11)	No	No			X	
	VTAAP	Science (4,8,11)	No	No				
Virginia	VAAP	Reading, Math, Science, Writing (3-8, HS)	Yes	Yes	Yes			
Washington	WA-AIM	ELA, Math (3-8, 11), Science (5, 8, 11)	Yes	Yes	Yes			
West Virginia	WVASA – DLM	Reading, Math (3-8, HS)	Yes	Yes	Yes			
	WVASA Science	Science (5,8,11)	No	No		Yes		
Wisconsin	DLM	ELA, Math (3-11), Science (4, 8, 9-11)	Yes	Yes	Yes			
	WY-ALT	ELA, Math (3-8, HS), Science (4, 8, 9 to 11)	Yes	Yes	Yes			
Total Regular States (N=50)					30	5	2	13
Unique States								
American Samoa	Alternate Assessment	Reading, Math (3-8, 10)	No	No			X	
Bureau of Indian Education	Alternates by State	By state	No	No			X	
Common-wealth of Northern Mariana Islands	MSAA	ELA, Math (3-8, 11)	No	No			X	

State	Test	Subject Areas/Grade	Participation	Performance	Summary by State			
					Partic. and Perf. for All Tests	Partic. and Perf. for Some Tests	Perf. Only for All Tests	No Publicly Reported Data Found
District of Columbia	MCAA	ELA, Math (3-8, HS)	No	No				X
	DC Science Alternate	Science (5, 8, HS)	No	No				
Federated States of Micronesia	No Title I alternate assessment		-	-				X
	NCSC and DoE Alternate	ELA, Math (3-8, 11), and DoE Alternate in ELA, Math (1, 2, 9, 10)	Yes	Yes	Yes			
Palau	No Information		No	No				X
Puerto Rico	Puerto Rico Alternate Assessment	Spanish, English, Math (3-8, 11), Science (4, 8, 11)	No	No				X
Republic of Marshall Islands	No Title I alternate assessment		-	-				X
U.S. Department of Defense Education Activity	No Title I alternate assessment	Reading/Language Arts, Math, Science (3-12)	-	-				X
U.S. Virgin Islands	MCAA	ELA, Math (3-8, 11)	No	No				X
Total Unique States (N=11)					1	0	0	10
Total Regular and Unique States (N=61)					31	5	2	23
Percent of All States					51%	8%	3%	38%

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

State	Test	Subject Areas/Grades	Participation	Performance	Summary by State		
					Partic. and Perf. for Some Tests	Perf. Only for All Tests	No Publicly Reported Data Found
Regular States							
Colorado	CoAlt	Social Studies (4, 7)	Yes	Yes			
Florida	FSAA with Datafolio Tier	Social Studies (often 7 th) EOC: Civics	Yes	Yes			
Georgia	Alternate Assessment	Social Studies (4, 8, HS)	No	Yes			Yes

State	Test	Subject Areas/Grades	Participation	Performance	Summary by State			
					Partic. and Perf. for All Tests	Partic. and Perf. for Some Tests	Perf. Only for All Tests	No Publicly Reported Data Found
Indiana	ISTAR	Social Studies (4, 7)	No	No			X	
Kentucky	Alternate K-PREP	Social Studies (5, 8, 12)	Yes	Yes	Yes			
Ohio	HS-AAASCD	Social Studies (HS)	Yes	Yes	Yes			
South Carolina	SC-ALT	Social Studies (5, 7), EoC: US History and the Constitution	No	No			X	
Texas	STAARALT2, EoC	Social Studies (8), EoC: US History	Yes	Yes	Yes			
Total Regular States (N=8)					5	0	1	2
Unique States								
US Department of Defense Education Activity	Not Used for Title I	Social Studies (3-12)	No	No				X
Total Unique States (N=1)					0	0	0	1
Total Regular and Unique States (N=9)					5	0	1	3
Percent of All States with Other Content					56%	0%	11%	33%

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

State	Test	Subject Areas/Grade	Participation	Performance	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 Some Tests		
Regular States										
Alabama	Scantron	ELA, Math (3-8), Science (5,7)	No	No						X
Alaska	PEAKS	ELA, Math (3-10)	No	No						X
	Alaska Science Assessment	Science (4, 8, 10)	No	No						
Arizona	AIMS and AIMS HS	Science (4, 8, HS)	No	No						X
	AZMerit	ELA, Math (3-8), HS: English (9-11), Algebra I-II, Geometry	No	No						

State	Test	Subject Areas/ Grade	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		
Arkansas	ACT Aspire	Reading, ELA English, Math, Science, STEM (3-10)	No	No							X	
	Smarter Balanced	ELA, Math (3-8, 11)	No	No								X
California	CAST	Science (5, 8, once in HS, field testing)	No	No								
	CMAS	ELA/ Literacy, Math (3-8), HS: Algebra I, Geometry, Integrated Math I-II	No	No								X
Colorado	CMAS	Science (4, 5, 7, 8, HS)	No	No								
	Smarter Balanced	ELA, Math (3-8)	No	No								
Connecticut	NGSS Science	Science (5, 8, 11)	No	No								
	Connecticut SAT School Day	Evidenced Based Reading, Writing, Math (11)	No	No								
Delaware	Smarter Balanced	ELA, Math (3-8)	No	No								X
	SAT School Day	Reading, Math, Science (HS)	No	No								
Florida	FSA	ELA, Math (3-10)	No	No								X
	Statewide Science Assessment	Science (5, 8)	No	No								
Georgia	Georgia Milestones	ELA, Math (3-8), Science (5, 8, HS), HS: 9th Literature and Composition, American Literature and Composition, Coordinate Algebra, Algebra I, Geometry, Analytic Geometry, Physical Science, Biology	No	No								X
	Smarter Balanced	ELA, Math (3-8, 11)	No	No								X
Hawaii	HSA Science	Science (4, 8)	No	No								
	EoC	Biology I (HS)	No	No								
Idaho	KAEO	Hawaiian Language Arts, Math (3-8), Science (4, 8)	No	No								
	ISAT	ELA, Math (3-8, HS), Science (5, 7, HS)	No	No								X

State	Test	Subject Areas/ Grade	Partici- pation	Perform- ance	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	
Illinois	PARCC	ELA, Math (3-8)	No	No							X
	SAT	ELA, Math (HS)	No	No							
	Science	Science (5, 8, 10)	No	No							
Indiana	ISTEP+	Reading, Math (3-8, 10)	No	No							X
	ISTEP+	Science (4,6)	No	No							
	EoC Assess- ments	EoC: English, Algebra I, Biology	No	No							
Iowa	Iowa Assess- ment	Reading, Math (3-8, 11)	No	No							X
	Iowa Assess- ment Science	Science (5, 8, 11)	No	No							
Kansas	General Assess- ment	Reading, Math, (3-8, 10), Sci- ence (5, 8, 11)	Yes	Yes	Yes						
Kentucky	K-PREP	Reading, Math (3-8, 11), Sci- ence (4,7, 11), Writing (5,6,8,11)	No	No							X
	EoC	EoC: English II, Algebra II, Biol- ogy	No	No							
Louisiana	LEAP 2025	English, Math, Science (3-12)	No	No							X
Maine	eMPowerME	Reading, Writing Language, Math (3-8)	No	No							X
	MEA Science	Science (5, 8, HS)	No	No							
	SAT School Day	Math, ELA (HS)	No	No							
Maryland	PARCC	ELA, Math (3-8)	No	No							X
	MSA	Science (5, 8)	No	No							
	HSA	EoC: English, Algebra, Biology	No	No							
Massachusetts	Next Generation MCAS Tests	ELA, Math (3-8)	No	No							X
	STE MCAS Tests	Science and Technology/ Engi- neering (5, 8, 9 or 10)	No	No							
Michigan	M-STEP	ELA, Math (3-8, 11), Science (5, 8, 11 field testing)	No	No							X
	SAT with Essay	ELA, Math (11)	No	No							

State	Test	Subject Areas/ Grade	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	
Minnesota	MCA III	Reading (3 to 8, 10), Math (3 to 8, 11), Science (5, 8, HS)	Yes	Yes	Yes						
	MAAP	ELA, Math (3-8, EoC)	No	No	No						X
Mississippi	Science Tests	Science (5, 8)	No	No	No						
	SATP2	EoC: Biology I	No	No	No						
	MAP	ELA, Math (3-8), Science (field testing)	No	No	No						X
Missouri	EoC	English I-II, Algebra I-II, Biology, Physical Science	No	No	No						
	Smarter Balanced	ELA, Math (3-8)	No	No	No						X
	ACT Plan Writing	ELA, Math (11)	No	No	No						
Montana	CRT Science	Science (4, 8, 10)	No	No	No						
	NCSA	ELA, Math (3-8, 11), Science (5,8,11)	No	No	No						X
	CRT	Reading, Math (3-8, 10), Science (5,8, 10)	No	No	No						X
Nevada	NH SAS	ELA, Math (3-8), Science (5, 8, 11)	No	No	No						X
	SAT School Day	ELA, Math (11)	No	No	No						
	PARCC	ELA, Math (3-8)	No	No	No						X
New Jersey	NJSLA-S	Science (5, 8, 11)	No	No	No						
	EoC	ELA (9-11), EoC: Algebra I-II, Geometry	No	No	No						
	PARCC	ELA, Math (3-8, 11)	No	No	No						X
New Mexico	SBA	Science (4, 7, 10, 11)	No	No	No						
	SBA Spanish	Spanish Reading (4, 7, 10-11)	No	No	No						

State	Test	Subject Areas/ Grade	Partici- pation	Perform- ance	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	NYSTP	ELA, Math (3-8), Science (4,8)	No	No								X
	CCR	EoC: Algebra I, ELA, Geometry	No	No								
	RCT	EoC: Math, Science, Reading, Writing	No	No								
	Regents Exams Parts used for Title I and Diploma	EoC: Comprehensive English, Algebra II/ Trigonometry, Geometry, Integrated Algebra, Living Environment, Physical Setting/ Physics, Physical Setting/ Chemistry, Physical Setting/ Earth Science	No	No								
North Carolina	EOG Test	Reading, Math (3 to 8), Science (5,8)	No	No								X
	EOC Test	EoC: Math I, Biology, English II	No	No								
North Dakota	NDSA	Reading, Math (3-8, 10)	No	No								X
	NDSA Science	Science (4, 8, 11)	No	No								
	ACT May be used instead	English, Reading, Math, Science (11)	No	No								
	OST	Math, Reading (3-8), Science (5, 8)	No	No								X
Ohio	EoC Exams	EoC: Algebra I, Geometry, Integrated Math I-II, Biology, English I-II	No	No								
	OSTP 3-8	ELA, Math, (3-8), Science (5, 8)	No	No								X
	High School OSTP	Science (11)	No	No								
	ACT or SAT	ELA, Math (11)	No	No								
Oregon	Smarter Balanced	ELA, Math (3-8, 11)	No	No								X
	OAKs Online	Science (5,8,11)	No	No								
Pennsylvania	PSSA	Reading, Math (3-8), Science (4,8)	No	No								X
	Keystone Exam	Literature, Algebra, Biology (11)	No	No								

State	Test	Subject Areas/ Grade	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	RICAS	ELA, Math (3-8)	No	No							X
	SAT	ELA, Math (11)	No	No							
	RI NGSS	Science (5, 8, 11 field testing)	No	No							
South Carolina	SCPASS	Science (4-8)	No	No							X
	SC READY	ELA, Math (3-8)	No	No							
	EoCEP (graded A-F)	EoC: Algebra I, Biology I, English I, Reading, Writing	No	No							
South Dakota	Smarter Balanced	ELA and Math, (3-8, 11)	No	No							X
	SD SA	Science (5, 8, 11)	No	No							
	TCAP	ELA, Math (3-8), Science (5-8, HS)	No	No							X
Tennessee	EoC	EoC: Algebra I-II, Integrated Math I-III, English I-II, Biology	No	No							
	ACT or SAT	Cohort: English, Math, Reading, Science, Com-posite	No	No							
	STAAR with Spanish version	Math, Reading, (3-8), Writing (4,7), Science (5,8), Spanish version (3-5)	No	No							X
Texas	STAAR EoC	EoC: English I, Reading, Writing, Algebra I, Biology	No	No							
	SAGE	Reading, ELA, Math, Science (3-11)	No	No							X
	Smarter Balanced	ELA, Math (3-8, 11)	No	No							X
Vermont	VT SA	Science (5, 8, 11)	No	No							
	SOL	Reading, Math (3-8), Science (5,8), Writing (8)	No	Yes					Yes		
	EoC SOL Test	EoC: Reading, Writing, Algebra I-II, Geometry, Biology, Earth Science, Chemistry	Yes	Yes							
Washington	Smarter Balanced	ELA, Math (3-8, 11)	No	No							X
	WCAS	Science (5, 8, 11)	No	No							

State	Test	Subject Areas/ Grade	Partici- pation	Perform- ance	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		
West Virginia	WVGSA	ELA/Literacy, Math (3-8)	No	No							X	
	WVGSA Science	Science (5, 8, 11)	No	No								
	SAT School Day	Reading, Writing Math, Essay, Science (11)	No	No								
Wisconsin	Wisconsin Forward	ELA, Math (3-8, 10), Science (4, 8, 10)	No	No							X	
	ACT	English, Reading, Math, Writing (11)	No	No								
Wyoming	WY-TOPP	Reading, Math (3-8,11), Science (4,8, 11)	No	No							X	
Total Regular States (N=50)					2	1	0	0	0	0	47	
Unique States												
American Samoa	SBA	Reading (3, 5, 7, 10), Math (3, 5, 7, 10)	No	No								X
	ACT	English, Reading, Math, Science (11, 12)	No	No								
Bureau of Indian Education	Assessments by state	By State	No	No								X
Commonwealth of Northern Mariana Islands	ACT ASPIRE	English, Writing, Reading, Math, Science (3-10)	No	No								X
	PARCC	ELA, Math (3-8), HS: ELA I-II, Algebra I-II, Geometry, Integrated Math	No	No								X
District of Columbia	DC Next-Gen Science	Science (5, 8, HS)	No	No								
	NMCT	Reading (6, 8, 10), Math (4, 6, 8, 10)	No	No								X
Guam	SBA	Science (1-8), 9-12: Biology, Anatomy and Physiology, Chemistry, Physical Science, Algebra I-II, Geometry	No	No								X
	ACT ASPIRE	English, Math, Reading (3-10)	No	No								

State	Test	Subject Areas/ Grade	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		
Palau	No Information		No	No								X
Puerto Rico	Academic Achievement Test	Spanish, English, Math (3-8, 11), Science (4,8,11)	No	No								X
Republic of Marshall Islands	MISAT	English Reading, Marshallese Reading, Math, Science (3, 6, 8, 10, 12)	No	No								X
U.S. Department of Defense Education Activity	No Title I Assessment		No	No								X
U.S. Virgin Islands	Smarter Balanced	ELA, Math (3-8, 11)	No	No								X
Total Unique States (N=11)					0	0	0	0	0	0	0	11
Total Regular and Unique States (N=61)					2	1	0	0	0	0	0	58
Percent of All States					3%	2%	0%	0%	0%	0%	0%	95%

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

State	Test	Subject Areas/ Grade	Participation	Performance	Reporting Summary by State						
					All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only for Some or All Tests	No Publicly Reported Data Found		
Regular States											
Alabama	ACT College Readiness Test	English, Reading, Math, Science with Writing (11)	No	No							X
Alaska	None		-	-	Yes						
Arizona	None		-	-	Yes						
Arkansas	None		-	-	Yes						
California	None		-	-	Yes						
Colorado	None		-	-	Yes						

State	Test	Subject Areas/ Grade	Participation	Performance	Reporting Summary by State				
					All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only for Some or All Tests	No Publicly Reported Data Found
Connecticut	None		-	-	Yes				
Delaware	None		-	-	Yes				
Florida	FSA EoC Assessments	EoC: Algebra I, Geometry, Biology I	No	No					X
Georgia	None		-	-	Yes				
Hawaii	EoC	EoC: Algebra I-II	No	No					X
Idaho	None		-	-	Yes				
Illinois	None		-	-	Yes				
Indiana	IREAD-3	Reading (3)	No	No					X
Iowa	None		-	-	Yes				
Kansas	None		-	-	Yes				
Kentucky	ACT	English, Reading, Math, Science (11)	No	No					X
Louisiana	ACT	English, Reading, Math, Science (12)	No	No					X
Maine	None		-	-	Yes				
Maryland	None		-	-	Yes				
Massachusetts	None		-	-	Yes				
Michigan	None		-	-	Yes				
Minnesota	None		-	-	Yes				
Mississippi	None		-	-	Yes				
Missouri	None		-	-	Yes				
Montana	None		-	-	Yes				
Nebraska	ACT	ELA, Math, Science (11)	No	No					X
Nevada	ACT	Math, Reading, Science, Writing (11)	No	No					X
New Hampshire	None		-	-	Yes				
New Jersey	None		-	-	Yes				

State	Test	Subject Areas/ Grade	Partici- pation	Perform- ance	Reporting Summary by State				
					All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only for Some or All Tests	No Publicly Reported Data Found
New Mexico	None		-	-	Yes				
New York	None		-	-	Yes				
North Carolina	ELA Reading Test	Reading (3)	No	No					X
North Dakota	ACT Workkeys	Applied Math (11)	No	No					X
Ohio	None		-	-	Yes				
Oklahoma	None		-	-	Yes				
Oregon	None		-	-	Yes				
Pennsylvania	None		-	-	Yes				
Rhode Island	None		-	-	Yes				
South Carolina	ACT Work Keys	Reading for Inform-ation, Applied Math (3 rd yr HS)	No	No					X
South Dakota	None		-	-	Yes				
Tennessee	None		-	-	Yes				
Texas	None		-	-	Yes				
Utah	K3 Reading Competency	Reading (K-3)	No	No					X
Vermont	None		-	-	Yes				
Virginia	None		-	-	Yes				
Washington	None		-	-	Yes				
West Virginia	None		-	-	Yes				
Wisconsin	ACT Aspire	English, Reading, Math, Science, Writing (9,10)	No	No					X
Wyoming	ACT or Work- keys	English, Math, Reading, Writing, Science (11, 12)	No	No					X
Total Regular States (N=50)					36	0	0	0	14

State	Test	Subject Areas/ Grade	Participation	Performance	All Used for Title I	Reporting Summary by State			
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only for Some or All Tests	No Publicly Reported Data Found
<i>Unique States</i>									
American Samoa	None		-	-	Yes				
Bureau of Indian Education	Assessments by state	By state	-	-	No Info.				
Commonwealth of Northern Mariana Islands	None		-	-	Yes				
District of Columbia	None		-	-	Yes				
Federated States of Micronesia	None		-	-	Yes				
Guam	SBA	Reading, Math (1-2)	No	No					X
Palau	No information		-	-	No Info.				
Puerto Rico	None		-	-	Yes				
Republic of Marshall Islands	None		-	-	Yes				
U.S. Department of Defense Education Activity	CCRS Summative Assessment	ELA (6-8, 10), Math (3-6), EoC: Algebra I-II, Geometry	No	No					X
	PSAT 8-9, PSAT/NMSQT	Reading, Writing/ Language, Math (8-9, 10, 11)	No	No					
U.S. Virgin Islands	None		-	-	Yes				
Total Unique States (N=11)					9	0	0	0	2
Total Regular and Unique States (N=61)					45	0	0	0	16
Percent of All States					74%	0%	0%	0%	26%

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

State	Test	Subject Areas/ Grade	Participation	Performance	All Used for Title I	Reporting Summary By State			
						Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only for Some or All Tests	No Publicly Reported Data Found
<i>Regular States</i>									
Alabama	None		-	-	Yes				
Alaska	None		-	-	Yes				
Arizona	None		-	-	Yes				
Arkansas	None		-	-	Yes				
California	CAASPP (Spanish STS)	Spanish ELA (2-11)	Yes	Yes		Yes			
Colorado	CLAS	Spanish ELA (3, 4)	No	No					X
Connecticut	None		-	-	Yes				
Delaware	SAT School Day	Social Studies (HS)	No	No					X
Florida	FSA EoC Assessments	EoC: U.S. History, or Civics	No	No					X
Georgia	Georgia Milestones	Social Studies (5, 8, HS), EoC: US History / Economics	No	No					X
Hawaii	None		-	-	Yes				
Idaho	None		-	-	Yes				
Illinois	None		-	-	Yes				
Indiana	ISTEP+	Social Studies (5, 7)	No	No					X
Iowa	None		-	-	Yes				
Kansas	None		-	-	Yes				
Kentucky	K-PREP and EoC	Social Studies (5, 8), EoC: History	No	No					X
Louisiana	None		-	-	Yes				
Maine	None		-	-	Yes				
Maryland	HSA	EoC: Data Analysis, Government	No	No					X
Massachusetts	None		-	-	Yes				
Michigan	M-Step	Social Studies (5, 8, 11)	No	No					X
Minnesota	None		-	-	Yes				

State	Test	Subject Areas/ Grade	Participation	Performance	Reporting Summary By State				
					All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only for Some or All Tests	No Publicly Reported Data Found
Mississippi	SATP2	EoC: US History	No	No					X
Missouri	EoC Assessments	EoC: American History, Government	No	No					X
Montana	None		-	-	Yes				
Nebraska	None		-	-	Yes				
Nevada	None		-	-	Yes				
New Hampshire	None		-	-	Yes				
New Jersey	None		-	-	Yes				
New Mexico	None		-	-	Yes				
New York	RCTs	EoC: US History and Government, Global History and Geography	No	No					X
North Carolina	None		-	-	Yes				
North Dakota	ACT Workkeys	Graphic Literacy, Work-place Documents (11)	No	No					X
Ohio	Ohio State Tests	Social Studies (4, 6)	No	No					X
	Ohio EoC Exams	EoC: American History, American Government	No	No					
Oklahoma	High School OSTP	US History (11)	No	No					X
Oregon	OAKS Online	Social Studies (5, 8, 11)	No	No					X
Pennsylvania	None		-	-	Yes				
Rhode Island	None		-	-	Yes				
South Carolina	ACT Work Keys	Locating Information (3 rd yr HS)	No	No					X
	SCPASS	Social Studies (4, 8)	No	No					
	EoCEP	EoC: US History and the Constitution	No	No					
South Dakota	None		-	-	Yes				
Tennessee	EoC	EoC: US History, Geography	No	No					X
	TCAP	Social Studies (6, 8)	No	No					

State	Test	Subject Areas/ Grade	Participation	Performance	Reporting Summary By State				
					All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only for Some or All Tests	No Publicly Reported Data Found
Texas	STAAR	Social Studies (8)	No	No					X
	STAAR EoC,	EoC: US History	No	No					
Utah	None		-	-	Yes				
	None		-	-	Yes				
Virginia	EoC SOL Test	EoC: Virginia and US History, World Geography, World History I-II	Yes	Yes		Yes			
	Content Specific SOL History Test	Upper elementary or middle school: Virginia Studies, Civics and Economics	Yes	Yes					
Washington	None		-	-	Yes				
West Virginia	None		-	-	Yes				
Wisconsin	ACT Aspire	English, Reading, Math, Science, Writing (9,10)	No	No					X
	Wisconsin Forward	Social Studies (4, 8, 10)	No	No					
Wyoming	None		-	-	Yes				
Total Regular States (N=50)					29	2	0	0	19
Unique States									
American Samoa	None		-	-	Yes				
Bureau of Indian Education	Assessments by state	By state	-	-	No info.				
Commonwealth of Northern Mariana Islands	SBA	Chamorro and Carolinian Language Heritage Studies (4, 6, 8, 9 to 12)	No	No					X
	EoC	EoC: NMI History	No	No					
District of Columbia	None		-	-	Yes				
Federated States of Micronesia	None		-	-	Yes				
Guam	None		-	-	Yes				
Palau	No information		-	-	No Info.				

State	Test	Subject Areas/ Grade	Participation	Performance	Reporting Summary By State					
					All Used for Title I	Part. and Perf. All Tests	Part. and Perf. Some Tests	Perf. Only for Some or All Tests	No Publicly Reported Data Found	
Puerto Rico	None		-	-	Yes					
Republic of Marshall Is- lands	MISAT	Social Studies (8)	No	No						X
U.S. Depart- ment of De- fense Educa- tion Activity	None		-	-	Yes					
U.S. Virgin Islands	None		-	-	Yes					
Total Unique States (N=11)					9	0	0	0	0	2
Total Regular and Unique States (N=61)					38	2	0	0	0	21
Percent of All States					63%	3%	0%	0%	0%	34%

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

State	Test	Subject Areas/Grade	Participation	Performance	Summary by State			
					Partic. and Perf. for All Tests	Partic. and Perf. for Some Tests	Perf. Only for All Tests	No Publicly Reported Data Found
Regular States								
Alabama	Alabama Alternate Assessment	Reading, Math (3-8, 10), Science (5, 7, 10)	No	No				X
Alaska	DLM	ELA and Math (3-10), Science (4, 8, 10)	Yes	Yes	Yes			
Arizona	MSAA, AIMS-A Science	ELA, Math (3-8, 11), Science (4, 8, 10)	No	No				X
Arkansas	MSAA	ELA, Math (3-8, 11)	No	No				X
	AAPA	Science (5, 7, 10)	No	No				

State	Test	Subject Areas/Grade	Participation	Performance	Summary by State			
					Partic. and Perf. for All Tests	Partic. and Perf. for Some Tests	Perf. Only for All Tests	No Publicly Reported Data Found
California	CAA	ELA, Math (3-8, 11)	Yes	Yes	Yes			
	CAA Science	Science (5, 8, once in HS, field testing)	No	No				
Colorado	CoAlt	ELA, Math (3-11)	Yes	Yes	Yes			
	CoAlt Science	Science (5, 8, HS)	Yes	Yes				
Connecticut	CTAA	ELA, Math (3-8, 11)	No	No				X
	CTAS	Science (5, 8, 11, field testing)	No	No				
Delaware	DeSSA-Alt	Reading, Math (3-8, 11), Science (5, 8, 10, 11)	No	No				X
Florida	FSAA with Datafolio Tier	ELA (3-10), Math (3-8), Science (3, 5, 8), EoC: Algebra I, Geometry, Biology	No	No				X
Georgia	Alternate Assessment	ELA, Math (K, 3-8, HS), Science (5, 8, HS)	No	No				X
Hawaii	HSA – Alt	ELA, Math (3-8, 11), Science (4, 8, 11)	No	No				X
Idaho	IDAA	ELA, Math (3-8, HS), Science (5, 7, 10)	No	No				X
Illinois	DLM	ELA, Math (3-8, 11)	Yes	Yes	Yes			
	DLM Science	Science (5, 8, 11)	No	No				
Indiana	ISTAR	ELA, Math (3-8, 10), Science (4, 7)	No	No				X
Iowa	IAA	Reading, Math (3-8, 11)	No	No				X
	IAA Science	Science (5, 8, 11)	No	No				
Kansas	DLM	Reading, Math (3-8, 10, 11), Science (5, 8, 11)	No	No				X
Kentucky	Alternate K-PREP	Reading (3-9), Math (3-8,10), Writing (4,5,6, 8,10,11), Science (4,7,11)	No	No				X
Louisiana	LEAP Connect	Reading, Math (3-11), Science (4, 8, 11)	No	No				X
Maine	MSAA, PAAP Science	ELA/Literacy, Math (3-8, HS), Science (5, 8, HS)	No	No				X
Maryland	ALT-MSA	Reading, Math (3-8, 10), Science (5,8,10)	No	No				X
Massachusetts	MCAS-Alt	ELA, Math (3-8, 10), Science and Technology/Engineering (5,8,9 or 10)	No	No				X

State	Test	Subject Areas/Grade	Participation	Performance	Summary by State			
					Partic. and Perf. for All Tests	Partic. and Perf. for Some Tests	Perf. Only for All Tests	No Publicly Reported Data Found
Michigan	MI-Access Functional Independence	ELA, Math (3-8, 11), Science (4, 7, 11)	No	No				X
	MI-Access Supported Independence	ELA, Math (3-8, 11), Science (4, 7, 11)	No	No				
	MI-Access Participation	ELA, Math (3-8, 11), Science (4, 7, 11)	No	No				
Minnesota	MTAS III	Reading, Math (3-8, HS), Science (5, 8, HS)	Yes	Yes	Yes			
	DLM	ELA, Math (3-8, HS), Science (5,8, HS)	No	No				X
Missouri	MAPA	ELA (3 to 8, 11), Math (3-8, 10), Science (5, 8, 11)	No	No				X
	MCAA	ELA, Math (3-8, 10)	No	No				X
Montana	CRT Alternate	Science (4, 8, 10)	No	No				
	NESA-M and NESA-AAM	ELA, Math (3-8, 11), Science (5,8,11)	No	No				X
Nevada	NAA	ELA, Math (3-8, 11), Science (5, 8, 11)	Yes	Yes	Yes			
	DLM	Reading, Math (3-8, 11), Science (5, 8, 11)	No	No				X
New Jersey	DLM	ELA, Math (3-8, 11)	Yes	Yes	Yes			
	APA	Science (5, 8, 11)	No	No				
New Mexico	NMAPA	ELA, Math (3-8, 11), Science (4, 7, HS)	No	No				X
	NYSAA	ELA, Math (3-8, HS), Science (4,8, HS)	No	No				X
North Carolina	NCEXTEND1	Reading, Math (3-8), Science (5,8), 10: Math I, Biology, English II	Yes	Yes	Yes			
	DLM	Reading/Language Arts, Math (3-8, HS)	No	No				X
Ohio	NDAAScience	Science (4, 8, 11)	No	No				
	AASCD	ELA, Math (3-8), Science (5,8)	No	No				X
Oklahoma	OGT-HS-AASCD	ELA, Math, Science (HS)	No	No				
	OAAP	ELA, Math (3-8, HS), Science (5, 8)	No	No				X

State	Test	Subject Areas/Grade	Participation	Performance	Summary by State			
					Partic. and Perf. for All Tests	Partic. and Perf. for Some Tests	Perf. Only for All Tests	No Publicly Reported Data Found
Oregon	OAKS Extended	Reading, Math (3-8, 11), Science (5,8,11)	No	No				X
Pennsylvania	PASA	Reading, Math, Science (3-8, 11)	No	No				X
Rhode Island	DLM	ELA, Math (3-8, 11), Science (5, 8, 11)	No	No				X
South Carolina	SC-ALT	Science (4-8, 11), HS: Biology I, English I, Algebra I	No	No				X
South Dakota	NCSC	ELA, Math (3-8, 11)	No	No				
	MSAA	ELA, Math (3-8, 11)	No	No				X
	SDSA-Alt	Science (5, 8, 11)	No	No				
Tennessee	MSAA	ELA, Math (3-8, 11)	No	No				X
	TCAP-Alt	Science (3-8), Biology (10)	No	No				
Texas	STAARALT 2	Math, Reading (3-8), Writing (4,7), Science (5,8)	Yes	Yes	Yes			
	STAARALT2 EoC	EoC: English I-II, Algebra I, Biology	Yes	Yes				
Utah	DLM	ELA, Math (3-11)	No	No				X
	UAA	Science (4-11)	No	No				
Vermont	DLM	ELA, Math (3-11)	No	No				X
	VTAAP	Science (4, 8, 11)	No	No				
Virginia	VAAP	Reading, Math, Science, Writing (3-8, HS)	Yes	Yes	Yes			
Washington	WA-AIM	ELA, Math (3-8, 11), Science (5, 8, 11)	No	No				X
West Virginia	WVASA – DLM	Reading, Math (3-8, HS)	No	No				X
	WVASA Science	Science (5, 8, 11)	No	No				
Wisconsin	DLM	ELA, Math (3-11), Science (4, 8, 9-11)	No	No				X
Wyoming	WY-ALT	ELA, Math (3-8, HS), Science (4, 8, 9 to 11)	No	No				X
Total Regular States (N=50)					7	3	0	40

State	Test	Subject Areas/Grade	Participation	Performance	Summary by State			
					Partic. and Perf. for All Tests	Partic. and Perf. for Some Tests	Perf. Only for All Tests	No Publicly Reported Data Found
Unique States								
American Samoa	Alternate Assessment	Reading, Math (3-8, 10)	No	No				X
Bureau of Indian Education	Alternates by State	By state	No	No				X
Commonwealth of Northern Mariana Islands	MSAA	ELA, Math (3-8, 11)	No	No				X
District of Columbia	MSAA	ELA, Math (3-8, HS)	No	No				X
	DC Science Alternate	Science (5, 8, HS)	No	No				
Federated States of Micronesia	No Title I assessment		-	-				X
Guam	NCSC and DoE Alternate	ELA, Math (3-8, 11) and DoE Alternate in ELA and Math (1,2, 9, 10)	No	No				X
Palau	No Information							X
Puerto Rico	Puerto Rico Alternate Assessment	Spanish, English, Math (3-8, 11), Science (4,8,11)	No	No				X
Republic of Marshall Islands	No Title I alternate assessment		-	-				X
U.S. Department of Defense Education Activity	No Title I alternate assessment	Reading/Language Arts, Math, Science (3-12)	-	-				X
U.S. Virgin Islands	MSAA	These not used for Title I ELA, Math (3-8, 11)	No	No				X
Total Unique States (N=11)					0	0	0	11
Total Regular and Unique States (N=61)					7	3	0	51
Percent of All States (Note: 101% due to rounding)					12%	5%	0%	84%

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

State	Test	Subject Areas/Grades	Participation	Performance	Summary by State			
					Partic. And Perf. for All Tests	Partic. And Perf. for Some Tests	Perf. Only for All Tests	
Regular States								
Colorado	CoAlt	Social Studies (4, 7)	Yes	Yes	Yes			
Florida	FSAAs with Datafolio Tier	Social Studies (often 7th), EOC: Civics	Yes	Yes	Yes			
Georgia	Alternate Assessment	Social Studies (4, 8, HS)	No	No			X	
Indiana	ISTAR	Social Studies (4, 7)	No	No			X	
Kentucky	Alternate K-PREP	Social Studies (5, 8, 12)	No	No			X	
Ohio	HS-AASCD	Social Studies (HS)	No	No			X	
South Carolina	SC-ALT	Social Studies (5, 7), US History and the Constitution	No	No			X	
Texas	STAARALT2, EoC	Social Studies (8), EoC: US History	Yes	Yes	Yes			
					Total Regular States (N=8)	3	0	0
Unique States								
US Department of Defense Education Activity	Not used for Title I	Social Studies (3-12)	No	No			X	
					Total Unique States (N=1)	0	0	0
					Total Regular and Unique States (N=9)	3	0	0
					Percent of All States with Other Content	33%	0%	67%

Table B-11. Participation and Performance Data for Students with Disabilities and ELs with Disabilities, Alternate Assessments Based on Grade Level Achievement Standards (AA-GLAS) Used for Title I Accountability, 2017-2018

State	Test	Grade	Subject Areas	Disaggregated Data for AA-GLAS			
				Students with Disabilities		ELs	
				Participation	Performance	Participation	Performance
Regular States							
Massachusetts	Alternate Based on Grade Level Achievement Standards	3-8, 10	English Language Arts, Math, Science/Engineering (5, 8, 9, 10)	Yes	Yes ¹	No	No
Total Regular States with GLAS (N=1)				1 100%	1 100%	0 0%	0 0%

¹State reports these data merged with other performance data.

Table B-12. Participation Data Reported On General Assessments

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

State	Number Enrolled/ Eligible to be Tested	Number Students Tested	Number Students Not Tested	Percent Participating in Test	Percent Students not Tested	Number Students with Scores	Number Students with No scores	Percent Students with No Scores
<i>Regular States</i>								
Alabama	-	-	-	X	-	-	-	-
Alaska	X	-	-	X	-	-	-	-
Arizona	-	X	-	-	-	-	-	-
Arkansas	-	X	-	-	-	-	-	-
California	X	X	-	-	-	X	-	-
Colorado	-	-	-	X	-	X	-	-
Connecticut	X	X	-	X	-	X	-	-
Delaware	X	X	-	X	-	-	-	-
Florida	M	X	-	X	-	-	-	-
Georgia	X	X	-	X	-	-	-	-
Hawaii	-	-	-	-	-	-	-	-
Idaho	-	-	-	X	-	-	-	-
Illinois	-	X	-	X	-	-	-	-
Indiana	-	X	-	-	-	-	-	-
Iowa	-	X	-	-	-	-	-	-
Kansas	M	M	-	M	M	-	-	-
Kentucky	-	X	-	-	-	-	-	-
Louisiana	-	X	-	X	X	-	-	-
Maine	M	-	-	M	-	M	-	-
Maryland	-	X	-	-	-	-	-	-
Massachusetts	X	X	-	X	-	-	-	-
Michigan	X	X	-	-	-	-	-	-
Minnesota	-	X	-	X	-	-	-	-
Mississippi	-	-	-	X	-	-	-	-
Missouri	-	-	-	-	-	-	-	-
Montana	-	-	-	X	X	-	-	-
Nebraska	-	-	-	-	X	-	X	-
Nevada	X	X	-	-	-	-	-	-
New Hampshire	-	X	-	X	-	-	-	-
New Jersey	-	-	-	-	-	X	-	-
New Mexico	-	X	-	-	-	-	-	-
New York	-	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
North Carolina	X	X	X	X	X	X	X	X
North Dakota	X	-	-	X	-	-	-	-
Ohio	-	X	-	-	-	-	-	-
Oklahoma	-	-	-	-	-	-	-	-
Oregon	-	X	-	X	-	-	-	-
Pennsylvania	-	-	-	-	-	-	-	-
Rhode Island	-	X	-	X	-	-	-	-
South Carolina	-	X	-	-	-	-	-	-
South Dakota	-	-	-	-	-	-	-	-
Tennessee	-	-	-	-	-	X	-	-
Texas	-	X	-	-	-	-	-	-
Utah	-	-	-	-	-	-	-	-
Vermont	-	X	-	-	-	-	-	-
Virginia	-	X	-	X	X	-	-	-
Washington	X	-	X	-	X	-	X	X
West Virginia	X	X	-	X	-	-	-	X
Wisconsin	X	-	X	-	X	-	-	-
Wyoming	-	X	-	X	-	-	-	-
Total Regular States (N=50)	16	31	3	24	8	7	3	3
Unique States								
American Samoa	-	-	-	-	-	-	-	-
Bureau of Indian Education	-	-	-	-	-	-	-	-
Commonwealth of Northern Mariana Islands	-	-	-	-	-	-	-	-
District of Columbia	-	X	-	-	-	-	-	-
Federated States of Micronesia	-	-	-	-	-	-	-	-
Guam	X	X	-	-	-	X	-	-
Palau	-	-	-	-	-	-	-	-
Puerto Rico	-	-	-	-	-	-	-	-
Republic of Marshall Islands	-	-	-	-	-	-	-	-
U.S. Department of Defense Education Activity	-	-	-	-	-	-	-	-
U.S. Virgin Islands	-	-	-	-	-	-	-	-

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 Unique States (N=11)	1	2	0	0	0	1	0	0
Total All Regular and Unique States (N=61)	17	33	3	24	8	8	3	3

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

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

State	Number Enrolled/ Eligible to be Tested	Number of Students Tested	Number Students Not Tested	Percent Participating in Test	Percent Students not Tested	Number Students with Scores	Number Students with No scores	Percent Students with No Scores
<i>Regular States</i>								
Alabama	-	-	-	X	-	-	-	-
Alaska	X	-	-	X	-	-	-	-
Arizona	-	M	-	-	-	-	-	-
Arkansas	-	X	-	-	-	-	-	-
California	X	X	-	-	-	X	-	-
Colorado	-	-	-	X	-	X	-	-
Connecticut	X	X	X	X	-	-	-	-
Delaware	X	X	-	X	-	-	-	-
Florida	M	X	-	X	-	-	-	-
Georgia	-	-	-	-	-	-	-	-
Hawaii	-	-	-	-	-	-	-	-
Idaho	-	-	-	-	-	-	-	-
Illinois	-	X	-	X	-	-	-	-
Indiana	-	-	-	-	-	-	-	-
Iowa	-	-	-	-	-	-	-	-
Kansas	M	M	-	M	M	-	-	-
Kentucky	-	X	-	-	-	-	-	-
Louisiana	-	X	-	-	-	-	-	-
Maine	M	-	-	M	-	M	-	-
Maryland	-	-	-	-	-	-	-	-
Massachusetts	-	X	-	X	-	-	-	-
Michigan	X	X	-	-	-	-	-	-
Minnesota	X	-	-	X	-	X	-	-
Mississippi	-	X	-	-	-	-	-	-
Missouri	-	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
Montana	-	X	-	X	-	-	-	-
Nebraska	-	-	-	-	-	-	-	-
Nevada	X	X	-	-	-	-	-	-
New Hampshire	M	-	-	M	-	-	-	-
New Jersey	-	-	-	-	-	X	-	-
New Mexico	-	M	-	-	-	-	-	-
New York	-	X	-	-	-	-	-	-
North Carolina	X	X	X	X	-	-	X	X
North Dakota	X	-	-	X	-	-	-	-
Ohio	-	M	-	-	-	-	-	-
Oklahoma	-	-	-	-	-	-	-	-
Oregon	-	X	-	X	-	-	-	-
Pennsylvania	-	-	-	-	-	-	-	-
Rhode Island	X	-	-	X	-	-	-	-
South Carolina	-	-	-	-	-	-	-	-
South Dakota	-	-	-	-	-	-	-	-
Tennessee	-	-	-	-	-	X	-	-
Texas	-	X	X	X	X	-	-	-
Utah	-	X	-	-	-	-	-	-
Vermont	-	-	-	-	-	-	-	-
Virginia	-	X	-	X	X	-	-	-
Washington	X	-	X	-	-	-	X	X
West Virginia	X	X	-	M	-	-	-	X
Wisconsin	X	-	X	-	X	-	-	-
Wyoming	-	X	-	X	-	-	-	-
Total Regular States (N=50)	17	26	5	22	4	6	2	3
Unique States								
American Samoa	-	-	-	-	-	-	-	-
Bureau of Indian Education	-	-	-	-	-	-	-	-
Commonwealth of Northern Mariana Islands	-	-	-	-	-	-	-	-
District of Columbia	-	-	-	-	-	-	-	-
Federated States of Micronesia	-	-	-	-	-	-	-	-

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
Guam	X	X	X	-	-	-	X	-
Palau	-	-	-	-	-	-	-	-
Puerto Rico	-	-	-	-	-	-	-	-
Republic of Marshall Islands	-	-	-	-	-	-	-	-
U.S. Department of Defense Education Activity	-	-	-	-	-	-	-	-
U.S. Virgin Islands	-	-	-	-	-	-	-	-
Total Unique States (N=11)	1	1	1	0	0	0	1	0
Total All Regular and Unique States (N=61)	18	27	6	22	4	6	3	3

Table B-14. State Abbreviation Key

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

Table B-15. Performance Data Reported for General Assessments

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

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)
<i>Regular States</i>								
Alabama	-	X	-	-	-	-	X	-
Alaska	X	-	X	X	X	-	-	-
Arizona	X	-	-	-	-	-	X	-
Arkansas	X	-	X	-	-	-	X	-
California	-	X	-	-	-	-	X	X
Colorado	X	-	-	-	-	-	X	X
Connecticut	X	-	-	X	-	X	X	X
Delaware	X	-	X	-	-	-	X	X
Florida	X	-	-	X	-	-	X	-
Georgia	X	-	-	-	-	-	X	-
Hawaii	X	-	-	-	-	-	-	-
Idaho	-	X	-	-	-	-	X	-
Illinois	X	-	-	-	-	-	X	-
Indiana	X	-	-	X	-	-	-	-
Iowa	X	-	-	-	-	-	-	-
Kansas	-	-	-	-	-	-	M	-
Kentucky	X	-	-	-	-	-	X	-
Louisiana	X	-	X	-	X	X	X	X
Maine	M	-	M	-	-	-	-	-
Maryland	X	-	-	-	-	X	X	-
Massachusetts	X	-	X	-	-	-	X	X
Michigan	X	-	-	X	X	X	X	X
Minnesota	X	-	-	X	-	X	X	-
Mississippi	M	-	-	-	-	-	M	-
Missouri	X	-	-	-	-	-	-	-
Montana	-	M	-	-	-	-	M	-
Nebraska	-	X	-	-	-	-	X	X
Nevada	X	-	-	-	-	-	X	X
New Hampshire	M	-	M	-	-	-	M	M
New Jersey	X	-	-	-	-	-	X	X
New Mexico	M	-	-	-	-	-	-	-
New York	X	-	-	-	-	X	X	X
North Carolina	X	-	-	X	-	-	X	X
North Dakota	-	X	-	-	-	-	X	X
Ohio	M	-	-	-	-	-	-	-

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)
Oklahoma	-	-	-	-	-	-	-	-
Oregon	X	-	-	X	-	X	X	-
Pennsylvania	-	-	-	-	-	-	-	-
Rhode Island	X	-	-	-	-	-	-	X
South Carolina	X	-	X	-	-	-	X	X
South Dakota	-	M	-	-	-	-	M	-
Tennessee	X	-	-	-	-	X	X	-
Texas	-	X	X	-	X	X	X	X
Utah	X	-	-	-	-	-	-	-
Vermont	X	-	-	-	-	-	-	X
Virginia	X	-	X	X	X	X	X	-
Washington	X	-	X	X	X	X	X	-
West Virginia	X	-	X	-	-	-	X	-
Wisconsin	-	X	-	-	-	X	X	X
Wyoming	X	-	X	-	-	-	X	-
Total Regular States (N=50)	38	9	13	10	6	12	37	19
Unique States								
American Samoa	-	-	-	-	-	-	-	-
Bureau of Indian Education	-	-	-	-	-	-	-	-
Commonwealth of Northern Mariana Islands	-	-	-	-	-	-	-	-
District of Columbia	X	-	-	-	-	X	X	-
Federated States of Micronesia	-	-	-	-	-	-	-	-
Guam	-	X	-	-	-	-	X	-
Palau	-	-	-	-	-	-	-	-
Puerto Rico	-	-	-	-	-	-	-	-
Republic of Marshall Islands	-	-	-	-	-	-	-	-
U.S. Department of Defense Education Activity	-	-	-	-	-	-	-	-
U.S. Virgin Islands	-	-	-	-	-	-	-	-
Total Unique States (N=11)	1	1	0	0	0	1	2	0
Total All Regular and Unique States (N=61)	39	10	13	10	6	13	39	19

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

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

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

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
South Carolina	-	-	-	-	-	-	-
South Dakota	-	M	-	-	-	-	M
Tennessee	X	-	-	-	-	X	X
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	-	X	-	-	-	X
Wisconsin	-	X	-	-	-	X	X
Wyoming	X	-	X	-	-	-	X
Total Regular States (N=50)	26	12	10	9	5	12	34
Unique States							
American Samoa	-	-	-	-	-	-	-
Bureau of Indian Education	-	-	-	-	-	-	-
Commonwealth of Northern Mariana Islands	-	-	-	-	-	-	-
District of Columbia	-	-	-	-	-	-	-
Federated States of Micronesia	-	-	-	-	-	-	-
Guam	-	X	-	-	-	-	X
Palau	-	-	-	-	-	-	-
Puerto Rico	-	-	-	-	-	-	-
Republic of Marshall Islands	-	-	-	-	-	-	-
U.S. Department of Defense Education Activity	-	-	-	-	-	-	-
U.S. Virgin Islands	-	-	-	-	-	-	-
Total Unique States (N=11)	0	1	0	0	0	0	1
Total All General and Unique States (N=61)	26	13	10	9	5	12	35

Table B-17. Public Reporting on Accommodations

Regular States	Re-ported Number Receiv-ing	Reported Perfor-mance	Total States with Par-ticipation or Performance	Participa-tion and Performance Reported	Participation Only Re-ported	Perfor-mance Only Re-ported	No Publicly Reported Data Found
Alabama	Yes	Yes	1	1	-	-	-
Alaska	No	No	-	-	-	-	1
Arizona	No	No	-	-	-	-	1
Arkansas	No	No	-	-	-	-	1
California	No	No	-	-	-	-	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
Idaho	No	No	-	-	-	-	1
Iowa	No	No	-	-	-	-	1
Illinois	No	No	-	-	-	-	1
Indiana	No	No	-	-	--	--	1
Kansas	No	No	-	-	-	-	1
Kentucky	Yes	Yes	1	1	-	-	-
Louisiana	Yes	Yes	1	1	-	-	-
Maine	No	No	-	-	-	-	1
Maryland	No	No	-	-	-	-	1
Massachusetts	Yes	No	1	-	1	-	-
Michigan	No	No	-	-	-	-	1
Minnesota	No	No	-	-	-	-	1
Mississippi	No	No	-	-	-	-	1
Missouri	No	No	-	-	-	-	1
Montana	No	No	-	-	-	-	1
Nebraska	No	No	-	-	-	-	1
Nevada	Yes	Yes	1	1	-	-	-
New Hampshire	No	No	-	-	-	-	1
New Jersey	No	No	-	-	-	-	1
New Mexico	No	No	-	-	-	-	1
New York	No	No	-	-	-	-	1
North Carolina	Yes	Yes	1	1	-	-	-
North Dakota	Yes	Yes	1	1	-	-	-
Ohio	No	No	-	-	-	-	1
Oklahoma	No	No	-	-	-	-	1
Oregon	Yes	Yes	1	1	-	-	-
Pennsylvania	No	No	-	-	-	-	1
Rhode Island	No	No	-	-	-	-	1
South Carolina	No	No	-	-	-	-	1
South Dakota	No	No	-	-	-	-	1

Regular States	Re-ported Number Receiving	Reported Performance	Total States with Participation or Performance	Participation and Performance Reported	Participation Only Reported	Performance Only Reported	No Publicly Reported Data Found
Tennessee	No	No	-	-	-	-	1
Texas	No	No	-	-	-	-	1
Utah	No	No	-	-	-	-	1
Vermont	No	No	-	-	-	-	1
Virginia	No	No	-	-	-	-	1
Washington	No	No	-	-	-	-	1
West Virginia	Yes	No	1	-	1	-	-
Wisconsin	No	No	-	-	-	-	1
Wyoming	No	No	-	-	-	-	1
Total Regular States	10	8	10	8	2	0	40
Unique States							
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	Yes	Yes	1	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 Unique States	1	1	1	1	0	0	10
Total States	11	9	11	9	2	0	50

Table B-18. English Language Proficiency Assessment Reporting Summary

State	Regular ELP Assessment Used (K-12)	Reported ELP Assessment Data for ELPs	Reported ELP Assmt. Participation for ELPs	Reported ELP Assmt. Performance for ELPs	Reported ELP Assmt. Participation for ELPs with Disabilities	Reported ELP Assmt. Performance for ELPs with Disabilities	Reported Alternate ELP Assmt. Participation	Reported Alternate ELP Assmt. Performance
Alabama	ACCESS for ELLs	-	-	-	-	-	-	-
Alaska	ACCESS for ELLs	Yes	Yes	Yes	Yes	-	-	-
Arizona	AZELLA	Yes	Yes	Yes	Yes	Yes	-	-
Arkansas	ELPA21	-	-	-	-	-	-	-
California	CELD	Yes	-	Yes	-	-	-	-
Colorado	ACCESS for ELLs	Yes	-	Yes	-	-	-	-
Connecticut	LAS Links	Yes	Yes	Yes	Yes	Yes	-	-
Delaware	ACCESS for ELLs	-	-	-	-	-	-	-
Florida	ACCESS for ELLs	Yes	Yes	Yes	-	-	Yes	Yes
Georgia	ACCESS for ELLs	Yes	Yes	Yes	-	-	-	-
Hawaii	ACCESS for ELLs	-	-	-	-	-	-	-
Idaho	ACCESS for ELLs	-	-	-	-	-	-	-
Illinois	ACCESS for ELLs	Yes	Yes	Yes	-	-	-	-
Indiana	ACCESS for ELLs	-	-	-	-	-	-	-
Iowa	ELPA-21	-	-	-	-	-	-	-
Kansas	KELPA	-	-	-	-	-	-	-
Kentucky	ACCESS for ELLs	-	-	-	-	-	-	-
Louisiana	ELPT	Yes	Yes	Yes	-	-	-	-
Maine	ACCESS for ELLs	-	-	-	-	-	-	-
Maryland	ACCESS for ELLs	-	-	-	-	-	-	-
Massachusetts	ACCESS for ELLs	Yes	Yes	Yes	-	-	Yes	Yes
Michigan	ACCESS for ELLs	Yes	Yes	Yes	Yes	Yes	-	-
Minnesota	ACCESS for ELLs	Yes	Yes	Yes	Yes	Yes	-	-
Mississippi	LAS Links Assessment	-	-	-	-	-	-	-
Missouri	ACCESS for ELLs	-	-	-	-	-	-	-
Montana	ACCESS for ELLs	Yes	Yes	-	-	-	Yes	-
Nebraska	ELPA21	-	-	-	-	-	-	-
Nevada	ACCESS for ELLs	-	-	-	-	-	-	-

State	Regular ELP Assessment Used (K-12)	Reported ELP Assessment Data for ELLs	Reported ELP Participation for ELLs	Reported ELP Performance for ELLs	Reported ELP Participation for ELLs with Disabilities	Reported ELP Performance for ELLs with Disabilities	Reported Alternate ELP Assmt. for ELLs with Disabilities	Reported Alternate ELP Assmt. Participation	Reported Alternate ELP Assmt. Performance
New Hampshire	ACCESS for ELLs	-	-	-	-	-	-	-	-
New Jersey	ACCESS for ELLs	-	-	-	-	-	-	-	-
New Mexico	ACCESS for ELLs	Yes	-	Yes	-	-	Yes	-	Yes
New York	NYSESLAT	-	-	-	-	-	-	-	-
North Carolina	ACCESS for ELLs	Yes	-	Yes	-	Yes	-	-	-
North Dakota	ACCESS for ELLs	-	-	-	-	-	-	-	-
Ohio	OELPA	-	-	-	-	-	-	-	-
Oklahoma	ACCESS for ELLs	-	-	-	-	-	-	-	-
Oregon	ELPA 21	-	-	-	-	-	-	-	-
Pennsylvania	ACCESS for ELLs	-	-	-	-	-	-	-	-
Rhode Island	ACCESS for ELLs	Yes	Yes	Yes	Yes	-	Yes	Yes	Yes
South Carolina	ACCESS for ELLs	-	-	-	-	-	-	-	-
South Dakota	ACCESS for ELLs	-	-	-	-	-	-	-	-
Tennessee	ACCESS for ELLs	Yes	-	Yes	-	-	-	-	-
Texas	TELPAS	Yes	Yes	Yes	Yes	Yes	-	-	-
Utah	ACCESS for ELLs	Yes	-	Yes	-	-	-	-	-
Vermont	ACCESS for ELLs	-	-	-	-	-	-	-	-
Virginia	ACCESS for ELLs	-	-	-	-	-	-	-	-
Washington	ELPA 21	-	-	-	-	-	-	-	-
West Virginia	ACCESS for ELLs	-	-	-	-	-	-	-	-
Wisconsin	ACCESS for ELLs	-	-	-	-	-	-	-	-
Wyoming	ACCESS for ELLs	-	-	-	-	-	-	-	-
District of Columbia	ACCESS for ELLs	-	-	-	-	-	-	-	-
Total States (of 51)		19	13	18	7	6	5	4	4

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