

The Inclusion of Students With Disabilities in School Accountability Systems

Interim Report

Inclusion of Students With Disabilities in School Accountability Systems

Interim Report

May 2012

**Jenifer Harr-Robins
Mengli Song
Steven Hurlburt
Cheryl Pruce
Louis Danielson
Michael Garet
James Taylor**
American Institutes for Research

Jonathan Jacobson
Project Officer
Institute of Education Sciences

**NCEE 2012-4056
U.S. DEPARTMENT OF EDUCATION**



U.S. Department of Education

Arne Duncan

Secretary

Institute of Education Sciences

John Q. Easton

Director

National Center for Education Evaluation and Regional Assistance

Rebecca Maynard

Commissioner

May 2012

This report was prepared for the Institute of Education Sciences under Contract ED-04-CO-0025/0013. The project officer is Jonathan Jacobson in the National Center for Education Evaluation and Regional Assistance.

This report is in the public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be:

Harr-Robins, J., Song, M., Hurlburt, S., Pruce, C., Danielson, L., Garet, M., and Taylor, J. (2012). *The Inclusion of Students With Disabilities in School Accountability Systems* (NCEE 2012-4056). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

To order copies of this report,

- Write to ED Pubs, P.O. Box 22207, Alexandria, VA 22304.
- Call in your request toll free to 1-877-4ED-Pubs (1-877-433-7827). Those who use a telecommunications device for the deaf (TDD) or a teletypewriter (TTY) should call 1-877-576-7734. If 877 service is not available in your area, call 1-800-872-5327 (1-800-USA-LEARN).
- Fax your request to 703-605-6794.
- Order online at www.edpubs.gov.

This report also is available on the Department's Web site at <http://ies.ed.gov/ncee>.

Upon request, this report is available in alternate formats such as Braille, large print, or computer diskette. For more information, please contact the Department's Alternate Format Center at 202-260-0852 or 202-260-0818.

Acknowledgments

The authors would like to thank Maurice McInerney for his careful review of the draft document. We also are indebted to members of our Technical Working Group—Tom Cook, Douglas Fuchs, Pete Goldschmidt, Brian Gong, Larry Hedges, Margaret McLaughlin, and Martha Thurlow—who provided valuable insights and guidance on survey development and early versions for the report. We also thank Holly Baker, Phil Esra, Jan Gahala, and Laura King for their excellent editorial and production assistance.

The views expressed herein are those of the authors and do not reflect the policies or opinions of the U.S. Department of Education. Any errors or omissions are the responsibility of the authors and not the Department of Education or any consultants or members of the Technical Working Group.

Disclosure of Potential Conflicts of Interest

The research team for this study consists of key staff from the American Institutes for Research. The organization and key staff members do not have financial interests that could be affected by findings from the study. None of the members of the Technical Working Group, convened by the research team to provide advice and guidance, have financial interests that could be affected by findings from the study.

Contents

Executive Summary	ix
Study Background and Research Questions	ix
Analytic Sample	x
Key Terms	x
Summary of Findings	xi
Chapter 1: Introduction	1
Academic Outcomes of Students With Disabilities	1
Federal Legislation and Students With Disabilities	1
Study Background and Report Overview	2
Chapter 2: School Accountability Provisions Related to Students With Disabilities.....	4
SWD Subgroup Size Requirements for School AYP Determination	4
Alternate Assessments for SWDs	6
Proxy Adjustment for Determining AYP Status.....	8
Growth Models for Measuring Change for Accountability Purposes.....	9
State Policies for Reporting Test Scores for Accountability Purposes	9
Summary	10
Chapter 3: Study Design	11
Data Sources	11
Data Caveats	11
Analytic Sample	12
Analytic Methods	15
Chapter 4: The Inclusion of Students With Disabilities in School Accountability Systems.....	16
The Distribution of Tested SWDs in Public Schools.....	16
Inclusion of SWDs in School-Level Accountability Systems	18
Changes in Schools' Accountability for SWDs Over Time.....	27
Summary	31
Chapter 5: Adequate Yearly Progress and School Improvement Status of Schools Accountable for the Performance of the Students With Disabilities Subgroup.....	33
AYP of Schools Accountable for the Performance of the SWD Subgroup.....	33
School Improvement Status of Schools Accountable for the Performance of the SWD Subgroup	40
Summary	46

References.....	48
Appendix A: Technical Working Group Members	52
Appendix B: Minimum subgroup size for AYP determination, by state, 2007–08 school year	53
Appendix C: Number and percentage of public schools accountable for SWD subgroup performance and the percentage of tested SWDs in SWD-accountable schools in 40 states with relevant data, 2008–09 school year.....	54
Appendix D: Number and percentage of public elementary schools accountable for SWD subgroup performance and the percentage of tested SWDs in SWD-accountable elementary schools in 40 states with relevant data, 2008–09 school year	56
Appendix E: Number and percentage of public middle schools accountable for SWD subgroup performance and the percentage of tested SWDs in SWD-accountable middle schools in 40 states with relevant data, 2008–09 school year	58
Appendix F: Number and percentage of public high schools accountable for SWD subgroup performance and the percentage of tested SWDs in SWD-accountable high schools in 40 states with relevant data, 2008–09 school year	60
Appendix G: Average enrollment for schools accountable and not accountable for SWD subgroup performance, in 40 states with relevant data, 2008–09 school year	62
Appendix H: Percentage of urban and rural schools, percentage of students eligible to receive free or reduced-priced lunch, and percentage of minority students, for schools accountable and not accountable for SWD subgroup performance, in 40 states with relevant data, 2008–09 school year	63
Appendix I: Percentage of public schools accountable for SWD subgroup performance, in 20 states with relevant data, 2005–06 to 2008–09 school years	65
Appendix J: Tested SWDs in public schools accountable for SWD subgroup performance as a percentage of tested SWDs in all public schools, in 20 states with relevant data, 2005–06 to 2008–09 school years.....	66
Appendix K: Percentage of public schools accountable for SWD subgroup performance, in 32 states with relevant data, by the number of years in which they were accountable between the 2005–06 and 2008–09 school years	67
Appendix L: Percentage of public schools consistently accountable for SWD subgroup performance in all 4 years (2005–06 to 2008–09 school years), in 27 states with relevant data, by the year identified for school improvement	68
Appendix M: Percentage of public schools consistently not accountable for SWD subgroup performance in all 4 years (2005–06 to 2008–09 school years), in 27 states with relevant data, by the year identified for school improvement	69

List of Exhibits

Exhibit 2-1. Number of states (including District of Columbia) by minimum subgroup size for AYP determination, 2007–08 school year	5
Exhibit 2-2. Types of alternate assessments for students with disabilities	7
Exhibit 2-3. Percentage of SWDs in tested grades taking regular assessments and alternate assessments based on alternate academic standards (AA-AAS) and modified academic achievement standards (AA-MAS), in states administering an AA-MAS and the nation, 2007–08 school year	8
Exhibit 3-1. Number of states included in the 2008–09 analyses	13
Exhibit 3-2. Number of states included in the trend analyses (2005–06 through 2008–09).....	14
Exhibit 4-1. Distribution of tested SWDs by school type in 40 states with relevant data, 2008–09 school year	17
Exhibit 4-2. Average percentage of tested students who were SWDs by school type in 40 states with relevant data, 2008–09 school year.....	18
Exhibit 4-3. Percentage of public schools accountable for SWD subgroup performance and percentage of tested SWDs in SWD-accountable schools, by school level in 40 states with relevant data, 2008–09 school year.....	19
Exhibit 4-4. Percentage of public schools accountable for SWD subgroup performance and percentage of tested SWDs in SWD-accountable schools, by state, 2008–09 school year	21
Exhibit 4-5. Demographic characteristics of schools accountable and not accountable for SWD subgroup performance in 40 states with relevant data, 2008–09 school year.....	22
Exhibit 4-6. Percentage of public schools accountable for SWD subgroup performance and percentage of tested SWDs in SWD-accountable schools, by school type in 40 states with relevant data, 2008–09 school year.....	23
Exhibit 4-7. Percentage of public schools accountable for SWD subgroup performance and percentage of tested SWDs in SWD-accountable schools in 20 states with relevant data, 2005–06 to 2008–09 school years	24
Exhibit 4-8. Distribution of public schools by the number of tested SWDs in states with a minimum subgroup size of 30 in 12 states with relevant data, 2007–08 school year.....	26
Exhibit 4-9. Distribution of public schools by the number of tested SWDs in states with a minimum subgroup size of 40 in 12 states with relevant data, 2007–08 school year.....	27
Exhibit 4-10. Number and percentage of public schools accountable for SWD subgroup performance, by the number of years in which they were accountable in 32 states with relevant data, 2005–06 to 2008–09 school years	28

Exhibit 4-11. Percentage of public schools accountable for SWD subgroup performance in a specified year that also were accountable in other years in 32 states with relevant data, 2005–06 to 2008–09 school years.....29

Exhibit 4-12A. Change in accountability for SWD subgroup performance over time among public schools accountable for the SWD subgroup in 2005–06 in 32 states with relevant data, 2005–06 to 2008–09 school years30

Exhibit 4-12B. Change in accountability for SWD subgroup performance over time among public schools not accountable for the SWD subgroup in 2005–06 in 32 states with relevant data, 2005–06 to 2008–09 school years31

Exhibit 5-1. Percentage of all public schools that made and missed AYP by reason and the percentage of tested SWDs in these schools in 37 states with relevant data, 2008–09 school year34

Exhibit 5-2. Percentage of SWD-accountable schools that made and missed AYP by reason, and the percentage of tested SWDs in these schools in 37 states with relevant data, 2008–09 school year35

Exhibit 5-3. Percentage of all public schools that made and missed AYP by reason, by school type in 37 states with relevant data, 2008–09 school year37

Exhibit 5-4. Percentage of SWD-accountable schools that made and missed AYP by reason, by school type in 37 states with relevant data, 2008–09 school year38

Exhibit 5-5. Percentage of SWD-accountable schools that made and missed AYP by reason in 16 states with relevant data, 2005–06 to 2008–09 school years39

Exhibit 5-6. Number and percentage of public schools consistently accountable and consistently not accountable for SWD subgroup performance during the 2005–06 to 2008–09 school years in 27 states with relevant data, by year identified for school improvement41

Exhibit 5-7. Average number of applicable subgroups for consistently SWD-accountable schools and consistently non-SWD-accountable schools (2005–06 to 2008–09) among schools identified for school improvement and schools never identified (2006–07 to 2009–10) in 24 states with relevant data42

Exhibit 5-8. Percentage of schools consistently accountable for SWD subgroup performance from the 2005–06 to 2008–09 school years, by stage of school improvement in 27 states with relevant data43

Exhibit 5-9A. Change in school improvement identification over time among public schools not identified for school improvement in 2006–07 and accountable for SWD subgroup performance from the 2005–06 to 2008–09 school years in 27 states with relevant data45

Exhibit 5-9B. Change in school improvement identification over time among public schools identified for school improvement in 2006–07 and accountable for the SWD subgroup performance from the 2005–06 to 2008–09 school years in 27 states with relevant data46

Executive Summary

Study Background and Research Questions

Formerly excluded from measures of educational performance, students with disabilities (SWDs) are now explicitly recognized in federal and state accountability systems. At the national level, the 1997 amendments to the Individuals with Disabilities Education Act (IDEA) laid the foundation for accountability of SWDs by requiring states to include these students in state and district assessments and to report their participation and performance. This requirement was further reinforced by the Elementary and Secondary Education Act (ESEA), as reauthorized in 2001, which established SWDs as an explicit student subgroup for the purpose of determining whether schools make adequate yearly progress (AYP).¹ The Institute of Education Sciences (IES) of the U.S. Department of Education (ED) has a congressional mandate to conduct a national assessment of how well the IDEA is achieving its purposes (IDEA 2004, P.L. 108-446, Section 664(b)). As part of the national assessment of IDEA, this study is intended to provide policy-relevant information about the education of SWDs by examining their inclusion in school accountability systems, the use of school practices that may relate to their educational outcomes, and SWD's achievement in relation to school accountability status.

The hypothesis underlying the study is that school-level accountability for the SWD subgroup will lead schools to adopt improved school and instructional practices, which in turn will improve the educational outcomes for this student population. The purpose of this interim study report is to present descriptive information on school-level accountability, AYP performance, and school improvement status of schools accountable for SWD subgroup performance under Title I of the ESEA, as well as schools not accountable for SWD subgroup performance. The final study report will explore the relationships between accountability for this student subgroup and school practices and student outcomes.

This interim study report presents an overview of the relevant policy context and presents findings for the following research questions:

- *What percentage of schools were accountable for the performance of the SWD subgroup between the 2005–06 and 2008–09 school years?*
- *What percentage of different types of schools were accountable for the performance of the SWD subgroup?*
- *What percentage of schools moved in and out of accountability for the performance of the SWD subgroup?*
- *What percentage of schools missed AYP because of the performance of the SWD subgroup?*
- *What percentage of schools accountable for SWD subgroup performance were identified for school improvement?*

The study is based on data from *EDFacts*, a U.S. Department of Education (ED) initiative to collect and place K–12 performance data at the center of policy, management, and budget

¹ The No Child Left Behind Act of 2001 (NCLB, P.L. 107-110).

decisions. The analyses that appear in this interim report are limited to the 2005–06 to 2008–09 school years because 2005–06 is the first year in which *EDFacts* collected information on the number of tested SWDs and 2008–09 was the latest year for which *EDFacts* data were available at the time the analyses were conducted. The final study report will extend the interim report analyses with an additional year (2009–10) of *EDFacts* data and also will examine school practices that may relate to the achievement outcomes of SWDs, drawing on data from a school survey administered in 2011. In addition, the final report will explore the relationships between school SWD-accountability status and school practices and SWD proficiency.

Analytic Sample

The research questions in this report were addressed through descriptive analyses of extant school- and state-level data, primarily *EDFacts* data from the 2005–06 to 2008–09 school years. Analyses examined snapshot data from the 2008–09 school year as well as trend data from the 2005–06 to 2008–09 school years. The states and schools included in these analyses vary depending on the research question addressed and the data available to answer the question. The analytic sample size for the 2008–09 school year varied from 37 to 40 states and from 58,393 to 61,401 schools when examining all public schools, depending on the data available for the particular analysis.² For analyses of four-year trends from 2005–06 to 2008–09, the sample size ranged from 16 to 32 states and from 5,460 to 45,972 schools for the analysis of all public schools. Please note that the study findings generalize only to the states and schools included in each analysis, rather than the entire nation.

Key Terms

Under ESEA as reauthorized in 2001, schools are required to explicitly include the performance of the SWD subgroup in determining AYP if the number of SWDs in the tested grades meets or exceeds a minimum subgroup size, which varies by state from 5 to 100 students.³ This report refers to these schools as *SWD-accountable schools*. Schools that are not explicitly accountable for SWD subgroup performance are referred to in this report as *non-SWD-accountable schools*. Some of the trend analyses are limited to schools that were accountable for SWD subgroup performance in all the 4 years analyzed (2005–06 to 2008–09 school years); these schools are referred to as *consistently SWD-accountable schools*.

Eligible schools for the analyses in this report exclude PK–2 schools because these schools do not include any of the tested grades required by the ESEA (i.e., grades 3–8 and testing at least once between grades 10 and 12). Also excluded from the analyses are non-Title I schools in the 12 states that do not subject non-Title I schools to the same accountability sanctions as Title I schools.⁴

² These sample n's are based on analyses examining all public schools. Some analyses compare different types of schools, and the number of schools differ by type, ranging from 21 special education charters to 53,605 traditional regular education schools for the 2008–09 analyses.

³ The performance of SWDs is included in the overall performance of the school, irrespective of whether the school is explicitly accountable for this student subgroup.

⁴ These 12 states are Florida, Indiana, Kansas, Kentucky, Minnesota, Missouri, North Carolina, North Dakota, Oregon, Utah, Virginia, and West Virginia.

Summary of Findings

Key findings for each of the research questions addressed in this report are summarized as follows.

What percentage of schools were accountable for the performance of the SWD subgroup between the 2005–06 and 2008–09 school years? There was variation across states, school levels, and years in the percentages of schools accountable for this student subgroup.

- Across the 40 states with relevant data for the 2008–09 school year, more than a third (35 percent) of public schools were accountable for the performance of the SWD subgroup, representing 58 percent of tested SWDs in those states. In those same 40 states, 62 percent of middle schools were accountable for SWD performance, while 31 percent of elementary schools and 23 percent of high schools were accountable.
- In the 20 states that had relevant data for all 4 years, there was a steady increase in the percentage of SWD-accountable schools, from 25 percent in the 2005–06 school year to more than a third (34 percent) in the 2008–09 school year.

What percentage of different types of schools were accountable for the performance of the SWD subgroup? To address this question, the study team examined the following types of public schools: traditional regular schools, regular charters, traditional special education schools, special education charters, and vocational/alternative schools.⁵ The analysis was conducted in the 40 states with relevant data for the 2008–09 school year.

- In the 40 states with relevant data, 12 percent of regular charters were accountable for SWD subgroup performance in the 2008–09 school year, compared with over one-third (37 percent) of traditional regular schools, 40 percent of traditional special education schools, and 40 percent of special education charters.
- In the 40 states with relevant data, the percentage of tested SWDs represented in SWD-accountable schools in the 2008–09 school year ranged from 33 percent for vocational/alternative schools to 82 percent for special education charters.

What percentage of schools moved in and out of accountability for the performance of the SWD subgroup? To address this question, the study team examined whether schools were accountable for the performance of the SWD subgroup in each of the 4 school years: 2005–06 through 2008–09. The analysis was based on 32 states with relevant data in each of the 4 years.

- In the 32 states with relevant data, the majority (55 percent) of the public schools were not accountable for the SWD subgroup in any of the 4 years examined, in comparison with 18 percent of the schools that were consistently accountable in each of the 4 years.
- There was year-to-year fluctuation in schools' accountability for the SWD subgroup among the remaining schools, which were accountable for the SWD subgroup in some years but not all 4 years. Among the schools accountable for the SWD subgroup in the 2005–06 school

⁵ “Regular” refers to non-special education, and “traditional” refers to non-charter schools.

year in the 32 states with relevant data, 80 percent, 78 percent, and 76 percent also were accountable in the following 3 school years, respectively.

What percentage of schools missed AYP because of the performance of the SWD subgroup?

To answer this question, the study team examined the reasons for which schools missed AYP. To make AYP, schools must meet the annual measurable objectives for performance and participation for the whole school as well as any applicable subgroup in both reading and mathematics, as well as another academic indicator.

- Nine percent of all public schools in 37 states missed AYP in the 2008–09 school year because of SWD subgroup performance and other reason(s), and 5 percent missed it solely because of SWD subgroup performance. Together these schools represented more than a quarter (28 percent) of tested SWDs in all public schools in these states.
- Among schools accountable for SWD subgroup performance in these 37 states, 26 percent missed AYP because of SWD performance and other reason(s), and 14 percent missed AYP solely because of SWD performance in the 2008–09 school year. Combined, these schools enrolled 47 percent of tested SWDs attending SWD-accountable schools in these states.
- In the 16 states that had relevant data over the 4 years analyzed, 40 percent of SWD-accountable schools missed AYP either partially or solely due to SWD performance in the 2005–06 school year and 35 percent did so in 2008–09.

What percentage of schools accountable for SWD subgroup performance were identified for school improvement? To address this question, the study team focused on schools that were accountable for the performance of SWDs in all 4 years (2005–06 to 2008–09 school years).

- Among schools that were consistently accountable for the performance of the SWD subgroup across 27 states during the 4 years, the majority (56 percent) were never identified for school improvement over this time period. By comparison, among schools that were consistently not accountable for SWD subgroup performance in these states, three-quarters (76 percent) were never identified for improvement.
- Identification for school improvement was mostly stable over time. Of the consistently SWD-accountable schools in 27 states, 80 percent of the schools identified for improvement as well as schools not identified for improvement in the 2006–07 school year retained the same identification status through 2009–10.

Chapter 1: Introduction

Academic Outcomes of Students With Disabilities

In the 2008–09 school year, 6.5 million students with disabilities (SWDs) ages 3 to 21 received special education services in the United States, making up 13 percent of the total public school enrollment (National Center for Education Statistics 2010). With 14 different types of disability categories recognized by the IDEA and a diverse range of needs and educational placements across and within disability categories, SWDs are a heterogeneous group with considerable performance gaps compared with their non-disabled peers, as documented by several recent studies (Albus, Thurlow, and Bremer 2009; Blackorby et al. 2010; Chudowsky, Chudowsky, and Keber 2009; Thurlow, Altman, and Vang 2009).

The average differences in the percent proficient between SWDs and non-disabled students on state tests increased across all grade levels from the 2005–06 to 2006–07 school years, with the differences ranging from 28.9 percentage points in elementary school mathematics to 40.5 percentage points in middle school reading in the 2006–07 school year (Albus et al. 2009). Likewise, the Center on Education Policy (Chudowsky et al. 2009) reported that the gaps between SWDs and non-disabled students in the percent proficient on state tests in reading and mathematics exceeded 30 percentage points in the 2007–08 school year in 28 of the 43 states analyzed.

Achievement gaps between SWDs and their non-disabled peers also have been reported on the National Assessment of Educational Progress (NAEP). Using the 2003, 2005, and 2007 NAEP results, Blackorby and colleagues (2010) found that SWDs in grades 4 and 8 performed significantly lower than non-disabled students in both reading and mathematics. This gap persisted in 2009. As the 2009 NAEP results show, 19 percent of fourth-graders with disabilities scored proficient or above on the 2009 NAEP mathematics, in comparison with 41 percent of their non-disabled peers. For eighth graders, 9 percent of SWDs and 35 percent of non-disabled students scored proficient or above (National Center for Education Statistics 2009a). In reading, 12 percent of fourth-graders with disabilities scored proficient or above, compared with 34 percent of non-disabled students. For eighth graders, 8 percent of SWDs and 33 percent of non-disabled students scored proficient or above (National Center for Education Statistics 2009b).⁶

Federal Legislation and Students With Disabilities

Measuring and reporting on the academic achievement of SWDs have received increased attention in federal education legislation over the last 15 years. At the national level, the drive to include SWDs in educational assessments started with the 1994 and 2001 authorizations of the Elementary and Secondary Education Act (ESEA) and was further spurred by the 2004 authorization of the Individuals with Disabilities Education Act (IDEA). The IDEA, first enacted in 1975 as the Education for All Handicapped Children Act (Public Law 94-142), requires that each eligible SWD have an Individualized Education Program (IEP) that specifies the student's

⁶ The NAEP scores for SWDs are for the assessed students only and cannot be generalized to the total population of SWDs.

individualized goals and the special education and related services needed to meet those goals. The 1997 amendments to the IDEA required states to include SWDs in state and district assessments and to report their participation and performance.

The IDEA's mandate to include SWDs in school, district, and state accountability efforts was reinforced by the Elementary and Secondary Education Act (ESEA) as reauthorized in 2001.⁷ Under the accountability provisions of the ESEA, schools need to make adequate yearly progress (AYP) for all their students as well as for each student subgroup including SWDs. Consecutive failures to make AYP over time result in schools or districts being identified for improvement with increasingly intensive sanctions. In alignment with the ESEA, the 2004 reauthorization of the IDEA required that states set—and report progress on meeting—“performance goals for students with disabilities that are consistent with the state’s definition of AYP” (Thurlow, Quenemoen, Altman and Cuthbert 2008, p. 1). This alignment was to enhance the effectiveness of the education of SWDs by establishing high expectations, ensuring access to the general education curriculum, and coordinating school improvement efforts at different levels, in particular those stipulated by the ESEA.

Study Background and Report Overview

The U.S. Department of Education’s Institute of Education Sciences (IES) has a congressional mandate to conduct a national assessment of how well the IDEA is achieving its purposes (IDEA 2004, P.L. 108-446, Section 664[b]). The findings presented in this interim report came from a larger study on *School Accountability Status and Outcomes for Students With Disabilities* that is part of the national assessment of IDEA. The purpose of the study is to provide policy-relevant information about the education of SWDs by examining their inclusion in school accountability systems, the use of school practices that may relate to their educational outcomes, and SWD achievement in relation to school accountability status. The hypothesis underlying the study is that school-level accountability for the SWD subgroup will lead schools to adopt improved school and instructional practices, which in turn will improve the educational outcomes for this student population.

This interim study report presents descriptive information on school-level accountability, AYP performance, and school improvement status of schools accountable for SWD subgroup performance under Title I of the ESEA, as well as schools not accountable for SWD subgroup performance. The final study report will explore the relationships between accountability for this student subgroup and school practices and student outcomes.

The first phase of the study was to determine the feasibility of assessing the impact of school improvement status on the outcomes of SWDs. Between March 2008 and January 2009, a team of researchers from American Institutes for Research (AIR) and Northwestern University considered a variety of criteria and concluded that it was unlikely that a rigorous impact study could be carried out that would generate strong causal conclusions about the impact of school improvement status on SWDs. Therefore, the AIR research team, in consultation with IES and members of a Technical Working Group of evaluation, methodology, and content area experts,⁸ explored new directions for the study that would be feasible, meaningful, and responsive to the

⁷ The No Child Left Behind Act of 2001 (NCLB, P.L. 107-110).

⁸ See Appendix A for a list of the Technical Working Group members.

mandate. The study was reframed to address descriptive research questions that may provide useful information to both policymakers and practitioners. The initial set of research questions, addressed in this report, establishes the context for the study by examining the inclusion of SWDs in the school accountability system and the AYP performance of schools accountable for the SWD subgroup. As noted previously, the final report will address research questions concerning school practices that may relate to the educational outcomes of SWDs and SWD proficiency in relation to school accountability status.

This interim report draws primarily on extant school- and state-level data from *EDFacts*, a U.S. Department of Education (ED) initiative to collect and place K–12 performance data at the center of policy, management, and budget decisions. It first presents an overview of ESEA provisions as they relate to the inclusion of SWDs in school accountability systems, followed by a chapter explaining the methodology used to generate findings. The findings on the inclusion of SWDs in school accountability systems are discussed in Chapter 4, addressing the following questions:

- *What percentage of schools were accountable for the performance of the SWD subgroup between the 2005–06 and 2008–09 school years?*
- *What percentage of different types of schools were accountable for the performance of the SWD subgroup?*
- *What percentage of schools moved in and out of accountability for the performance of the SWD subgroup?*

Chapter 5 reviews findings related to the AYP and school improvement status of schools accountable for SWD subgroup performance:

- *What percentage of schools missed AYP because of the performance of the SWD subgroup?*
- *What percentage of schools accountable for SWD subgroup performance were identified for school improvement?*

The interim report analyses are limited to the 2005–06 to 2008–09 school years because 2005–06 is the first year in which *EDFacts* collected information on the number of tested SWDs and 2008–09 was the latest year for which *EDFacts* data were available at the time the analyses were conducted.⁹

⁹ In years prior to 2005–06, accountability information was downloaded and compiled for individual states by AIR as part of the National Adequate Yearly Progress and Identification (NAYPI) database. However, this database does not contain the number of SWDs tested, which is needed to calculate the percentage of SWDs in SWD-accountable and non-SWD-accountable schools.

Chapter 2: School Accountability Provisions Related to Students With Disabilities

Designed to promote student performance, the 2001 reauthorization of the ESEA set a target of 100 percent proficiency in the 2013–14 school year for all students, including those with disabilities, and requires schools and districts to make “adequate yearly progress” (AYP) toward that goal. AYP is determined on the basis of several factors, including the percentage of students participating in state reading and mathematics assessments, the percentage scoring proficient or above on these assessments, and at least one other academic indicator, such as high school graduation rates.¹⁰ Consecutive failure to make AYP over time results in schools and/or districts becoming subject to increasingly intensive sanctions. The ESEA accountability provisions and sanctions apply to schools and districts receiving federal Title I funds. However, all states except 12 subject non-Title I schools to the same accountability sanctions as Title I schools.¹¹

The remainder of this chapter highlights some key issues pertaining to SWDs that may relate to the inclusion of SWDs in school accountability systems, the assessment of SWD performance, and schools’ AYP determination: subgroup size requirements, alternate assessments, proxy adjustment for determining AYP status, growth models, and state policies for reporting test scores.¹²

SWD Subgroup Size Requirements for School AYP Determination

Although the 2013–14 school year performance target set by the ESEA is the same across all states, states establish their own yearly benchmarks, called annual measurable objectives (AMOs), for the percentages of students required to score proficient or above on state assessments. These AMOs apply to the whole school as well as to student subgroups, including economically disadvantaged students, students of different racial and ethnic groups, English language learners (ELLs), and SWDs. The SWD subgroup for accountability purposes does not include all SWDs, but only those eligible to receive special education services under the IDEA. For a school to have the results of these subgroups count toward its AYP determination, the group size across the tested grades must meet a certain threshold, typically referred to as the “minimum n.” Each state establishes its own minimum n. In the 2007–08 school year, the minimum n ranged from 5 in Maryland to 100 (or 50 students that make up at least 15 percent of

¹⁰ There are several mechanisms for determining whether schools have made AYP. In some states, if the school or a subgroup within the school does not meet a reading or mathematics annual measurable objective (AMO), a confidence interval is applied to determine whether the school is reliably below the AMO target. Some states also have been approved to use growth models, multiyear averaging, and other mechanisms such as allowing alternative assessment scores for SWDs (described later in this report). A school also may make “safe harbor” and avoid being identified for school improvement (or identified for more intensive sanctions) by reducing the previous year’s percentage of students not proficient by at least 10% and showing improvement in the other academic indicator.

¹¹ These 12 states are Florida, Indiana, Kansas, Kentucky, Minnesota, Missouri, North Carolina, North Dakota, Oregon, Utah, Virginia, and West Virginia.

¹² This report does not examine the validity of SWD proficiency determination or school AYP status in different states, which may be affected by differences in state standards, alternate assessments, and testing accommodations. For example, a 2011 NCES report (Bandeira de Mello, 2011) showed variation in the rigor of state proficiency standards when placed on the NAEP scale. In addition, variation in the use of alternate assessments based on alternate achievement standards has been reported (Cameto et al 2009).

the valid scores) in California, with most states (30) having a minimum n between 30 and 40 (see Exhibit 2-1).¹³

Exhibit 2-1. Number of states (including District of Columbia) by minimum subgroup size for AYP determination, 2007–08 school year

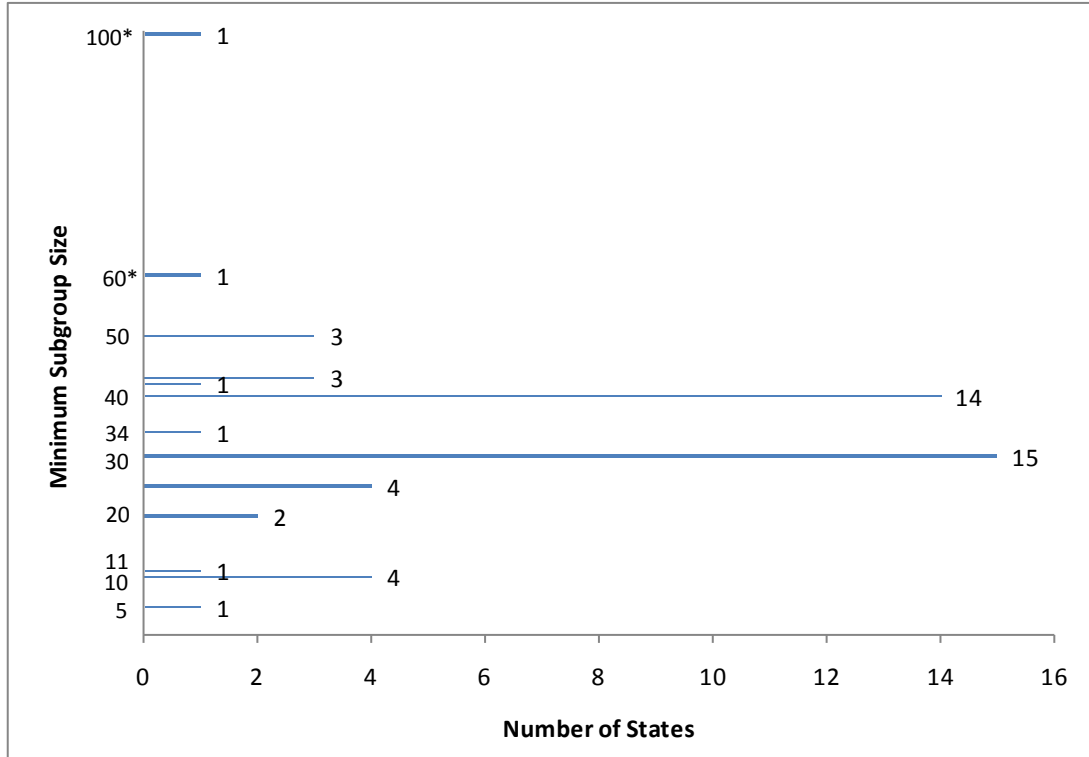


EXHIBIT READS: One state had a minimum subgroup size of 5 for using academic performance in determining AYP in the 2007–08 school year.

SOURCES: Council of Chief State School Officers. (n.d.) *Profiles of State Accountability Systems* [Online database]. Retrieved from http://programs.ccsso.org/projects/Accountability_Systems/State_Profiles/Alaska_Consolidated_State_Accountability_Workbook, March 2007. Retrieved from <http://www2.ed.gov/admins/lead/account/stateplans03/akcsa.pdf>; *State of Utah Consolidated State Application Accountability Workbook*, April 2006. Retrieved from <http://www.eric.ed.gov/PDFS/ED495442.pdf>.

* California had a minimum group size of 100, or 50 students that make up at least 15 percent of valid scores. In Kentucky, each subpopulation must have at least 10 students in a subpopulation in each grade in which state assessments are administered and 60 students in the subpopulation in these grades combined or the subpopulation constitutes at least 15 percent of the students in these grades combined.

NOTE: States may use different minimum subgroup sizes for annual measurable objectives (AMOs) for test participation and performance; this exhibit depicts the minimum subgroup sizes for the performance AMOs. In addition to the minimum group size, some states require the group size to make up a certain percentage of enrollment, and some states require a minimum group size OR a certain percentage of enrollment. See Appendix B for minimum subgroup sizes by state.

Fourteen states increased their minimum n’s between 2003 and 2006, and some had higher minimum sizes for the SWD subgroup than the size for other subgroups (Fulton 2006). In 2007, the U.S. Department of Education (ED) issued guidance for the 2007–08 school year that sought to reverse this trend by requiring the minimum n’s to be the same for all subgroups (including the “whole school” group) (ED 2007). The ED guidance recognized that some states had

¹³ Some states have set different minimum subgroup size requirements for the annual measurable objective for the percentage of students participating in the state assessments.

requested different minimum subgroup sizes because of concerns that the available assessments did not reliably measure the performance of SWDs and other students with special needs, such as ELL students. In making the change, ED noted that the flexibility in assessments and the testing of more grades eliminated the need for differential minimum subgroup sizes within each state.

Alternate Assessments for SWDs

A number of provisions in the ESEA and its accompanying regulations that are specific to SWDs have introduced additional variations across the states in the inclusion of SWDs in the school accountability system. The ESEA did not address the issue of using different assessments for SWDs, but ED's guidance provided some flexibility in the choice of assessments for these students. In addition to regular state assessments (which SWDs may take with certain accommodations), there are three types of alternate assessments for SWDs in the field: alternate assessments based on alternate achievement standards (AA-AAS), alternate assessments based on modified achievement standards (AA-MAS), and alternate assessments based on grade-level achievement standards (AA-GLAS) (see Exhibit 2-2). Because of the wide acceptance that not all students with severe cognitive disabilities will be able to master the same standards as their non-disabled peers in the same manner, ED permitted the use of AA-AAS in its 2003 regulations. According to ED data, 7.9 percent of all SWDs in tested grades across the nation took an AA-AAS in the 2007–08 school year.¹⁴

Although there is no limit on the number of students who can be tested with this type of assessment, there are district- and state-level caps on how the scores can be used toward AYP determinations. Under ED's 2003 regulations, states are permitted to count the scores of students scoring proficient or above on AA-AAS toward AYP determination of schools or districts, but the number of such scores counted for AYP determination may not exceed 1 percent of all students (not just SWDs) in the tested grades at the district level (as opposed to the school level).¹⁵ This regulation allows the number of proficient scores from AA-AAS that count toward an individual school's AYP determination to exceed 1 percent of the school's tested population, as long as the total number of AA-AAS proficiency scores across all schools in a district does not exceed 1 percent of the district's tested enrollment. Often referred to as the "1 percent rule," all 50 states use this flexibility to determine whether schools or districts meet their AYP standards.

¹⁴ Based on analyses of data from the U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Data Accountability Center. Obtained from www.ideadata.org.

¹⁵ One percent of all students is approximately 9 percent of SWDs, according to the *Federal Register*, Vol. 68, No. 236, December 9, 2003 (<http://www2.ed.gov/legislation/FedRegister/finrule/2003-4/120903a.html>).

Exhibit 2-2. Types of alternate assessments for students with disabilities

Alternate Assessments Based on Alternate Achievement Standards (AA-AAS), for students with the most significant cognitive disabilities. These assessments are based on the grade-level content covered by the general assessment but at reduced depth, breadth, and complexity. These assessments describe achievement based on what a state determines is a high expectation for these students.

Alternate Assessment Based on Modified Academic Achievement Standards (AA-MAS), for students with disabilities who are working on grade-level content that is covered on the general assessment but whose disabilities may result in their needing more time to master the content. These assessments measure a student's mastery of grade-level content but are less difficult than grade-level achievement standards.

Alternate Assessments Based on Grade-level Achievement Standards (AA-GLAS), for students with disabilities who need testing formats or procedures that are not included in the general assessment or are not addressed with the use of accommodations. These assessments include the same grade-level content as the general assessment and describe achievement in the same way as the general assessment.

Source: National Center on Educational Outcomes (NCEO).
<http://www.cehd.umn.edu/NCEO/TopicAreas/AlternateAssessments/altAssessTopic.htm>

A less used assessment option is the AA-MAS. The 2007 ED regulations allowed the use of AA-MAS and capped the use of proficient scores based on AA-MAS toward a school's or district's AYP determination at 2 percent of all students enrolled in the tested grades at the district level (often referred to as the "2 percent rule").¹⁶ Across the two types of assessments (AA-AAS and AA-MAS), there is a cap of 3 percent in using the proficient scores toward AYP.¹⁷ As of October 2009, 14 states had an AA-MAS in place, with only Texas's AA-MAS having passed the ED peer-review process (Lazarus, Hodgson, and Thurlow 2010), an increase from the 8 states reporting AA-MAS proficiency data for the 2007–08 school year.¹⁸ In 2007–08, with the exception of Maryland, which reported data for only the high school assessments, between 13 percent (Louisiana) and 40 percent (Oklahoma) of SWDs in grades for which the AA-MAS was available participated in the AA-MAS across these 8 states (see Exhibit 2-3).

¹⁶ Eligible states are permitted to apply this flexibility to state-level AYP determinations (with a state-level 2 percent cap).

¹⁷ If waivers are granted for the 1 percent cap on using the proficient scores from AA-AAS towards AYP, the total percentage of scores that can be used across both the AA-AAS and the AA-MAS cannot exceed 3 percent. The percentage of proficient scores from the AA-MAS can never exceed 2 percent.

¹⁸ The 14 states that had an AA-MAS as of October 2009 were Arizona, California, Connecticut, Indiana, Kansas, Louisiana, Maryland, Michigan, North Carolina, North Dakota, Ohio, Oklahoma, Tennessee, and Texas. As of November 2010, 17 states had an AA-MAS, of which 4 had received ED approval: Kansas, Louisiana, North Carolina, and Texas (Lazarus, Hodgson, Price, and Thurlow 2011).

Exhibit 2-3. Percentage of SWDs in tested grades taking regular assessments and alternate assessments based on alternate academic standards (AA-AAS) and modified academic achievement standards (AA-MAS), in states administering an AA-MAS and the nation, 2007–08 school year^a

States administering AA-MAS	Grades in which the AA-MAS is available	Mathematics: % of SWDs in the grades in which the AA-MAS is available taking:			Reading: % of SWDs in the grades in which the AA-MAS is available taking:		
		Regular assessment	AA-AAS	AA-MAS	Regular assessment	AA-AAS	AA-MAS
California	3–5	71.1%	7.7%	19.2%	67.7%	7.9%	22.6%
Kansas	3–8, High School	73.8%	6.3%	19.0%	71.4%	6.7%	21.2%
Louisiana	4–8, High School	78.5%	7.6%	13.2%	78.5%	7.6%	13.2%
Maryland	High School	79.4%	14.5%	5.5%	78.3%	14.7%	6.5%
North Carolina ^b	3–8, High School	75.4%	5.4%	17.5%	72.4%	5.7%	20.7%
North Dakota	3–8, High School	76.2%	8.7%	13.7%	72.0%	8.6%	16.9%
Oklahoma	3–8, High School	52.6%	6.8%	39.6%	48.3%	6.6%	39.9%
Texas	3–8, High School	61.6%	6.2%	31.1%	61.8%	6.2%	30.8%
All 50 states and DC ^c	All tested grades	84.9%	7.9%	4.8%	84.4%	7.9%	6.0%

EXHIBIT READS: In California, 71.1 percent of all students with disabilities in grades 3–5 took the regular state assessment in mathematics in the 2007–08 school year.

SOURCE: Data from the U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Data Accountability Center. Obtained from www.ideadata.org.

NOTES: ^a The percentages for the individual states in this exhibit are based on the grades in which the AA-MAS is available. The percentages for all 50 states and DC are based on all tested grades (irrespective of whether the AA-MAS is available).

^b North Carolina also administered an alternate assessment based on grade level academic standards (AA-GLAS). In mathematics, 0.27 percent of SWDs in grades 3-8 and high school took the AA-GLAS; 0.33% took it in reading.

^c The percentages for “All 50 states and DC” were computed by dividing the sum of all SWDs taking a particular type of assessment across all tested grades in all states by the sum of all SWDs taking any type of assessment across all tested grades in all states.

The percentages do not add up to 100 percent due to students whose scores were considered invalid or who were not assessed because of parental exemptions, student absence, or other reasons.

Proxy Adjustment for Determining AYP Status

At the time that the previously described assessment options were first permitted, even fewer states had an AA-MAS in place. To allow time for states to develop these assessments, ED permitted states without an AA-MAS to adjust upward the proficiency score of the SWD subgroup for the purpose of determining AYP for schools that missed AYP solely because of the performance of that subgroup (known as the “proxy adjustment”). With this adjustment, the equivalent of 2 percent of all assessed students (using state-level calculations) could be added to the percentage of SWDs who scored proficient and advanced in schools that missed AYP solely

due to the SWD subgroup performance.¹⁹ First issued for the 2004–05 school year, this flexibility was available to states that demonstrated that the performance of SWDs was improving and did not have a modified-standards assessment. Although this flexibility ended following the 2008–09 school year, it has implications for looking at prior years’ AYP results. For example, Elledge, Le Floch, Taylor, and Anderson (2009) found that 21 states used this flexibility in the 2005–06 school year, and that among the 8 states with data available for that year, an average of 40 percent (with as many as 96 percent in California) of schools that initially missed AYP because of the performance of the SWD subgroup made AYP after the adjustment.

Growth Models for Measuring Change for Accountability Purposes

Recent developments in using growth models for accountability purposes have implications for including SWDs in the accountability system and measuring their performance. Sometimes described as a “status” model, the current ESEA accountability system provides a snapshot of a school’s performance in a given year and holds all students to a single bar of proficiency—100 percent by the 2013–14 school year. Although students have diverse needs with different starting points in terms of proficiency, they are expected to reach the same level of proficiency each year. Therefore, SWDs with lower levels of proficiency than other students would need to make greater progress in a single year than students with higher levels of proficiency.

One alternative to the uniform proficiency targets is growth models that measure changes in the achievement of individual students over time. In 2005, ED instituted a pilot program to encourage qualified states to develop these models, and by 2009, 15 states had been approved to use growth models in their accountability systems (Ahearn 2009). Although the exact approaches vary, these models generally measure change in the same student’s performance over 2 or more years. Among the 15 states with approved growth models, 2 include students taking AA-AAS in their model. Some researchers have raised concerns about aggregating growth for AA-AAS students with growth for students held to grade-level achievement standards, given the different scales of the tests and the potentially different paces at which the two types of students learn and exhibit growth (Ahearn 2009; Thurlow, Lazarus, Quenemoen, and Moen 2010). Researchers have also expressed concern that mobility and attendance problems can result in students missing the testing window, and missing data on individual students can make aggregated scores unreliable (Thurlow et al. 2010).

State Policies for Reporting Test Scores for Accountability Purposes

All SWDs are expected to participate in state assessment systems, and all public schools are to be included in the ESEA accountability system. However, the way in which these scores are reported for school-level AYP purposes varies across states. SWDs may be educated in a number of settings, such as their neighborhood regular school, a central special education program within

¹⁹ In an example provided by ED in 2005: “Assume that the state identifies 12 percent of its students as those with disabilities; 2.0 percent of the total number of students assessed equates to 16.67 percent of students with disabilities (2 percent divided by 12 percent). Using traditional rounding rules, the state may round this proxy to the nearest whole number; in this instance the proxy would be 17 percent.” If a school in an eligible state did not make AYP solely on the basis of its SWD subgroup in a particular content area, that school could add 17 percentage points to the percent of SWDs scoring proficient or above for AYP determination. (Source: <http://www2.ed.gov/policy/speced/guid/secletter/051214a.html>)

their district of residence, a separate special education school (public or non-public), or placements outside their district of residence. Where the test scores of SWDs are attributed may be different in different cases; thus, the different ways of including the test scores of SWDs in AYP determinations adds another layer of complexity to the accountability for the performance of SWDs.

The study team's review of state accountability plans approved by ED as of March 2010 found that half of the plans did not address the reporting issue explicitly, while the other half provided some information about reporting the scores of students placed outside their school or district of residence. Seven states specified that the resident school was responsible for the reporting if the school or district made the decision to place the student elsewhere. New Jersey described its rationale: "This makes schools accountable for their placement decisions, as well as ensures that, once a student is placed in another school either within or outside of the district, the school maintains responsibility for the student's continued academic growth" (New Jersey Department of Education 2008, p. 31). Seven other states required that the scores for certain placements outside the district be tracked back to the district of residence but made no mention of school-level reporting. Five states designated the serving school (in specific cases) as being the reporting entity, and two states left the decision up to the district or schools. North Carolina uses a "feeder pattern" for its special education schools, whereby "at least half the feeding schools must make AYP for the receiving school to be designated as having made AYP" (North Carolina Department of Public Instruction 2009, p. 5).

A further complication in determining how SWDs perform academically for school accountability purposes is the inclusion of the scores of students who no longer receive special education services in calculating the proficiency rates for the SWD subgroup. In 2007, ED issued regulations that allowed states to include the scores of such students with the SWD subgroup for up to 2 years.

Summary

Although the ESEA may be straightforward in its overall objective to improve the achievement of all students, the numerous provisions and regulations may make it challenging to determine exactly how well SWDs have been performing. Adding to these complexities is the fact that states use different tests, adopt different proficiency standards, use different methods for measuring progress, and set different minimum subgroup size for accountability purposes. These differences lead to variation across states in how SWDs are included or excluded from school accountability systems and how SWD performance affects schools' AYP determination and school improvement status, which make cross-state comparisons difficult to interpret.

Chapter 3: Study Design

To address the research questions about the inclusion of SWDs in school accountability systems and the AYP and school improvement status of SWD-accountable schools, the study team analyzed data from extant sources using a variety of analytic methods. This chapter provides a description of the data sources, analytic sample, and analytic methods used to address the research questions.

Data Sources

This report draws primarily on school-level data reported by states through *EDFacts*, a U.S. Department of Education (ED) initiative to collect and place K–12 performance data at the center of policy, management, and budget decisions. The *EDFacts* data used in this report follow:

- School-level data on overall adequate yearly progress (AYP) status as well as the results for each AYP target (reading proficiency, mathematics proficiency, reading test participation, mathematics test participation, and the other academic indicator) for all students in the school and each of the eight student subgroups (i.e., five racial/ethnic categories, students from low-income families, SWDs, and students with limited English proficiency) for the 2006–07 through 2008–09 school years
- School-level data on the number of SWDs tested under Title I accountability for the 2005–06 through 2008–09 school years
- School-level data on school improvement status for the 2007–08 through 2009–10 school years²⁰

Data on school AYP status for the 2005–06 school year and school improvement status for the 2006–07 school year came from the National Adequate Yearly Progress and Identification (NAYPI) database, a database created by American Institutes for Research. The 2005–06 NAYPI database consists of data collected from state education agency officials, consolidated performance reports, and data from *EDFacts*. However, the NAYPI database does not contain the number of SWDs tested which is needed to calculate the percentage of SWDs in SWD-accountable and non-SWD-accountable schools. For this reason, the interim report analyses were limited to the 2005–06 to 2008–09 school years because 2005–06 is the first year in which *EDFacts* collected the number of tested SWDs and 2008–09 was the latest year for which *EDFacts* data were available at the time the analyses were conducted. Additional data on school demographic characteristics, including school type, poverty levels, and minority concentrations, were drawn from the Common Core of Data.

Data Caveats

EDFacts is periodically updated to reflect amended data provided by the states, and data used in this interim report were obtained at different points in time.²¹ Although all 50 states and the

²⁰ The identification of schools for improvement in a given year is based on the prior year's AYP performance. Whether a school made AYP or not in the 2008–09 school year, for example, would affect its school improvement status in 2009–10.

²¹ The 2005–06 and 2006–07 *EDFacts* data used for the analyses in this report were obtained in August 2008. The 2007–08 *EDFacts* data were obtained in October 2009. The 2008–09 data on AYP targets were obtained in April

District of Columbia submit data that are compiled into *EDFacts*, not all states reported the specific data that were used in this report (see the *Analytic Sample* section). Furthermore, among states included in the analyses, not all schools reported the necessary data. For example, 61,401 schools across 40 states reported information on whether they met the annual measurable objective (i.e., AYP target) for the SWD subgroup performance (the variable used to determine a school's accountability status for SWDs) and the number of SWDs tested in the 2008–09 school year, representing 79 percent of all schools in *EDFacts* in those 40 states. At the state level, between 61 and 97 percent of schools reported these data in that year (see Appendix C for this information by state). Accordingly, the study findings generalize only to the states and schools included in each analysis, rather than the entire nation.

Lastly, it is possible that *EDFacts* and the other data sources used may contain reporting errors. This study did not attempt to identify and correct reporting errors; instead, the study team analyzed the data as reported by the states.

Analytic Sample

The analyses in this report examine schools subject to the ESEA accountability requirements. The eligible school population in *EDFacts* used in the analyses excludes PK–2 schools because these schools do not include any of the tested grades required by the ESEA (i.e., grades 3–8 and at least once during grades 10 through 12).²² The eligible school population also excludes non-Title I schools in the 12 states that do not subject non-Title I schools to the same accountability sanctions as Title I schools. These states are: Florida, Indiana, Kansas, Kentucky, Minnesota, Missouri, North Carolina, North Dakota, Oregon, Utah, Virginia, and West Virginia. Among all schools in *EDFacts* across the 50 states and DC in 2008–09, 9 percent (9,196 schools) were non-Title I schools in these 12 states.

The states and schools included in specific analyses vary, depending on the research questions addressed and data availability. Analyses relied on snapshot data from the 2008–09 school year, as well as trend data from the 2005–06 to 2008–09 school years. The analytic sample size for the 2008–09 school year varied from 37 to 40 states and from 58,393 to 61,401 schools when examining all public schools, depending on the data available for the particular analysis.²³ For analyses of four-year trends from 2005–06 to 2008–09, the sample size ranged from 16 to 32 states and from 5,460 to 45,972 schools. Some of the trend analyses were limited to schools that were accountable (or not accountable) for SWD subgroup performance in *each* of the 4 years (referred to in the report as “consistently SWD-accountable schools” or “consistently non-SWD-accountable schools”). The actual number of states and schools included in each analysis can be found in the exhibits in Chapters 4 and 5; the states included in each analysis and the reasons for the exclusion of certain states from particular analyses are described in Exhibits 3-1 and 3-2.

2010, and the 2008–09 data on overall AYP, school improvement status, and performance were obtained in May 2010.

²² All schools and states in the eligible population were analyzed as long as they had the data needed for a specific analysis.

²³ These sample n's are based on analyses examining all public schools. Some analyses compare different types of schools, and the sample size differ by school type, ranging from 21 special education charters to 53,605 traditional regular education schools for the 2008–09 analyses.

Exhibit 3-1. Number of states included in the 2008–09 analyses

40-state sample (Exhibits 4-1, 4-2, 4-3, 4-4, 4-5, and 4-6)

- Primary analysis: Percentage of public schools accountable for the performance of the SWD subgroup and the percentage of tested SWDs in those schools, 2008–09 school year
- 10 states (LA, MS, NE, NJ, OR, RI, UT, VT, WV, and WY) were excluded because they were missing some or all of the following school-level information for 2008–09:
 - (1) school performance on AYP targets for mathematics and reading proficiency for the SWD subgroup;
 - (2) the number of SWDs tested in mathematics and/or reading
 - (3) school type (or, in the case of Exhibit 4.3, school level)

37-state sample (Exhibits 5-1, 5-2, 5-3, and 5-4)

- Primary analysis: Percentage of public schools and SWD-accountable schools that made and did not make AYP, 2008–09 school year
- 13 states (AL, AZ, DE, LA, MS, NE, NJ, OR, RI, UT, VT, WV, and WY) were excluded because they were missing some or all of the following school-level information for 2008–09:
 - (1) school performance on AYP targets for mathematics and reading proficiency for the SWD subgroup
 - (2) the number of SWDs tested in mathematics and/or reading
 - (3) AYP status
 - (4) all AYP targets (i.e., reading/mathematics proficiency and participation for all students and the 8 subgroups and the other academic indicator)

Exhibit 3-2. Number of states included in the trend analyses (2005–06 through 2008–09)

<p>32-state sample (Exhibits 4-10, 4-11, 4-12A, and 4-12B)</p> <ul style="list-style-type: none"> • Primary analysis: Changes in SWD-accountability status over time, 2005–06 through 2008–09 school years • States included: AL, AK, AR, CA, CO, FL, GA, HI, IA, IL, IN, KS, KY, ME, MA, MD, MI, MN, MO, MS, MT, NC, ND, NH, OH, OK, OR, PA, TN, VA, WA, and WI • 18 states were excluded because they were missing data on schools performance on AYP targets for mathematics and reading proficiency for the SWD subgroup in 2005–06 through 2008–09
<p>27-state sample (Exhibits 5-6, 5-8, 5-9A, and 5-9B)</p> <ul style="list-style-type: none"> • Primary analysis: Percentage of public schools and SWD-accountable schools by school improvement status, 2005–06 to 2008–09 school years • States included: AR, CA, CO, FL, GA, HI, IA, IL, KS, KY, MA, MD, MN, MO, MS, MT, NC, ND, OH, OK, OR, PA, TN, VT, VA, WA, and WI • 23 states were excluded because they were missing some or all of the following school-level information: <ul style="list-style-type: none"> (1) school performance on AYP targets for mathematics and reading proficiency for the SWD subgroup in 2005–06 through 2008–09 (2) schools' school improvement status for 2006–07 through 2009–10 (Note: the 2006–07 school improvement status is based on the schools' 2005–06 performance.)
<p>24-state sample (Exhibit 5-7)</p> <ul style="list-style-type: none"> • Analysis: Average number of applicable subgroups by accountability and school improvement status, 2005–06 to 2008–09 school years • States included: CA, CO, FL, GA, HI, IA, IL, KS, KY, MA, MD, MN, MO, MS, MT, NC, ND, OH, OK, OR, PA, TN, WA, and WI • 26 states were excluded because they were missing some or all of the following school-level information: <ul style="list-style-type: none"> (1) school performance on AYP targets for mathematics and reading proficiency for the SWD subgroup in 2005–06 through 2008–09 (2) schools' school improvement status for 2006–07 through 2009–10 (3) AYP targets for reading/mathematics proficiency and participation for all subgroups for 2005–06 through 2008–09
<p>20-state sample (Exhibit 4-7)</p> <ul style="list-style-type: none"> • Analysis: Percentage of public schools accountable for the performance of the SWD subgroup and the percentage of tested SWDs in those schools, 2005–06 to 2008–09 school years • States included: AR, CA, FL, GA, IA, KS, KY, MA, MD, MN, MT, NC, NH, ND, OH, OK, TN, VA, WA, and WI • 30 states were excluded because they were missing some or all of the following school-level information, 2005–06 through 2008–09: <ul style="list-style-type: none"> (1) school performance on AYP targets for mathematics and reading proficiency for the SWD subgroup (2) the number of SWDs tested in mathematics and/or reading
<p>16-state sample (Exhibit 5-5)</p> <ul style="list-style-type: none"> • Analysis: Percentage of SWD-accountable schools that made and did not make AYP by reason, 2005–06 to 2008–09 school years • States included: FL, IN, KS, MA, MD, ME, MN, MO, NC, ND, OK, OR, PA, TN, VA, and WI • 34 states were excluded because they were missing some or all of the following school-level information for 2005–06 through 2008–09: <ul style="list-style-type: none"> (1) school performance on AYP targets for mathematics and reading proficiency for the SWD subgroup (2) AYP status (3) all AYP targets (i.e., reading/mathematics proficiency and participation for all students and the 8 subgroups and the other academic indicator)

Analytic Methods

The research questions examined in this report were addressed through descriptive analyses of school-level *EDFacts* data. Using *EDFacts* data for the 2005–06 through 2008–09 school years, the study team computed the percentage of schools that were accountable for the performance of the SWD subgroup as well as the percentage of SWDs represented by the SWD-accountable schools both among all public schools and within different types of public schools (e.g., regular schools, charter schools, special education schools, and vocational/alternative schools). Because *EDFacts* does not provide school-level data on the enrollment of SWDs, the number of SWDs represented by the SWD-accountable schools was based on the counts of SWDs *assessed* in the tested grades, rather than all SWDs *enrolled* in those schools. However, given the AYP requirement that 95 percent of subgroup memberships be tested, the percentage of SWDs in SWD-accountable schools is likely to come close to the total enrollment of SWDs in the tested grades in those schools. For the number of tested SWDs in each school, the study team took the larger number tested in either mathematics or reading.

Note that this study focuses on schools accountable for the *performance* of the SWD subgroup; because some states have different minimum n requirements for participation rates, schools could be accountable for SWD subgroup participation but not necessarily for SWD subgroup performance. Furthermore, accountability for subgroup performance is generally determined by the number of students tested in a given subject. Therefore, a school could be accountable for the performance of a subgroup in mathematics only, or reading only, or both subjects, depending on the number of students tested in each subject and the state’s minimum subgroup n. In determining school accountability for SWD performance, the study team used information in *EDFacts* on the annual measurable objective (AMO). Schools that were reported to have met or did not meet the performance AMO for the SWD subgroup in either subject were designated as SWD-accountable. Schools that reported no students or too few students to be accountable for the SWD subgroup for both reading and mathematics performance AMOs were designated as “non-SWD-accountable.” Schools that reported no students or too few students to be accountable for the SWD subgroup for one subject and were missing data on AYP performance target for the other subject also were designated as “non-SWD-accountable.”

The study also examined the changes over time in schools’ SWD-accountability status, the percentage of schools that missed AYP due to the SWD subgroup performance, either solely or partly, and the percentage of SWD-accountable and non-SWD-accountable schools identified for school improvement, based on descriptive analyses of school-level accountability data. Because all those analyses are based on the population of relevant schools across all states with available data, rather than a random sample of schools, tests of the statistical significance of the results were not performed. Moreover, tests of statistical significance can be less informative when the number of schools is extremely large (e.g., 61,401 schools) as is sometimes the case with this report. The results of the descriptive analyses are presented in the following two chapters.

Chapter 4: The Inclusion of Students With Disabilities in School Accountability Systems

Using school-level data from *EDFacts*, this chapter examines the inclusion of SWDs in school accountability systems. Specifically, it addresses the following research questions:

- *What percentage of schools were accountable for the performance of the SWD subgroup between the 2005–06 and 2008–09 school years?*
- *What percentage of different types of schools were accountable for the performance of the SWD subgroup?*
- *What percentage of schools moved in and out of accountability for the performance of the SWD subgroup?*

The following sections report on key findings related to these questions. To put the findings into a larger context, a description of the distribution of SWDs among different types of public schools precedes the key findings.

The Distribution of Tested SWDs in Public Schools

*The majority of tested SWDs attended regular schools in 40 states with relevant data.*²⁴

The ESEA accountability provisions apply to all public schools, including charter schools, special education schools, and vocational/alternative schools. At the same time, the characteristics of these non-regular schools, such as a smaller student population relative to traditional regular schools, may result in differences in how SWDs in different types of schools are represented in the accountability system. As shown in Exhibit 4-1, the majority of tested SWDs in public schools—95.7 percent based on the 2008–09 school year data from 40 states—were in traditional regular schools that served students both with and without disabilities, while 2.3 percent were enrolled in regular charter schools.²⁵ The exhibit also shows that 1.3 percent of tested SWDs in public schools in 2008–09 attended schools that exclusively serve special education students (including 0.1 percent in special education charters) and 0.8 percent were in vocational/alternative schools.

²⁴ “Regular schools” in this report refers to traditional and charter schools that serve students with and without disabilities. This finding is based on the schools to which students’ test scores were assigned, which may not be the same as the schools that the students actually attended. This is because some students might be attending a school outside their residential area but their test scores were reported by their neighborhood school (see the discussion on reporting practices in Chapter 2).

²⁵ This pattern is consistent with federal IDEA educational placement data, which showed that 98.5 percent of students receiving special education services under the IDEA were served in regular schools in the 2008–09 school year (Source: https://www.ideadata.org/arc_toc10.asp#partBLRE).

Exhibit 4-1. Distribution of tested SWDs by school type in 40 states with relevant data, 2008–09 school year

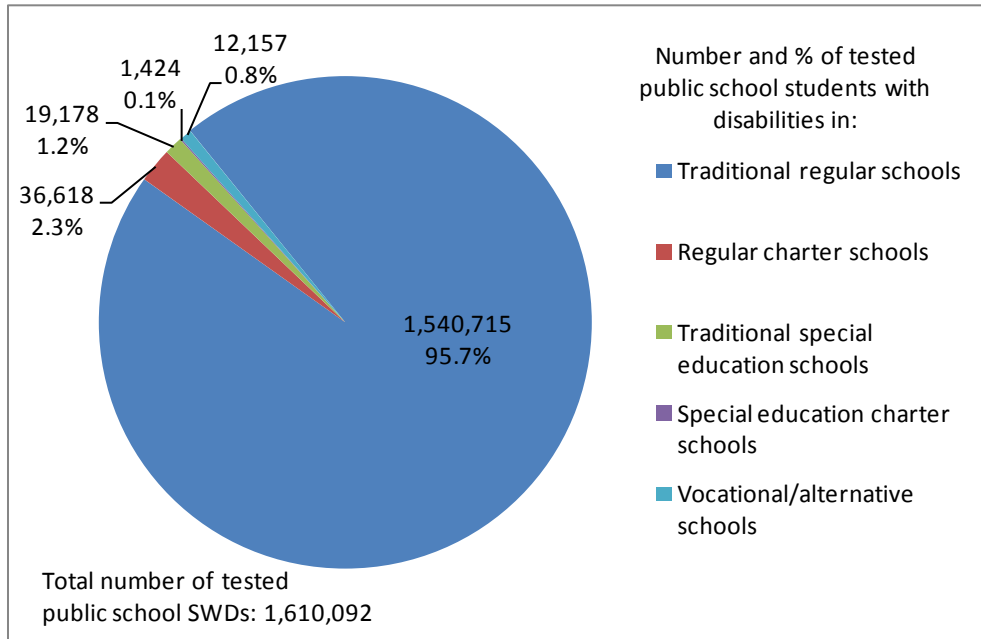


EXHIBIT READS: Among SWDs participating in state assessments in 40 states with relevant data in the 2008–09 school year, 95.7 percent were enrolled in traditional regular schools.

SOURCE: ED*Facts* data, 2008–09.

NOTES: 1. “Regular” refers to non-special education, and “traditional” refers to non-charter schools. 2. The numbers of schools included in the analysis are: 55,991 traditional regular schools; 2,850 regular charter schools; 538 traditional special education schools; 42 special education charter schools; and 1,908 vocational/alternative schools. 3. The percentage of tested SWDs represents the number of SWDs that were (a) tested in mathematics or reading under Title I accountability and (b) present for the full academic year. 4. The list of states excluded from this analysis is provided in Exhibit 3-1.

Several studies have pointed to the fact that the percentage of SWDs in charter schools is lower than the percentage in traditional public schools (Finnegan, Adelman, Anderson, Cotton, Donnelly, and Price 2004; Miron, Urschel, Mathis, and Torquist 2010; Nelson, Berman, Ericson, Kamprath, Perry, Silverman, and Solomon 2000; Rhim, Faulkner, and McLaughlin 2006). Further, the disabilities of SWDs attending charter schools tend to be less severe than those of SWDs attending traditional public schools (*H.R. 4330, The All Students Achieving Through Reform Act 2010*; Rhim et al. 2006).²⁶ According to the 2008–09 ED*Facts* data, an average of 14 percent of all students tested in a traditional regular school were SWDs, in comparison to 11 percent for regular charter schools (see Exhibit 4-2).²⁷ On average, 87 percent and 86 percent of tested students in traditional special education schools and special education charter schools,

²⁶ For example, Rhim and others (2006) found that compared with traditional public schools in 2003–04, charters in California served more students with specific learning disabilities (61 percent compared to 55 percent) and fewer students with mental retardation (2 percent compared to 6 percent).

²⁷ The ED*Facts* data obtained for this study did not include total SWD school enrollment; accordingly, the analyses used the total number of SWDs tested in mathematics or reading (whichever subject had the larger number tested).

respectively, were SWDs, whereas 17 percent of tested students in vocational/alternative schools were SWDs.²⁸

Exhibit 4-2. Average percentage of tested students who were SWDs by school type in 40 states with relevant data, 2008–09 school year

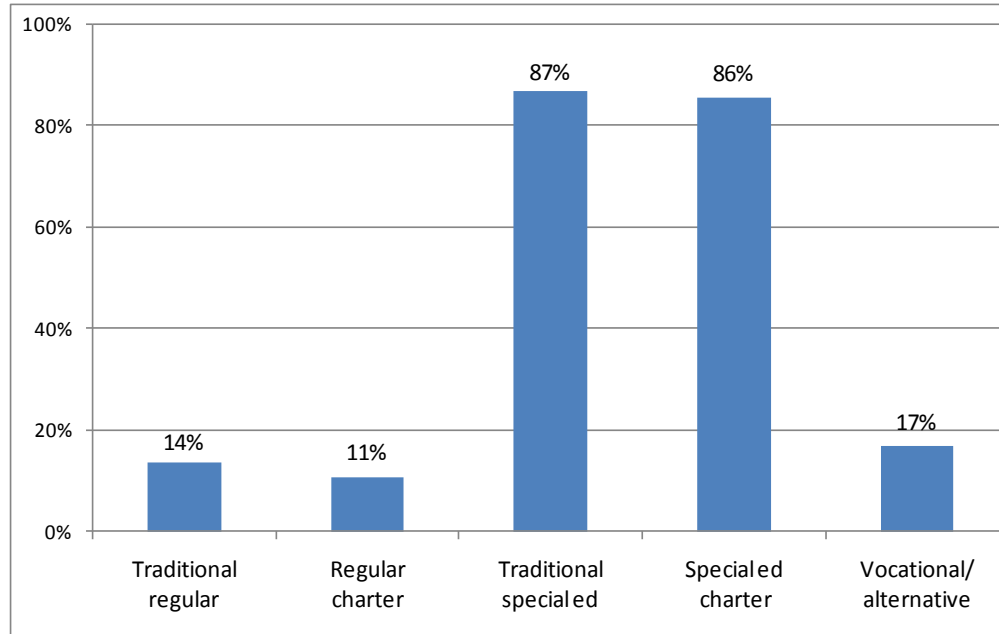


EXHIBIT READS: In the 2008–09 school year, in traditional regular schools in 40 states with relevant data, an average of 14 percent of students participating in state assessments were SWDs.

SOURCE: ED Facts data, 2008–09.

NOTES: 1. “Regular” refers to non-special education, and “traditional” refers to non-charter schools. 2. The number of schools, all tested students, and tested SWDs, respectively, included in this exhibit are 55,991, 12,050,722, and 1,540,715 for traditional regular schools; 2,850, 377,200, and 36,618 for regular charter schools; 538, 26,893, and 19,178 for traditional special education schools; 42, 1,730, and 1,424 for special education charter schools; and 1,908, 94,386, and 12,157 for vocational/alternative schools. 3. The percentage of tested SWDs represents the number of SWDs that were (a) tested in mathematics or reading under Title I accountability and (b) present for the full academic year. 4. The list of states excluded from this analysis is provided in Exhibit 3-1.

Inclusion of SWDs in School-Level Accountability Systems

The percentage of schools accountable for SWD subgroup performance varied by school level and by type of school in 40 states with relevant data.

Across the 40 states with relevant data for the 2008–09 school year, more than a third (35 percent) of the schools that reported both information on the annual measurable objective for the SWD subgroup and the number of tested SWDs were accountable for SWD subgroup performance in mathematics, reading, or both subjects, representing 58 percent of tested SWDs in these states (see Exhibit 4-3). Similar variation has been reported in other studies (Commission on NCLB 2006; Johnson, Peck, and Wise 2007a). For context, 23 percent and 75

²⁸ Although special education schools generally serve special education students exclusively, it is possible that some students were not IDEA-eligible at the time of testing. In addition, some schools may operate inclusion programs and enroll non-disabled students. Therefore, not 100 percent of the students in special education schools were SWDs.

percent of schools in these 40 states were accountable for the performance of the English language learner subgroup and the economically disadvantaged subgroup, respectively.

Across school levels, there was variation in both the percentage of schools accountable for SWD subgroup performance and the percentage of all tested SWDs enrolled in these schools. As shown in Exhibit 4-3, 62 percent of all middle schools in the 40 states with relevant data included SWD performance in determining AYP in the 2008–09 school year, while 31 percent of elementary schools and 23 percent of high schools did so. It is possible that the difference in rates between elementary, middle, and high schools may be a consequence of the grade levels tested. ESEA requires that schools test annually in grades 3–8 and at least once in grades 10 through 12. Thus, high schools may include just one tested grade, while elementary and middle schools include several, potentially affecting the number of students counted in subgroup determination.

The percentage of tested SWDs enrolled in SWD-accountable schools was the highest at the middle school level: 80 percent compared with 47 percent at the elementary school level and 45 percent at the high school level. Differences in the percentage of SWD-accountable schools by state by school level are reported in Appendices D through F.

Exhibit 4-3. Percentage of public schools accountable for SWD subgroup performance and percentage of tested SWDs in SWD-accountable schools, by school level in 40 states with relevant data, 2008–09 school year

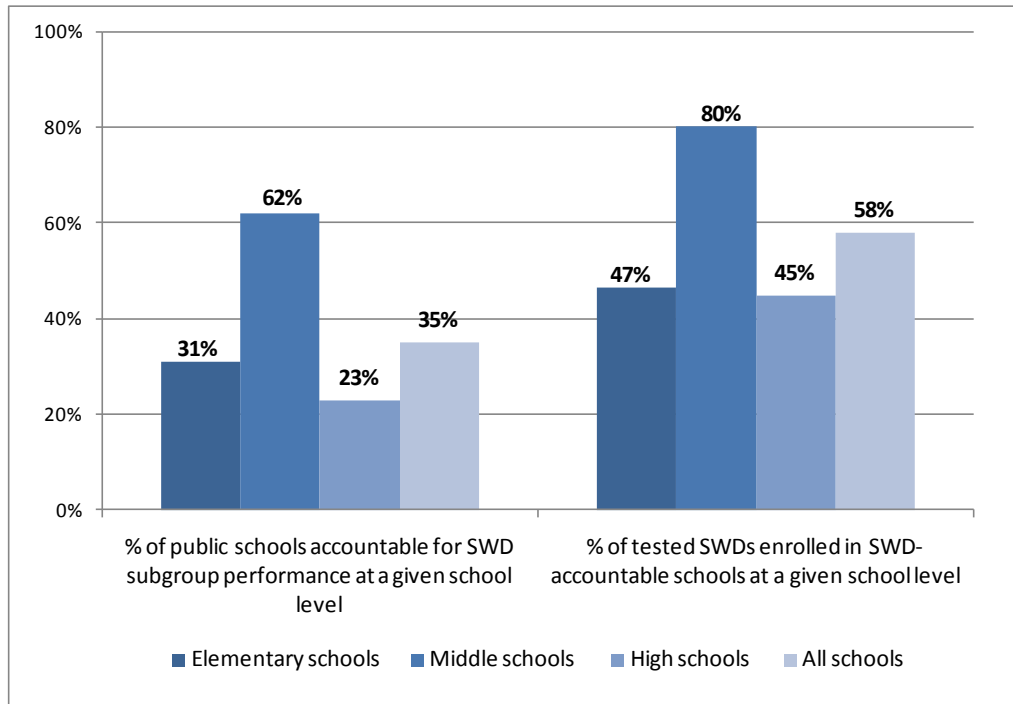


EXHIBIT READS: Across 40 states with relevant data, 31 percent of all elementary schools were accountable for the performance of the SWD subgroup in the 2008–09 school year. The tested SWDs in the SWD-accountable elementary schools represented 47 percent of tested SWDs in all elementary schools in these states.

SOURCE: ED Facts data, 2008–09.

NOTES: 1. The number of schools and SWDs, respectively, included in this exhibit are 37,466 and 817,038 for elementary schools; 11,279 and 530,983 for middle schools; 9,416 and 200,340 for high schools; and 61,401 and 1,610,783 for all schools. 2. “All schools” includes any public school, including those not categorized as elementary,

middle, or high schools. 3. This analysis includes only schools that reported data on both school performance on the annual measurable objectives for SWD performance and the number of tested SWDs for 2008–09 to ED*Facts*. 4. The percentage of tested SWDs represents the number of SWDs that were (a) tested in mathematics or reading under Title I accountability and (b) present for the full academic year. 5. The list of states excluded from this analysis is provided in Exhibits 3-1 and 4-4. See Appendices D through F for results for individual states by school level.

The percentage of SWD-accountable schools and the percentage of tested SWDs in these schools varied across the 40 states with the relevant data. Exhibit 4-4 shows that the percentage of SWD-accountable schools was between 22 and 56 percent in half of the states, above 56 percent in a quarter of the 40 states, and below 22 percent in a quarter of the states. Among other factors, the minimum subgroup n for SWD accountability may explain some of the variation shown. For example, 97.9 percent of schools in Maryland, which has a minimum n of 5, were SWD-accountable, in comparison to 9.4 percent in California, which has a minimum n of 100, or 50 and 15 percent of valid scores. As noted in Chapter 3, these results can be generalized only to the schools included in the analysis. (See Appendix C for the total number and percentage of eligible schools included in the analysis by state.)

Exhibit 4-4. Percentage of public schools accountable for SWD subgroup performance and percentage of tested SWDs in SWD-accountable schools, by state, 2008–09 school year

State	# SWD-accountable schools	% SWD-accountable schools	# of tested SWDs in SWD-accountable schools	% of tested SWDs in SWD-accountable schools
Total	21,453	34.9%	930,878	57.8%
Alabama	226	23.7%	6,489	38.6%
Alaska	155	31.9%	6,203	73.2%
Arkansas	170	17.6%	7,559	34.7%
Arizona	72	4.8%	4,519	13.5%
California	759	9.4%	56,396	25.7%
Colorado	292	21.3%	10,669	51.4%
Connecticut	949	99.1%	29,491	99.9%
Delaware	88	47.3%	6,014	68.5%
Florida	1,000	52.3%	43,343	73.9%
Georgia	532	29.2%	31,986	49.9%
Hawaii	39	22.0%	1,585	50.3%
Idaho	82	14.0%	3,045	33.2%
Illinois	855	25.3%	49,424	49.9%
Indiana	925	73.2%	45,836	86.8%
Iowa	235	24.3%	8,497	53.4%
Kansas	860	93.8%	12,536	94.9%
Kentucky	365	35.5%	19,889	52.7%
Maine	562	98.6%	14,903	100.0%
Maryland	1,034	97.9%	25,200	99.7%
Massachusetts	760	48.4%	57,258	75.3%
Michigan	1,149	41.2%	31,950	62.5%
Minnesota	528	62.9%	14,572	86.6%
Missouri	313	30.2%	13,905	53.7%
Montana	54	8.7%	1,485	35.2%
New Hampshire	175	66.3%	7,972	99.8%
New Mexico	194	32.2%	6,779	66.0%
New York	2,337	56.2%	116,297	81.7%
Nevada	366	70.0%	15,115	90.2%
North Carolina	245	22.8%	9,802	39.0%
North Dakota	198	83.5%	2,055	97.4%
Ohio	1,799	51.0%	101,993	77.7%
Oklahoma	558	34.9%	25,998	63.9%
Pennsylvania	890	43.1%	31,056	63.8%
South Carolina	430	43.8%	21,122	66.5%
South Dakota	288	45.5%	5,706	83.3%
Tennessee	266	21.0%	11,518	40.8%
Texas	661	11.4%	37,222	30.1%
Virginia	88	13.1%	4,869	27.8%
Washington	696	44.7%	20,760	73.0%
Wisconsin	258	18.7%	9,860	44.7%

SOURCE: ED^{FACTS} data, 2008–09.

NOTES: This analysis includes all eligible public schools that reported data on both school performance on the annual measurable objectives for SWD performance and the number of tested SWDs for 2008–09 to ED^{FACTS}. Eligible schools exclude PK–2 schools and non-Title I schools in states that do not subject non-Title I schools to the same accountability sanctions as Title I schools. Of the 12 states that do not sanction non-Title I schools (see footnote 11), Florida, Indiana, Kansas, Kentucky, Minnesota, Missouri, North Carolina, North Dakota, and Virginia are included in this analysis

Schools accountable and not accountable for SWD subgroup performance in the 2008–09 school year differed not only on accountability status for this subgroup but also on other demographic characteristics. Based on the 2008–09 school year data from 40 states, SWD-accountable schools were larger in size (650 students versus 444 students), were less likely to be rural (25 percent versus 36 percent), had a higher percentage of students eligible to receive free or reduced-price lunch (51 percent versus 47 percent), and had a lower percentage of minority students (39 percent versus 45 percent), compared with their non-SWD-accountable counterparts (see Exhibit 4-5).²⁹

Exhibit 4-5. Demographic characteristics of schools accountable and not accountable for SWD subgroup performance in 40 states with relevant data, 2008–09 school year

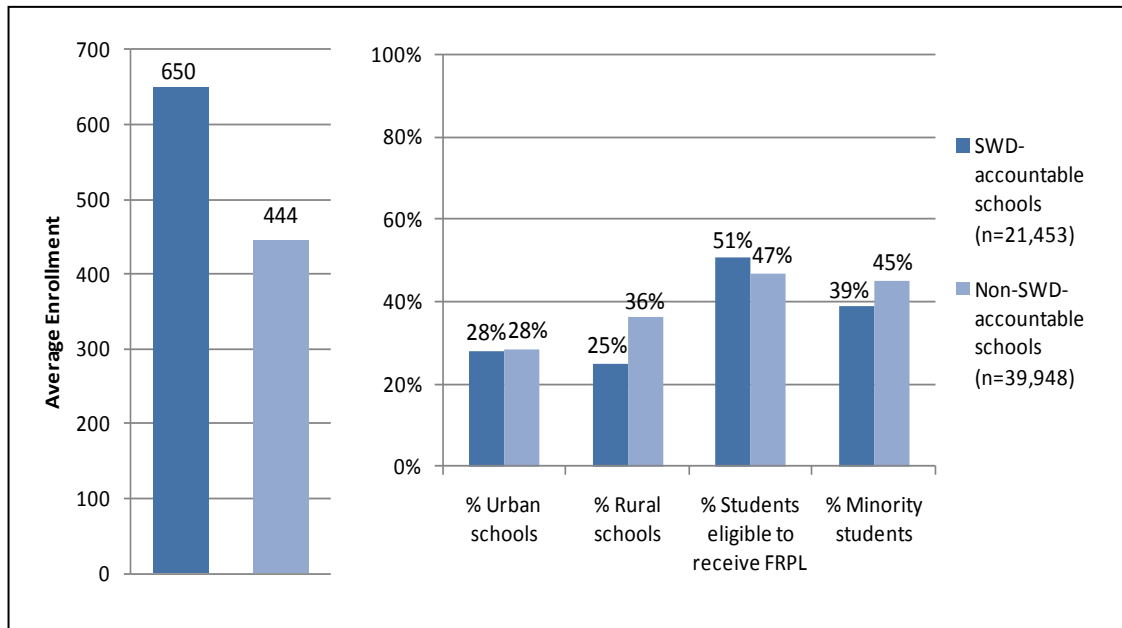


EXHIBIT READS: Across 40 states with relevant data, the average enrollment for schools that were accountable for the performance of the SWD subgroup in the 2008–09 school year was 650 students.

SOURCE: ED Facts data and Common Core of Data, 2008–09.

NOTES: 1. The number of SWD-accountable and non-SWD-accountable schools, respectively, included in this exhibit are 21,453 and 39,948. 2. The list of 40 states included in this analysis is provided in Exhibit 3-1. See Appendices G and H for results for individual states.

In addition to differences by school level discussed earlier, there also were differences in the percentage of SWD-accountable schools by school type: traditional regular, regular charter, vocational/alternative schools, and special education schools that exclusively or primarily serve SWDs.³⁰ As Exhibit 4-6 shows, 37 percent of traditional regular schools included the SWD

²⁹ When examining schools that were consistently accountable and consistently not accountable for SWD subgroup performance from the 2005–06 to 2008–09 school years, the patterns remained the same as those presented in Exhibit 4-4 for enrollment, the percentage of rural schools, and the percentage of minority students. However, schools that were consistently accountable were less likely to be urban and had a lower percentage of students eligible to receive free or reduced-price lunch.

³⁰ The special education schools in this analysis include state-operated schools, such as those for the deaf or blind, as well as separate schools or centers that educate SWDs in a particular district or region. This category does not include district programs or centers for SWDs that are located within regular schools.

subgroup in their AYP determinations in the 2008–09 school year, compared with 12 percent of regular charters. These schools enrolled 58 percent and 38 percent of the tested SWDs attending traditional regular schools and regular charters, respectively. Approximately 40 percent of traditional special education schools and 50 percent of special education charter schools were accountable for the performance of SWDs in the 2008–09 school year, representing 68 percent and 82 percent of the tested SWDs attending these two types of schools, respectively.³¹

Exhibit 4-6. Percentage of public schools accountable for SWD subgroup performance and percentage of tested SWDs in SWD-accountable schools, by school type in 40 states with relevant data, 2008–09 school year

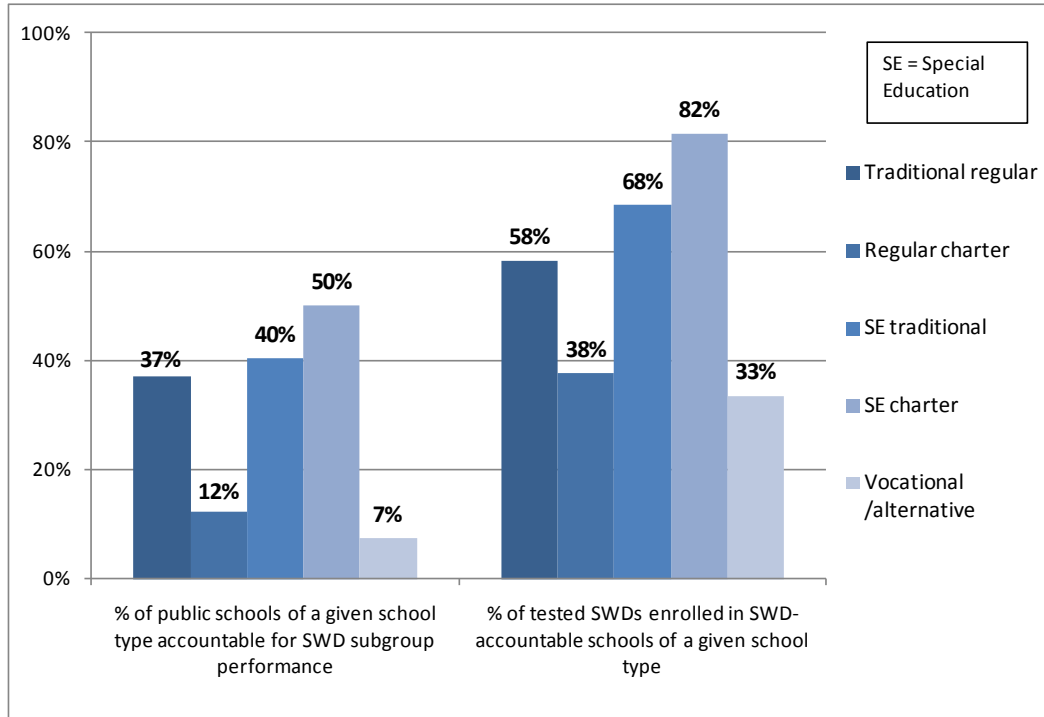


EXHIBIT READS: Of the traditional regular schools in 40 states with relevant data, 37 percent were accountable for the performance of the SWDs subgroup in the 2008–09 school year. The tested SWDs in these SWD-accountable schools represented 58 percent of tested SWDs in all traditional regular schools in the 40 states.

SOURCE: ED Facts data, 2008–09.

NOTES: 1. “Regular” refers to non-special education, and “traditional” refers to non-charter schools. 2. The number of schools and SWDs, respectively, included in this exhibit are 55,991 and 1,540,715 for traditional regular schools; 2,850 and 36,618 for regular charter schools; 538 and 19,178 for traditional special education schools; 42 and 1,424 for special education charters; and 1,908 and 12,157 for vocational/alternative schools. 3. This analysis includes only schools that reported data on both school performance on the annual measurable objectives for SWD performance and the number of tested SWDs. 4. The percentage of tested SWDs represents the number of SWDs that were (a) tested in mathematics or reading under Title I accountability and (b) present for the full academic year. 5. The list of states excluded from this analysis is provided in Exhibit 3-1.

Seven percent of vocational and alternative schools were accountable for SWD subgroup performance in the 2008–09 school year, representing a third of tested SWDs who attended these types of schools. The lower percentage of SWD-accountable vocational and alternative schools in comparison to traditional regular schools may be attributed to their smaller program size as

³¹ Given the small number of special education charters in this analysis (n = 42), these findings should be interpreted with caution.

well as the mobile population these schools tend to serve, which may result in fewer students attending for the full school year.³² Reporting practices in some states, such as reporting the scores back to the students' home schools (described in Chapter 2) also may have implications for whether these schools are accountable for the SWD subgroup.

The percentage of public schools accountable for SWD subgroup performance increased over time in 20 states with relevant data.

Analyses of the 4 most recent years of available ED*Facts* data show an increase in the percentage of public schools accountable for the performance of the SWD subgroup, from a quarter in the 2005–06 school year to more than a third (34 percent) in 2008–09, in the 20 states that had relevant data (see Exhibit 4-7; Appendix I displays state-level results). There also was an increase in tested SWDs served by SWD-accountable schools as a proportion of SWDs tested in all public schools in these states—from 44 percent in the 2005–06 school year to 54 percent in 2008–09 (Appendix J displays state-level results).

Exhibit 4-7. Percentage of public schools accountable for SWD subgroup performance and percentage of tested SWDs in SWD-accountable schools in 20 states with relevant data, 2005–06 to 2008–09 school years

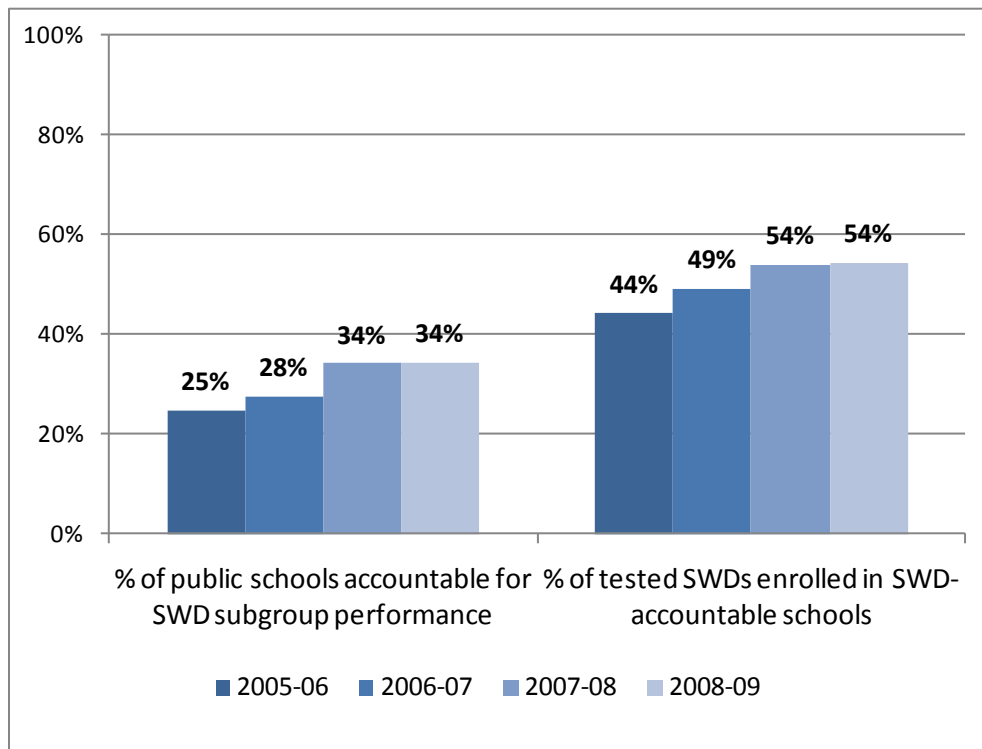


EXHIBIT READS: In the 2005–06 school year, 25 percent of public schools in 20 states with relevant data were accountable for the performance of the SWD subgroup. The tested SWDs in the SWD-accountable schools represented 44 percent of tested SWDs in all public schools in these 20 states.

SOURCE: ED*Facts* data, 2005–06 to 2008–09.

NOTES: 1. The number of schools included in this exhibit each year is 25,844. The number of students ranged from 745,988 to 961,675 across the 4 years. 2. For the purpose of looking at trends over time, the analysis is restricted to the 20 states that reported relevant data for all 4 years. (The list of 20 states included in this analysis is provided in

³² Only students present for the full school year are used to determine AYP.

Exhibit 3-2. See Appendices I and J for results for individual states.) 3. This analysis includes only schools that reported data on both school performance on the annual measurable objectives for SWD performance and the number of tested SWDs for all 4 years. 4. The percentage of tested SWDs represents the number of SWDs that were (a) tested in mathematics or reading under Title I accountability and (b) present for the full academic year. SWDs who were not tested, who were not present for the full academic year, or for whom the full academic year status could not be determined were excluded from the analyses.

Less than half (44 percent) of the schools in states with a minimum n of 30 had a SWD subgroup size at or above the minimum n, as did 35 percent of schools in states with a minimum n of 40.

Accountability for the SWD subgroup performance is determined by the minimum subgroup size. To illustrate the findings discussed previously, the following exhibits present the distribution of schools by the number of tested SWDs in states with two of the most common minimum group sizes for determining AYP in the 2007–08 school year.³³ Exhibit 4-8 depicts the distribution of schools in 12 states with a minimum n size of 30. Of the 22,123 schools in these states, the number of tested SWDs ranged from 0 students in 386 schools to 485 students in 1 school.³⁴ Forty-four percent of the schools reported an SWD subgroup at or above the minimum n of 30, representing 73 percent of the entire tested SWD population in the 12 states.³⁵

³³ These analyses use the 2007–08 *EDFacts* data because 2007–08 is the most recent year for which comprehensive national data on minimum subgroup sizes are available (see Exhibit 2-1). Note also that the data showed schools in these states below the minimum n cut-point that are accountable for the SWD subgroup, as well as schools above the cut-point that are not accountable for this student group.

³⁴ Some of the schools had zero tested SWDs in *EDFacts*, which may be reporting errors. However, based on the data available, it is not possible to know which schools have questionable data. Therefore, the study team analyzed the data as reported in *EDFacts*.

³⁵ Simpson, Gong, and Marion (2005) used data from five states to assess the impact of changes in minimum n's on the inclusion of SWDs. At a minimum group size of 30, they found that between 20 percent and 76 percent of SWDs would still be excluded from the school accountability system across the five states.

Exhibit 4-8. Distribution of public schools by the number of tested SWDs in states with a minimum subgroup size of 30 in 12 states with relevant data, 2007–08 school year

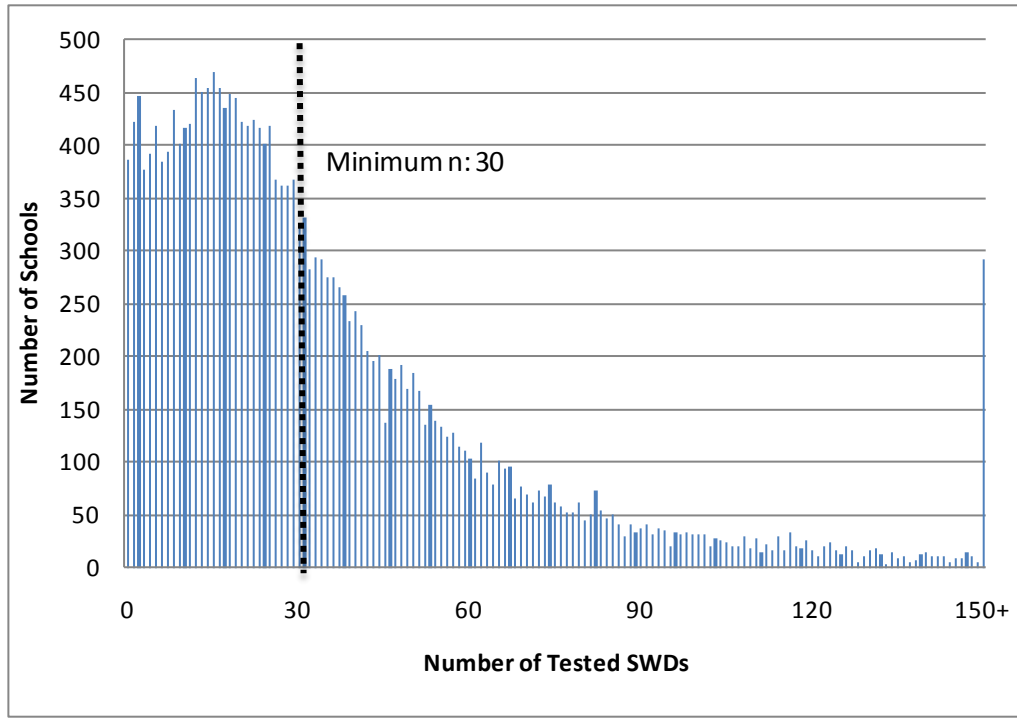


EXHIBIT READS: Among the 12 states with a minimum n of 30 for subgroup performance and with relevant data, 386 schools had no tested SWDs in the 2007–08 school year.

SOURCE: ED*Facts* data, 2007–08.

NOTES: 1. The number of schools included in this exhibit is 22,123. 2. Although 15 states had a minimum subgroup size of 30, 12 reported the relevant data for this analysis: Colorado, Florida, Indiana, Iowa, Kansas, Missouri, Montana, Nebraska, New York, Ohio, Oklahoma, and Washington

A similar pattern existed for the 12 states with a minimum n of 40 for subgroup performance, with a range of 0 tested SWDs in 457 schools to 345 tested SWDs in 1 school (see Exhibit 4-9). Apart from the 3 percent of schools reporting no tested SWDs, another 62 percent had tested SWDs that were below the minimum n of 40, representing a third (35 percent) of the overall tested SWD population in these states. If the minimum n was lowered to 30, the percentage of schools *above* the threshold would grow from 35 percent to 51 percent, and the percentage of tested SWDs in these schools would increase from two-thirds (65 percent) to 80 percent.

Exhibit 4-9. Distribution of public schools by the number of tested SWDs in states with a minimum subgroup size of 40 in 12 states with relevant data, 2007–08 school year

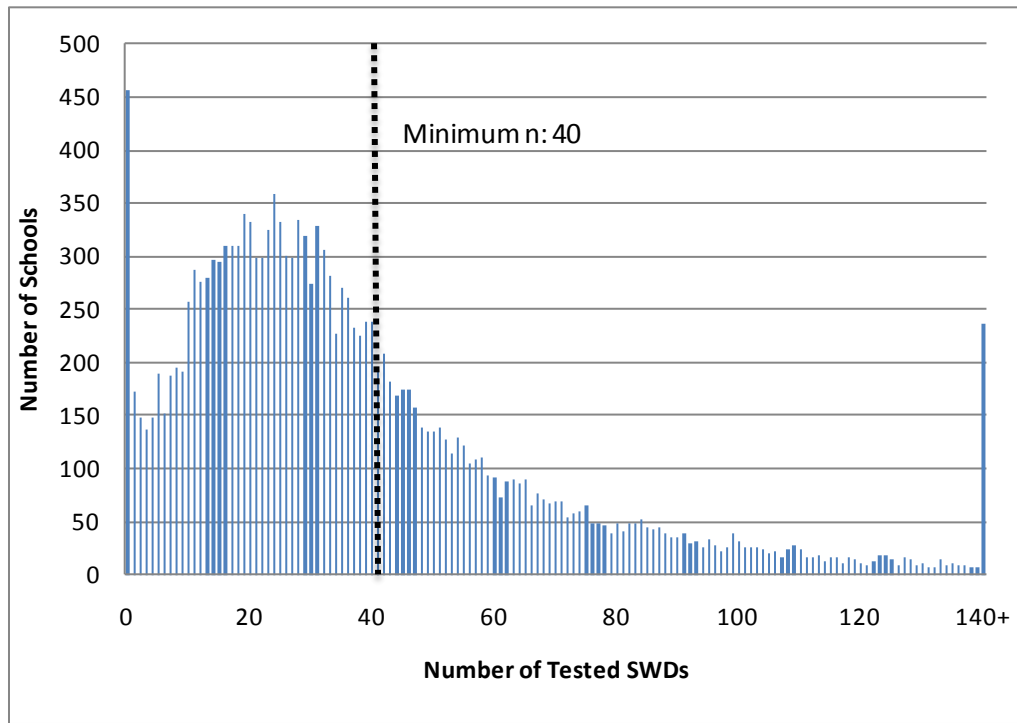


EXHIBIT READS: Among 12 states with a minimum n of 40 for subgroup performance and with relevant data, 457 schools had no tested SWDs in the 2007–08 school year.

SOURCE: ED Facts data, 2007–08.

NOTES: 1. The number of schools included in this exhibit is 16,686. 2. Although 14 states had a minimum subgroup size of 40, 12 reported the relevant data for this analysis: Alabama, Arkansas, Arizona, Connecticut, Georgia, Hawaii, Massachusetts, North Carolina, Pennsylvania, South Carolina, Vermont, and Wisconsin.

Changes in Schools' Accountability for SWDs Over Time

More than half (55 percent) of public schools in 32 states with relevant data were not accountable for SWD subgroup performance in any of the 4 years examined.

At the school level, the number of SWDs can vary from year to year. Schools may have a sufficient number of SWDs tested to meet the minimum subgroup size in one year but not necessarily the next. The study analyses revealed a pattern of fluctuation in schools' accountability for SWDs from the 2005–06 to 2008–09 school years. Across all 4 years, the majority of schools (55 percent) in the 32 states that had the relevant data were never accountable for SWD subgroup performance, 9 percent of the schools were accountable in only 1 of the 4 years, and 18 percent were accountable in either 2 or 3 of the 4 years (see Exhibit 4-10; Appendix K displays results for individual states).

Exhibit 4-10. Number and percentage of public schools accountable for SWD subgroup performance, by the number of years in which they were accountable in 32 states with relevant data, 2005–06 to 2008–09 school years

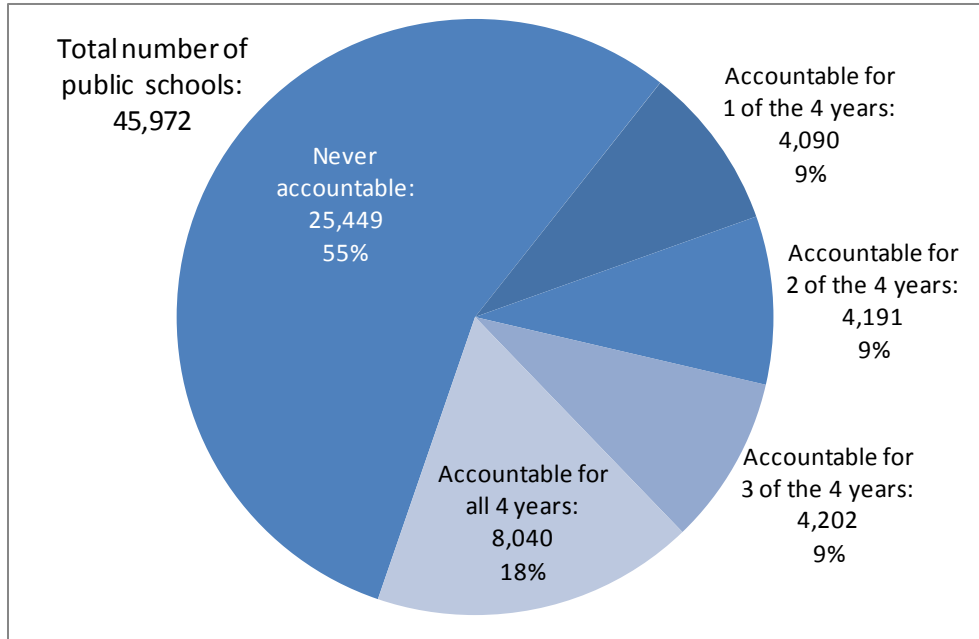


EXHIBIT READS: Of the 45,972 schools in 32 states with relevant data, 55 percent were never accountable for the performance of the SWD subgroup between the 2005–06 and 2008–09 school years.

SOURCE: ED*Facts* data, 2005–06 to 2008–09.

NOTE: Analyses were based on 32 states for which there was information for all 4 years. (See Exhibit 3-2 for a list of these 32 states and the data requirements. See Appendix K for results for individual states.)

To illustrate the yearly changes in school accountability for SWDs, Exhibit 4-11 shows the extent to which schools moved in and out of accountability status for the following 4 groups of schools in the 32 states with relevant data for all 4 school years: schools accountable for SWD performance in 2005–06, schools accountable in 2006–07, schools accountable in 2007–08, and schools accountable in 2008–09. As Exhibit 4-11 shows:

- Of the 11,695 schools accountable for SWD subgroup performance in the 2005–06 school year in 32 states, 80 percent continued to be accountable in 2006–07, and 78 percent and 76 percent were accountable in the 2007–08 and 2008–09 school years, respectively.
- Of the 13,832 schools accountable for SWD subgroup performance in the 2006–07 school year, more than two-thirds (68 percent) also were accountable in the previous year (2005–06), 90 percent remained accountable in the following year (2007–08), and 83 percent were accountable in the 2008–09 school year.
- Of the 16,228 schools accountable for SWD subgroup performance in the 2007–08 school year, 85 percent continued to be accountable in the following year (2008–09), 77 percent were accountable in the previous year (2006–07), and 56 percent were accountable in the 2005–06 school year.
- Of the 15,483 schools accountable for SWD subgroup performance in the 2008–09 school year, 89 percent also were accountable in the previous year (2007–08), and 74 percent and 57 percent were accountable in the 2006–07 and 2005–06 school years, respectively.

Exhibit 4-11. Percentage of public schools accountable for SWD subgroup performance in a specified year that also were accountable in other years in 32 states with relevant data, 2005–06 to 2008–09 school years

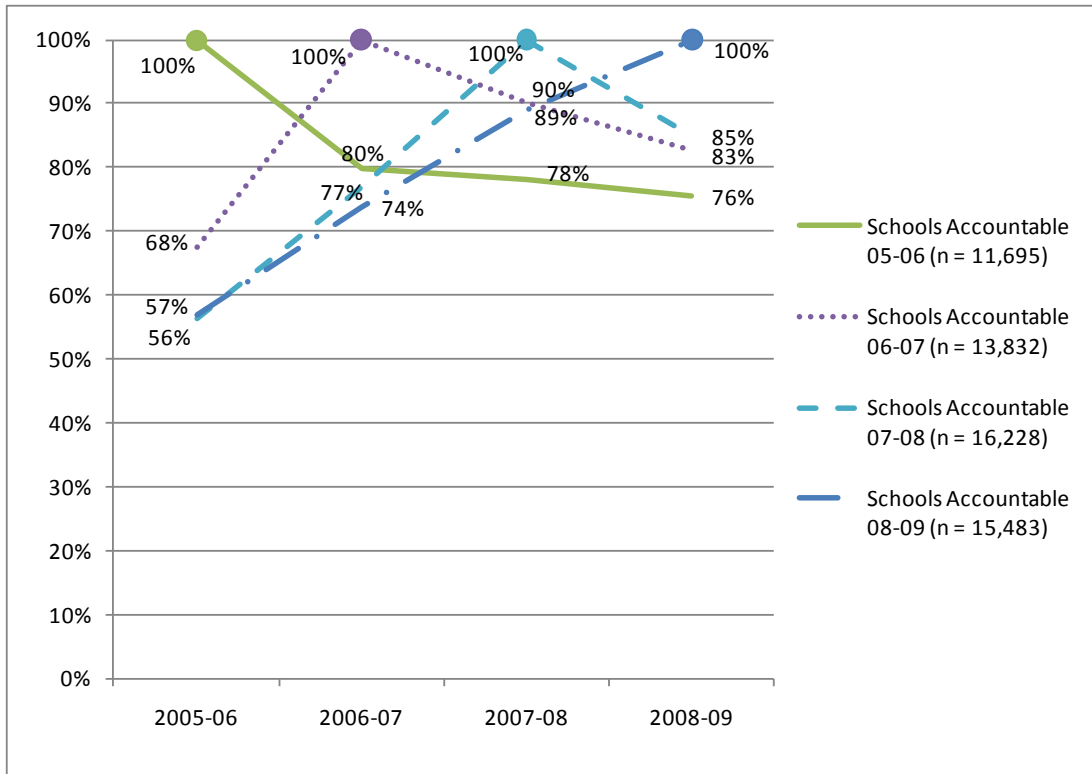


EXHIBIT READS: Of the 11,695 schools that were accountable for the performance of the SWD subgroup in the 2005–06 school year in 32 states with relevant data, 80 percent continued to be accountable in the 2006–07 school year, and 78 percent and 76 percent were accountable in the 2007–08 and 2008–09 school years, respectively. SOURCE: ED*Facts* data, 2005–06 to 2008–09.

NOTE: Analyses were based on 32 states for which there was information for all 4 years. (See Exhibit 3-2 for a list of these 32 states and the data requirements.)

To explore these patterns in greater depth, Exhibit 4-12A tracks changes over time in SWD subgroup accountability for schools accountable in the 2005–06 school year in 32 states. It shows, for example, that more than two-thirds (69 percent) of the 11,695 schools accountable for SWD subgroup performance in the 2005–06 school year were accountable in each of the following three years. Of the 11,695 schools accountable in the 2005–06 school year, 20 percent became not accountable in 2006–07, and 5 percent were not accountable in 2006–07 but became accountable again in 2007–08.

Exhibit 4-12A. Change in accountability for SWD subgroup performance over time among public schools accountable for the SWD subgroup in 2005–06 in 32 states with relevant data, 2005–06 to 2008–09 school years

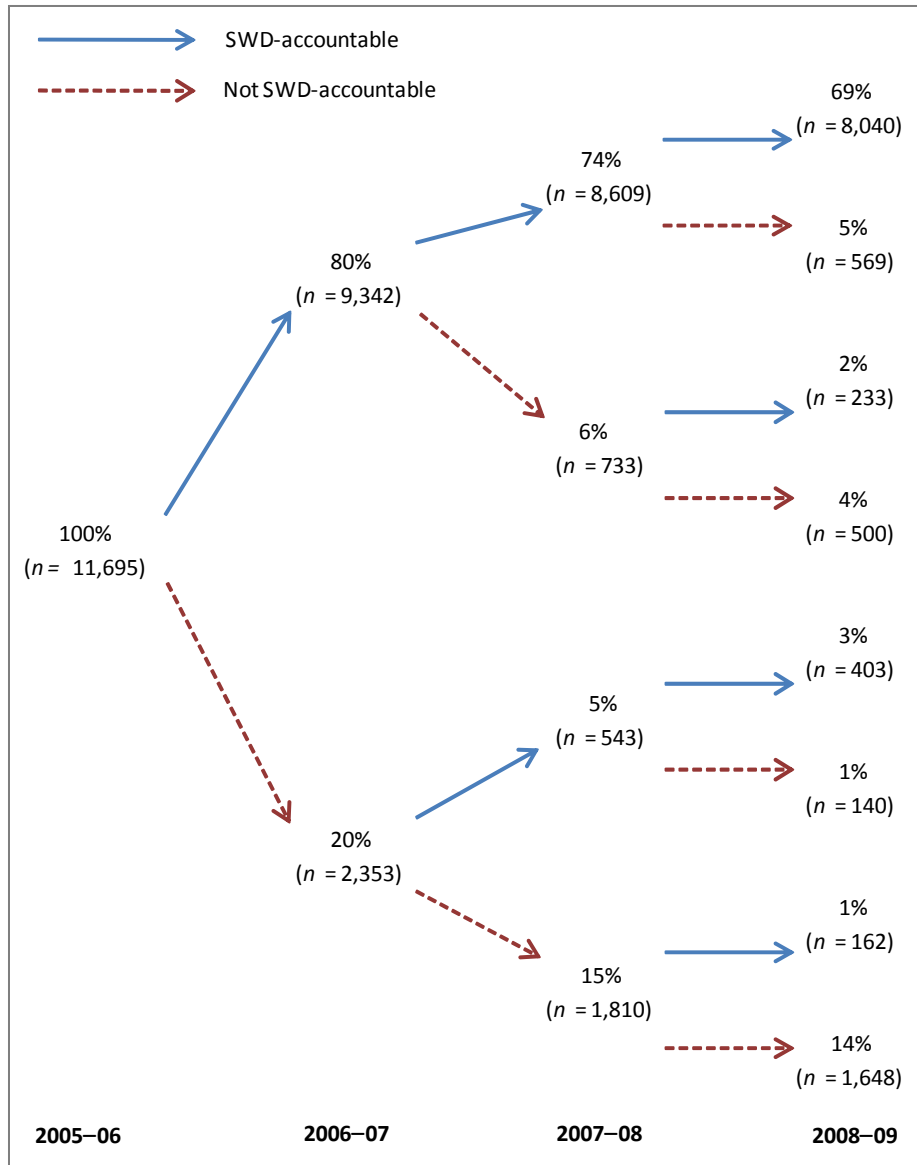


EXHIBIT READS: Of the 11,695 schools that were accountable for the performance of the SWD subgroup in the 2005–06 school year in 32 states with relevant data, 69 percent were consistently accountable for this subgroup through the 2008–09 school year.

SOURCE: ED*Facts* data, 2005–06 to 2008–09.

NOTE: Analyses were based on 32 states for which there was information for all 4 years. (See Exhibit 3-2 for a list of these 32 states and the data requirements.)

In a similar fashion, Exhibit 4-12B depicts changes over time for schools not accountable for the SWD subgroup in the 2005–06 school year. Although 74 percent of the 34,277 schools were consistently not accountable for this subgroup, the other quarter (26 percent) became accountable at some point between the 2006–07 and 2008–09 school years. For example, 9 percent of the schools not accountable in the 2005–06 school year became accountable in 2006–07 and remained accountable in 2007–08 and 2008–09.

Exhibit 4-12B. Change in accountability for SWD subgroup performance over time among public schools not accountable for the SWD subgroup in 2005–06 in 32 states with relevant data, 2005–06 to 2008–09 school years

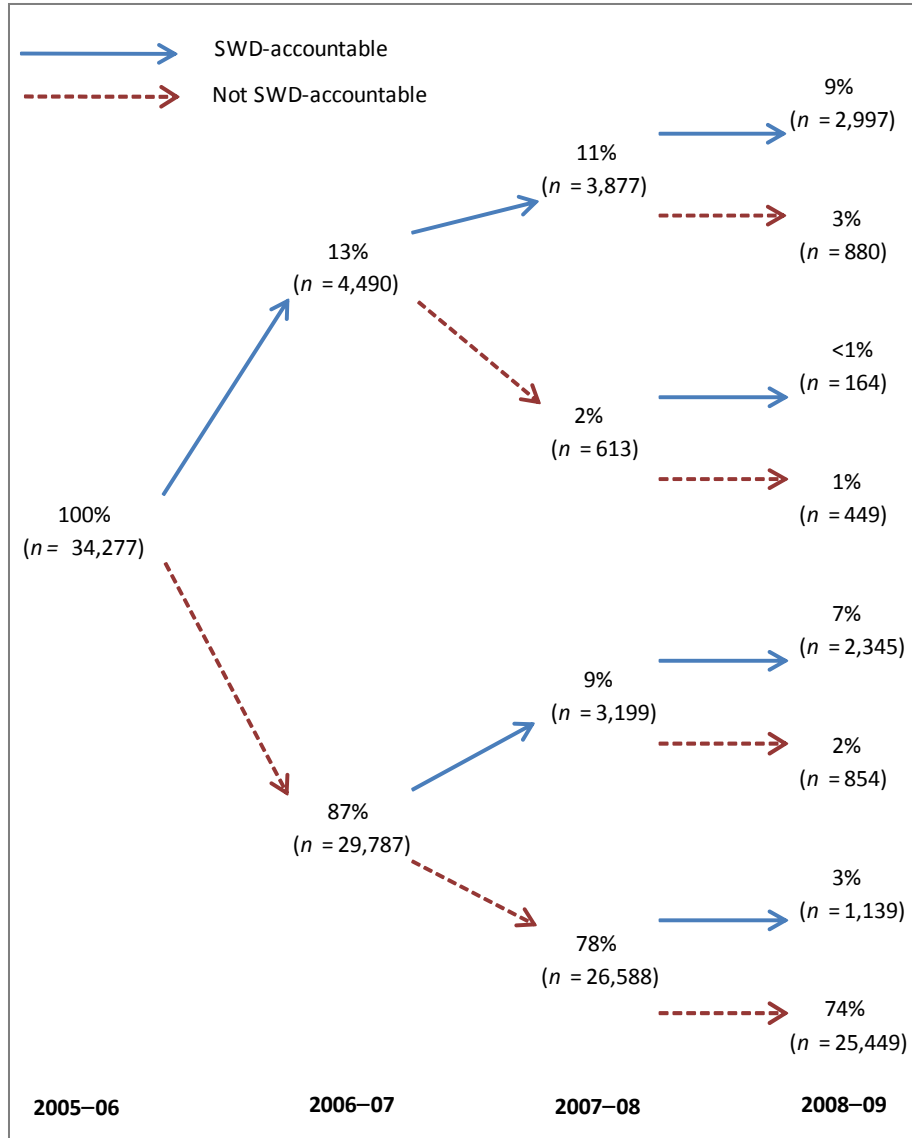


EXHIBIT READS: Of the 34,277 schools that were not accountable for the performance of the SWD subgroup in the 2005–06 school year in 32 states with relevant data, 74 percent were consistently not accountable for this subgroup through the 2008–09 school year.

SOURCE: ED*Facts* data, 2005–06 to 2008–09.

NOTE: Analyses were based on 32 states for which there was information for all 4 years. (See Exhibit 3-2 for a list of these 32 states and the data requirements.)

Summary

This chapter explored three questions related to the inclusion of SWDs in the school accountability system. These questions and the corresponding findings are as follows:

What percentage of schools were accountable for the performance of the SWD subgroup between the 2005–06 and 2008–09 school years?

Schools are required to explicitly include the performance of the SWD subgroup in determining AYP if the number of SWDs in the tested grades meets or exceeds a minimum subgroup size, which varies by state from 5 to 100 students. There was variation across states, school levels, and years in the percentages of schools accountable for this student subgroup. Across the 40 states with relevant data for the 2008–09 school year, more than a third (35 percent) of public schools were accountable for the performance of the SWD subgroup, representing 58 percent of tested SWDs in those states. In those same 40 states, 62 percent of middle schools were accountable for SWD performance, while 31 percent of elementary schools and 23 percent of high schools were accountable. In the 20 states that had relevant data for all 4 years, there was a steady increase in the percentage of SWD-accountable schools, from 25 percent in the 2005–06 school year to more than a third (34 percent) in the 2008–09 school year.

What percentage of different types of schools were accountable for the performance of the SWD subgroup?

To address this question, the study team examined the following types of public schools: traditional regular schools, regular charters, traditional special education schools, special education charters, and vocational/alternative schools. Twelve percent of regular charters in the 40 states with relevant data were accountable for SWD subgroup performance in the 2008–09 school year, compared with over one-third (37 percent) of traditional regular schools, 40 percent of traditional special education schools, and 50 percent of special education charters. In the 40 states with relevant data, there also was variation across school types in the percentage of tested SWDs represented in SWD-accountable schools, which ranged from 33 percent for vocational/alternative schools to 82 percent for special education charters.

What percentage of schools moved in and out of accountability for the performance of the SWD subgroup?

To address this question, the study team examined whether schools were accountable for the performance of the SWD subgroup in each of the 4 school years: 2005–06 through 2008–09. The majority (55 percent) of the public schools in 32 states with relevant data were not accountable for the SWD subgroup in any of the 4 years examined, in comparison with 18 percent of the schools that were consistently accountable in each of the 4 years. There was year-to-year fluctuation in schools' accountability for the SWD subgroup among the remaining schools, which were accountable for the SWD subgroup in some years but not all 4 years. In the 32 states with relevant data, among the schools accountable for the SWD subgroup in the 2005–06 school year, 80 percent, 78 percent, and 76 percent also were accountable in the following 3 school years, respectively.

Chapter 5: Adequate Yearly Progress and School Improvement Status of Schools Accountable for the Performance of the Students With Disabilities Subgroup

Using school-level data from *EDFacts*, this chapter addresses the following research questions:

- *What percentage of schools missed AYP because of the performance of the SWD subgroup?*
- *What percentage of schools accountable for SWD subgroup performance were identified for school improvement?*

AYP of Schools Accountable for the Performance of the SWD Subgroup

Schools can miss AYP for several reasons, including not meeting the annual measurable objective (AMO) for performance in reading or mathematics, or for participation in the reading or mathematics assessment, for the whole school or for any of its applicable subgroups. This section examines the extent to which schools missed AYP due to the performance of the SWD subgroup, either solely or as one of multiple reasons. The proxy adjustment for determining schools' AYP status in eligible states (see Chapter 2) was still in place during the time period examined, which may have affected the AYP determination of some schools.

In the 2008–09 school year, 9 percent of all public schools missed AYP due to SWD subgroup performance and other reason(s), and 5 percent missed AYP solely due to SWD subgroup performance in 37 states with relevant data.

Exhibits 5-1 presents results for all public schools in 37 states for which the study team could identify the reasons for which schools missed AYP in the 2008–09 school year as well as the percentage of tested SWDs enrolled in these schools. Among the more than 58,000 public schools that reported the necessary *EDFacts* data in these 37 states, two-thirds made AYP in the 2008–09 school year, representing 56 percent of tested SWDs in all public schools. Another 19 percent missed AYP for reasons that did not include SWD subgroup performance. Nine percent of all public schools missed AYP because of SWD subgroup performance and other reason(s)³⁶ (representing 19 percent of tested SWDs in all public schools), whereas 5 percent missed AYP solely due to the performance of the SWD subgroup (representing 9 percent of tested SWDs in all public schools).

³⁶ “Other reason(s)” included missing the AMO for reading proficiency or mathematics proficiency for the “all students” group or one of the other student groups, or other academic indicator for the “all students” group. “Other reason(s)” also included missing the AMO for reading or mathematics test participation for the “all students” group, the SWD subgroup, or one of the other student subgroups.

Exhibit 5-1. Percentage of all public schools that made and missed AYP by reason and the percentage of tested SWDs in these schools in 37 states with relevant data, 2008–09 school year

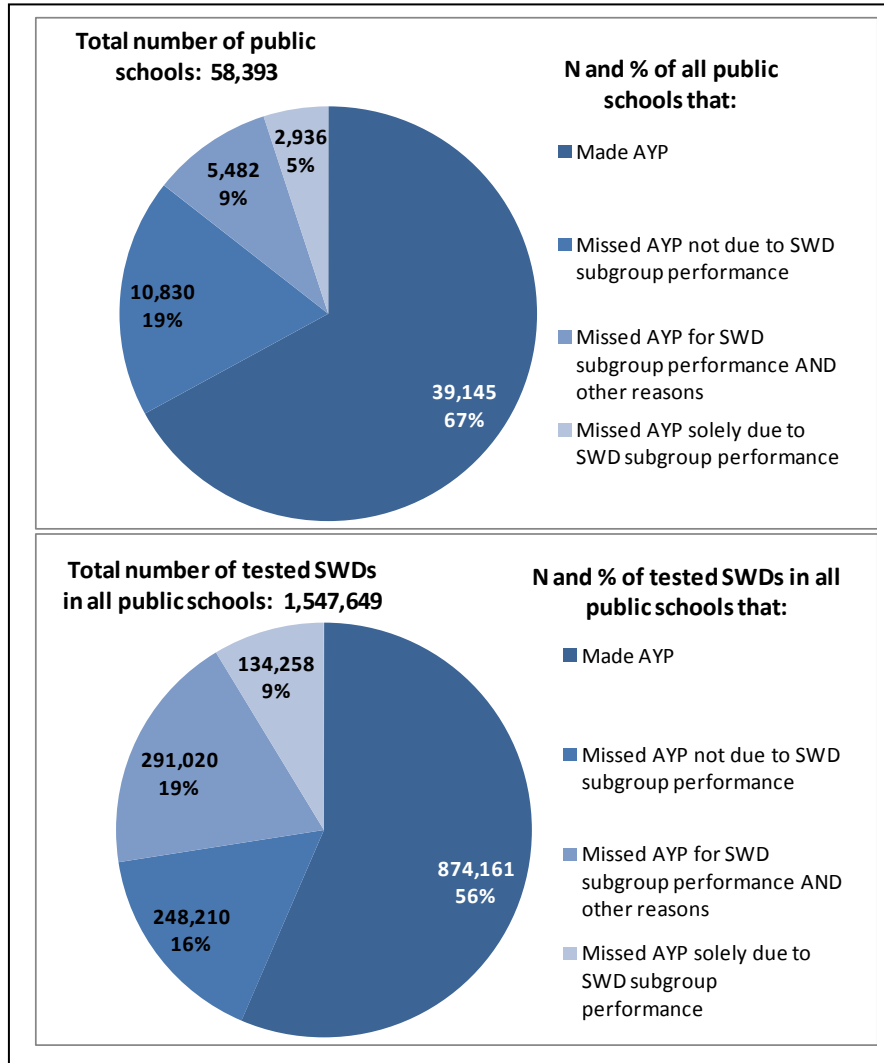


EXHIBIT READS: Sixty-seven percent of the 58,393 public schools in 37 states with relevant data made AYP in the 2008–09 school year.

SOURCE: ED Facts data, 2008–09.

NOTES: 1. This analysis includes only schools that reported data on both school performance on the annual measurable objectives for SWD performance and the number of tested SWDs in 37 states (See Exhibit 3-1 for a list of states excluded from this analysis.) 2. The percentage of tested SWDs represents the number of SWDs that were (a) tested in mathematics or reading under Title I accountability and (b) present for the full academic year.

In the 2008–09 school year, 26 percent of schools accountable for SWD subgroup performance missed AYP due to SWD subgroup performance and other reason(s), and 14 percent missed AYP solely due to SWD subgroup performance in 37 states with relevant data.

When restricting the analyses to schools accountable for SWD subgroup performance in the 37 states with relevant data, 55 percent made AYP in the 2008–09 school year; these schools enrolled 48 percent of tested SWDs attending SWD-accountable schools (see Exhibit 5-2). Five

percent of the SWD-accountable schools missed AYP for reasons that did not include SWD subgroup performance. Over a quarter (26 percent) of SWD-accountable schools missed AYP because of the performance of the SWD subgroup and other reason(s), representing 32 percent of all tested SWDs attending SWD-accountable schools. The other 14 percent of SWD-accountable schools missed AYP solely because of the SWD subgroup performance, representing 15 percent of tested SWDs in all SWD-accountable schools in the 37 states.

Exhibit 5-2. Percentage of SWD-accountable schools that made and missed AYP by reason, and the percentage of tested SWDs in these schools in 37 states with relevant data, 2008–09 school year

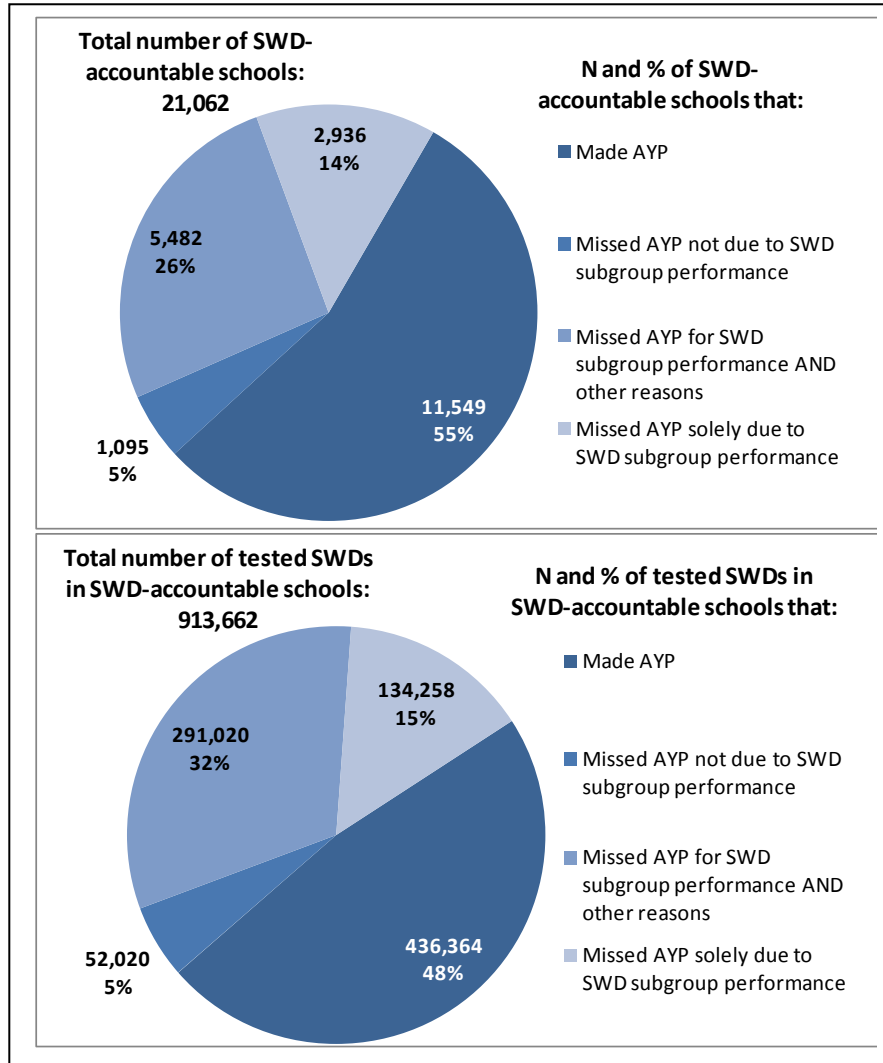


EXHIBIT READS: Fifty-five percent of the 21,062 schools accountable for the performance of the SWD subgroup in 37 states with relevant data made AYP in the 2008–09 school year.

SOURCE: ED*Facts* data, 2008–09.

NOTES: 1. This analysis includes only schools that reported data on both school performance on the annual measurable objectives for SWD performance and the number of tested SWDs in 37 states. (See Exhibit 3-1 for a list of states excluded from this analysis.) 2. The percentage of tested SWDs represents the number of SWDs that were (a) tested in mathematics or reading under Title I accountability and (b) present for the full academic year.

Previous research suggests that whereas relatively few schools missed AYP because of the performance of a single subgroup, among schools that *did* miss AYP for a single subgroup, more schools missed it because of the SWD subgroup performance than for any other subgroup (IES 2006; Johnson, Peck, and Wise 2007b; Taylor, Stecher, O’Day, Naftel, and Le Floch 2010). Consistent with this, among the 5,038 public schools (9 percent of all public schools) in 37 states that missed AYP because of a single subgroup in the 2008–09 school year according to *EDFacts* data, 58 percent missed it for SWDs. Among the 3,334 *SWD-accountable* schools (16 percent of all *SWD-accountable* schools) that missed AYP for a single subgroup in these same states, 88 percent missed it for SWDs in the 2008–09 school year.³⁷

The percentage of all public schools and SWD-accountable schools that missed AYP for reasons including SWD performance varied across different types of schools in 37 states with relevant data.

The overall distribution of schools that made AYP or missed AYP for various reasons may obscure differences by school type. To understand whether AYP performance varied by type of school, this section examines the percentage of regular schools, special education schools, and vocational/alternative schools that made AYP in the 37 states with the relevant the 2008–09 school year data. As Exhibit 5-3 shows, among all public schools in these states, 68 percent of traditional regular schools and 61 percent of regular charters made AYP in the 2008–09 school year, whereas 51 percent of traditional special education schools, 40 percent of special education charters, and 47 percent of the vocational/alternative schools did so.³⁸

Exhibit 5-3 also shows that 10 percent of traditional regular schools and 4 percent of regular charter schools missed AYP due to both the SWD subgroup performance and other reason(s); such reasons, however, accounted for 22 percent of traditional special education schools and 40 percent of special education charters missing AYP. Few schools missed solely due to the SWD subgroup performance, ranging to zero for special education schools to 5 percent for traditional regular schools.

³⁷ Two studies looked at the percentage of schools that missed AYP solely due to SWD performance among all schools that missed AYP (irrespective of whether accountable for SWD subgroup performance or not). The Commission on NCLB (2006) studied five states (California, Florida, Michigan, Georgia, and Pennsylvania) and reported that of the schools that missed AYP (for any reason) in the 2004–05 school year, as few as 1 to 2 percent of schools in California and Florida missed it solely due to the SWD subgroup, with a high of 38 percent in Georgia. Johnson and others (2007b) showed a similar range.

³⁸ Findings about special education charters should be interpreted with caution given the small number of such schools in this analysis (n = 40).

Exhibit 5-3. Percentage of all public schools that made and missed AYP by reason, by school type in 37 states with relevant data, 2008–09 school year

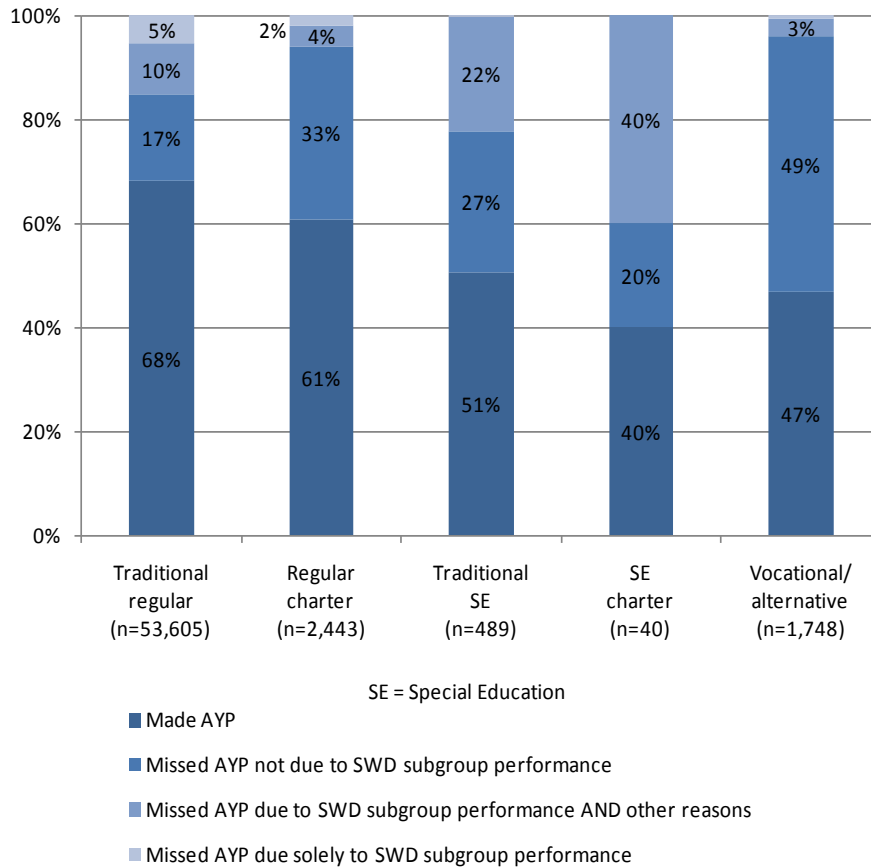


EXHIBIT READS: Five percent of all traditional regular schools in 37 states with relevant data missed AYP solely due to the performance of the SWD subgroup in the 2008–09 school year.

SOURCE: ED*Facts* data, 2008–09.

NOTES: 1. “Regular” refers to non-special education, and “traditional” refers to non-charter schools. 2. This analysis includes only schools that reported data both school performance on the annual measurable objectives for SWD performance and the number of tested SWDs in 37 states that provided data for all AYP targets in 2008–09. (See Exhibit 3-1 for a list of states excluded from this analysis.)

Exhibit 5-4 depicts the distribution of SWD-accountable schools that made AYP and missed AYP for different reasons by school type in the 37 states with available data for the 2008–09 school year. It shows that more than half of SWD-accountable traditional regular schools (55 percent) and regular charters (52 percent) made AYP in the 2008–09 school year, compared with 39 percent of traditional special education schools and 24 percent of special education charter schools.³⁹

³⁹ Findings about special education charters should be interpreted with caution given the small number of such schools in this analysis (n = 21).

Exhibit 5-4. Percentage of SWD-accountable schools that made and missed AYP by reason, by school type in 37 states with relevant data, 2008–09 school year

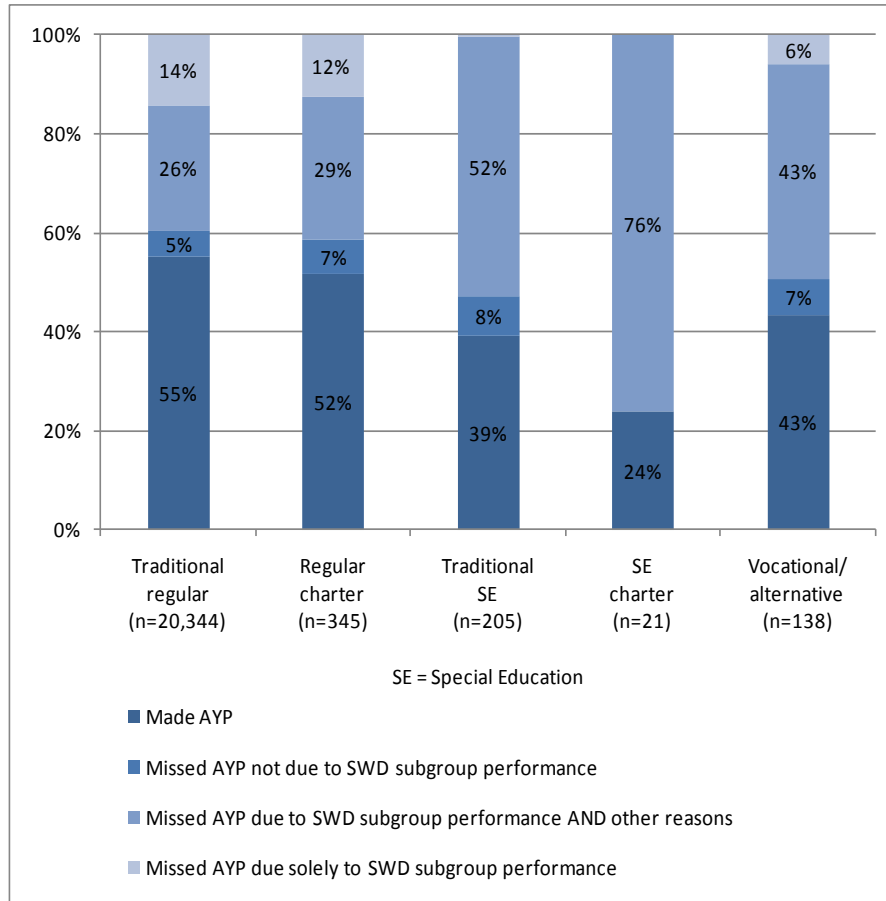


EXHIBIT READS: Fourteen percent of traditional regular schools accountable for the SWD subgroup in 37 states with relevant data missed AYP in the 2008–09 school year solely due the performance of the SWD subgroup.

SOURCE: ED*Facts* data, 2008–09.

NOTES: 1. “Regular” refers to non-special education, and “traditional” refers to non-charter schools. 2. This analysis includes only schools that reported data on both school performance on the annual measurable objectives for SWD performance and the number of tested SWDs in 37 states that provided data for all AYP targets for the 2008–09 school year. (See Exhibit 3-1 for the list of states excluded from this analysis.)

The majority of special education schools (52 percent of traditional special education schools and 76 percent of special education charter schools) missed AYP due to SWD subgroup performance and other reason(s), whereas less than a third of regular schools did so (26 percent and 29 percent for traditional regular schools and regular charter schools, respectively). Exhibit 5-4 also shows that 14 percent of traditional regular schools, 12 percent of regular charters, and 6 percent of vocational/alternative schools missed AYP due solely to the performance of the SWD subgroup.

The higher rate at which special education charter schools did not make AYP for reasons including SWD subgroup performance (76 percent in comparison to 52 percent for traditional special education schools) needs further examination. One of a number of possible reasons for this difference in rates may be the 1 percent cap at the district level on the use of AA-AAS proficient scores toward AYP (because charter schools may serve as their own districts). Given

that special education schools cater to SWDs, they may make greater use of alternate assessments than regular public schools do.

The percentage of SWD-accountable schools that missed AYP for reasons including SWD subgroup performance in 16 states with relevant data was stable over time.

This section examines the percentage of schools that missed AYP for reasons including SWD subgroup performance from the 2005–06 to 2008–09 school years. In the 16 states that had the relevant data, more than half (between 56 percent and 59 percent) of the SWD-accountable schools made AYP in each of the 4 years (see Exhibit 5-5). During these 4 years, between 22 percent and 28 percent of the SWD-accountable schools missed AYP because of SWD subgroup performance and other reason(s), 10 to 13 percent missed AYP solely due to SWD subgroup performance, and 4 to 9 percent missed AYP due to reasons not including the SWD subgroup performance.

Exhibit 5-5. Percentage of SWD-accountable schools that made and missed AYP by reason in 16 states with relevant data, 2005–06 to 2008–09 school years

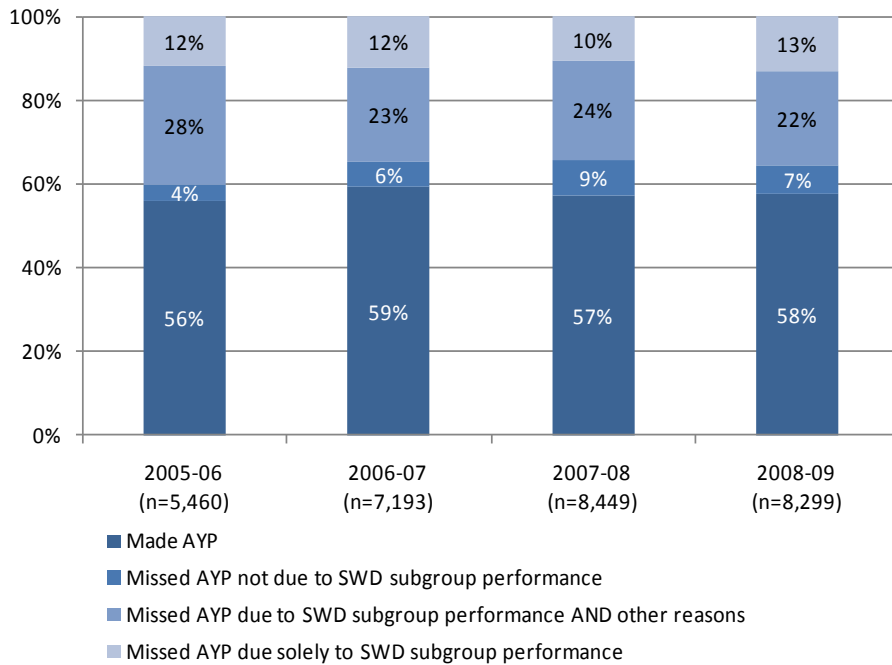


EXHIBIT READS: Twelve percent of schools accountable for the performance of the SWD subgroup in 16 states with relevant data missed AYP in the 2005–06 school year solely due the performance of the SWD subgroup.

SOURCE: ED*Facts* data, 2005–06 to 2008–09

NOTES: 1. This analysis includes only schools that reported data on both school performance on the annual measurable objectives for SWD performance in 16 states that provided data for all AYP targets over the 4 years. 2. For the purpose of looking at trends over time, the analysis is restricted to the 16 states that reported relevant data for all 4 years. (See Exhibit 3-2 for a list of the 16 states included in this analysis.)

School Improvement Status of Schools Accountable for the Performance of the SWD Subgroup

The majority (56 percent) of schools consistently accountable for the SWD subgroup performance from the 2005–06 to 2008–09 school years in 27 states with relevant data were never identified for school improvement.

Under the ESEA, schools that miss AYP for two consecutive years⁴⁰ are identified as “in need of improvement” and are to receive technical assistance from their district and state to support their improvement efforts. Subsequent failure to make AYP results in increasingly intensive interventions, including corrective action and school restructuring. Once identified for improvement, a school must make AYP for two consecutive years to exit improvement status. Exhibit 5-6 examines the percentage of schools consistently accountable for SWD subgroup performance from the 2005–06 to 2008–09 school years that were never identified for improvement between the 2006–07 and 2009–10 school years, as well as the percentage of SWD-accountable schools that were identified, by the year of identification. Note that the identification of schools for improvement in a given year is based on the prior years’ AYP performance. Accordingly, the school improvement identification status reported in the 2005–06 ED*Facts* database represents schools’ identification status for the 2006–07 school year.

Among the 6,691 schools that were consistently accountable for the performance of the SWD subgroup from the 2005–06 to 2008–09 school years in 27 states, more than half (56 percent) were never identified for school improvement during the 4 years examined.⁴¹ More than a quarter (29 percent) were first identified in the 2006–07 school year, while the remaining 15 percent were identified during the following three years. For comparison, similar data also are presented for schools consistently not accountable for SWD performance. As expected, a higher percentage (76 percent) of schools that were consistently not accountable for SWD subgroup performance in these states were never identified for improvement between the 2006–07 and 2009–10 school years.

⁴⁰ Or schools that have failed to meet the state's transitional criteria for two consecutive years.

⁴¹ The proxy adjustment for schools that missed AYP solely due to SWD subgroup performance in eligible states was in effect during this timeframe and may have implications for making AYP and consequently identification for school improvement.

Exhibit 5-6. Number and percentage of public schools consistently accountable and consistently not accountable for SWD subgroup performance during the 2005–06 to 2008–09 school years in 27 states with relevant data, by year identified for school improvement

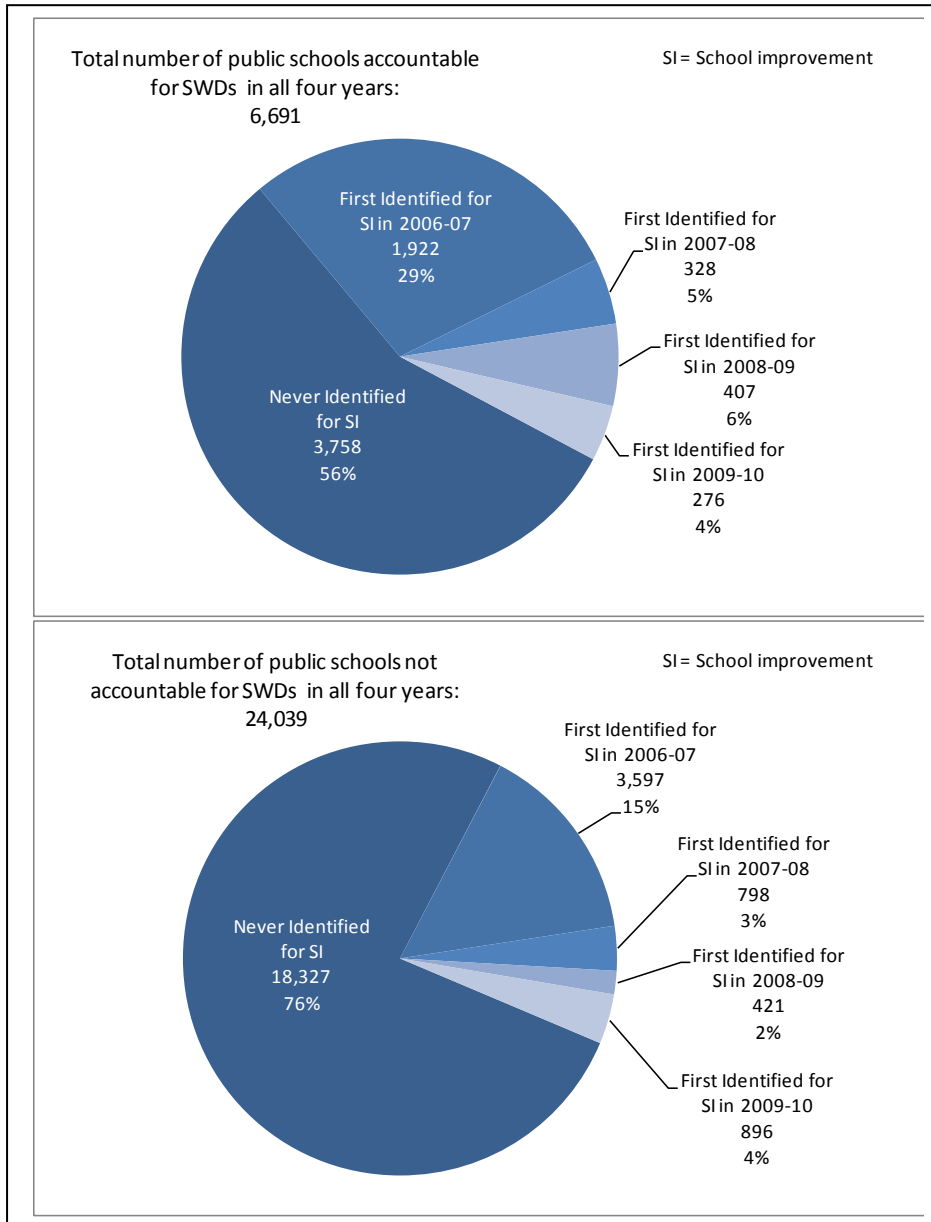


EXHIBIT READS: Of the 6,691 public schools that were consistently accountable for SWD subgroup performance from the 2005–06 to 2008–09 school years in 27 states with relevant data, 56 percent were never identified for school improvement.

SOURCE: ED*Facts* data, 2005–06 to 2008–09.

NOTE: 1. Analyses were based on 27 states for which there was information for all 4 years. (See Exhibit 3-2 for a list of these states and the data requirements. See Appendices L and M for individual state-level results.)

SWD-accountable schools that were identified for improvement may have been identified due to the performance or test participation of the school as a whole or other subgroups; they were not necessarily identified due to the SWD subgroup performance. Schools, depending on their subgroup sizes, can be accountable for as many as eight subgroups and as many as 37 AYP targets. As noted in the prior section, 14 percent of SWD-accountable schools missed AYP solely due to the SWD subgroup performance in the 2008–09 school year, in comparison to more than a quarter (26 percent) that missed due to the SWD subgroup and other reason(s). Furthermore, Taylor et al. (2010) found that schools accountable for more subgroups were less likely to make AYP than schools with fewer subgroups.⁴² As shown in Exhibit 5-7, schools that were consistently accountable for the SWD subgroup performance during the 4-year study period and were identified for school improvement in 24 states were accountable for an average of 4.8 subgroups across those years. In comparison, identified schools that were consistently not accountable had 2.9 applicable subgroups. These results suggest that the performance of the SWD subgroup alone may not be the only determinant for the identification of SWD-accountable schools for improvement.

Exhibit 5-7. Average number of applicable subgroups for consistently SWD-accountable schools and consistently non-SWD-accountable schools (2005–06 to 2008–09) among schools identified for school improvement and schools never identified (2006–07 to 2009–10) in 24 states with relevant data

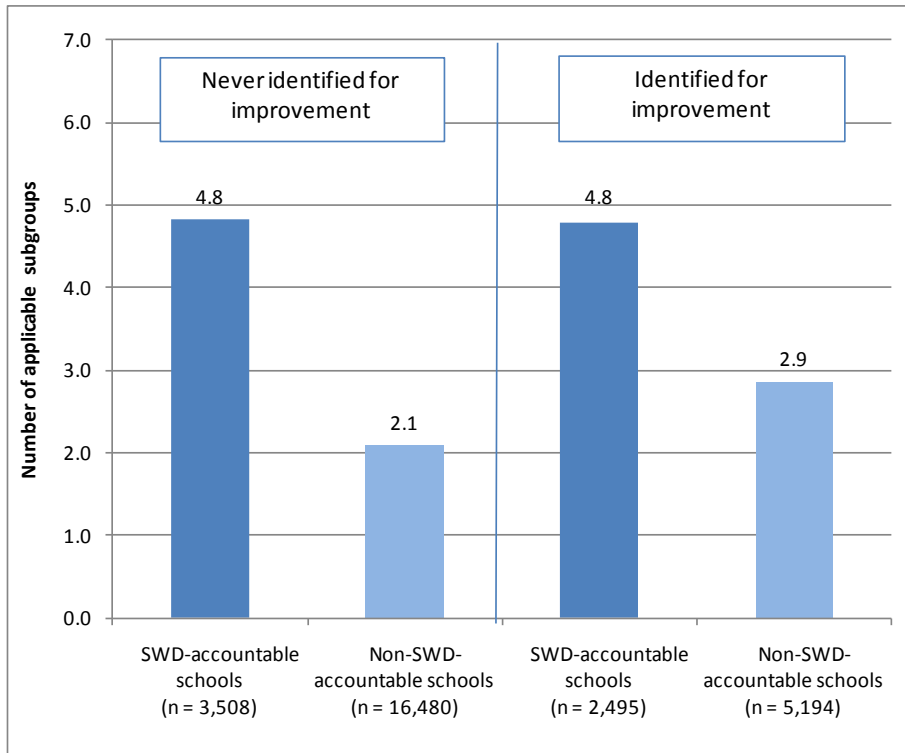


EXHIBIT READS: The 3,508 public schools that were consistently accountable for the performance of the SWD subgroup from the 2005–06 to 2008–09 school years and never identified for improvement in 24 states with relevant data were accountable for an average 4.8 subgroups during a 4-year period.

⁴² Taylor et al. (2010) reported that 66 percent of schools for which AYP was calculated for six or more subgroups in the 2005–06 school year made AYP, compared with 93 percent of schools for which AYP was calculated for one subgroup.

SOURCE: ED Facts data, 2005–06 to 2008–09.

NOTE: Analyses were based on 24 states for which there was information for all 4 years. (See Exhibit 3-2 for a list of these 24 states and the data requirements.)

Exhibit 5-8 presents the distribution of schools across different stages of school improvement among the schools that were consistently accountable for the performance of the SWD subgroup from the 2005–06 through 2008–09 school years in 27 states. In the 2006–07 school year, for example, 71 percent of those schools were not identified for school improvement, 15 percent were in Year 1 or 2 improvement status, 9 percent were in corrective action, and 5 percent were planning for or in restructuring. By the 2009–10 school year, the percentage of non-identified schools declined to 63 percent whereas schools planning for or in restructuring increased to 18 percent.

Exhibit 5-8. Percentage of schools consistently accountable for SWD subgroup performance from the 2005–06 to 2008–09 school years, by stage of school improvement in 27 states with relevant data

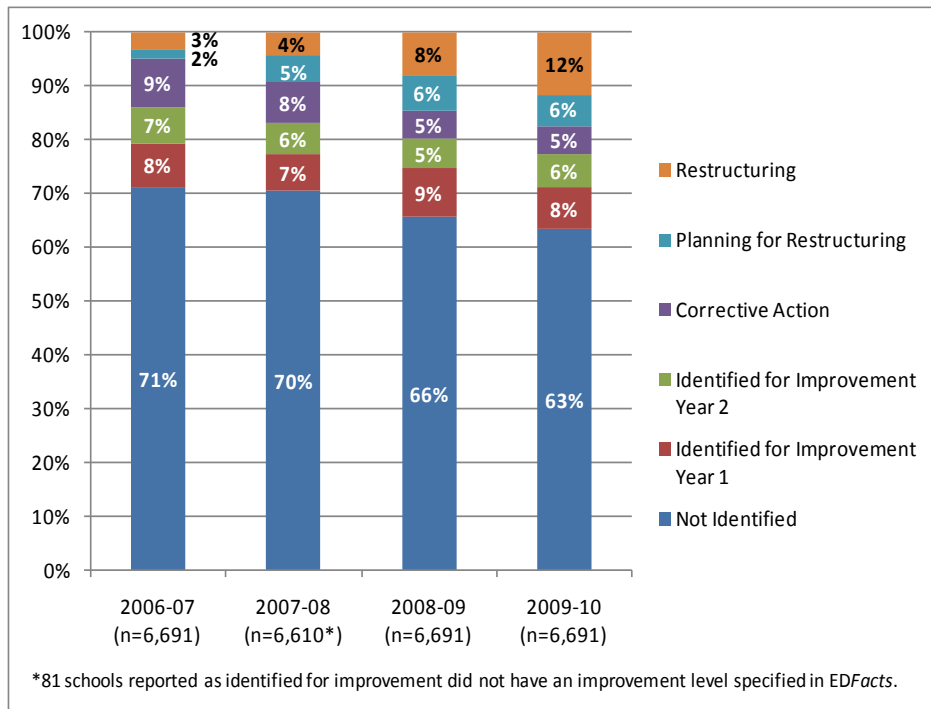


EXHIBIT READS: Of the public schools that were consistently accountable for the performance of the SWD subgroup from the 2005–06 to 2008–09 school years in 27 states with relevant data, 71 percent were not identified for school improvement in the 2006–07 school year.

SOURCE: ED Facts data, 2005–06 to 2008–09.

NOTE: 1. Analyses were based on 27 states for which there was information for all 4 years. (See Exhibit 3-2 for a list of these 27 states and the data requirements.)

Among schools consistently accountable for SWD subgroup performance from the 2005–06 to 2008–09 school years in 27 states with relevant data, 80 percent retained their school improvement status in each of the 4 years analyzed.

To explore the movement in and out of school improvement status, the study team examined changes in identification over time. The following exhibits track the history of school

improvement identification for schools consistently accountable for the performance of the SWD subgroup from the 2005–06 to 2008–09 school years. Of the 4,689 consistently SWD-accountable schools not identified for improvement in the 2006–07 school year in 27 states, 95 percent were not identified in 2007–08, 86 percent were not identified in 2008–09, and 80 percent remained not identified through 2009–10 (see Exhibit 5-9A). Exhibit 5-9B focuses on the consistently accountable schools identified in the 2006–07 school year. It shows that 80 percent were consistently identified for school improvement during the 4-year period. These findings suggest that school improvement identification was largely stable, with relatively few schools experiencing changes in their identification status. Once identified for school improvement, schools were likely to remain identified during the study period, and vice versa.

Exhibit 5-9A. Change in school improvement identification over time among public schools not identified for school improvement in 2006–07 and accountable for SWD subgroup performance from the 2005–06 to 2008–09 school years in 27 states with relevant data

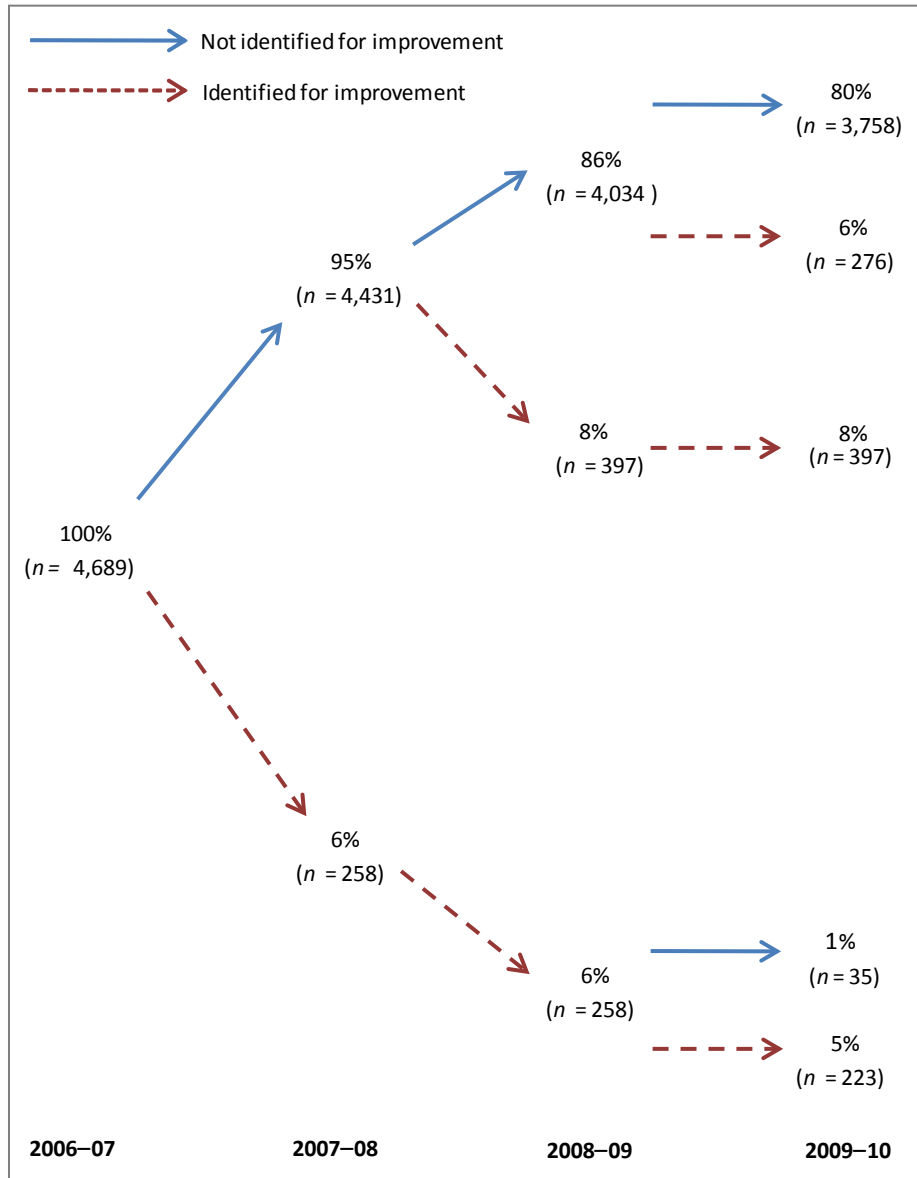


EXHIBIT READS: Of the 4,689 schools that were consistently accountable for the performance of the SWD subgroup from the 2005–06 to 2008–09 school years and not identified for school improvement in the 2006–07 school year in 27 states with relevant data, 95 percent remained not identified in the 2007–08 school year.

SOURCE: ED*Facts* data, 2005–06 to 2008–09.

NOTE: 1. Analyses were based on 27 states for which there was information for all 4 years. (See Exhibit 3-2 for a list of these 27 states and the data requirements.)

Exhibit 5-9B. Change in school improvement identification over time among public schools identified for school improvement in 2006–07 and accountable for the SWD subgroup performance from the 2005–06 to 2008–09 school years in 27 states with relevant data

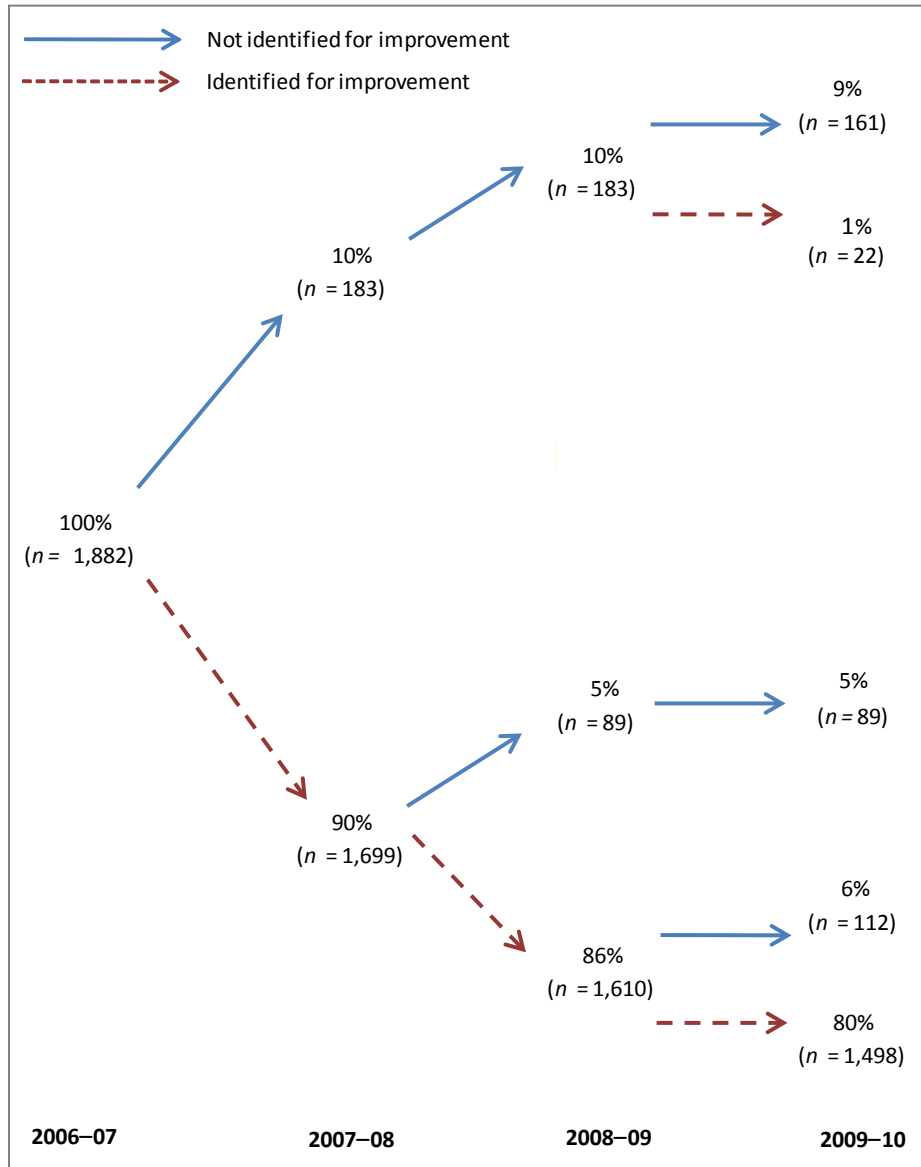


EXHIBIT READS: Of the 1,882 schools that were consistently accountable for the performance of the SWD subgroup from the 2005–06 to 2008–09 school years and identified for school improvement in the 2006–07 school year in 27 states with relevant data, 90 percent remained identified in the 2007–08 school year.

SOURCE: ED Facts data, 2005–06 to 2008–09.

NOTE: 1. Analyses were based on 27 states for which there was information for all 4 years. (See Exhibit 3-2 for a list of these 27 states and the data requirements.)

Summary

This chapter explored two questions regarding school-level AYP determination as it relates to the performance of the SWD subgroup and school improvement identification for SWD-accountable schools. These questions and the corresponding findings are as follows:

What percentage of schools missed AYP because of the performance of the SWD subgroup?

To answer this question, the study team examined the reasons for which schools missed AYP. To make AYP, schools must meet the annual measurable objectives for performance and participation for the whole school as well as any applicable subgroup in both reading and mathematics, as well as another academic indicator. Nine percent of all public schools in 37 states missed AYP in the 2008–09 school year because of SWD subgroup performance and other reason(s), and 5 percent missed it solely because of SWD subgroup performance. Together these schools represented more than a quarter (28 percent) of tested SWDs in all public schools in these states. Among schools accountable for SWD subgroup performance in these 37 states, 26 percent missed AYP because of SWD performance and other reason(s), and 14 percent missed AYP solely because of SWD performance in the 2008–09 school year. Combined, these schools enrolled 47 percent of tested SWDs attending SWD-accountable schools in these states. In the 16 states that had relevant data during the 4 years analyzed, 40 percent of SWD-accountable schools missed AYP either partially or solely due to SWD performance in the 2005–06 school year and 35 percent did so in 2008–09.

What percentage of schools accountable for SWD subgroup performance were identified for school improvement?

To address this question, the study team focused on schools that were accountable for the performance of SWDs from the 2005–06 through 2008–09 school years. Among schools that were consistently accountable for the performance of the SWD subgroup across 27 states during the 4 years, the majority (56 percent) were never identified for school improvement during this time period. By comparison, among schools that were consistently not accountable for SWD subgroup performance in these states, three-quarters (76 percent) were never identified for improvement. Further, identification for school improvement was mostly stable over time. Of the consistently SWD-accountable schools in these 27 states, 80 percent of the schools identified or not identified for improvement in the 2006–07 school year retained the same identification status through 2009–10.

References

- Ahearn, E. (2009). *Growth Models and Students with Disabilities: Report of State Interviews*. Alexandria, VA: Project Forum, National Association of State Directors of Special Education. Retrieved January 15, 2012, from <http://www.projectforum.org/docs/GrowthModelsandStudentswithDisabilities-ReportofStateInterviews.pdf>.
- Albus, D., Thurlow, M., and Bremer, C. (2009). *Achieving Transparency in the Public Reporting of 2006–2007 Assessment Results* (Technical Report 53). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Retrieved January 15, 2012, from <http://www.cehd.umn.edu/NCEO/OnlinePubs/TechnicalReport53.pdf>.
- Bandeira de Mello, V. (2011). *Mapping State Proficiency Standards Onto the NAEP Scales: Variation and Change in State Standards for Reading and Mathematics, 2005–2009* (NCES 2011-458). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, Washington, DC: U.S. Government Printing Office. Retrieved January 15, 2012, from <http://nces.ed.gov/nationsreportcard/pdf/studies/2011458.pdf>.
- Blackorby, J., Schiller, E., Mallik, S., Hebbeler, K., Huang, T., Javitz, H., Marder, C., Nagle, K., Shaver, D., Wagner, M., and Williamson, C. (2010). *Patterns in the Identification of and Outcomes for Children and Youth With Disabilities* (NCEE 2010-4005). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved January 15, 2012, from <http://ies.ed.gov/ncee/pubs/20104005/pdf/20104005.pdf>.
- Cameto, R., Knokey, A.-M., Nagle, K., Sanford, C., Blackorby, J., Sinclair, B., and Riley, D. (2009). *State Profiles on Alternate Assessments Based on Alternate Achievement Standards. A Report From the National Study on Alternate Assessments* (NCSE 2009-3013). Menlo Park, CA: SRI International. Retrieved January 15, 2012, from <http://ies.ed.gov/ncser/pdf/20093013.pdf>.
- Chudowsky, N., Chudowsky, V., and Keber, N. (2009). *State Test Score Trends Through 2007–08, Part 4: Has Progress Been Made in Raising Achievement for Students with Disabilities?* Washington, DC: Center on Education Policy. Retrieved January 15, 2012, from <http://www.edweek.org/media/studentswdisabilities.pdf>
- Commission on No Child Left Behind. (2006). *Children With Disabilities and LEP Students: Their Impact on the AYP Determinations of Schools* (Commission Staff Research Report). Washington, DC: The Aspen Institute. Retrieved January 15, 2012, from http://www.aspeninstitute.org/sites/default/files/content/docs/commission%20on%20no%20child%20left%20behind/LEP_and_Disabilities_Subgroup_report_finala.pdf.
- Elledge, A., Le Floch, K. C., Taylor, J., and Anderson, L. (2009). *State and Local Implementation of the No Child Left Behind Act, Volume V—Implementation of the 1*

- Percent Rule and 2 Percent Interim Policy Options*. Washington, DC: U.S. Department of Education, Office of Planning, Evaluation, and Policy Development, Policy and Program Studies Service. Retrieved January 15, 2012, from <http://www2.ed.gov/rschstat/eval/disadv/nclb-disab/nclb-disab.pdf> .
- Finnegan, K., Adelman, N., Anderson, L., Cotton, L., Donnelly, M. B., and Price, T. (2004). *Evaluation of the Public Charter Schools Program: Final Report*. Washington, DC: U.S. Department of Education, Office of the Deputy Secretary. Retrieved January 15, 2012, from <http://www2.ed.gov/rschstat/eval/choice/pcsp-final/finalreport.pdf>.
- Fulton, M. (2006). *Minimum Subgroup Size for Adequate Yearly Progress (AYP): State Trends and Highlights*. Denver, CO: Education Commission of the States. Retrieved January 15, 2012, from <http://www.ecs.org/clearinghouse/71/71/7171.pdf> .
- H.R. 4330, The All Students Achieving Through Reform Act of 2009: Hearing before the Committee on Education and Labor, U.S. House of Representatives, 111th Congress, 2nd Session* (2010) (testimony of Thomas Hehir). Retrieved January 15, 2012, from http://republicans.edlabor.house.gov/UploadedFiles/2.24.10_hehir.pdf.
- Institute of Education Sciences. (2006). *National Assessment of Title I Interim Report: Executive Summary*. Washington, DC: U.S. Department of Education, Institute of Education Sciences. Retrieved January 15, 2012, from <http://www2.ed.gov/rschstat/eval/disadv/title1interimreport/execsum.pdf>.
- Johnson, K. E., Peck, K., and Wise, J. (2007a). *The Students With Disabilities Subgroup and Adequate Yearly Progress in Mid-Atlantic Region Schools*. (Issues & Answers Report, REL 2007–No. 018). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Mid-Atlantic. Retrieved January 15, 2012, from http://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL_2007018.pdf.
- Johnson, K. E., Peck, K., and Wise, J. (2007b). *Subgroups and Adequate Yearly Progress in Mid-Atlantic Region Schools* (Issues & Answers Report, REL 2007–No. 028). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Mid-Atlantic. Retrieved January 15, 2012, from http://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL_2007028.pdf.
- Lazarus, S. S., Hodgson, J. R., Price, L. M., & Thurlow, M. L. (2011). *States' participation guidelines for alternate assessments based on modified academic achievement standards (AA-MAS) in 2010* (Synthesis Report 82). Minneapolis: University of Minnesota, National Center on Educational Outcomes. Retrieved January 15, 2012, from <http://www.cehd.umn.edu/NCEO/OnlinePubs/Synthesis82/SynthesisReport82.pdf>.
- Lazarus, S. S., Hodgson, J., and Thurlow, M. L. (2010). *States' Participation Guidelines for Alternate Assessments Based on Modified Academic Achievement Standards (AA-MAS) in 2009* (Synthesis Report 75). Minneapolis: University of Minnesota, National Center on

- Educational Outcomes. Retrieved January 15, 2012, from <http://www.cehd.umn.edu/NCEO/OnlinePubs/Synthesis75/Synthesis75.pdf> .
- Miron, G., Urschel, J. L., Mathis, W, J., and Tornquist, E. (2010). *Schools Without Diversity: Education Management Organizations, Charter Schools, and the Demographic Stratification of the American School System*. Boulder: University of Colorado, Education and the Public Interest Center. Retrieved January 15, 2012, from <http://nepc.colorado.edu/files/EMO-Seg.pdf>.
- National Center for Education Statistics. (2009a). *The Nation's Report Card: Mathematics 2009* (NCES 2010–451). Washington, DC: Institute of Education Sciences, U.S. Department of Education. Retrieved January 15, 2012, from <http://nces.ed.gov/nationsreportcard/pdf/main2009/2010451.pdf>.
- National Center for Education Statistics. (2009b). *The Nation's Report Card: Reading 2009* (NCES 2010–458). Washington, DC: Institute of Education Sciences, U.S. Department of Education. Retrieved January 15, 2012, from <http://nces.ed.gov/nationsreportcard/pdf/main2009/2010458.pdf>.
- National Center for Education Statistics. (2010). Table 52. Number and percentage of children served under Individuals with Disabilities Education Act, Part B, by age group and state or jurisdiction: Selected years, 1990–91 through 2007–08. In *Digest of Education Statistics, 2009* (NCES 2010-013). Washington, DC: U.S. Department of Education, Institute of Education Sciences. Retrieved January 15, 2012, from http://nces.ed.gov/programs/digest/d09/tables/dt09_052.asp?referrer=list.
- Nelson, B., Berman, P., Ericson, J., Kamprath, N., Perry, R., Silverman, D., and Solomon, D. (2000). *The State of Charter Schools, 2000. National Study of Charter Schools, 4th Year Report*. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement. Retrieved January 15, 2012, from <http://www2.ed.gov/PDFDocs/4yrrpt.pdf>.
- New Jersey Department of Education. (2008). *State of New Jersey Consolidated State Application Accountability Workbook: No Child Left Behind in New Jersey* (revised June 27, 2008). Retrieved January 15, 2012, from <http://www2.ed.gov/admins/lead/account/stateplans03/njcsa.pdf> .
- North Carolina Department of Public Instruction. (2009). *State Board of Education State of North Carolina Consolidated State Application Accountability Workbook* (approved by the State Board of Education January 7, 2010). Retrieved January 15, 2012, from <http://www2.ed.gov/admins/lead/account/stateplans03/nccsa.pdf>.
- Rhim, L. M., Faulkner, J., and McLaughlin, M. (2006). Access and Accountability for Students With Disabilities in California Charter Schools (Research Report No. 5:). College Park, MD: University of Maryland, Institute for the Study of Exceptional Children and Youth. Retrieved January 15, 2012, from <http://www.education.umd.edu/EDSP/ProjectIntersect/docs/IRR5Revimar07.pdf>.

- Taylor, J., Stecher, B., O'Day, J., Naftel, S., and Le Floch, K.C. (2010). *State and Local Implementation of the No Child Left Behind Act, Volume IX—Accountability under NCLB: Final Report*. Washington, DC: U.S. Department of Education, Office of Planning, Evaluation, and Policy Development, Policy and Program Studies Service. Retrieved January 15, 2012, from <http://www2.ed.gov/rschstat/eval/disadv/nclb-accountability/nclb-accountability-final.pdf>.
- Thurlow, M., Altman, J., and Vang, M. (2009). *Annual Performance Report, 2006–07: State Assessment Data*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Retrieved January 15, 2012, from <http://www.cehd.umn.edu/NCEO/OnlinePubs/APRreport2006-2007.pdf>.
- Thurlow, M., Lazarus, S., Quenemoen, R., and Moen, R. (2010). Using Growth for Accountability: Considerations for Students with Disabilities (NECO Policy Directions No. 21). Minneapolis: University of Minnesota, National Center on Educational Outcomes. Retrieved January 15, 2012, from <http://www.cehd.umn.edu/nceo/OnlinePubs/Policy21/PolicyDirections21.pdf>.
- Thurlow, M., Quenemoen, R., Altman, J., and Cuthbert, M. (2008). *Trends in the Participation and Performance of Students With Disabilities* (Technical Report 50). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Retrieved January 15, 2012, from <http://www.cehd.umn.edu/NCEO/OnlinePubs/Tech50/TR50report.pdf>.
- U.S. Department of Education. (2007). *Additional Title I Provisions Included in the Regulations Package on Modified Academic Achievement Standards Published in the Federal Register on April 9, 2007* (Non-regulatory Guidance). Washington, DC: Author. Retrieved January 15, 2012, from <http://www2.ed.gov/policy/elsec/guid/040907-reg.doc>.

Appendix A: Technical Working Group Members

Education research/student achievement

Tom Cook, Northwestern University

Larry Hedges, Northwestern University

Special education research

Douglas Fuchs, Vanderbilt University

Margaret McLaughlin, University of Maryland

Martha Thurlow, Director, National Center on Educational Outcomes

School accountability and state/district data systems

Pete Goldschmidt, CRESST/UCLA

Brian Gong, Executive Director, National Center for the Improvement of Educational Assessment (“Center for Assessment”)

Appendix B: Minimum subgroup size for AYP determination, by state, 2007–08 school year¹

State	Minimum Subgroup Size	State	Minimum Subgroup Size
Alabama	40	Montana	30
Alaska	25	Nebraska	30
Arizona	40	Nevada	25
Arkansas	40	New Hampshire	11
California	100 students or 50 students that comprise 15% of the valid scores	New Jersey	30
Colorado	30	New Mexico	25
Connecticut	40	New York	30
Delaware	40	North Carolina	40
District of Columbia	25	North Dakota	10
Florida	30 and 15% of the school's population	Ohio	30
Georgia	40 or 10% of students enrolled in AYP grades, whichever is greater (75 cap)	Oklahoma	30
Hawaii	40	Oregon	42
Idaho	34	Pennsylvania	40
Illinois	45	Rhode Island	45
Indiana	30	South Carolina	40
Iowa	30	South Dakota	10
Kansas	30	Tennessee	45 or 1%
Kentucky	Each subpopulation must have at least 10 students in a subpopulation in each grade in which state assessments are administered and 60 students in the subpopulation in these grades combined or the subpopulation constitutes at least 15% of the students in these grades combined	Texas	District or campus must have 50 or more students in the group enrolled on the test date (summed across Grades 3–8 and 10) for the subject, and the student group must comprise at least 10% of all students enrolled on the test date, or; the district or campus must have 200 or more students in the group enrolled on the test date, even if that group represents less than 10% of all students enrolled on the test date.
Louisiana	10	Utah	10
Maine	20	Vermont	40
Maryland	5	Virginia	50
Massachusetts	(1) there are 40 or more subgroup members and (2) the number of subgroup members is at least 5% of students whose assessment results are included in the school's or district's aggregate AYP calculation OR (3) the number of subgroup members is 200 or more.	Washington	30 or 1% of enrollment when >3000
Michigan	30	West Virginia	50
Minnesota	20	Wisconsin	40
Mississippi	40	Wyoming	30
Missouri	30		

¹ States may use different minimum subgroup sizes for participation rates.

SOURCES: For all states except Alaska and Utah: Council of Chief State School Officers. (n.d.) *Profiles of State Accountability Systems* [Online database]. Retrieved from http://programs.ccsso.org/projects/Accountability_Systems/State_Profiles/. Alaska: *Alaska Consolidated State Accountability Workbook*, March 2007. Retrieved from <http://www2.ed.gov/admins/lead/account/stateplans03/akcsa.pdf>. Utah: *State of Utah Consolidated State Application Accountability Workbook*, April 2006. Retrieved from <http://www.eric.ed.gov/PDFS/ED495442.pdf>.

Appendix C: Number and percentage of public schools accountable for SWD subgroup performance and the percentage of tested SWDs in SWD-accountable schools in 40 states with relevant data, 2008–09 school year

State	N of eligible schools ^a	N of eligible schools with data ^b	% of eligible schools with data	N of SWD-accountable schools	% SWD-accountable schools	N of tested SWDs in SWD-accountable schools	% of tested SWDs in SWD-accountable schools
Total	77,712	61,401	79.0%	21,453	34.9%	930,878	57.8%
Alabama	1,550	952	61.4%	226	23.7%	6,489	38.6%
Alaska	501	486	97.0%	155	31.9%	6,203	73.2%
Arkansas	2,146	1,503	70.0%	170	17.6%	7,559	34.7%
Arizona	1,079	967	89.6%	72	4.8%	4,519	13.5%
California	9,933	8,115	81.7%	759	9.4%	56,396	25.7%
Colorado	1,729	1,372	79.4%	292	21.3%	10,669	51.4%
Connecticut	1,074	958	89.2%	949	99.1%	29,491	99.9%
Delaware	233	186	79.8%	88	47.3%	6,014	68.5%
Florida	2,768	1,913	69.1%	1,000	52.3%	43,343	73.9%
Georgia	2,393	1,824	76.2%	532	29.2%	31,986	49.9%
Hawaii	289	177	61.2%	39	22.0%	1,585	50.3%
Idaho	724	587	81.1%	82	14.0%	3,045	33.2%
Illinois	4,134	3,386	81.9%	855	25.3%	49,424	49.9%
Indiana	1,374	1,263	91.9%	925	73.2%	45,836	86.8%
Iowa	1,404	968	68.9%	235	24.3%	8,497	53.4%
Kansas	1,171	917	78.3%	860	93.8%	12,536	94.9%
Kentucky	1,191	1,027	86.2%	365	35.5%	19,889	52.7%
Maine	632	570	90.2%	562	98.6%	14,903	100.0%
Maryland	1,429	1,056	73.9%	1,034	97.9%	25,200	99.7%
Massachusetts	1,710	1,569	91.8%	760	48.4%	57,258	75.3%
Michigan	3,859	2,790	72.3%	1,149	41.2%	31,950	62.5%
Minnesota	1,023	840	82.1%	528	62.9%	14,572	86.6%
Missouri	1,173	1,035	88.2%	313	30.2%	13,905	53.7%
Montana	818	620	75.8%	54	8.7%	1,485	35.2%
New Hampshire	614	523	85.2%	175	66.3%	7,972	99.8%
New Mexico	461	264	57.3%	194	32.2%	6,779	66.0%
New York	817	602	73.7%	2,337	56.2%	116,297	81.7%
Nevada	4,474	4,155	92.9%	366	70.0%	15,115	90.2%
North Carolina	1,184	1,075	90.8%	245	22.8%	9,802	39.0%
North Dakota	348	237	68.1%	198	83.5%	2,055	97.4%

State	N of eligible schools ^a	N of eligible schools with data ^b	% of eligible schools with data	N of SWD-accountable schools	% SWD-accountable schools	N of tested SWDs in SWD-accountable schools	% of tested SWDs in SWD-accountable schools
Ohio	3,662	3,528	96.3%	1,799	51.0%	101,993	77.7%
Oklahoma	1,725	1,598	92.6%	558	34.9%	25,998	63.9%
Pennsylvania	3,151	2,065	65.5%	890	43.1%	31,056	63.8%
South Carolina	1,166	982	84.2%	430	43.8%	21,122	66.5%
South Dakota	712	633	88.9%	288	45.5%	5,706	83.3%
Tennessee	1,697	1,264	74.5%	266	21.0%	11,518	40.8%
Texas	8,169	5,783	70.8%	661	11.4%	37,222	30.1%
Virginia	814	670	82.3%	88	13.1%	4,869	27.8%
Washington	2,236	1,558	69.7%	696	44.7%	20,760	73.0%
Wisconsin	2,145	1,383	64.5%	258	18.7%	9,860	44.7%

SOURCE: ED*Facts* data, 2008–09.

^a The eligible school population excludes the following schools: (1) PK–2 schools; (2) non-Title I schools in states that do not subject non-Title I schools to the same accountability sanctions as Title I schools. Of the 12 states that do not sanction non-Title I schools (see footnote 11), Florida, Indiana, Kansas, Kentucky, Minnesota, Missouri, North Carolina, North Dakota, and Virginia are included in this analysis; and (3) schools with one the following operational statuses in 2008–09: missing (school not included in 2008–09 Common Core of Data), school closed, school temporarily closed, or school scheduled to be operational within 2 years.

^b This analysis includes only eligible schools that reported both data on the annual measurable objectives for SWD performance and the number of tested SWDs for 2008–09 to ED*Facts*.

Appendix D: Number and percentage of public elementary schools accountable for SWD subgroup performance and the percentage of tested SWDs in SWD-accountable elementary schools in 40 states with relevant data, 2008–09 school year

State	N of eligible schools ^a	N of eligible schools with data ^b	% of eligible schools with data	N of SWD-accountable schools	% SWD-accountable schools	N of of tested SWDs in SWD-accountable schools	% of tested SWDs in SWD-accountable schools
Total	42,153	37,466	88.9%	11,600	31.0%	380,005	46.5%
Alabama	663	512	77.2%	77	15.0%	1,933	24.6%
Alaska	163	160	98.2%	93	58.1%	3,104	82.4%
Arkansas	1,111	997	89.7%	40	8.5%	1,387	16.8%
Arizona	503	472	93.8%	*	*	*	*
California	5,769	5,380	93.3%	370	6.9%	16,006	13.5%
Colorado	980	830	84.7%	73	8.8%	1,636	17.7%
Connecticut	591	585	99.0%	585	100.0%	14,437	100.0%
Delaware	104	100	96.2%	33	33.0%	1,420	42.9%
Florida	1,487	1,130	76.0%	589	52.1%	17,050	65.9%
Georgia	1,213	1,137	93.7%	265	23.3%	11,446	36.2%
Hawaii	182	107	58.8%	13	12.1%	228	20.6%
Idaho	346	327	94.5%	33	10.1%	1,022	21.4%
Illinois	2,293	2,127	92.8%	384	18.1%	20,071	36.2%
Indiana	896	871	97.2%	648	74.4%	24,670	86.2%
Iowa	686	520	75.8%	70	13.5%	1,967	30.6%
Kansas	626	546	87.2%	508	93.0%	6,011	93.1%
Kentucky	660	643	97.4%	167	26.0%	7,307	36.3%
Maine	368	344	93.5%	336	97.7%	6,900	99.9%
Maryland	871	722	82.9%	716	99.2%	13,327	100.0%
Massachusetts	985	953	96.8%	341	35.8%	20,727	58.7%
Michigan	1,801	1,548	86.0%	753	48.6%	16,316	65.6%
Minnesota	648	604	93.2%	443	73.3%	11,761	89.8%
Missouri	914	903	98.8%	251	27.8%	10,734	49.4%
Montana	412	363	88.1%	24	6.6%	466	22.9%
New Hampshire	368	361	98.1%	47	48.5%	929	100.0%
New Mexico	271	97	35.8%	104	28.7%	2,737	52.7%
New York	427	362	84.8%	1,305	58.7%	54,812	79.9%
Nevada	2,317	2,224	96.0%	265	73.4%	8,555	89.5%
North Carolina	954	909	95.3%	171	18.8%	5,981	30.0%

State	N of eligible schools ^a	N of eligible schools with data ^b	% of eligible schools with data	N of SWD-accountable schools	% SWD-accountable schools	N of of tested SWDs in SWD-accountable schools	% of tested SWDs in SWD-accountable schools
North Dakota	221	177	80.1%	151	85.3%	1,410	97.9%
Ohio	1,881	1,867	99.3%	825	44.2%	37,496	66.2%
Oklahoma	899	883	98.2%	305	34.5%	12,273	56.5%
Pennsylvania	1,749	1,376	78.7%	516	37.5%	13,677	53.3%
South Carolina	612	580	94.8%	208	35.9%	8,460	54.9%
South Dakota	331	311	94.0%	169	54.3%	3,127	84.9%
Tennessee	961	741	77.1%	77	10.4%	2,636	20.8%
Texas	4,003	3,326	83.1%	92	2.8%	3,213	6.3%
Virginia	645	632	98.0%	63	10.0%	3,142	20.3%
Washington	1,120	888	79.3%	413	46.5%	9,298	64.1%
Wisconsin	1,122	851	75.8%	76	8.9%	2,306	21.6%

SOURCE: ED*Facts* data, 2008–09.

^a The eligible elementary school population excludes the following schools: (1) PK–2 schools; (2) non-Title I schools in states that do not subject non-Title I schools to the same accountability sanctions as Title I schools. Of the 12 states that do not sanction non-Title I schools (see footnote 11), Florida, Indiana, Kansas, Kentucky, Minnesota, Missouri, North Carolina, North Dakota, and Virginia are included in this analysis; and (3) schools with one the following operational statuses in 2008–09: missing (school not included in 2008–09 Common Core of Data), school closed, school temporarily closed, or school scheduled to be operational within 2 years.

^b This analysis includes only eligible elementary schools that reported both data on the annual measurable objectives for SWD performance and the number of tested SWDs for 2008–09 to ED*Facts*.

* Figures suppressed due to small number of SWD-accountable schools.

Appendix E: Number and percentage of public middle schools accountable for SWD subgroup performance and the percentage of tested SWDs in SWD-accountable middle schools in 40 states with relevant data, 2008–09 school year

State	N of eligible schools ^a	N of eligible schools with data ^b	% of eligible schools with data	N of SWD-accountable schools	% SWD-accountable schools	N of tested SWDs in SWD-accountable schools	% of tested SWDs in SWD-accountable schools
Total	13,622	11,279	82.8%	6,982	61.9%	425,696	80.2%
Alabama	269	176	65.4%	112	63.6%	3,721	78.5%
Alaska	35	35	100.0%	26	74.3%	1,634	94.3%
Arkansas	276	220	79.7%	99	47.8%	4,698	68.9%
Arizona	227	207	91.2%	39	17.7%	2,721	34.0%
California	1,448	1,187	82.0%	338	28.5%	32,672	50.7%
Colorado	293	248	84.6%	146	58.9%	5,586	84.2%
Connecticut	196	192	98.0%	192	100.0%	11,648	100.0%
Delaware	44	38	86.4%	35	92.1%	3,683	97.5%
Florida	437	328	75.1%	241	73.5%	16,489	89.0%
Georgia	484	445	91.9%	264	59.3%	20,331	73.6%
Hawaii	38	31	81.6%	18	58.1%	932	74.0%
Idaho	120	108	90.0%	41	38.0%	1,690	59.5%
Illinois	776	677	87.2%	373	55.1%	22,463	77.2%
Indiana	275	264	96.0%	214	81.1%	17,227	91.2%
Iowa	290	217	74.8%	120	55.3%	5,309	82.2%
Kansas	216	183	84.7%	179	97.8%	4,791	98.9%
Kentucky	206	203	98.5%	137	67.5%	10,215	80.3%
Maine	112	112	100.0%	112	100.0%	5,835	100.0%
Maryland	244	189	77.5%	188	99.5%	9,445	100.0%
Massachusetts	343	321	93.6%	300	93.5%	29,630	98.2%
Michigan	630	430	68.3%	274	63.7%	10,340	78.5%
Minnesota	82	68	82.9%	48	70.6%	1,854	93.0%
Missouri	89	87	97.8%	55	63.2%	2,894	82.8%
Montana	234	169	72.2%	26	15.4%	835	51.2%
New Hampshire	98	82	83.7%	70	87.5%	5,073	100.0%
New Mexico	98	80	81.6%	70	52.2%	3,123	85.9%
New York	175	134	76.6%	694	88.5%	46,112	97.0%
Nevada	851	784	92.1%	69	84.1%	5,098	97.4%
North Carolina	121	111	91.7%	71	64.0%	3,673	82.2%

State	N of eligible schools ^a	N of eligible schools with data ^b	% of eligible schools with data	N of SWD-accountable schools	% SWD-accountable schools	N of tested SWDs in SWD-accountable schools	% of tested SWDs in SWD-accountable schools
North Dakota	23	17	73.9%	17	100.0%	481	100.0%
Ohio	718	715	99.6%	628	87.8%	45,501	96.6%
Oklahoma	338	326	96.4%	201	61.7%	10,860	83.4%
Pennsylvania	561	335	59.7%	274	81.8%	12,372	91.5%
South Carolina	265	241	90.9%	183	75.9%	10,514	89.5%
South Dakota	167	164	98.2%	72	43.9%	2,177	86.0%
Tennessee	322	239	74.2%	158	66.1%	7,334	82.2%
Texas	1,747	1,347	77.1%	504	37.4%	29,556	56.2%
Virginia	35	33	94.3%	24	72.7%	1,658	89.9%
Washington	353	254	72.0%	210	82.7%	8,888	94.3%
Wisconsin	386	282	73.1%	160	56.7%	6,633	83.0%

SOURCE: ED*Facts* data, 2008–09.

^a The eligible middle school population excludes the following schools: (1) PK–2 schools; (2) non-Title I schools in states that do not subject non-Title I schools to the same accountability sanctions as Title I schools. Of the 12 states that do not sanction non-Title I schools (see footnote 11), Florida, Indiana, Kansas, Kentucky, Minnesota, Missouri, North Carolina, North Dakota, and Virginia are included in this analysis; and (3) schools with one the following operational statuses in 2008–09: missing (school not included in 2008–09 Common Core of Data), school closed, school temporarily closed, or school scheduled to be operational within 2 years.

^b This analysis includes only eligible middle schools that reported both data on the annual measurable objectives for SWD performance and the number of tested SWDs for 2008–09 to ED*Facts*.

Appendix F: Number and percentage of public high schools accountable for SWD subgroup performance and the percentage of tested SWDs in SWD-accountable high schools in 40 states with relevant data, 2008–09 school year

State	N of eligible schools ^a	N of eligible schools with data ^b	% of eligible schools with data	N of SWD-accountable schools	% SWD-accountable schools	N of tested SWDs in SWD-accountable schools	% of tested SWDs in SWD-accountable schools
Total	15,707	9,416	59.9%	2,151	22.8%	89,569	44.7%
Alabama	352	153	43.5%	6	3.9%	158	6.9%
Alaska	70	63	90.0%	23	36.5%	1,106	81.7%
Arkansas	585	197	33.7%	18	6.8%	903	15.3%
Arizona	312	266	85.3%	32	16.2%	1,771	49.9%
California	2,141	1,115	52.1%	14	1.3%	1,435	5.7%
Colorado	350	213	60.9%	67	31.5%	3,142	80.0%
Connecticut	222	159	71.6%	152	95.6%	2,894	98.9%
Delaware	42	33	78.6%	11	33.3%	430	42.8%
Florida	330	197	59.7%	81	41.1%	6,218	66.4%
Georgia	386	194	50.3%	0	0.0%	0	0.0%
Hawaii	41	17	41.5%	7	41.2%	401	59.9%
Idaho	189	113	59.8%	4	3.5%	157	14.7%
Illinois	802	551	68.7%	90	16.3%	6,051	45.3%
Indiana	124	99	79.8%	48	48.5%	2,985	72.5%
Iowa	380	198	52.1%	40	20.2%	1,152	42.7%
Kansas	266	149	56.0%	137	91.9%	1,531	91.4%
Kentucky	259	167	64.5%	60	35.9%	2,236	51.1%
Maine	138	101	73.2%	101	100.0%	1,880	100.0%
Maryland	235	119	50.6%	106	89.1%	2,030	98.8%
Massachusetts	332	261	78.6%	96	36.8%	5,364	60.6%
Michigan	1,008	577	57.2%	69	12.0%	3,043	34.7%
Minnesota	185	89	48.1%	18	20.2%	498	54.7%
Missouri	104	30	28.8%	3	10.0%	88	26.0%
Montana	172	88	51.2%	4	4.5%	184	33.6%
New Hampshire	86	43	50.0%	57	67.9%	1,940	99.3%
New Mexico	85	84	98.8%	16	17.8%	783	64.9%
New York	174	90	51.7%	260	28.4%	12,443	59.5%
Nevada	919	917	99.8%	15	34.9%	661	74.6%
North Carolina	9	6	66.7%	0†	0%†	0†	0†
North Dakota	62	43	69.4%	30	69.8%	164	86.8%

State	N of eligible schools ^a	N of eligible schools with data ^b	% of eligible schools with data	N of SWD-accountable schools	% SWD-accountable schools	N of tested SWDs in SWD-accountable schools	% of tested SWDs in SWD-accountable schools
Ohio	848	767	90.4%	256	33.4%	12,254	62.1%
Oklahoma	469	372	79.3%	39	10.5%	2,119	41.4%
Pennsylvania	694	277	39.9%	72	26.0%	3,574	49.1%
South Carolina	244	140	57.4%	34	24.3%	1,895	45.3%
South Dakota	175	151	86.3%	40	26.5%	360	61.2%
Tennessee	324	225	69.4%	27	12.0%	1,363	25.5%
Texas	1,531	719	47.0%	49	6.8%	3,545	22.3%
Virginia	39	*	*	*	*	*	*
Washington	478	231	48.3%	51	22.1%	1,869	58.6%
Wisconsin	545	201	36.9%	17	8.5%	873	28.4%

SOURCE: ED*Facts* data, 2008–09.

^a The eligible high school population excludes the following schools: (1) PK–2 schools; (2) non-Title I schools in states that do not subject non-Title I schools to the same accountability sanctions as Title I schools. Of the 12 states that do not sanction non-Title I schools (see footnote 11), Florida, Indiana, Kansas, Kentucky, Minnesota, Missouri, North Carolina, North Dakota, and Virginia are included in this analysis; and (3) schools with one the following operational statuses in 2008–09: missing (school not included in 2008–09 Common Core of Data), school closed, school temporarily closed, or school scheduled to be operational within 2 years.

^b This analysis includes only eligible high schools that reported both data on the annual measurable objectives for SWD performance and the number of tested SWDs for 2008–09 to ED*Facts*.

† Results should be interpreted with caution due to small number (N<10) of schools in the eligible school population.

* Figures suppressed due to small number of SWD-accountable schools.

Appendix G: Average enrollment for schools accountable and not accountable for SWD subgroup performance, in 40 states with relevant data, 2008–09 school year

State	Average Enrollment		
	SWD-Accountable Schools	Non-SWD-Accountable Schools	Difference
Alabama	681.5	471.0	210.5
Alaska	566.7	118.2	448.5
Arizona	1442.4	502.7	939.7
Arkansas	628.6	386.3	242.4
California	922.0	593.6	328.4
Colorado	866.0	349.7	516.3
Connecticut	537.3	125.6†	411.8†
Delaware	681.0	575.3	105.8
Florida	812.6	545.4	267.1
Georgia	843.2	631.5	211.8
Hawaii	1043.9	483.8	560.1
Idaho	720.7	339.0	381.7
Illinois	878.5	403.9	474.7
Indiana	577.4	335.0	242.4
Iowa	517.2	280.1	237.2
Kansas	306.6	339.0	-32.4
Kentucky	633.1	446.2	186.9
Maine	304.0	7.0†	297.0†
Maryland	582.2	262.5	319.7
Massachusetts	663.6	413.8	249.7
Michigan	536.8	350.4	186.4
Minnesota	450.6	133.0	317.6
Missouri	463.8	264.6	199.1
Montana	559.1	127.6	431.5
Nevada	854.3	312.6	541.7
New Hampshire	696.9	115.7	581.2
New Mexico	638.8	245.0	393.8
New York	741.0	444.2	296.9
North Carolina	605.5	397.4	208.1
North Dakota	179.0	59.6	119.4
Ohio	620.5	364.6	255.9
Oklahoma	548.9	240.3	308.6
Pennsylvania	671.9	378.3	293.6
South Carolina	758.0	487.6	270.4
South Dakota	312.5	75.6	236.8
Tennessee	821.7	508.0	313.7
Texas	905.4	548.6	356.8
Virginia	615.8	418.5	197.3
Washington	632.2	327.1	305.1
Wisconsin	650.6	314.3	336.3

SOURCE: ED*Facts* data and Common Core of Data, 2008–09.

† Results should be interpreted with caution due to small number (N<10) of schools in the eligible school population with data.

Appendix H: Percentage of urban and rural schools, percentage of students eligible to receive free or reduced-priced lunch, and percentage of minority students, for schools accountable and not accountable for SWD subgroup performance, in 40 states with relevant data, 2008–09 school year

State	% of Urban Schools			% of Rural Schools			% of Students Eligible to Receive Free or Reduced-Price Lunch			% of Minority Students		
	SWD-Accountable Schools	Non-SWD-Accountable Schools	Difference	SWD-Accountable Schools	Non-SWD-Accountable Schools	Difference	SWD-Accountable Schools	Non-SWD-Accountable Schools	Difference	SWD-Accountable Schools	Non-SWD-Accountable Schools	Difference
Alabama	23.5%	24.0%	-0.5%	46.9%	51.4%	-4.5%	55.5%	60.5%	-5.1%	43.0%	46.6%	-3.6%
Alaska	43.2%	6.6%	36.6%	26.5%	78.2%	-51.8%	34.4%	45.9%	-11.5%	35.7%	62.6%	-26.9%
Arizona	51.4%	44.6%	6.8%	23.6%	25.8%	-2.2%	41.9%	52.9%	-10.9%	53.7%	56.4%	-2.7%
Arkansas	30.0%	17.4%	12.6%	32.4%	61.4%	-29.0%	58.3%	61.8%	-3.6%	36.4%	30.3%	6.1%
California	47.0%	39.7%	7.4%	5.7%	16.4%	-10.8%	56.2%	54.3%	2.0%	69.6%	65.0%	4.6%
Colorado	36.3%	25.8%	10.5%	15.8%	39.0%	-23.2%	37.3%	41.3%	-4.1%	40.5%	37.1%	3.4%
Connecticut	27.8%	66.7%†	-38.8%†	15.4%	*	*	31.9%	64.3%†	-32.4%†	36.2%	76.0%†	-39.8%†
Delaware	15.9%	18.4%	-2.5%	23.9%	17.3%	6.5%	45.9%	41.4%	4.5%	52.8%	47.3%	5.5%
Florida	29.4%	29.4%	0.0%	18.0%	18.3%	-0.3%	65.1%	65.4%	-0.3%	57.4%	65.6%	-8.2%
Georgia	7.1%	24.0%	-16.9%	37.6%	34.9%	2.7%	51.2%	63.3%	-12.0%	46.1%	60.8%	-14.7%
Hawaii	15.4%†	23.9%	-8.5%†	12.8%†	21.0%	-8.2%†	45.4%	45.1%	0.3%	83.9%	78.8%	5.1%
Idaho	35.4%	18.2%	17.1%	20.7%	51.7%	-31.0%	43.4%	44.3%	-0.9%	19.5%	18.6%	0.8%
Illinois	32.4%	24.7%	7.7%	10.9%	30.7%	-19.9%	45.2%	43.9%	1.3%	47.2%	37.4%	9.8%
Indiana	32.5%	27.2%	5.3%	28.8%	41.4%	-12.7%	51.6%	56.5%	-4.9%	24.0%	29.1%	-5.1%
Iowa	30.2%	12.8%	17.4%	25.1%	64.7%	-39.6%	40.6%	34.2%	6.4%	18.3%	10.4%	7.8%
Kansas	16.7%	61.4%	-44.7%	53.3%	22.8%	30.4%	49.4%	71.7%	-22.3%	22.8%	52.4%	-29.6%
Kentucky	23.3%	11.8%	11.5%	39.7%	60.6%	-20.8%	60.0%	59.5%	0.5%	18.7%	11.2%	7.5%
Maine	8.5%	n/a	n/a	68.5%	100.0%	-31.5%	42.6%	17.1%†	25.5%†	5.6%	0.0%†	5.6%†
Maryland	20.7%	36.4%†	-15.7%†	18.3%	18.2%†	0.1%†	41.1%	43.8%	-2.8%	55.7%	61.6%	-5.9%
Massachusetts	21.1%	24.5%	-3.4%	12.8%	13.5%	-0.7%	33.3%	32.1%	1.2%	29.7%	27.6%	2.1%
Michigan	25.8%	23.6%	2.2%	20.1%	39.4%	-19.3%	46.2%	51.0%	-4.7%	29.3%	29.6%	-0.3%
Minnesota	25.9%	23.7%	2.2%	34.3%	53.8%	-19.6%	47.3%	55.7%	-8.3%	32.4%	32.9%	-0.5%

State	% of Urban Schools			% of Rural Schools			% of Students Eligible to Receive Free or Reduced-Price Lunch			% of Minority Students		
Missouri	19.8%	24.4%	-4.6%	30.4%	53.0%	-22.7%	48.1%	53.3%	-5.2%	29.9%	29.1%	0.8%
Montana	18.5%	7.1%	11.5%	18.5%	80.6%	-62.0%	37.7%	42.3%	-4.6%	14.8%	13.9%	0.9%
Nevada	37.4%	31.8%	5.6%	16.4%	51.0%	-34.6%	44.2%	49.0%	-4.8%	56.9%	46.2%	10.7%
New Hampshire	12.0%	*	*	34.3%	77.5%	-43.2%	22.2%	24.2%	-2.1%	7.9%	4.4%	3.5%
New Mexico	35.6%	17.6%	17.9%	21.6%	49.0%	-27.4%	64.6%	73.5%	-8.9%	71.2%	72.2%	-1.0%
New York	45.7%	36.1%	9.5%	11.9%	25.8%	-13.9%	49.4%	44.0%	5.4%	51.1%	41.5%	9.7%
North Carolina	24.1%	25.1%	-1.0%	44.1%	50.2%	-6.2%	61.6%	63.3%	-1.7%	55.1%	54.4%	0.8%
North Dakota	11.1%	n/a	n/a	70.7%	100.0%	-29.3%	39.9%	48.2%	-8.3%	16.7%	11.6%	5.1%
Ohio	22.2%	24.8%	-2.5%	24.8%	32.4%	-7.6%	41.3%	40.3%	0.9%	24.1%	23.4%	0.7%
Oklahoma	19.7%	12.9%	6.8%	34.9%	66.7%	-31.8%	58.6%	62.8%	-4.2%	43.3%	41.8%	1.5%
Pennsylvania	20.9%	16.9%	4.0%	21.5%	36.5%	-15.0%	38.3%	39.4%	-1.1%	26.7%	21.8%	4.9%
South Carolina	15.8%	15.8%	0.1%	40.5%	52.0%	-11.5%	54.8%	62.2%	-7.5%	45.8%	54.4%	-8.7%
South Dakota	17.0%	n/a	n/a	56.6%	97.7%	-41.1%	42.5%	41.8%	0.7%	24.6%	8.9%	15.7%
Tennessee	30.1%	31.7%	-1.6%	33.5%	43.9%	-10.4%	52.9%	58.1%	-5.2%	36.0%	31.6%	4.4%
Texas	46.0%	37.2%	8.8%	18.8%	33.4%	-14.7%	50.5%	51.4%	-0.9%	67.5%	61.8%	5.6%
Virginia	30.7%	25.3%	5.4%	26.1%	44.8%	-18.7%	58.7%	55.6%	3.1%	59.7%	45.1%	14.6%
Washington	28.0%	22.3%	5.7%	16.4%	36.8%	-20.4%	41.4%	46.7%	-5.3%	32.9%	29.6%	3.3%
Wisconsin	36.4%	23.7%	12.7%	16.3%	46.3%	-30.0%	39.0%	37.4%	1.6%	29.7%	21.9%	7.8%

SOURCE: ED Facts data and Common Core of Data, 2008–09.

† Results should be interpreted with caution due to small number (N<10) of schools in the eligible school population with data.

* Figures suppressed due to small number of SWD-accountable schools.

Appendix I: Percentage of public schools accountable for SWD subgroup performance, in 20 states with relevant data, 2005–06 to 2008–09 school years

State	2005–06			2006–07			2007–08			2008–09		
	N of SWD-accountable schools	Total N of schools	% SWD-accountable schools	N of SWD-accountable schools	Total N of schools	% SWD-accountable schools	N of SWD-accountable schools	Total N of schools	% SWD-accountable schools	N of SWD-accountable schools	Total N of schools	% SWD-accountable schools
Total	6,391	25,844	24.7%	7,115	25,844	27.5%	8,796	25,844	34.0%	8,870	25,844	34.3%
Arkansas	189	755	25.0%	179	755	23.7%	168	755	22.3%	152	755	20.1%
California	636	6,782	9.4%	637	6,782	9.4%	725	6,782	10.7%	733	6,782	10.8%
Florida	622	971	64.1%	604	971	62.2%	558	971	57.5%	545	971	56.1%
Georgia	630	1,626	38.7%	641	1,626	39.4%	559	1,626	34.4%	472	1,626	29.0%
Iowa	887	910	97.5%	210	910	23.1%	218	910	24.0%	208	910	22.9%
Kansas	102	448	22.8%	110	448	24.6%	448	448	100.0%	421	448	94.0%
Kentucky	236	768	30.7%	268	768	34.9%	185	768	24.1%	254	768	33.1%
Maryland	949	1,008	94.1%	999	1,008	99.1%	995	1,008	98.7%	997	1,008	98.9%
Massachusetts	366	1,515	24.2%	720	1,515	47.5%	728	1,515	48.1%	735	1,515	48.5%
Minnesota	175	624	28.0%	434	624	69.6%	441	624	70.7%	449	624	72.0%
Montana	20	370	5.4%	29	370	7.8%	61	370	16.5%	54	370	14.6%
New Hampshire	65	121	53.7%	85	121	70.2%	86	121	71.1%	86	121	71.1%
North Carolina	196	829	23.6%	192	829	23.2%	192	829	23.2%	188	829	22.7%
North Dakota	161	216	74.5%	161	216	74.5%	183	216	84.7%	186	216	86.1%
Ohio	607	3,209	18.9%	844	3,209	26.3%	1,597	3,209	49.8%	1,649	3,209	51.4%
Oklahoma	123	1,442	8.5%	155	1,442	10.7%	439	1,442	30.4%	514	1,442	35.6%
Tennessee	146	944	15.5%	227	944	24.0%	223	944	23.6%	215	944	22.8%
Virginia	89	617	14.4%	97	617	15.7%	78	617	12.6%	81	617	13.1%
Washington	29	1,369	2.1%	354	1,369	25.9%	651	1,369	47.6%	678	1,369	49.5%
Wisconsin	163	1,320	12.3%	169	1,320	12.8%	261	1,320	19.8%	253	1,320	19.2%

SOURCE: ED*Facts* data, 2005–06 to 2008–09.

NOTES: 1. For the purpose of looking at trends over time, the analysis is restricted to the 20 states that reported relevant data for all 4 years. 2. This analysis includes only schools that reported data on both school performance on the annual measurable objectives for SWD performance and number of tested SWDs to ED*Facts* for all 4 years.

Appendix J: Tested SWDs in public schools accountable for SWD subgroup performance as a percentage of tested SWDs in all public schools, in 20 states with relevant data, 2005–06 to 2008–09 school years

State	2005–06			2006–07			2007–08			2008–09		
	N of SWDs in SWD-accountable schools	Total N of SWDs	% of SWDs in SWD-accountable schools	N of SWDs in SWD-accountable schools	Total N of SWDs	% of SWDs in SWD-accountable schools	N of SWDs in SWD-accountable schools	Total N of SWDs	% of SWDs in SWD-accountable schools	N of SWDs in SWD-accountable schools	Total N of SWDs	% of SWDs in SWD-accountable schools
Total	390,735	885,495	44.1%	472,912	961,675	49.2%	513,618	950,824	54.0%	405,629	745,988	54.4%
Arkansas	11,600	23,947	48.4%	10,062	22,094	45.5%	10,666	23,588	45.2%	6,819	18,220	37.4%
California	66,930	263,805	25.4%	67,851	274,999	24.7%	72,998	279,560	26.1%	54,659	207,304	26.4%
Florida	49,467	62,312	79.4%	45,935	58,238	78.9%	41,349	55,419	74.6%	19,739	26,878	73.4%
Georgia	49,398	80,080	61.7%	51,344	79,203	64.8%	45,985	78,308	58.7%	28,370	58,064	48.9%
Iowa	21,203	22,594	93.8%	11,502	21,438	53.7%	11,412	21,025	54.3%	8,093	15,184	53.3%
Kansas	4,777	10,169	47.0%	4,940	10,111	48.9%	10,372	10,372	100.0%	5,770	6,101	94.6%
Kentucky	6,112	11,787	51.9%	16,124	30,378	53.1%	10,911	26,008	42.0%	13,931	28,104	49.6%
Maryland	37,332	40,682	91.8%	38,704	38,729	99.9%	35,498	35,527	99.9%	24,544	24,569	99.9%
Massachusetts	36,119	73,436	49.2%	61,141	85,137	71.8%	56,434	75,160	75.1%	55,099	73,509	75.0%
Minnesota	8,106	17,171	47.2%	15,917	17,769	89.6%	16,126	17,971	89.7%	12,648	14,051	90.0%
Montana	1,354	6,828	19.8%	1,765	6,470	27.3%	2,896	6,627	43.7%	1,485	3,807	39.0%
New Hampshire	5,297	6,998	75.7%	5,370	5,370	100.0%	5,598	5,598	100.0%	5,504	5,504	100.0%
North Carolina	11,779	29,253	40.3%	10,960	26,804	40.9%	11,916	29,995	39.7%	7,033	19,046	36.9%
North Dakota	2,405	3,419	70.3%	3,036	3,345	90.8%	3,055	3,160	96.7%	1,978	2,028	97.5%
Ohio	39,491	97,910	40.3%	60,167	115,213	52.2%	88,622	117,121	75.7%	92,472	120,152	77.0%
Oklahoma	9,582	34,773	27.6%	11,854	37,138	31.9%	22,653	37,129	61.0%	23,616	37,306	63.3%
Tennessee	9,779	32,247	30.3%	16,930	34,273	49.4%	15,754	33,277	47.3%	9,409	21,062	44.7%
Virginia	6,150	20,321	30.3%	6,834	20,532	33.3%	5,653	19,901	28.4%	4,468	16,126	27.7%
Washington	918	13,137	7.0%	19,762	39,736	49.7%	28,727	39,718	72.3%	20,251	27,428	73.8%
Wisconsin	12,936	34,626	37.4%	12,714	34,698	36.6%	16,993	35,360	48.1%	9,741	21,545	45.2%

SOURCE: ED*Facts* data, 2005–06 to 2008–09.

NOTES: 1. For the purpose of looking at trends over time, the analysis is restricted to the 20 states that reported relevant data for all 4 years. 2. This analysis includes only schools that reported data on both school performance on the annual measurable objectives for SWD performance and number of tested SWDs to ED*Facts* for all 4 years. 3. The percentage of tested SWDs represents the number of SWDs that were (a) tested under Title I accountability and (b) present for the full academic year. SWDs who were not tested, who were not present for the full academic year, or for whom the full academic year status could not be determined were excluded from the analyses.

Appendix K: Percentage of public schools accountable for SWD subgroup performance, in 32 states with relevant data, by the number of years in which they were accountable between the 2005–06 and 2008–09 school years

State	% Never Accountable	% Accountable 1 of the 4 years	% Accountable 2 of the 4 years	% Accountable 3 of the 4 years	% Accountable all 4 years	Total N of Public Schools
Total	55.4%	8.9%	9.1%	9.1%	17.5%	45,972
Alabama	68.4%	4.5%	5.5%	2.7%	18.9%	1,283
Alaska	65.1%	3.3%	5.8%	11.4%	14.3%	482
Arkansas	69.7%	7.0%	6.2%	3.5%	13.6%	964
California	85.1%	5.4%	3.0%	2.6%	3.9%	8,941
Colorado	70.9%	5.8%	4.8%	2.5%	15.9%	1,571
Florida	25.8%	9.8%	9.0%	13.8%	41.6%	1,282
Georgia	53.9%	9.2%	7.6%	9.1%	20.2%	1,903
Hawaii	71.5%	6.8%	5.3%	5.7%	10.7%	281
Illinois	62.5%	7.3%	5.8%	5.8%	18.5%	3,431
Indiana	15.6%	6.4%	9.0%	18.8%	50.3%	692
Iowa	0.3%	68.6%	6.2%	6.4%	18.5%	1,351
Kansas	0.0%	4.6%	69.6%	7.9%	17.9%	504
Kentucky	50.5%	15.0%	9.9%	9.2%	15.4%	780
Maine	*	*	*	1.0%	98.7%	478
Maryland	0.7%	0.2%	0.5%	5.4%	93.2%	1,287
Massachusetts	44.7%	6.8%	7.2%	19.0%	22.2%	1,580
Minnesota	24.8%	4.5%	6.9%	36.1%	27.6%	664
Mississippi	*	*	64.5%	15.8%	19.2%	808
Missouri	65.1%	10.7%	12.7%	4.2%	7.3%	885
Montana	81.5%	3.7%	7.3%	4.7%	2.8%	465
New Hampshire	10.8%	1.9%	5.0%	26.8%	55.5%	362
North Carolina	63.1%	11.6%	6.6%	6.7%	12.0%	877
North Dakota	*	11.4%	*	34.6%	46.4%	280
Ohio	42.7%	11.6%	17.3%	12.4%	16.1%	3,375
Oklahoma	62.9%	10.3%	15.5%	4.0%	7.3%	1,644
Oregon	23.7%	5.2%	6.7%	9.7%	54.8%	524
Pennsylvania	43.7%	9.6%	10.7%	24.2%	11.8%	2,825
Tennessee	68.5%	7.3%	5.9%	8.5%	9.8%	1,565
Vermont	87.8%	3.4%	2.4%	1.4%	5.1%	294
Virginia	78.4%	5.5%	4.8%	3.2%	8.1%	631
Washington	50.5%	9.6%	16.2%	21.8%	1.9%	1,979
Wisconsin	78.7%	4.6%	4.1%	2.6%	9.9%	1,984

SOURCE: ED*Facts* data, 2005–06 to 2008–09.

* Figures suppressed due to small number of SWD-accountable schools.

Appendix L: Percentage of public schools consistently accountable for SWD subgroup performance in all 4 years (2005–06 to 2008–09 school years), in 27 states with relevant data, by the year identified for school improvement

State	% Never identified for improvement	% First identified in 2006–07	% First identified in 2007–08	% First identified in 2008–09	% First identified in 2009–10	Total N of Public Schools
Total	56.2%	28.7%	4.9%	6.1%	4.1%	6,691
Arkansas	19.1%	26.7%	19.8%	22.9%	11.5%	131
California	43.1%	48.3%	2.3%	5.2%	1.2%	346
Colorado	87.6%	11.2%	0.0%	*	*	250
Florida	0.9%	96.1%	2.8%	*	*	533
Georgia	73.4%	22.1%	4.2%	*	*	384
Hawaii	*	96.7%	*	0.0%	0.0%	30
Illinois	71.2%	22.8%	0.0%	3.8%	2.2%	635
Iowa	61.2%	*	*	22.0%	13.2%	250
Kansas	73.3%	17.8%	0.0%	8.9%	0.0%	90
Kentucky	0.0%	46.2%	53.8%	0.0%	0.0%	104
Maryland	77.9%	12.7%	5.3%	2.5%	1.6%	1,200
Massachusetts	16.8%	62.1%	9.7%	4.8%	6.6%	351
Minnesota	51.9%	9.3%	12.0%	0.0%	26.8%	183
Mississippi	76.8%	14.8%	0.0%	3.9%	4.5%	155
Missouri	33.8%	16.9%	0.0%	27.7%	21.5%	65
Montana	30.8%	*	0.0%	46.2%	*	13
North Carolina	13.5%	53.8%	26.9%	0.0%	5.8%	104
North Dakota	87.7%	7.7%	0.0%	0.0%	4.6%	130
Ohio	41.5%	29.9%	0.0%	24.5%	4.1%	542
Oklahoma	84.2%	5.8%	0.0%	4.2%	5.8%	120
Oregon	80.1%	7.0%	1.4%	1.0%	10.5%	287
Pennsylvania	47.6%	36.2%	6.3%	6.3%	3.6%	334
Tennessee	76.6%	13.0%	0.0%	10.4%	0.0%	154
Vermont	0.0%	53.3%	46.7%	0.0%	0.0%	15
Virginia	64.7%	23.5%	5.9%	0.0%	5.9%	51
Washington	10.8%	8.1%	59.5%	13.5%	8.1%	37
Wisconsin	88.8%	3.6%	*	4.6%	*	197

SOURCE: ED^{Facts} data, 2005–06 to 2008–09.

NOTES: 1. Analyses were based on 27 states for which there was information for all 4 years. 2. The identification of schools for improvement in a given year is based on the prior year’s AYP performance. Whether a school made AYP or not in the 2005–06 school year, for example, would affect its school improvement status in 2006–07.

* Figures suppressed due to small number of SWD-accountable schools.

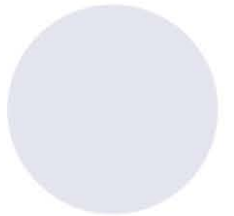
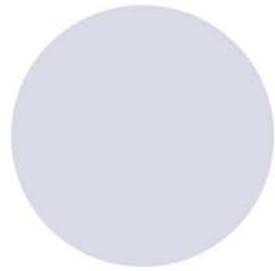
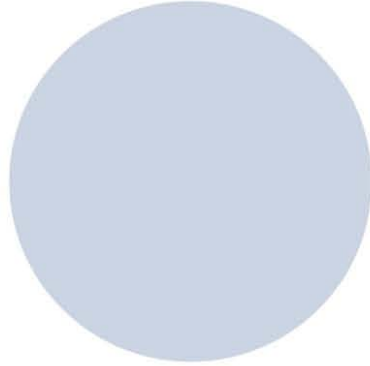
Appendix M: Percentage of public schools consistently not accountable for SWD subgroup performance in all 4 years (2005–06 to 2008–09 school years), in 27 states with relevant data, by the year identified for school improvement

State	% Never identified for improvement	% First identified in 2006–07	% First identified in 2007–08	% First identified in 2008–09	% First identified in 2009–10	Total N of Public Schools
Total	76.2%	15.0%	3.3%	1.8%	3.7%	24,039
Arkansas	69.9%	17.5%	5.5%	3.3%	3.7%	667
California	66.7%	23.4%	2.3%	1.8%	5.7%	7,610
Colorado	92.5%	5.3%	0.0%	1.2%	1.1%	1,114
Florida	4.8%	92.4%	2.4%	*	*	331
Georgia	78.7%	15.4%	4.5%	0.0%	1.5%	1,008
Hawaii	48.3%	50.2%	0.0%	*	*	201
Illinois	86.3%	11.8%	0.0%	0.6%	1.4%	2,127
Iowa	100.0%	0.0%	0.0%	0.0%	0.0%	4
Kansas	0.0%	0.0%	0.0%	0.0%	0.0%	0
Kentucky	*	11.1%	88.7%	*	*	389
Maryland	88.9%	*	*	*	*	9
Massachusetts	67.5%	19.9%	1.7%	2.0%	8.9%	705
Minnesota	76.4%	7.9%	4.8%	0.0%	10.9%	165
Mississippi	*	*	*	*	*	*
Missouri	76.6%	7.8%	0.0%	7.8%	7.8%	576
Montana	90.8%	7.4%	*	*	1.6%	379
North Carolina	56.5%	16.4%	13.1%	0.0%	14.0%	549
North Dakota	*	*	*	*	*	*
Ohio	79.4%	12.2%	0.0%	5.6%	2.8%	1,440
Oklahoma	97.1%	1.6%	*	*	0.6%	1,034
Oregon	90.3%	4.0%	4.0%	*	*	124
Pennsylvania	90.9%	6.8%	0.5%	0.8%	1.0%	1,234
Tennessee	85.6%	8.0%	0.8%	5.6%	0.0%	1,063
Vermont	92.2%	4.3%	1.9%	0.0%	1.6%	258
Virginia	86.5%	7.1%	2.6%	0.0%	3.8%	495
Washington	81.1%	4.2%	5.7%	1.3%	7.7%	993
Wisconsin	98.4%	0.8%	0.0%	0.3%	0.4%	1,562

SOURCE: ED Facts data, 2005–06 to 2008–09.

NOTES: 1. Analyses were based on 27 states for which there was information for all 4 years. 2. The identification of schools for improvement in a given year is based on the prior year’s AYP performance. Whether a school made AYP or not in the 2005–06 school year, for example, would affect its school improvement status in 2006–07.

* Figures suppressed due to small number of SWD-accountable schools.



www.ed.gov



ies.ed.gov