

**Good News and Bad News
in Disaggregated Subgroup Reporting
to the Public on 2005–2006 Assessment
Results**



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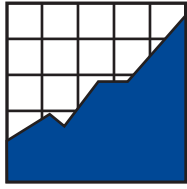
Good News and Bad News in Disaggregated Subgroup Reporting to the Public on 2005–2006 Assessment Results

Martha Thurlow • Chris Bremer • Debra Albus

December 2008

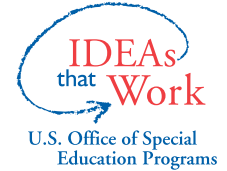
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NCEO Core Staff

Martha L. Thurlow, Director	Ross E. Moen
Deb A. Albus	Michael L. Moore
Jason R. Altman	Rachel F. Quenemoen
Manuel T. Barrera	Christopher Rogers
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Christopher J. Johnstone	Vitaliy Shyyan
Jane L. Krentz	Miong Vang
Sheryl S. Lazarus	Yi-Chen Wu
Kristi K. Liu	

National Center on Educational Outcomes
University of Minnesota • 207 Pattee Hall
150 Pillsbury Dr. SE • Minneapolis, MN 55455
Phone 612/624-8561 • Fax 612/624-0879
<http://www.nceo.info>

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Executive Summary

This is the tenth report analyzing the public reporting of disaggregated data for students with disabilities by the National Center on Educational Outcomes. This analysis, for school year 2005–2006, also marks the fourth data cycle from the passage of the No Child Left Behind Act (NCLB) of 2001. On this tenth anniversary, we present both the good news and bad news for 2005–2006 reporting and summarize other observed trends.

For 2005–2006, a positive finding was that more states are reporting disaggregated data for students with disabilities for tests within and outside state accountability systems. In 2005–2006, 39 states reported, up from 36 states in 2004–2005. However, for state tests within accountability systems, only 39 states reported both participation and performance data this year compared to 44 states reporting last year. Part of this decline is due to a change in how this report credits data from different sources. In previous report cycles, data found only in State Performance Plans (SSP) or Annual Performance Reports (APRs) were accepted as equivalent to regular public reports. However, starting with the current cycle, such data are no longer credited. This change reflects the desire to determine whether states are reporting in the same way and with the same frequency as they are reporting for students without disabilities.

For unique states, only two reported participation and performance on regular assessments, and one reported these data for its alternate assessment. This shows backsliding compared to six unique states reporting on regular assessments and three reporting for alternates last year. Only one unique state reported data by referring to APRs posted online for regular and alternate assessments. Thus, even if this report had credited APRs as equivalent to regular public reports as it did last year, there still would have been fewer unique states reporting data, compared to the previous year.

For the school year 2005–2006, our findings indicated fewer regular states publicly reporting disaggregated participation and performance data for all of their alternate assessments, reversing an upward trend seen in previous years. For 2005–2006, only 28 states fully reported these data, compared to 42 for the previous year. As with regular assessment reporting, part of this decline can be attributed to the change in how SPP and APR data were credited. Absent that change, 39 states would have been credited with reporting data in the 2005–2006 cycle, a smaller decline.

Other areas also revealed a need for improvement. For accommodations reporting, fewer regular states reported information about accommodations use for students with disabilities on regular state tests in 2005–2006. However, the good news is that for those states that are continuing to report accommodations data publicly, all but one state in 2005–2006 reported both participation and performance by grade and content area when accommodations were used.

For performance, the analyses across 2004–2005 and 2005–2006 showed that average (mean) gaps across states for reading and mathematics did not change significantly on the whole. For elementary and middle grades for reading the average performance gap between students with disabilities and regular students, which may include all students or students without disabilities only, varied by only a few percentage points. However, at the high school level the average gap size for percent proficient in reading widened by 13%. For mathematics, the elementary, middle, and high school grades average gap sizes increased or decreased by only 2%.

A trend observed in this year's report is that states are decreasing their use of augmented norm referenced/criterion-referenced (NRT/CRT) tests, dropping from 17% to 9%. A new analysis this year looked at the percentage of states reporting data by type of test in accountability systems. For 2005–2006, all NRT and augmented NRT/CRT assessments had disaggregated participation and performance data reported, while only 77% of CRT and 71% of high school exit tests fully reported these data.

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Overview

The 2005–2006 school year was the seventh annual reporting period for which states were required by the Individuals with Disabilities Education Act (IDEA) to report on the performance of students with disabilities on standards-based assessments. It is the fourth reporting period since the enactment of the No Child Left Behind Act (NCLB). Starting with the reporting of 2005–2006 data, states are required by NCLB to test in all grades 3 through 8, and once in grade 10, 11, or 12. This report is the tenth in a series of NCEO reports documenting state public reporting practices.

Since the passage of NCLB, signed by President George W. Bush on January 8, 2002, the number of states that publicly reported disaggregated participation and performance data for students with disabilities for all of the general assessments within accountability systems has increased. Just after passage of the law, the number increased from 28 states for school year 2000–2001 to 35 states in 2001–2002. This number changed little in the subsequent three years: 36, 35, and 36 in 2002–2003, 2003–2004, and 2004–2005, respectively (Klein, Wiley, & Thurlow, 2006; Thurlow & Wiley, 2004; Thurlow, Wiley, & Bielinski, 2003; Wiley, Thurlow, & Klein, 2005; VanGetson & Thurlow, 2007).

The number of states reporting disaggregated participation and performance data for all of their alternate assessments improved over the past few years. Although only 22 states reported this information in 2001–2002, 33 states did so in 2003–2004 (Klein et al., 2006; Thurlow & Wiley, 2004). Continuing this trend, 42 states¹ reported both disaggregated participation and performance data for all of their alternate assessments in 2004–2005 (VanGetson & Thurlow, 2007), another large jump in meeting reporting requirements.

Each year when we examine states' public reporting practices, it is necessary to reassess the ways in which we credit states with reporting data publicly. Since 1997, states have been required to submit to the U.S. Department of Education a Performance Report that addressed various indicators for school age students with disabilities. In 2004, states were required for the first time to report their Annual Performance Report data to the public in some way that would communicate clearly. When we conducted our state analysis in previous years, the APR data on Indicator 3 (Assessment) were counted as a public report. Yet, those data included only students with disabilities, and did not reflect the principle that data on students with disabilities were to be reported in the same way and with the same frequency as the assessment data for students with disabilities. Given the increased ability of states to disaggregate data for students with disabilities and to report them alongside each other, it was decided that the federally required

¹The report for 2004–2005 reported 41 states in the text, but Appendix D showed 42 states reporting participation and performance data for all of their alternate assessments.

APRs would not be counted as regular public reporting in like manner to all other students. It would be a backward step for states to use their APR as their reporting mechanism to the public because it does not meet the original criteria set for public reporting in IDEA 1997.

Method

In December 2006, project staff began searching state education Web sites for posted reports with disaggregated data for students with disabilities for school year 2005–2006. States included the 50 “regular” states and 11 “unique” states (American Samoa, Bureau of Indian Education, Commonwealth of Northern Mariana Islands, U.S. Department of Defense Education Affairs, District of Columbia, Federated States of Micronesia, Territory of Guam, Republic of Palau, Commonwealth of Puerto Rico, Republic of the Marshall Islands, and U.S. Virgin Islands). During this time, information was collected both on the actual participation and performance data reported by states for students with disabilities and descriptive information on how the states reported those data. The data collection included all regular and alternate state assessments within and outside accountability systems, with the exception of tests designed specifically for bilingual or English language learners.

In February, following the collection of data, summary tables were created for the verification process with states. These summaries included only the descriptive information on how the state reported participation and performance. See Appendix A for a sample letter and summary table used in the verification process with state assessment directors.

The process to verify the descriptive reporting data found on state Web sites occurred in two waves between May and July of 2007. In the first wave, letters and summary tables were mailed to state assessment directors requesting help with verification of data. In this first wave, contact was established with state assessment directors or their office staff in 32 regular states and 2 unique states. In the second wave, letters were sent to all state directors of Special Education along with original or updated data summaries based on changes directed by those states with which we had contact in the first wave (see Appendix B). In this second wave, contact was established with 13 regular states and 1 unique state. Then from August to October, staff completed data entry and double checks for accuracy.

In reviewing past reports we included public reporting of data on state tests administered to students with disabilities who were also English language learners or bilingual students. Examples of these tests are the SABE/2 in California, the Reading Proficiency Test in English (RPTE) in Texas, and the IMAGE in Illinois. This year, these assessments were not included in the search for data. They will be included in a future report on public reporting for English language learners with disabilities.

We further note that the definition for what is counted as public reporting changed in this report from previous years. This year state Annual Performance Reports (APRs) and State Performance Plans (SPPs) were not counted as regular public reports that a state typically disseminates to meet the requirements of reporting data on students with disabilities in the same manner as reporting for all students.

The definition of general education students and students with disabilities in the data reported did not change from previous years. When general student data are presented in this report, that population might include the total of all students tested or may have been disaggregated further as students without disabilities, depending on the state. For consistency in this report the same term “general education student” refers to both groups as a contrast to the data reported on students with disabilities. This should be considered in interpreting the data. Similarly, the term students with disabilities sometimes includes only students with IEPs, and sometimes a combination of students with IEPs and 504 Plans. This also varies by state in the data and should be considered.

Results

Characteristics of State Assessment Systems

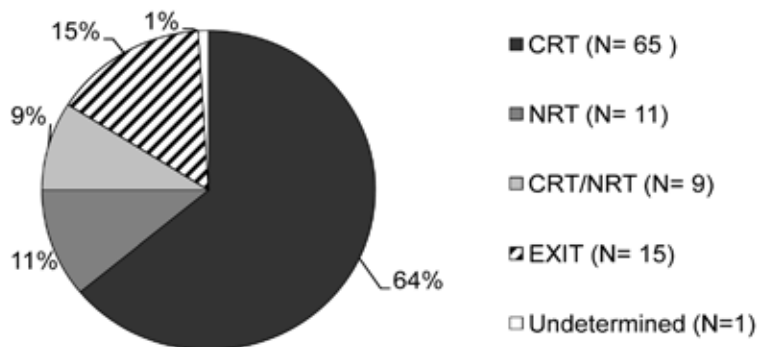
State-mandated general assessments for 2005–2006 are listed in Appendix C. The list includes all 50 regular states and the 11 unique states, and includes information on the name of each test, grades and content areas tested, whether the state has publicly available disaggregated participation or performance data for students with disabilities, and whether the results of these assessments are used for accountability purposes.

For the 50 regular states, 101 statewide assessments were identified. Among these were four states using the Iowa Test of Basic Skills (ITBS), three using the New England Common Assessment Program (NECAP), and two using the TerraNova; all other assessments were unique. The mean number of assessments per regular state was 2.0, with 29 states using 2 or more assessments. The largest number of assessments used by a single state was five (Utah). Thirteen assessments were dropped by eleven states (West Virginia dropped three tests). Nine state assessments, two ACT tests (one Explorer and one PLAN), two ITBSs, and one TerraNova were dropped, and nine new state assessments were added. Nine states added a report on a new assessments. Of these, six were individual state assessments and three were the NECAP noted above, reported by three states (New Hampshire, Rhode Island, and Vermont). All states continued reporting on at least one assessment that was also used in 2004–2005.

For the 11 unique states, 8 had the names of assessments being used in their public reports. For one of these (Bureau of Indian Affairs) students participate in assessments in their state of residence and thus are included in the state reporting systems in which they reside. Two others reported nothing about assessments used. Across the eight unique states reporting assessments, nine different statewide assessments were used, with one, the Stanford Achievement Test (SAT), being used by four unique states. Of the unique states' assessments, the SAT and the TerraNova (used by one unique state) were also used by one or more regular state. Only one of the eight unique states reporting assessments (Commonwealth of Northern Mariana Islands) used more than one assessment. One unique state (U.S. Virgin Islands) reported a new assessment; this state did not report any assessments for 2004–2005.

Because few unique states publicly report complete disaggregated assessment data, Figure 1 includes only data from the 50 regular states, and breaks down the 101 state assessments (whether within or outside accountability systems) by type: criterion-referenced tests (CRT), norm-referenced tests (NRT), exit exams used as a requirement for graduation or for earning a particular type of diploma (EXIT), and augmented NRTs with state-developed test items. While some states' NRTs and CRTs included an EXIT component, tests were classified as EXIT only in cases where a state had a specific assessment that had been designed for establishing fulfillment of high school completion requirements.

Figure 1. Number of Regular Assessments In and Outside Accountability Systems by Test Type (N=101)



Note: Tests are counted by test name. If a state has different names for CRTs by elementary/middle and high school these are counted separately.

Criterion-referenced tests were the most common, representing 64% of the 101 state-administered assessments in 2005–2006. Eleven states reported data for NRTs, nine states reported on augmented (NRT/CRT) assessments, and fifteen states reported for exit tests. Compared to 2004–2005, there was a large decrease in augmented assessments from 17% to 9%.

States That Reported Disaggregated Regular Assessment Data for Students with Disabilities

Figure 2 summarizes reporting of regular assessment data in the 50 regular states, for students with disabilities who participated in regular assessments that are included in the state’s NCLB accountability system. Overall, 39 regular states (78%) reported disaggregated data on students with disabilities for both participation and performance for all regular assessments in the state accountability system. Four states (7%) reported only performance data for all regular assessments, five states (9%) reported disaggregated participation and performance data for some regular assessments, and 2 states (Hawaii and Wyoming) publicly reported neither disaggregated participation nor disaggregated performance data for any regular assessments. This represents a decrease in public reporting compared to 2004–2005, when 44 states provided data for all NCLB accountability tests.

Figure 2. States that Disaggregated Assessment Results for Students with Disabilities on Regular Assessments in Accountability Systems

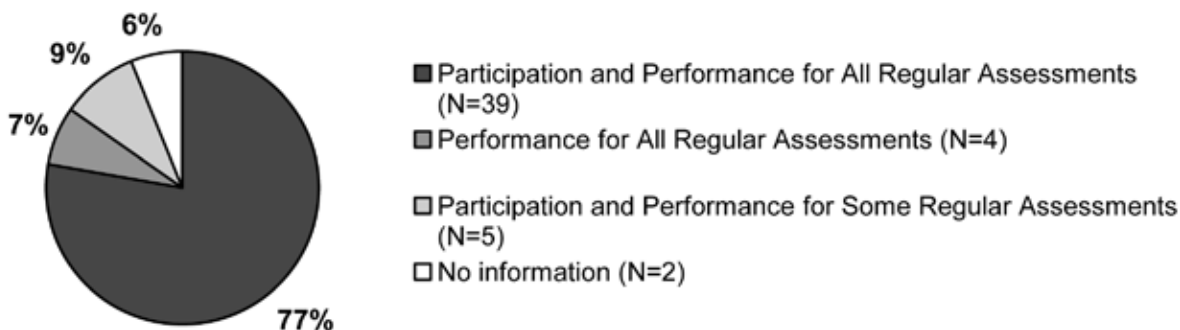
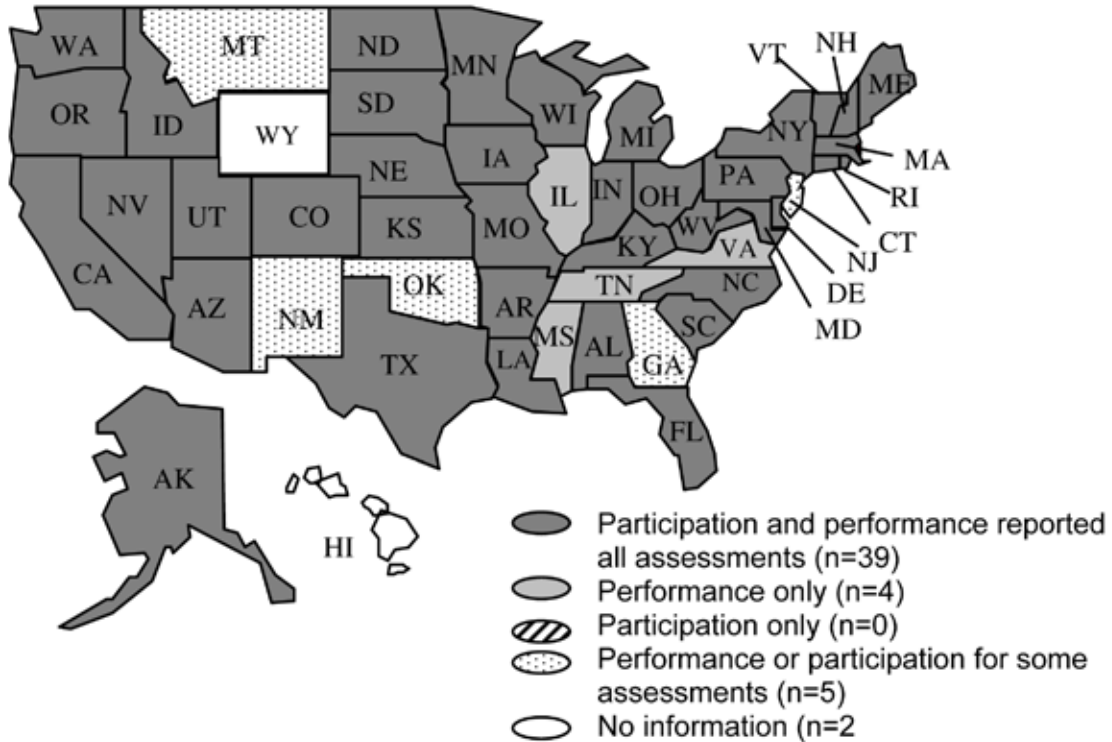


Figure 3 shows the same information as in Figure 2, by state. As in the past, there were no identifiable patterns of location for non-reporting or partial reporting states.

Figure 3. States Reporting 2005–2006 Disaggregated Participation or Performance Data for Students with Disabilities on Regular State Assessments in Accountability Systems*



*The figure does not include state APR or SPP data. A broad definition was used to determine whether a state had data—states were included if they had data in any form for each test; these data could be presented for the state as a whole, by grade ranges, or by grade.

Figure 4 shows the prevalence of full reporting of disaggregated data by test type, across the 50 regular states, for those tests within accountability systems. The figure shows that while norm-referenced (NRT) and augmented (NRT/CRT) tests within accountability systems are fully reported, CRT and EXIT assessments lag behind, at 77% and 71% of the assessments, respectively. The reason for this pattern was not probed in our data collection.

Figure 4. Percent of General Assessments in Accountability Systems Reporting Participation and Performance by Test Type

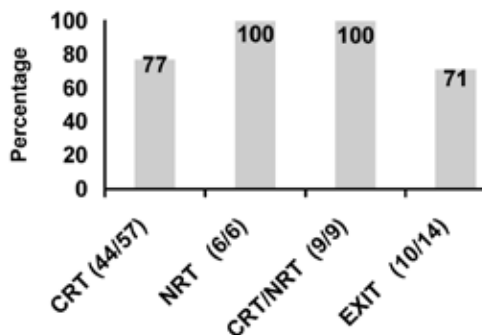
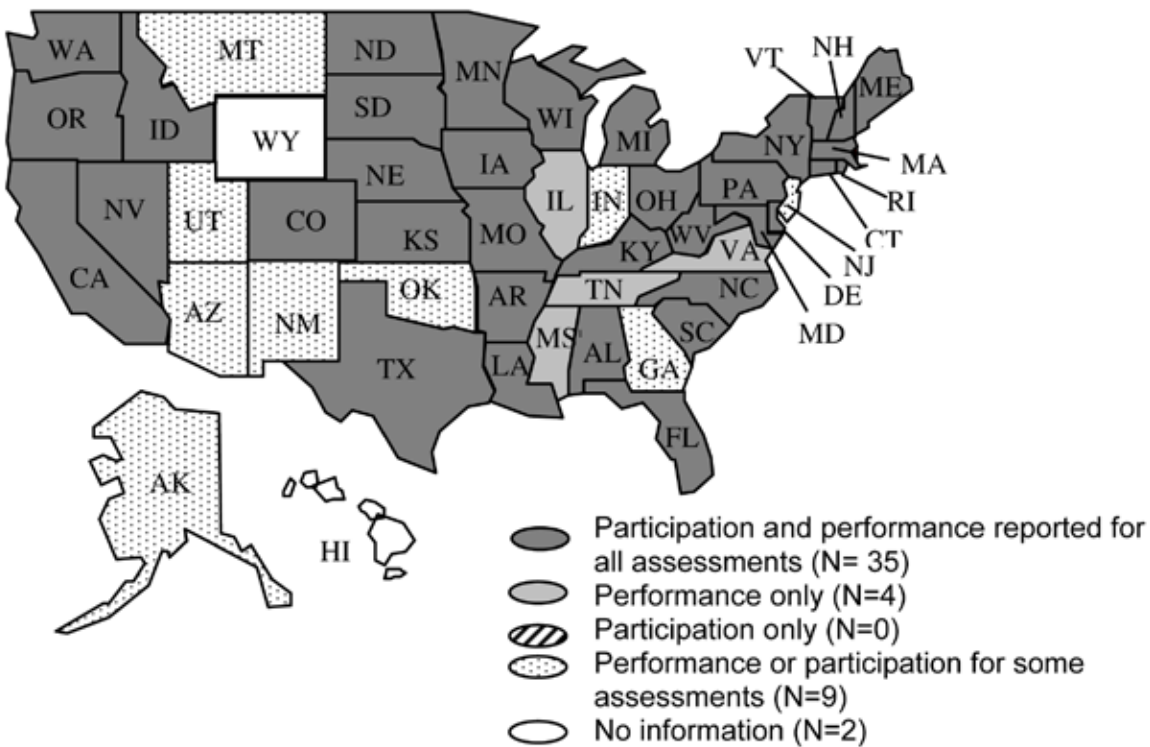


Figure 5 is similar to Figure 3, but shows reporting data for all assessments, including those outside accountability systems. Comparing the two figures, it is clear that full reporting is occurring for a higher proportion of assessments inside accountability systems, compared to those outside these systems.

Figure 5. States reporting 2005–2006 Disaggregated Participation or Performance Data for Students with Disabilities on Regular State Assessments In and Outside Accountability Systems*



¹Mississippi did not report data for one writing test due to Hurricane Katrina.

*The figure does not include state APR or SPP data. A broad definition was used to determine whether a state had data—states were included if they had data in any form for each test; these data could be presented for the state as a whole, by grade ranges, or by grade.

Note: During the verification process one state (Hawaii) had additional information in its APR that would have made a difference in its reported data; both participation and performance data for all regular assessments were reported in its APR.

Unique States that Reported Disaggregated Regular Assessment Data for Students with Disabilities

For 2005–2006, there was some backsliding among the 11 unique states in the public reporting of disaggregated special education data (see Table 1). Although six unique states provided disaggregated data for 2004–2005, five of these six did not do so for 2005–2006. Only 2 of the 11 unique states provided disaggregated data for both participation and performance. Three unique states did not list any assessments used.

Table 1. Unique States Reporting Disaggregated Participation or Performance Data for Students with Disabilities*

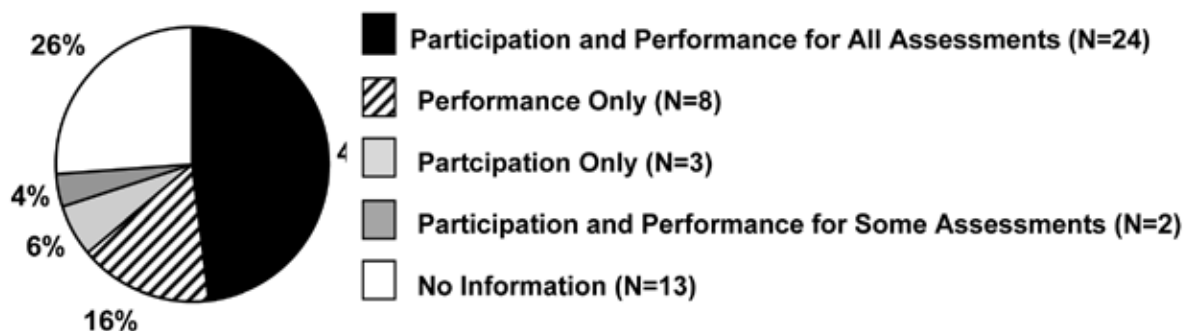
Unique States	Participation	Performance
American Samoa	No	No
Bureau of Indian Affairs	No	No
Commonwealth of the Northern Mariana Islands	No	No
Department of Defense Education Activity	No	No
District of Columbia	Yes	Yes
Federated States of Micronesia	No	No
Guam	No*	No*
Palau	No	No
Puerto Rico	Yes	Yes
Republic of the Marshall Islands	No	No
Virgin Islands	No	No

*APR or SSP has it reported, but APR/SPP reporting is not counted here.

States that Reported Disaggregated Alternate Assessment Data for Students with Disabilities

Alternate assessment data are in Appendix D. All 50 regular states reported using at least one alternate assessment (see Appendix D). One state (North Carolina) used four alternate assessments, and eight states (Arizona, Louisiana, Minnesota, Montana, Oregon, South Carolina, South Dakota, and Virginia) used two alternate assessments. The remaining 41 regular states used one alternate assessment each. The mean number of alternate assessments per state was 1.22. One of the states using two alternate assessments (South Dakota) only used one of them for accountability purposes. Otherwise, all alternate assessments reported were used for accountability purposes, for at least some grades and content areas. Figure 6 shows the percent of states that disaggregated different types of data for students with disabilities on alternate assessments.

Figure 6. States that Disaggregated Alternate Assessment Results for Students with Disabilities*



*The figure does not include state APR or SSP data.

For unique states, 3 of 11 reported using one alternate assessment and all 3 said they used this assessment for accountability purposes. However, only one unique state (Puerto Rico) reported disaggregated data for an alternate assessment for both participation and performance (see Table 2). None of the remaining 10 unique states reported disaggregated data for alternate assessments in their state’s regular reports (not including state Annual Performance Reports or State Performance Plans).

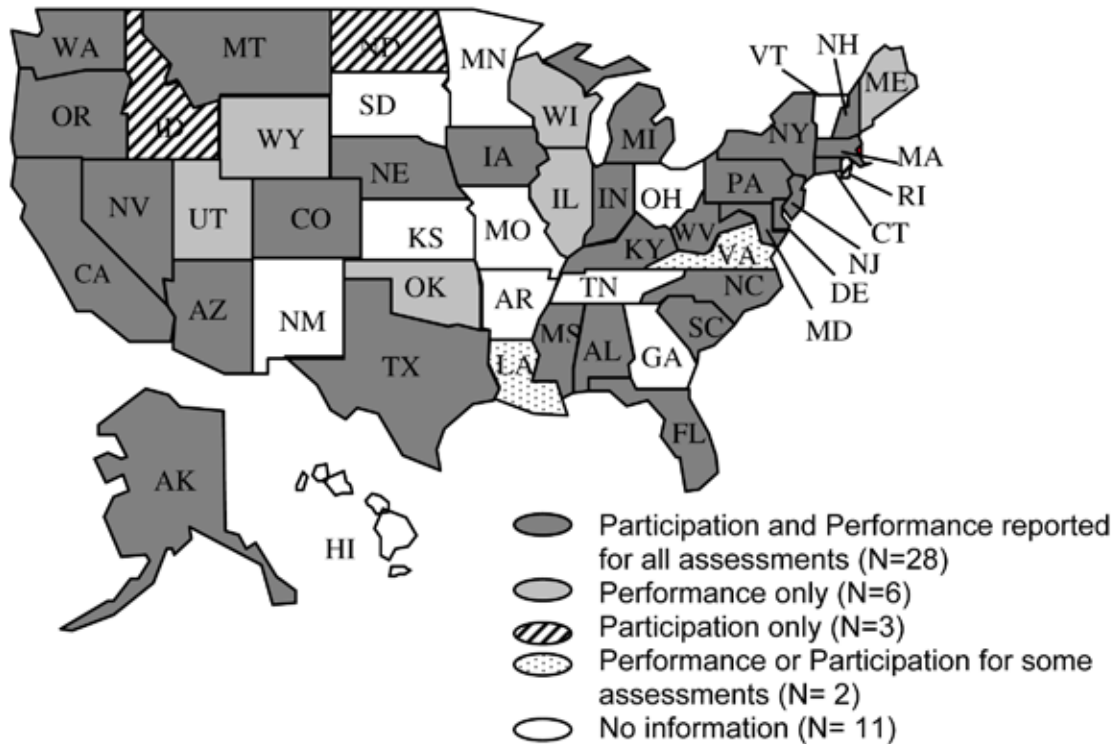
Table 2. Unique States that Reported Disaggregated Participation and Performance Data for Students with Disabilities on Alternate Assessments

Unique States	Participation	Performance
American Samoa	No	No
Bureau of Indian Affairs	No	No
Commonwealth of the Northern Mariana Islands	No	No
Department of Defense Education Activity	No	No
District of Columbia	No	No
Federated States of Micronesia	No	No
Guam	No*	No*
Palau	No	No
Puerto Rico	Yes	Yes
Republic of the Marshall Islands	No	No
Virgin Islands	No	No

*APR or SSP has it reported, but APR/SPP reporting is not counted here.

Of the 50 regular states, 28 reported both participation and performance for all alternate assessments used (see Figure 7). Two states (Louisiana and Virginia) reported participation or performance for some assessments, but not all. Eleven states failed to publicly report either participation or performance for any alternate assessment.

Figure 7. States Reporting 2005–2006 Disaggregated Participation or Performance Data for Students with Disabilities on Alternate Assessments*



*The figure does not include state APR or SPP data. A broad definition was used to determine whether a state had data—states were included if they had data in any form for each test; these data could be presented for the state as a whole, by grade ranges, or by grade.

Note: States that had added APR or SPP data during the verification process are shown below. States that specifically referenced APRs or SPPs as a source of data to add are italicized. APR or SPP data we found in response to general requests to look are in regular font:

- Added participation and performance for all alternates: Georgia, Hawaii, Kansas, Indiana, Louisiana, Minnesota, Ohio, Rhode Island, South Dakota, Tennessee, Vermont
- Added participation for assessments not in regular reports: Alabama, Maine, Montana, Oklahoma, Utah, Wyoming
- Added performance for assessments not in regular reports: Missouri

Figure 7 shows how states reported participation in their alternate assessments. Compared to 2004–2005, fewer states reported disaggregated data, and fewer of those reporting data provided data for both participation and performance for all assessments. In 2005–2006, 28 regular states reported participation and performance for all assessments, compared to 42 states in 2004–2005¹. The decision to not count SPPs and APRs this year produced lower numbers than if we had

¹The report for 2004–2005 reported 41 states in the text, but Appendix D showed 42 states reporting participation and performance data for all of their alternate assessments.

counted them as in the past; if we had counted them there would have been 39 alternate assessments for which participation and performance were reported and 34 states that specifically referenced APRs or SPPs as the source of publicly reported data. Eleven states failed to provide disaggregated participation or performance data for any assessment in 2005–2006, compared to only 3 three states in 2004–2005. If APR or SPP reporting had been included for 2005–2006, this number would have been nine states that failed to provide disaggregated participation or performance data for 2005–2006.

Of the 11 unique states, 2 (Guam and Puerto Rico) reported both participation and performance on their alternate assessments, though Puerto Rico did not report whether the alternate was based on alternate achievement standards, modified achievement standards, or grade-level achievement standards. One unique state, the District of Columbia, reported using an alternate assessment but did not report either participation or performance data. No other unique state publicly reported on any alternate assessments, or provided either participation or performance data.

Assessment Participation in 2005–2006

Regular Assessment Disaggregated Participation Results for Students with Disabilities

Figures 8 and 9 show participation reporting approaches for regular assessments in regular states, with Figure 8 showing reporting approaches by the 50 regular states when all of their assessments are considered. Figure 9 shows reporting approaches for each of the 98 regular assessments currently used within state accountability systems. This information is presented by state in Appendix E.

The most common participation reporting category among states for regular assessments was number of students assessed, with 37 states (see Figure 8). This was followed by 15 states reporting by percent of students not assessed, 9 states reporting percent of students assessed, 8 states reporting number or percent exempt/excluded, and 7 states reporting number or percent absent. The least reported category was number of students not assessed, with 6 states.

Looking at these data by total number of assessments, there is a similar pattern (see Figure 9). The most used category for participation reporting was number of students assessed, with 61 assessments, followed by reporting using the category percent of students assessed (25 tests). The least reported category was number of students not assessed, with 8 assessments.

Figure 8. Participation Reporting Approaches for Regular Assessments for Regular States Within Accountability Systems

Number of states reporting:

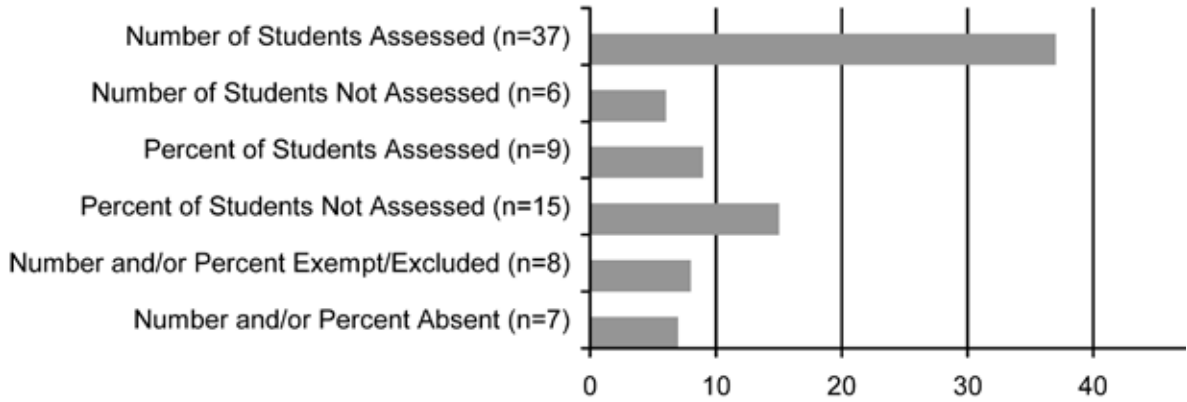
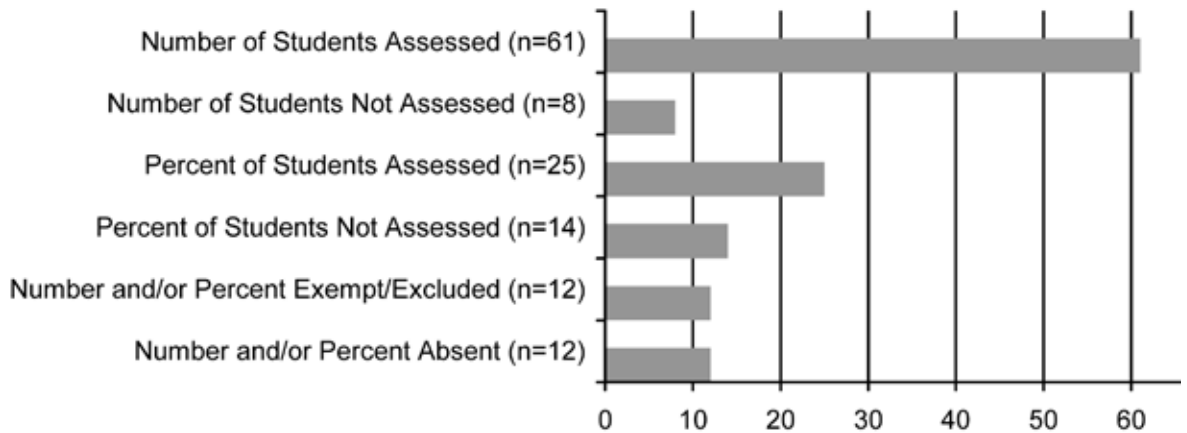


Figure 9. Participation Reporting Approaches for Regular Assessments for Regular States by Test Within Accountability Systems

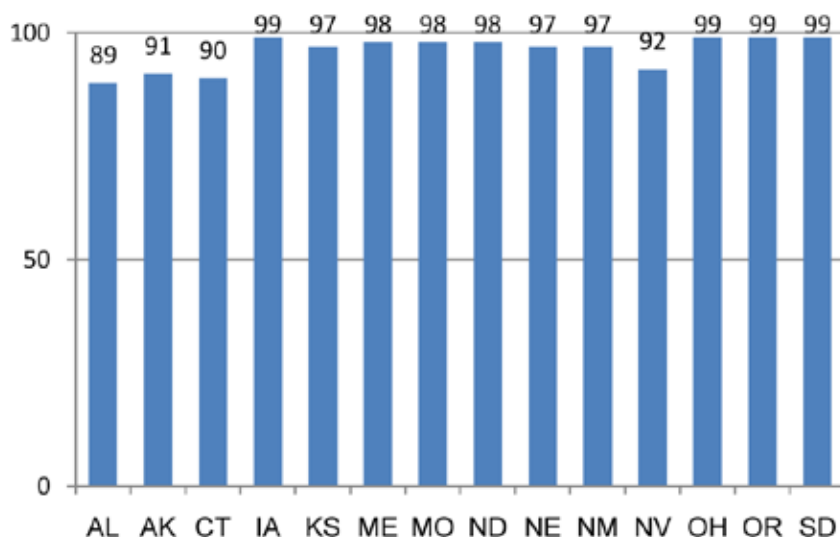
Number of regular assessments reporting:



Among the 11 unique states, not graphed due to small numbers, one (District of Columbia) reported number and percent of students assessed, and one reported only the number of students assessed. The remaining nine unique states reported no disaggregated participation data (see Appendix E). None reported number or percent exempt or absent.

Figure 10 shows the participation rates reported for 8th grade math in states where this information was reported. The grade and content area (middle school math) were chosen to be consistent with information provided in previous reports. States providing data in other forms (e.g., with more than one grade aggregated together), or not using a middle school math assessment, are not included in this figure. For the 2005–2006 academic year, participation rates ranged from 89% to 99%, compared to a range of 83% to 100% in 2004–2005. However, fewer states are included in this analysis because only 14 states reported these data clearly, compared to 20 in the previous year. Sixty-nine percent (9 of the 14 states) had participation rates of 95% or higher, compared to fifty percent (10 of 20) in 2004–2005.

Figure 10. Percentages of Students with Disabilities Participating in Middle School Regular Math Assessments in Those States with Clear Reporting of Participation Rates



Alternate Assessment Disaggregated Participation Results for Students with Disabilities

Figures 11 and 12 show participation reporting approaches for alternate assessments (see Appendix F). Figure 11 shows reporting approaches for alternate assessments by the 50 regular states when all of their alternate assessments are considered. Figure 12 shows reporting approaches for each of the 40 alternate assessments based on alternate achievement standards that had data reported across all regular states. The most common way states reported participation was to provide the number of students assessed, with 31 states reporting this across 40 of their

alternate assessments. The lowest type of reported information, provided by two states, was percent of students not assessed.

Figure 11. Participation Reporting Approaches for Alternate Assessments Based on Alternate Achievement Standards

Number of states reporting:

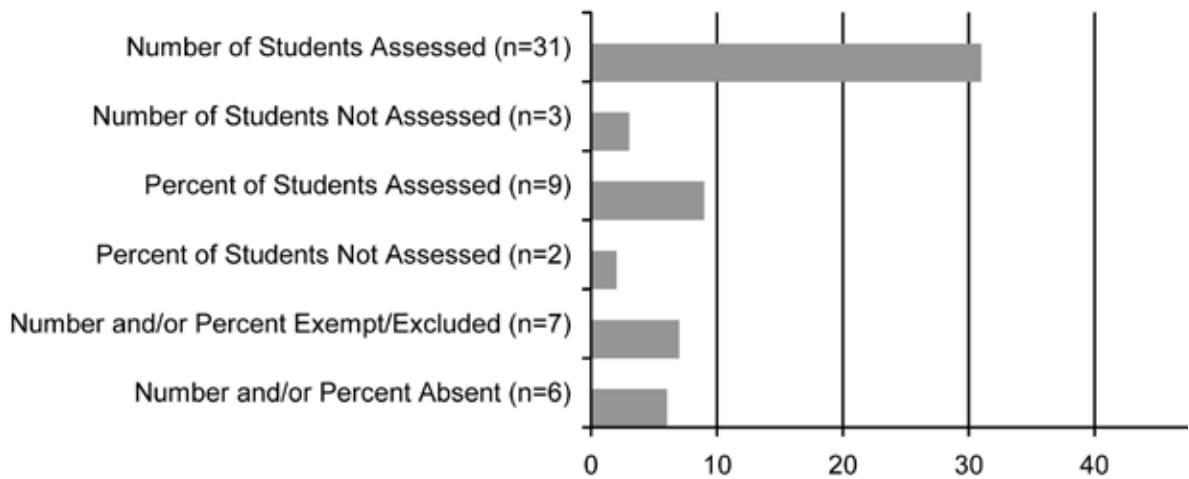
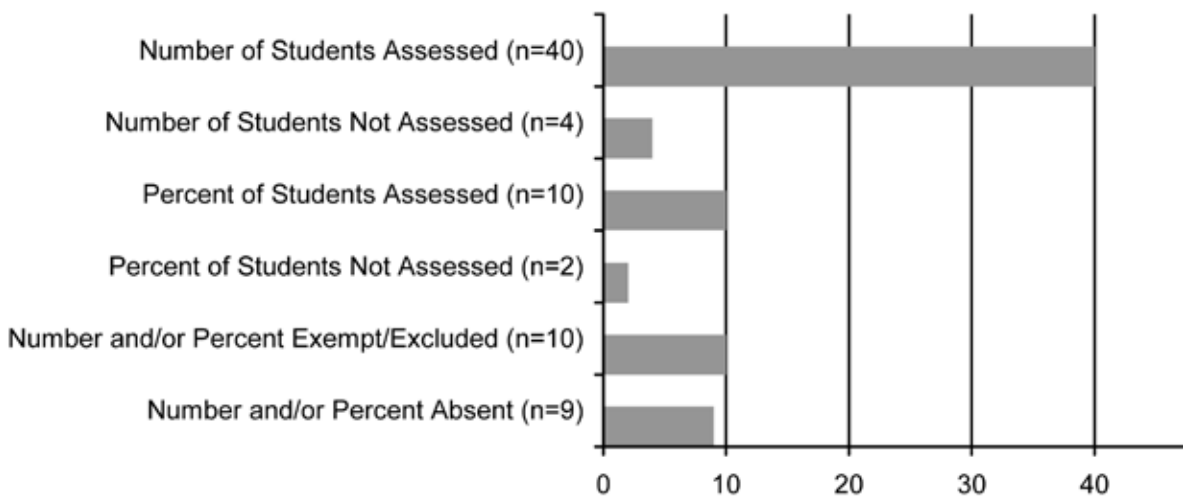


Figure 12. Participation Reporting Approaches for Alternate Assessments Based on Alternate Achievement Standards by Assessment

Number of alternate assessments reporting:



Assessment Performance in 2005–2006

Regular Assessment Performance Results

As with the reporting of participation data, states' reporting of performance data for regular assessments varied in both extent and approach (see Appendix G). Figures 13 and 14 show the performance reporting approaches by the 50 states (see Figure 13) and for the 101 individual assessments reported by states within and outside their accountability systems (see Figure 14). Data are presented in terms of the number of assessments across all regular states for which disaggregated performance data were provided.

Thirty-three states provided data on percent proficient, such as the percent of students with disabilities whose scores were at or above the proficient level. This was the second most common reporting method regardless of whether examined by state or by assessment.

Figure 13. Performance Reporting Approaches for Regular Assessments Within Accountability Systems

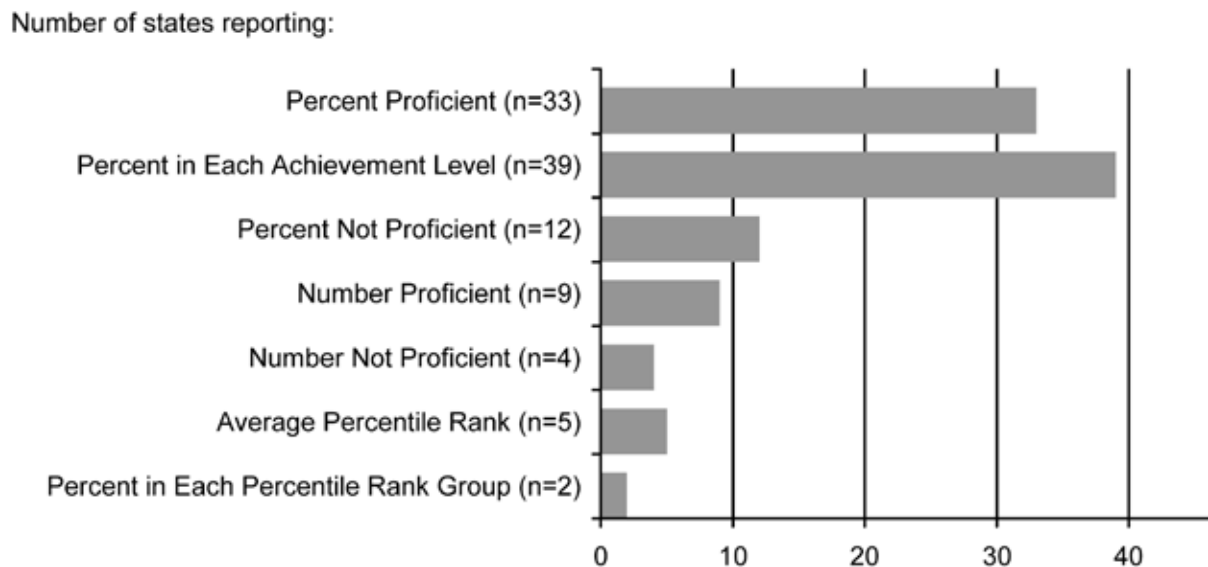
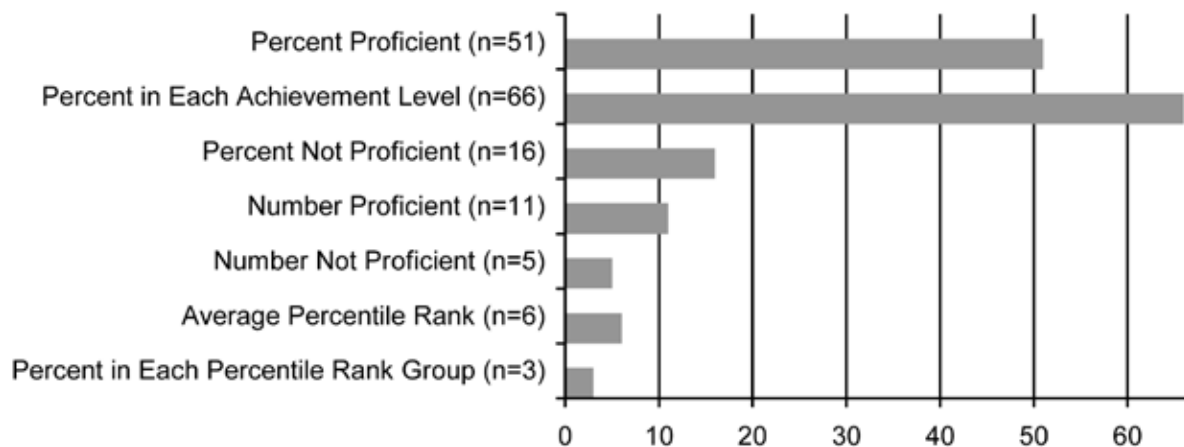


Figure 14. Performance Reporting Approaches for Regular Assessments by Assessments Within Accountability Systems

Number of regular assessments reporting:



For all states providing clear disaggregated performance data for students with disabilities, performance of both general education students and students with disabilities were examined. In considering performance levels across states, it is important to keep in mind that each state determines the specific content of its assessments and establishes its own proficiency levels. Assessments may emphasize different content standards and may differ widely in difficulty. Thus it is unwise to compare proficiency rates across states, or to compare gaps between general education versus special education across states. If making year-to-year comparisons within a state, results are only comparable if the same assessments were used in the different years, if the state indicated that reported scores for altered assessments were comparable, and if participation rates and populations were similar.

Because reading/English Language Arts and math are core subjects in most states, and were the first content areas required to be assessed by NCLB, performance results for these areas are the primary focus of this report. If states reported a separate writing assessment, it is included in the assessments listed in the Appendices. However, writing-only assessments are not included in performance comparisons between students with and without disabilities. All of the assessments reported in this section are CRT assessments, with the exception of Iowa, which employed an NRT assessment in 2005–2006. EXIT exams are not reported here because states' distinct EXIT exams differ in their precise purpose, and exam results may be combined with the results of other criteria to determine eligibility for graduation. Many of the graduation requirement exams are also used for NCLB accountability purposes, and these results are reported alongside those of the regular statewide exams that are used for accountability purposes.

We separated grade levels into three sets: elementary (3–5), middle (6–8), and high school (9–12). For the summary in this report, we present only one grade per level, specifically 4th grade, 8th grade, and 10th grade. These grades were chosen because they are the most common grades for testing historically and had been used in previous reports. If not available in a state, we sought data for the next lower grade, and if those were not available we went to the next higher grade. When a high school assessment failed to specify a grade level, it was included as a 10th grade assessment.

Although most states reported separately on students without disabilities (general education students) and on students with disabilities, some states did not report separately and instead reported data for “all” students. This can influence slightly (depending on the percentage of students with disabilities in the assessment) how gap comparisons are interpreted.

Reading Performance: Figures 15–17 show the reading performance of students by state for those states reporting data. In most states the performance of students with disabilities in reading was considerably lower than was the performance of students without disabilities or all students. In reviewing the performance data, we noted that smaller gaps were seen in states in which students with disabilities had high scores. In these situations there is little room left on the scale for a large gap (i.e., if students with disabilities have 85% Proficient, there can be no more than 15 points difference between these students and students without disabilities). Similarly, if students without disabilities have average scores that are exceptionally low on an assessment, there is a limited range for difference between them and students with disabilities. In general, states with the highest average scores for students with disabilities had smaller gaps. Smaller gaps were also seen in states with the lowest average scores for students without disabilities (or all students). Table 3, using data from Figures 15–20, compares the average gap for all states to the average gap for states with the highest five scores for students with disabilities and states with the lowest five scores for students without disabilities (or all students in states reporting data for all students as the comparison group rather than for students without disabilities). In each case (elementary, middle, and high school, Reading and Math, and for both extremes of scores), gaps were lower for the states with high disability or low non-disability scores. For some comparisons more than five states are listed because of tied scores. States with the highest and lowest scores for students with and without disabilities may be analyzed further in subsequent reports.

Table 3. 2005–2006 Gaps for Regular Assessments: Comparison of Mean Gaps to Gaps in States with Highest Scores for Students with Disabilities, and Lowest Scores for Students without Disabilities or All Students

	Mean Gap for All States	Mean Gaps	
		States with 5 highest scores for students with disabilities	States with 5 lowest scores for students without disabilities (or all students)
Figure 15 Elementary Reading	34.5	16.9 (GA,KS,NE,ND,SD,TX,VA)	31.8 (CA,MA,MO,NV,NM)
Figure 16 Middle School Reading	42.5	23.0 (GA,KS,NE,TX,VA)	34.6 (CA,FL,MO,NV,NM)
Figure 17 High School Reading	44.8	27.4 (GA,NE,OH,TX,VA)	31.6 (CA,FL,KY,ME,MO)
Figure 18 Elementary Math	29.3	16.0 (ID, KS,NE,OR,TX)	27.0 (CA,MA,MO,NV,NM,RI)
Figure 19 Middle School Math	40.9	31.4 (KS,NE,ND,TN,VA)	27.4 (CA,KY,ME,MO,NM)
Figure 20 High School Math	38.5	27.2 (GA,NE,NC,TN,VA)	26.8 (CA,CO,MN,NM,OK)

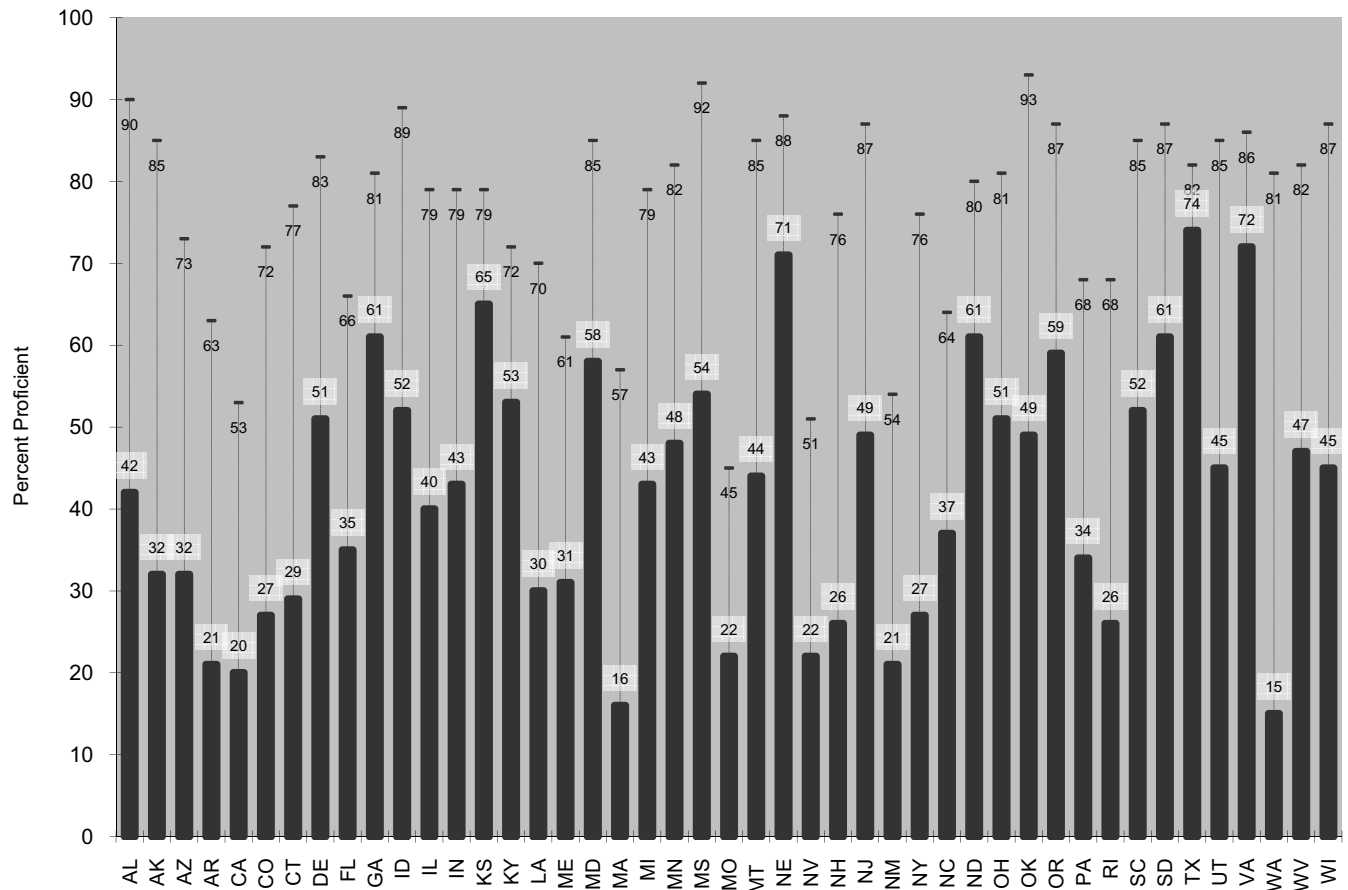
Reading Performance. Figures 15–17 show the reading performance of students by state for those states reporting data. In most states the reading performance of students with disabilities in reading was considerably lower than was the performance of general education students without disabilities. In general, states with the lowest and highest average scores for students with disabilities have smaller gaps, possibly due to limitations on variability at the ends of the range of percentages. In general, middle school and high school average scores are lower than elementary scores.

At the elementary level (see Figure 15), gaps ranged from 8 to 66 percent. The following states had gaps of 25 percentage points or less: Georgia, Kansas, Kentucky, Missouri, Nebraska, North Dakota, Texas, and Virginia. Two states had gaps of 50 percentage points or more: New Hampshire and Washington.

At the middle school level (see Figure 16), gaps ranged from 19 to 57 percent. States with gaps of 25 percentage points or less were: Georgia, Kansas, Nebraska, and Texas. Nine states had gaps of 50 points or more: Alabama, Arizona, Colorado, Indiana, Montana, New Hampshire, New Jersey, Oklahoma, and Utah.

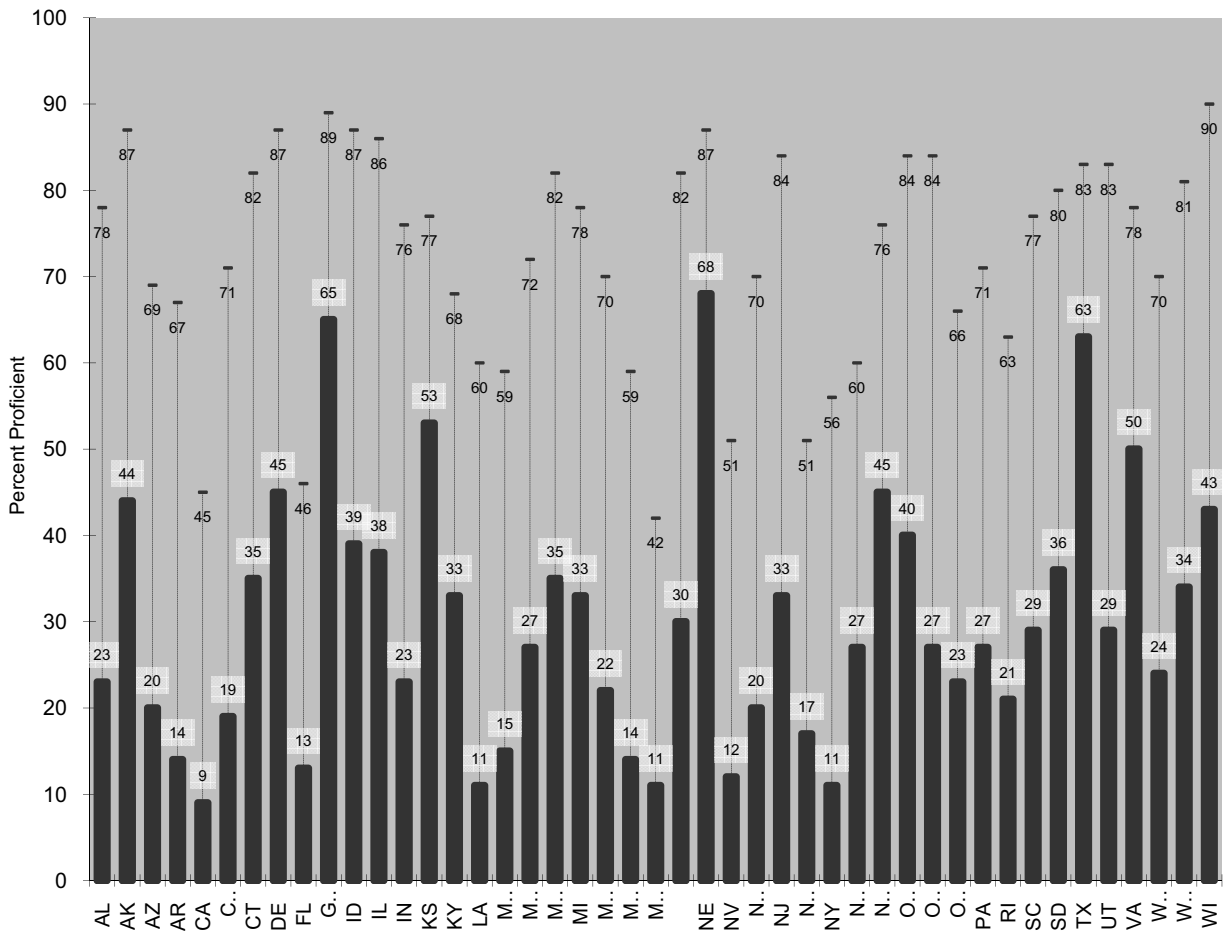
At the high school level (see Figure 17), gaps ranged from 23 to 58 percent. The following states had gaps of 25 percentage points or less: Florida, Georgia, Nebraska, and Virginia. Thirteen states had gaps of 50 points or more. We caution against comparing gaps across states.

Figure 15 Elementary School Reading Performance on the Regular Assessment



Legend: Heavy Solid Bar = Students with Disabilities
 Light Bar = May be Students without Disabilities or Total Students

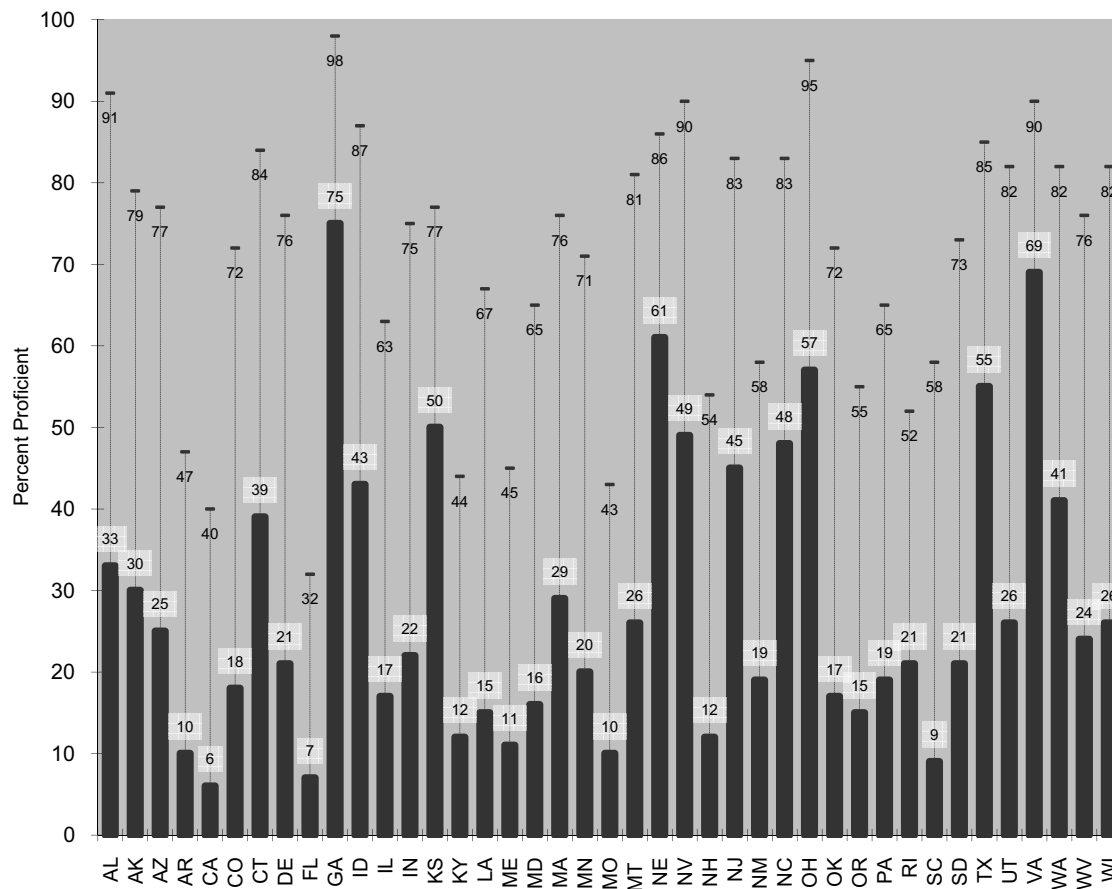
Figure 16 Middle School Reading Performance on the Regular Assessment



Legend: Heavy Solid Bar = Students with Disabilities

Light Bar = May be Students without Disabilities or Total Students

Figure 17 High School Reading Performance on the Regular Assessment



Legend: Heavy Solid Bar = Students with Disabilities

Light Bar = May be Students without Disabilities or Total Students

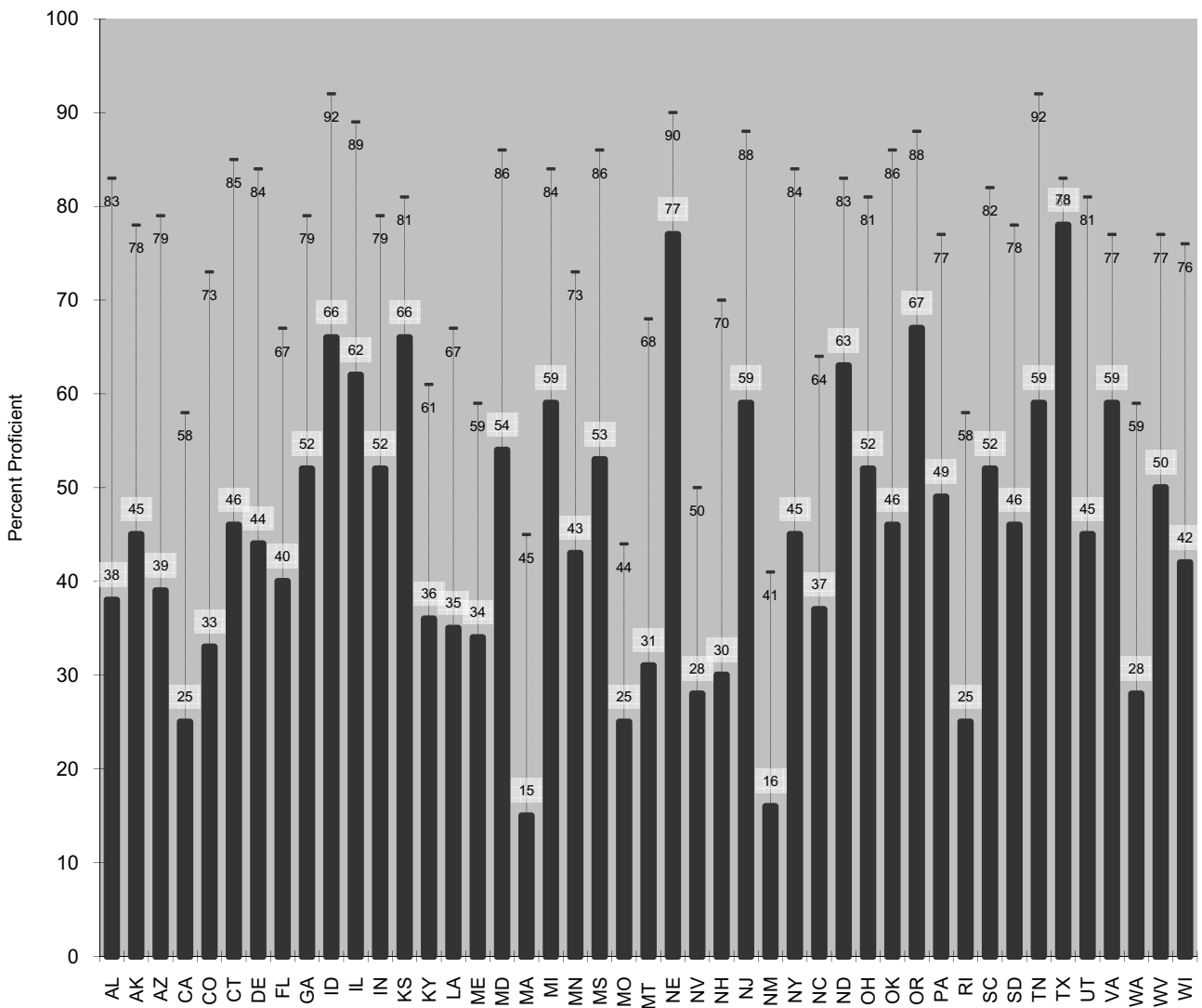
Mathematics performance. Figures 18–20 show the performance of general education students and students with disabilities on states’ 2005–2006 math assessments. Across grade levels, it appears, as with reading, that states having the highest scores for students with disabilities or the lowest scores for students without disabilities had, on average, smaller gaps than the average across all states. As with reading, this suggests that small gaps may be associated with limited variability at the high and low ends of the range of percentages (see Table 3).

At the elementary school level, gaps in math achievement on regular assessments were smaller than for either middle school or high school. The gaps (see Figure 18) ranged from a low of 5 (Texas) to a high of 45 (Alabama). Nine states (Kansas, Kentucky, Maine, Missouri, Nevada, New Mexico, North Dakota, Texas, and Virginia) had gaps of 25 percentage points or less.

States with the largest gaps (40 and above) were Alabama, Arizona, Colorado, Delaware, and New Hampshire.

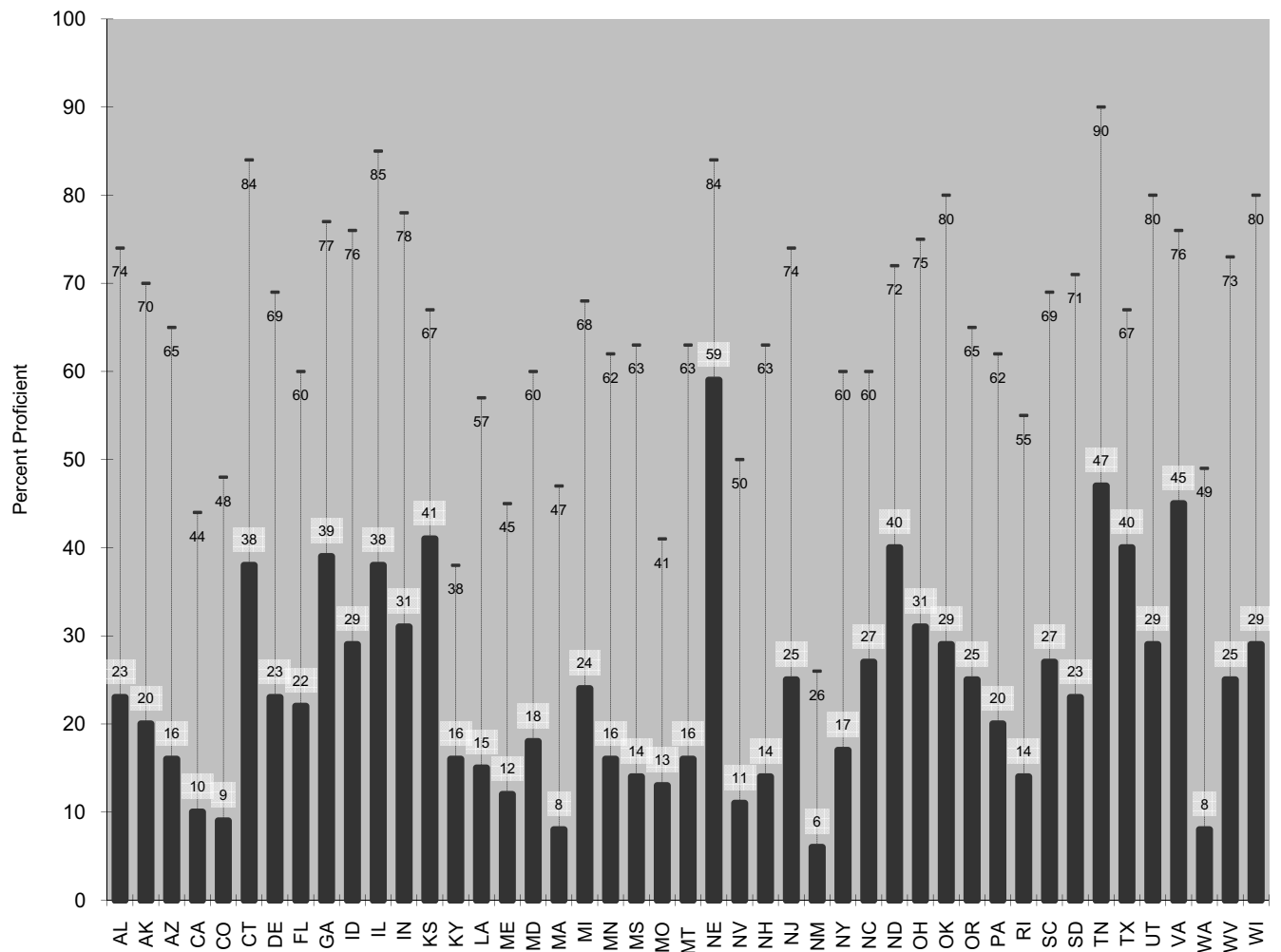
At the middle school level (see Figure 19), gaps in achievement on regular math assessments ranged from a low of 20 (New Mexico) to a high of 51 (Oklahoma, Utah, and Wisconsin). States with gaps of 25 percentage points or less were Nebraska, New Mexico, and Kentucky. States with gaps of 50 or more were Alabama, Alaska, Oklahoma, Utah, and Wisconsin.

Figure 18 Elementary Mathematics Performance on the Regular Assessment



Legend: Heavy Solid Bar = Students with Disabilities
 Light Bar = May be Students without Disabilities or Total Students

Figure 19 Middle School Mathematics Performance on the Regular Assessment

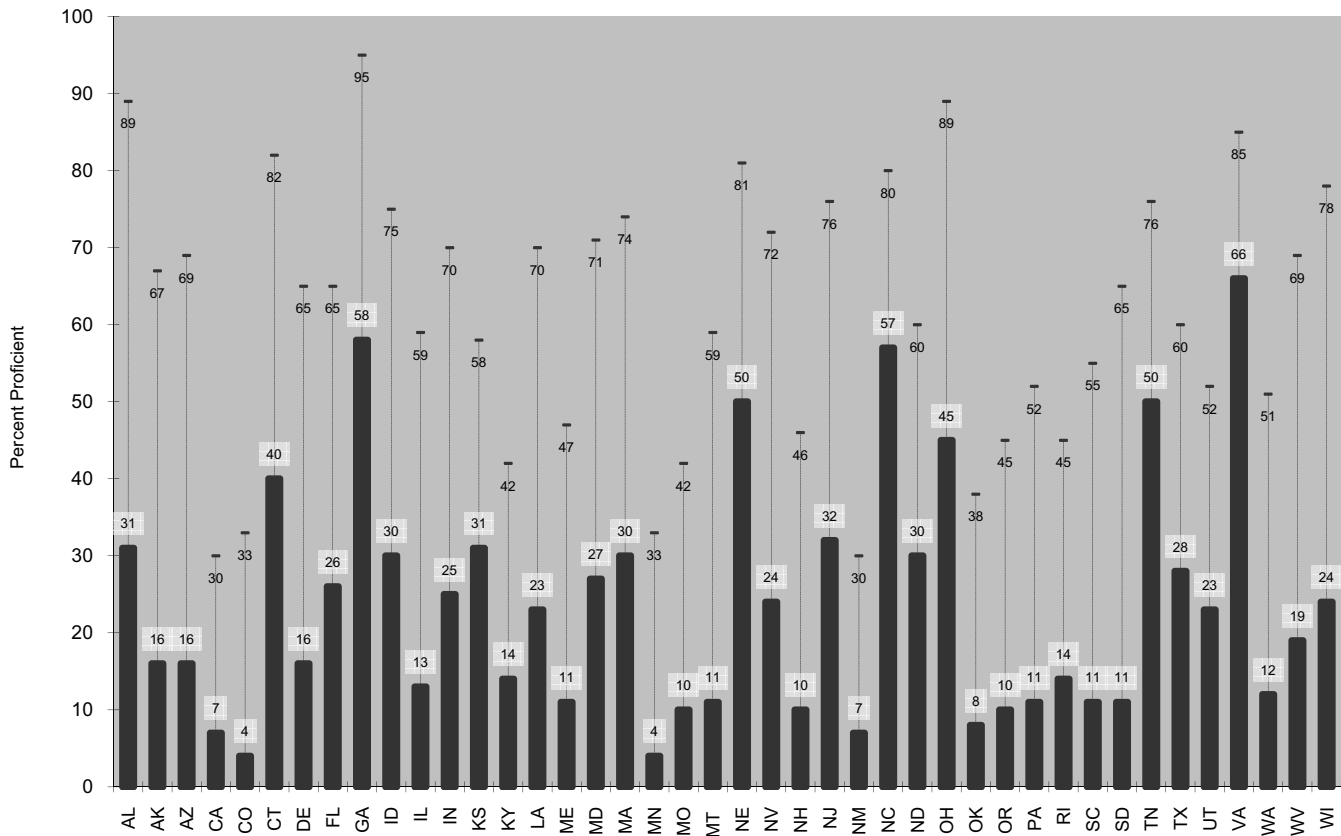


Legend: Heavy Solid Bar = Students with Disabilities

Light Bar = Maybe Students without Disabilities or Total Students

Gaps in math achievement on regular high school math assessments (see Figure 20) ranged from a low of 19 percentage points (Virginia) to a high of 58 percentage points (Alabama). States with a gap of 25 percentage points or less were California, New Mexico, North Carolina, Tennessee, and Virginia. States with a gap of 50 points or more included Alabama, Alaska, Arizona, South Dakota, West Virginia, and Wisconsin.

Figure 20 High School Mathematics Performance on the Regular Assessment



Legend: Heavy Solid Bar = Students with Disabilities
 Light Bar = May be Students without Disabilities or Total Students

Alternate Assessment Performance Results

Figure 21 provides reporting approaches for alternate assessments for all regular states and Figure 22 provides the same information by total number of alternate assessments administered by regular states for which disaggregated performance data were found. The reporting approaches were similar across states and assessments with most reporting the percent performing in each achievement level followed by total percent proficient and number not proficient (See Appendix H).

Figure 21. Performance Reporting Approaches for Alternate Assessments

Number of states reporting:

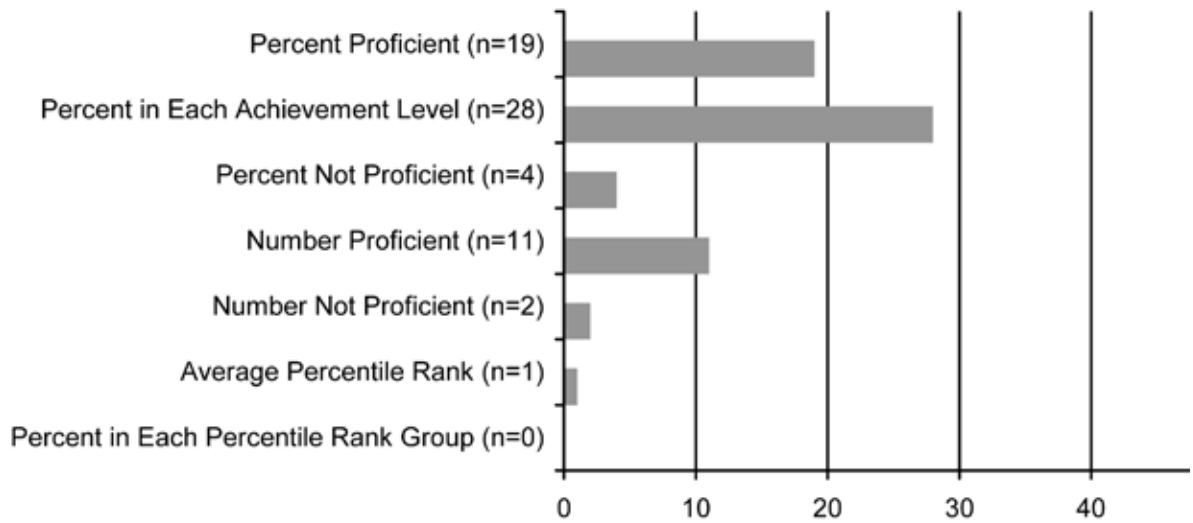
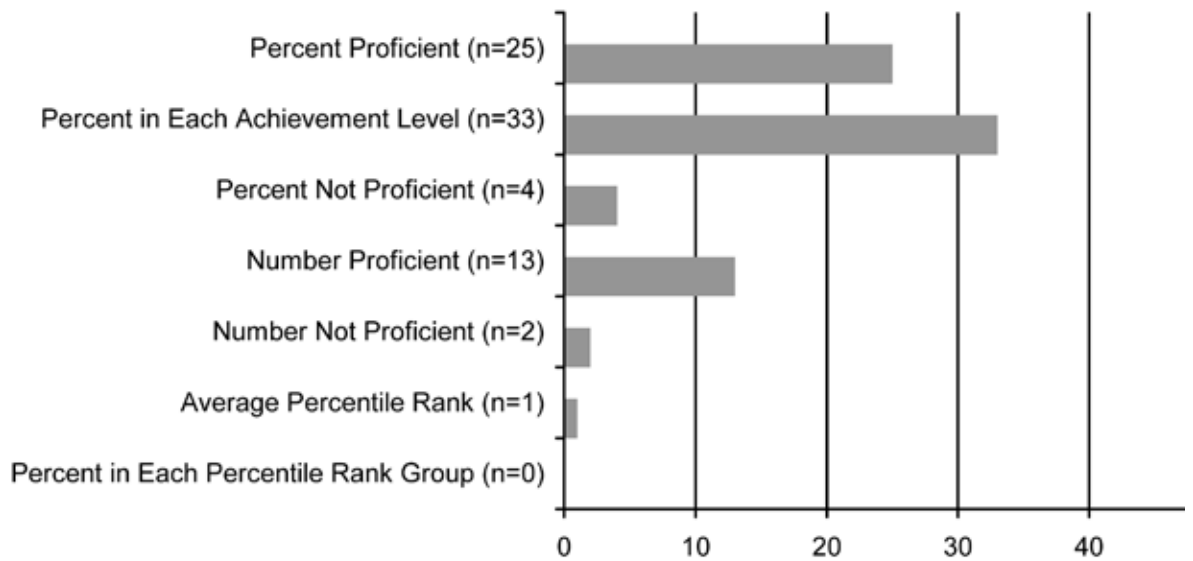


Figure 22. Performance Reporting Approaches for Alternate Assessments by Tests

Number of alternate assessments reporting:



Assessment Performance: Trends

Eleven states were examined for trends in the report for school year 2004–2005 (VanGetson & Thurlow, 2007). The current trend analysis builds on that base of 11 states because all of those states continued to report data for students with disabilities for reading or mathematics in 2005–2006. Nine of these states reported both reading and mathematics data for the past eight years (California, Delaware, Indiana, Kentucky, Louisiana, Missouri, New Jersey, New York, and Washington). Colorado reported eight years of reading data and Kansas reported eight years of mathematics.

States that report data on their Web sites rarely provide a context for their results. For the 2005–2006 data, only one state provided explicit, easy to find information about changes to the assessment that might have resulted in dramatic changes in performance.

Reading Assessment Gaps. Figures 23 through 25 show the percentage of students with disabilities reaching proficiency on regular state reading assessments at the elementary, middle, and high school levels for the past eight years. In Figure 23, the general trend for the elementary level showed steady increases in four states across the most recent four consecutive years, and a combination of increasing and maintaining levels of percent proficient in two states. The other two states show general increases in percent proficient over time though with less consistency. Overall, the percentage of students with disabilities achieving proficient levels in reading ranged from near 0% to 40% in 1998–1999 and 20% to 53% in 2005–2006.

For the middle school level in Figure 24, only two states showed consistent increases in percent proficient in the most recent four consecutive years. Six states showed a combination of increases and maintaining levels of proficiency across a similar time frame. Two other states showed general increases over the span of eight years, but with less consistency. The range of percent proficient in these states in 1998–99 was between near 0% and 48%. The range in 2005–2006 was between 8% and 45%. Although the difference in these ranges does not suggest a pattern of increasing percent proficient across years overall, it does suggest this across many of the states that had data reported in each of the past eight years.

In Figure 25, the high school level states showed a more consistent increase in percent proficient for reading. The lower and upper range of 1998–1999 of 0% to 10% rose to a range from 10% to 40% in 2005–2006. However, this is a very small number of states and it should not be assumed that similar patterns exist for other states.

Figure 23. Eight-Year Trends of the Percentage of Elementary Students with Disabilities who Achieved Proficiency on Statewide Reading Assessments

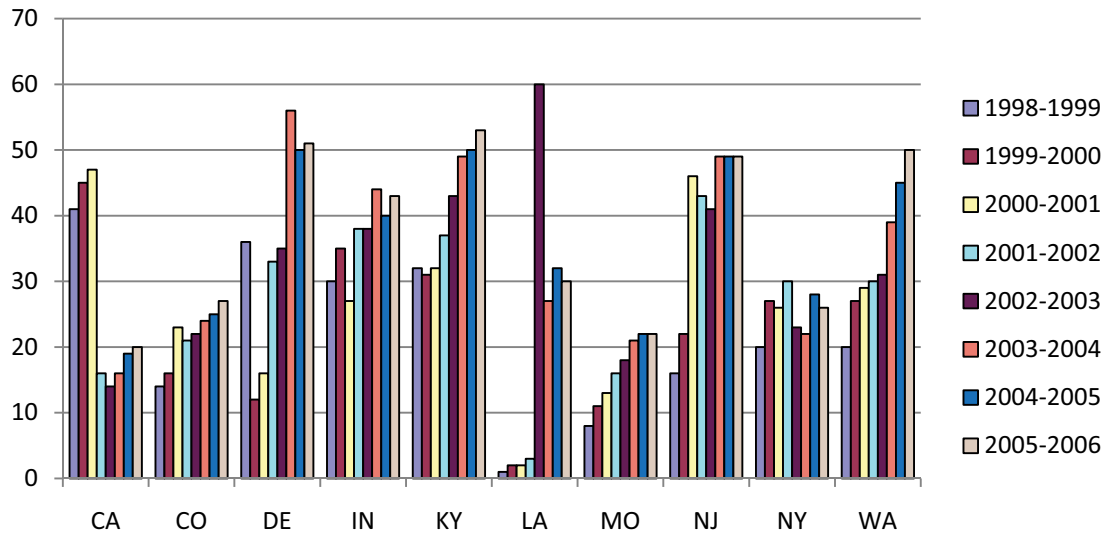


Figure 24. Eight-Year Trends of the Percentage of Middle Students with Disabilities who Achieved Proficiency on Statewide Regular Reading Assessments

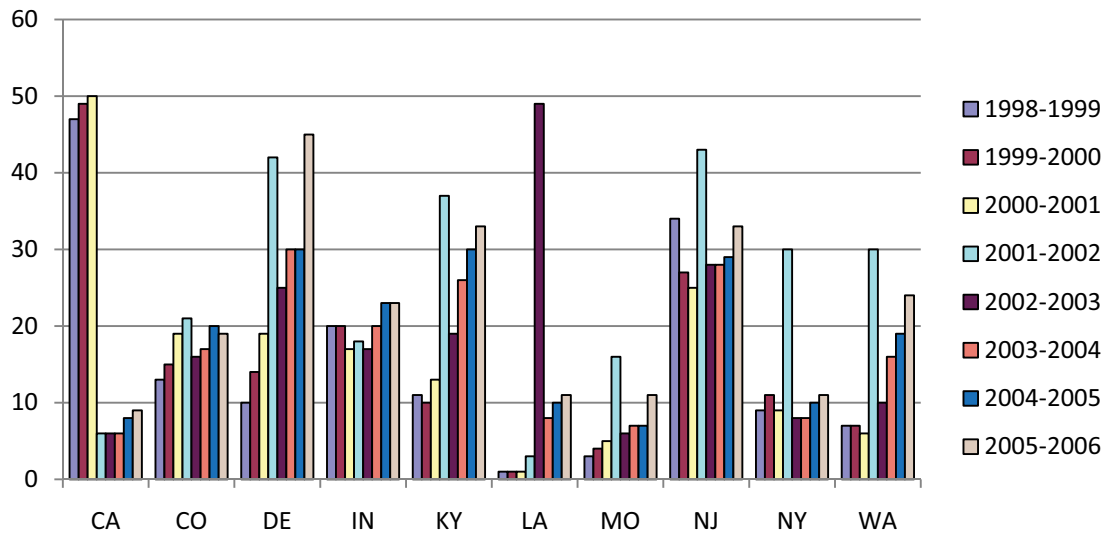
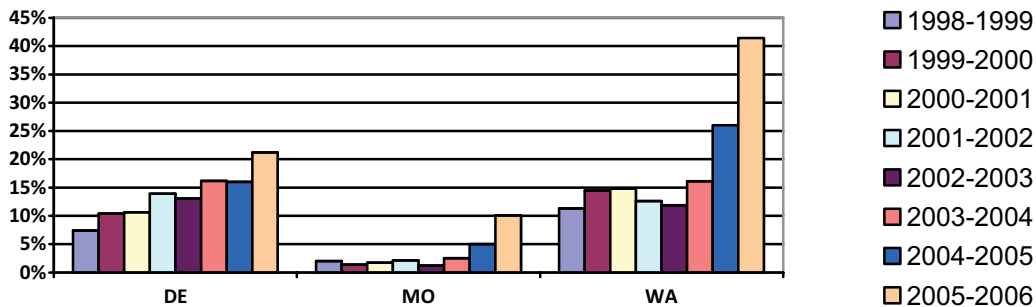


Figure 25. Eight-Year Trends of the Percentage of High School Students with Disabilities who Achieved Proficiency on Statewide Regular Reading Assessments



Math Assessment Gaps. Figures 26–28 show the percentage of students with disabilities reaching proficiency on regular mathematics assessments at the elementary, middle, and high school levels for the past eight years. In Figure 26, showing elementary level mathematics performance, four states showed a combination of increases and maintaining levels of percent proficient in the most recent four years. The six other states showed less consistent increases in percent proficient within the same time frame. The lower and upper ranges of percent proficient for 1998–1999 was 0% to 43%, where in 2005–2006 the range was 25% to 65% proficient.

In Figure 27, for the middle school level, four states showed a combination of increased or maintained rates of proficiency in the past four years. The six other states, although less consistent, still trended upward in increased rates of proficiency from 1998–99 to 2005–06. Across all states, the lower and upper ranges changed from roughly 0% and 45% in 1998–99 to 8% and 41% in 2005–06.

At the high school level, Figure 28 shows most states with steady increases in the percent of students with disabilities proficient in mathematics. The change in ranges of percentage proficient from the first to last year charted was from near 0% to 5% in 1998–1999 to 10% to 30% in 2005–2006.

Overall, comparing the years 1998–99 to 2005–06 across only these states, there were comparable increases in percentages of students proficient at elementary, middle, and high school levels for both reading and mathematics. There were slightly higher increases for elementary math and high school reading; however, these comparisons are only taking into account the first and last years of data.

Figure 26. Eight-Year Trends of the Percentage of Elementary Students with Disabilities who Achieved Proficiency on Statewide Regular Mathematics Assessments

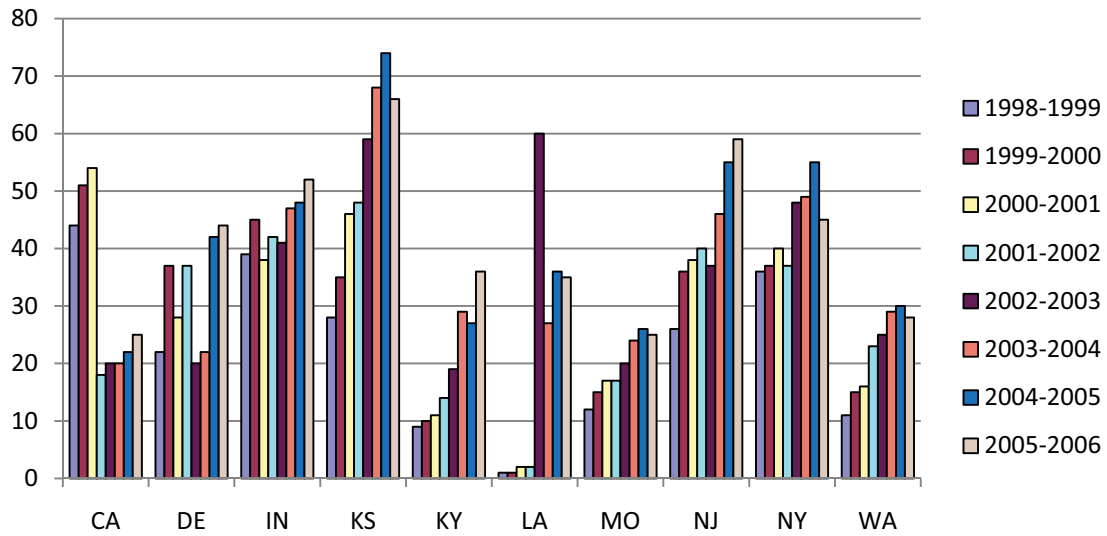


Figure 27. Eight-Year Trends of the Percentage of Middle Students with Disabilities who Achieved Proficiency on Statewide Regular Mathematics Assessments

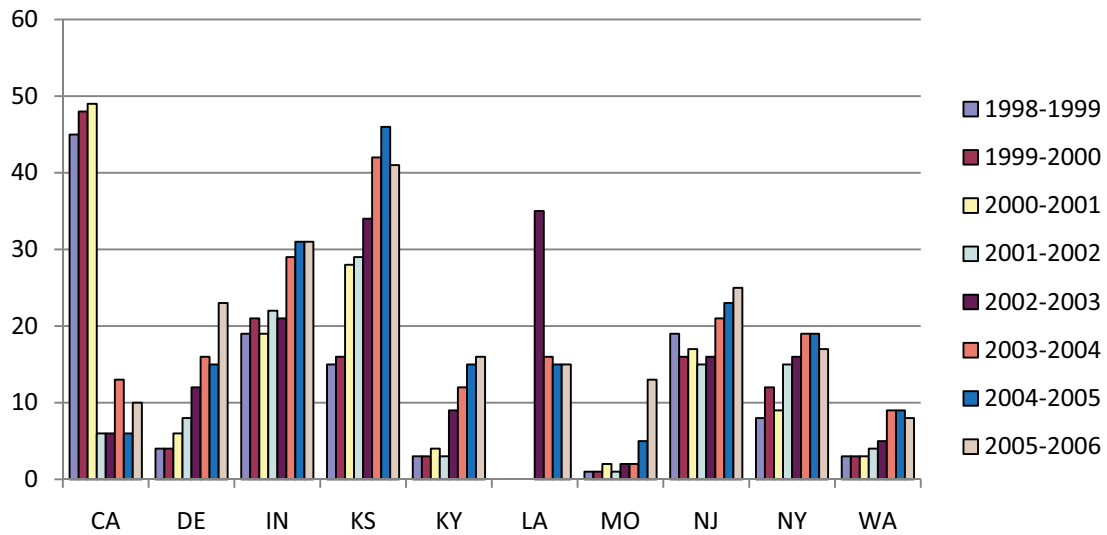
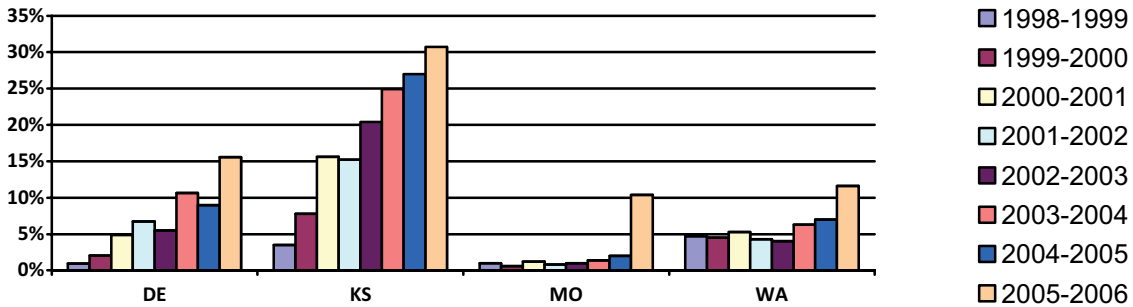


Figure 28. Eight-Year Trends of the Percentage of High School Students with Disabilities who Achieved Proficiency on Statewide Regular Mathematics Assessments



Gap Comparisons from 2004–2005 to 2005–2006

The average gap for elementary reading increased from 33.6 in 2004–2005 to 34.5 in 2005–2006, with 41 and 45 states reporting respectively. For middle school there was a very slight decrease in the average gap from 43.4 percentage points to 42.5 percentage points, with 41 and 45 states reporting respectively. The average high school reading gaps showed a widening across years, from 29.8 to 42.8, with 41 states reporting in both years. This change of 13 percentage points is the most notable difference in the gap data for either reading or mathematics between the two years.

For mathematics, the average elementary gap widened from 26.6 percentage points in 2004–2005 to 29.3 percentage points in 2005–2006, with 41 states and 45 states reporting respectively. For middle school the average gap increased slightly from 39.2 to 40.9, with 41 and 45 states reporting. At the high school level, the average gap decreased slightly from 40.4 in 2004–2005 to 38.5 in 2005–2006. The mathematics gap data showed only a 2 percentage point difference, either increasing or decreasing, across the two years.

Other Information Collected for 2005–2006

Accommodations

Ten states provided information on students’ participation in regular assessments with accommodations. Slightly more states (N=16) reported this information in the previous report covering school year 2004–2005.

Unlike the previous report, no state reported public information on standard and non-standard accommodations used in a regular test. States reported either by a general accommodated category, listed specific accommodations, or reported by a “bundle” of accommodations provided to students with a particular disability (see Table 4 and Appendix I).

All but one of the states that reported accommodation information did so for participation and performance by grade and content area. Table 4 summarizes how states reported data for students who participated with and without accommodations. Appendix I has additional details about participation and performance for the states.

Table 4. Summary of States that Reported State-Level Information about Accommodations Information in State Public Reports

State	Terminology used	By content/grade?	Participation	Performance	Comments
Colorado	Specific accommodations	Yes/Yes	Yes	Yes	
Florida	With and without accommodations	Yes/Yes	Yes	Yes	
Idaho	Accommodations	Yes/Yes	Yes	Yes	Reports for all students on IRI, not by students with disabilities
Indiana	Accommodations	Yes/Yes	Yes	Yes	
Iowa	With and without accommodations	Yes/Yes	Yes	Yes	
Kentucky	With and without accommodations	Yes/Yes	Yes	Yes	
Mississippi	With and without accommodations by grade band and instructional level	Yes/No	Yes	No	Reports by elementary, middle and secondary grade bands.
Nebraska	Accommodations	Yes/Yes	Yes	Yes	Reports by accommodated test, alternate test, and alternate methods of assessment.
North Carolina	Specific accommodations	Yes/Yes	Yes	Yes	
Texas	Linguistically Accommodated Testing, and bundle of accommodations for students with Dyslexia	Yes/Yes	Yes	Yes	Reports by limited English proficiency status, non-LEP status (1st and 2nd year), all total, and by special education student status.

Click Analysis of Web-based Reporting

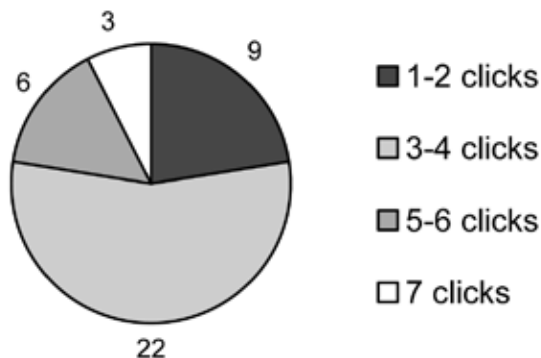
Publicly reported data are not functionally public unless provided in an easily accessible manner. To examine ease of access, we analyzed the number of clicks it takes to locate disaggregated data on students with disabilities on states' Department of Education Web sites (see Figure 29). This analysis is similar to that conducted in the previous report. Our click analysis includes all regular and unique states that had data reported in the initial collection and that were able to be located for this subsequent analysis. The analysis was conducted after all data verification was completed. Because state Web sites change frequently, the total number in Figure 29 may vary from the number of states reported in the appendices as having provided data.

Figure 29 presents the number of clicks between Web pages required to arrive at the disaggregated data. We did not count the additional clicks needed on a Web page that is used to generate reports because many of these allow users to choose specific demographic characteristics and test elements; counting these clicks would add many more actual mouse clicks to the count. For those sites, we only counted the number of clicks needed to arrive at the generator site and a final "submit" click. For this analysis, we specifically excluded use of a Web page search engine, and instead measured the number of clicks required to navigate from the home page to the data using available links on each page. We did not count "false starts" in which we initially chose a link that did not lead to the data, but note that states use very different terminology on their Web sites to identify where disaggregated assessment data are located.

Although states may use both Web-generated reports and more traditional documents posted online to publicly report data, each has its strengths and weaknesses for users, depending on their purpose in accessing the data. We noted that collecting data across a range of grades and tests was much more time-consuming when using a report generator than when accessing traditional reports because the generator sites typically require the user to manually select variables from several drop-down menus for each report generated. However, this design is not a problem for users who desire a single report on specific demographic variables. Some states offer both formats of accessing data, but then the question arises as to whether the data provided in each format are identical. States should clearly indicate posting dates, and if more than one format is offered, clarify whether the data are the same.

Most state Web sites in the analysis required three or four clicks to access data. Only a small number of states required seven or more clicks. This is somewhat comparable to last year's report, which found 41 states with 3-4 clicks and 6 states with 6 clicks. However, because Web sites change frequently, and because this year's analysis includes 14 fewer states than the previous report, one should not assume a clear year-to-year comparison is possible.

Figure 29. Number of States in Each “Click” Category



Summary and Discussion

As reflected in the title of this report, the findings show good news and bad news for the disaggregation of data for students with disabilities for 2005–2006 in public reports. On the negative side, compared to 2004–2005, fewer states publicly reported disaggregated data, and fewer of those reporting data provided data for both participation and performance for all assessments. Considering performance, the performance gaps between students with disabilities and students without disabilities remained essentially the same for math at all levels and for reading at the elementary and middle school level, compared to 2004–2005. At the high school level, the average gap for reading widened by 13%. However, on the actual reported performance for students with disabilities in those states for which we have trend data, most states reported increases in the percent proficient for reading and mathematics over time at elementary, middle and high school grades for the small sample of states for which we had eight years of data. Looking at these trend years, we note spikes and precipitous drops in the year-to-year performance data. From currently available information online, we only identified one state that had changed an assessment during that time, but these changes in the data suggest some conditions must have varied (such as changes to tests or cut scores, student factors, accommodations, or instruction). Yet, with those inconsistencies aside, there are clear trends toward improved performance overall across eight years. In future reports we plan to continue analyzing the potential reduction in gaps at either end of performance, looking at the highest and lowest average scores for students with and without disabilities.

For accommodations reporting, the bad news is that fewer states publicly reported accommodations use for students with disabilities on regular state tests in 2005–2006 than in the past.

Greater transparency is needed in this area. However, the good news is that for those states that reported accommodations data publicly, all but one state in 2005–2006 reported both participation and performance by grade and content area. States did not report in a way that allowed the reviewers to differentiate between accommodations that resulted in valid scores versus those that resulted in scores considered invalid, as they had in the past by distinguishing between standard and nonstandard accommodations. Although some states report the number or percent of students excluded from performance data, the reasons why students may be excluded is important. If the reason for unusable scores is related to accommodations provided, this should be transparent in reporting.

Recommendations for Reporting

Based on findings in previous reports and in this current analysis, recommendations are made for reporting data:

Report participation and performance results for each test, subject area, and grade level.

As with previous reports, this need was especially apparent with alternate assessments. Although states' annual performance reports and state performance plans are a means to publicly report data, these reports are not always clear and accessible to public audiences, and should not be considered as equivalent to regular public reports. Because this analysis did not include data found only in APRs or SPPs, the number of states counted as reporting data on state alternate assessments for students with disabilities was even lower than in previous years. For regular assessments, too, states need to report data for each grade level tested. Although we note in the appendices where states reported data by grade ranges (e.g., elementary grades together), these data could not be used in our analyses.

The confidentiality issue often is a factor for reporting participation for alternate assessments, due to the required minimum group size for reporting. However, even if a state indicates performance with a dash or asterisk due to the minimum N policy for data privacy, this was still counted as reporting data publicly. However, some states choose to report data in small subcategories that make it impossible to report because of minimum N (alternate assessment participation by disability category). If one of these states also does not report the participation for the total in the grade level for a test, then no data are available. For this reason, we recommend that, at the least, states clearly report data for all students with disabilities by grade and by content area assessed.

Report participation in two informative ways. VanGetson and Thurlow (2007) graphed participation rates of students with disabilities by considering data on a state's alternate assessment for a particular content area within a grade level in contrast to data for students in the grade taking the regular state assessment. This could not be done for this report because not enough

data were reported. This was due, in part, to the fact that states did not often provide this information outside of their APRs or SPPs. It is useful to know both what percentage of students with disabilities in a grade level participated in regular and alternate assessments, and to know the participation rate for each assessment by grade. State reports of regular assessments often employ the latter approach. In the future, both participation numbers and percentages should be reported clearly.

Four states specifically referred to a posted APR or SPP as their only way of reporting alternate assessment data. Five other states did not specifically refer to these reports but said to look on the state Web site for the information and this was the only location where alternate assessment data were officially reported. Some states used APR-based reports to publicly report both regular and alternate assessment data. States need to be sure that reports based on their APRs are designed to be easily understood by a public audience. For some states, where data for alternate assessments were not publicly reported except in a state APR or SPP, we believe that the requirement for public reporting is not met.

Clearly label preliminary and final data with dates posted. There are multiple ways of reporting data online, but it is important that, whatever approach is used, the most current version is clearly labeled for the user. From initial searches through verification, data may be posted online more than once, and sometimes older versions of data are left online even after updated data are posted. For example, for one state we found two reports, each of which appeared to be a final report for the year—but the data in the reports were different. A clear posting or publishing date would be helpful in such instances.

It was also problematic when the question about how a state reports public data was interpreted to mean all the ways possible that a state reports data in all kinds of reports, and not a typical annual report format. Although we did collect data from multiple sources and in various formats (e.g., Excel sheets, PDF files, and generated reports), data from these sources did not always match the final data reported in a state’s regular report, which was the primary source for data collected. For this reason, it may help the process of gathering these data in the future to better define the acceptable sources of data as only including a “final” document or set of documents by grade, or a Web address for a final report or a report generator.

Report participation with accommodations. The number of states that publicly reported use of accommodations in relation to participation numbers decreased from the previous report. Given that it is important to track the percent of students with disabilities taking regular and alternate assessments by grade, data on whether these students are participating with or without accommodations across assessments, by grade, is important. These data provide another view of how students are participating in the system overall, and provide useful information on how students perform with and without accommodations by grade and assessment. As noted in the

previous report, it is important to report this information, in part to determine the extent to which there may have been exclusion of students' scores from summary data, thus confounding the overall picture of how all students performed on an assessment.

Consider APR data and regular reporting. States often rely on Annual Performance Report data for public reporting. For the few states that base regular reports on APRs, the presentation of data originating in APRs needs to meet the requirement that data for students with disabilities be provided in the same manner as the state's data on students without disabilities. Another area of interest is the question of whether states are reporting the percentage of students with disabilities taking the regular assessments and various types of alternate assessments by grade level. Reporting by grade is not a requirement for regular reporting under NCLB, but these data have been reported sporadically in regular reports in the past. Participation rates, disaggregated by grade, would be a beneficial addition to regular reports as aids in interpreting performance data, especially for analyzing achievement gaps between students with disabilities and students without disabilities.

Make data accessible. Even the most carefully collected data are of limited utility if users cannot easily find and review the information. Accessibility includes providing clear report formats, making it easy to navigate to data from state education department home pages, and providing, if possible, both summary reports and reports (or report generators) disaggregated by grade level and content area.

We commend those states that provide complete and accessible data on statewide assessments. We were pleased to see evidence of performance improvements over time. We were disappointed nevertheless to find that many regular states and most unique states continued to provide inadequate or inaccessible data, even in this tenth year of required reporting.

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Appendix A

Sample Letter Sent to Assessment Directors

February 26, 2007

The National Center on Educational Outcomes is examining states' public reports on **2005-2006** school year assessment results. Our goal is to (a) identify all components of each state's testing system, (b) determine whether each state reports **disaggregated** test results for students with disabilities, (c) describe the way participation and performance information is presented, and (d) describe how states report results for students who took the test with accommodations or modifications.

We have reviewed your Web site for test information, including both participation and performance data on your statewide assessments. Enclosed are tables highlighting our findings from that review. A blank field indicates that we did not find information reported by grade level in that area. **Please verify all included information and provide us with information that we could not find on your Web site. Specifically, please return the tables that we have attached, noting your changes to them. Also, if there is additional publicly reported information available for your state, please provide us with the public document and/or Web site that contains the accurate information.** Address your responses to Deb Albus via fax at **(612) 624-0879** or via mail to the letterhead address.

If you have any questions about our request, please call Deb Albus at (612) 626-0323 or email: albus001@umn.edu. If we do **not** hear from you by **March 23, 2007**, we will assume there is no additional publicly available information.

Thank you for taking the time to provide this information.

Sincerely,

Martha Thurlow
Director

Deb Albus
Research Fellow

Sample State Tables

ALABAMA, 2005-2006

Table 1: Tests Administered and Results Found

Please review this table for its accuracy, make any changes (if necessary), and fill in any blank fields.

Test	Grades Tested	Subject Areas	Is Disaggregated Info for Students with Disabilities Reported? (Yes/No)		Is this test part of the state accountability system? (Yes/No)
			Participation	Performance	
Direct Assessment of Writing (DAW) [CRT]	5, 7, 10	Writing	Yes	Yes	Yes
Alabama High School Graduation Exam (AHSGE) [EXIT]	11, 12	Reading, Language, Math, Science, Social Studies	Yes	Yes	Yes
Stanford Achievement Test, 10th ed. (SAT-10) [NRT]	3 - 8	Reading, Language, Math, Science (5,7), Social Studies (6)	Yes	Yes	No
Alabama Reading and Mathematics Test (ARMT) [CRT]	3 - 8	Reading, Math	Yes	Yes	Yes
Alabama Alternate Assessment (AAA) AAS*	1 - 12	Reading, Math	Yes	Yes	Yes

*AAS=based on alternate achievement standards; GLAS=based on grade level achievement standards

Table 2: Participation Information for Students with Disabilities

Please review this table, which describes the way in which participation data are publicly reported in your state. A “Y” indicates information is reported in this way. Please add a “Y” if you know of any other method of participation reporting, and please provide us with the information that is reported in that way (either a hard copy or a Web link).

Test	Number of Students Tested	Number of Students Not Tested	Percent of Students Tested	Percent of Students Not Tested	Number and/or Percent Exempt or Excluded	Number and/or Percent Absent	Enrollment
DAW			Y				
AHSGE			Y				
SAT-10			Y				
ARMT			Y				
AAA			Y				

Table 3: Performance Information for Students with Disabilities

Please review this table, which describes the way in which performance data are publicly reported in your state. A “Y” indicates information is reported in this way. Please add a “Y” if you know of any other method of performance reporting, and please provide us with the information that is reported in that way (either a hard copy or a Web link).

Test	Percent in Each Achievement Level	Percent in Each PR* Group	Percent Proficient	Percent Not Proficient	Number Proficient	Number Not Proficient	Average Percentile Rank
DAW	Y						
AHSGE				Y			
SAT-10							Y
ARMT	Y						
AAA	Y						

*=Percentile Rank

Table 4: Accommodations

We are interested in examining if and how states report information about students who take assessments using accommodations. Please change our responses (if necessary) to reflect information that is reported for your state. If you do make changes, please provide us with the information (either a hard copy or a Web link).

Tests Reporting Data on Accommodations	Accommodation Categories	Is Disaggregated Info for Students Using Accommodations Reported? (Yes/No)		For Whom?
		Participation	Performance	
None				

Appendix B

Sample Letter Sent to Special Education Directors

March 26, 2007

The National Center on Educational Outcomes is examining states' public reports on 2005-2006 school year assessment results. Our goal is to (a) identify all components of each state's testing system, (b) determine whether each state reports disaggregated test results for students with disabilities, (c) describe the way participation and performance information is presented, and (d) describe how states report results for students who took the test with accommodations or modifications.

We have reviewed your Web site for test information, including both participation and performance data on your statewide assessments. Enclose are tables highlighting our findings from that review. A blank field indicates that we did not find information reported by grade level in that area. Please verify all included information and provide us with information that we could not find on your Web site. Specifically, please return the tables that we have attached, noting your changes to them. Also, if there is additional publicly reported information available for your state, please provide us with the public document and/or website that contains the accurate information. Address your responses to Deb Albus via fax at (612) 624-0879 or via mail to the above address

Note that these tables were previously reviewed by your state's director of assessment, and that we have incorporated changes which were documented in that response. We appreciate any additions or verification which you can offer, as well, which might further improve our accuracy.

If you have any questions about our request, please call Deb Albus at (612) 626-0323 or email: albus001@umn.edu. If we do not hear from you by April 27, 2007, we will assume there is no additional publicly available information.

Thank you for taking the time to provide this information.

Sincerely,

Martha Thurlow
Director

Deb Albus
Research Fellow
for Cindy Jiban

Sample State Tables

ALABAMA, 2005-2006

Table 1: Tests Administered and Results Found

Please review this table for its accuracy, make any changes (if necessary), and fill in any blank fields.

Test	Grades Tested	Subject Areas	Is Disaggregated Info for Students with Disabilities Reported? (Yes/No)		Is this test part of the state accountability system? (Yes/No)
			Participation	Performance	
Direct Assessment of Writing (DAW) [CRT]	5, 7, 10	Writing	Yes	Yes	Yes
Alabama High School Graduation Exam (AHSGE) [EXIT]	11, 12	Reading, Language, Math, Science, Social Studies	Yes	Yes	Yes
Stanford Achievement Test, 10th ed. (SAT-10) [NRT]	3 - 8	Reading, Language, Math, Science (5,7), Social Studies (6)	Yes	Yes	No
Alabama Reading and Mathematics Test (ARMT) [CRT]	3 - 8	Reading, Math	Yes	Yes	Yes
Alabama Alternate Assessment (AAA) AAS*	1 - 12	Reading, Math	Yes	Yes	Yes

*AAS=based on alternate achievement standards; GLAS=based on grade level achievement standards

Table 2: Participation Information for Students with Disabilities

Please review this table, which describes the way in which participation data are publicly reported in your state. A “Y” indicates information is reported in this way. Please add a “Y” if you know of any other method of participation reporting, and please provide us with the information that is reported in that way (either a hard copy or a Web link).

Test	Number of Students Tested	Number of Students Not Tested	Percent of Students Tested	Percent of Students Not Tested	Number and/or Percent Exempt or Excluded	Number and/or Percent Absent	Enrollment
DAW			Y				
AHSGE			Y				
SAT-10			Y				
ARMT			Y				
AAA			Y				

Table 3: Performance Information for Students with Disabilities

Please review this table, which describes the way in which performance data are publicly reported in your state. A “Y” indicates information is reported in this way. Please add a “Y” if you know of any other method of performance reporting, and please provide us with the information that is reported in that way (either a hard copy or a Web link).

Test	Percent in Each Achievement Level	Percent in Each PR* Group	Percent Proficient	Percent Not Proficient	Number Proficient	Number Not Proficient	Average Percentile Rank
DAW	Y						
AHSGE				Y			
SAT-10							Y
ARMT	Y						
AAA	Y						

*=Percentile Rank

Table 4: Accommodations

We are interested in examining if and how states report information about students who take assessments using accommodations. Please change our responses (if necessary) to reflect information that is reported for your state. If you do make changes, please provide us with the information (either a hard copy or a Web link).

Tests Reporting Data on Accommodations	Accommodation Categories	Is Disaggregated Info for Students Using Accommodations Reported? (Yes/No)		For Whom?
		Participation	Performance	
None				

Appendix C

Status of Disaggregated Data (Participation and Performance) for Students with Disabilities on Regular Assessments in the Fifty States and Unique States for 2005-2006

Note: Asterisks (*) indicate there is a state note at left under Assessment Component.

State	Assessment Component	Grades	Subject	Disaggregated Special Education Data		Assessment Used for Accountability Purposes
				Part.	Perf.	
Alabama	Direct Assessment of Writing (DAW) [CRT]	5,7,10	Writing	Yes	Yes	Yes
	Alabama High School Graduation Exam (AHSGE) [EXIT]	11,12	Reading, Language, Math, Science, Social Studies	Yes	Yes	Yes
	Stanford Achievement Test, 10th ed. (SAT-10) [NRT]	3-8	Reading, Language, Math (3-8), Science (5,7), Social Studies (6)	Yes	Yes	No
	Alabama Reading and Mathematics Test (ARMT) [CRT]	3-8	Reading, Math	Yes	Yes	Yes
Alaska	Standards Based Assessment (SBA) [CRT]	3-10	Reading, Math, Writing	Yes	Yes	Yes
	High School Graduation Qualifying Exam (HSGQE) [EXIT] Reported grade 10 only	10-12	Reading, Math, Writing	Yes*	Yes	Yes
	TerraNova/CAT-6 [NRT] *Reported Reading, Language Arts and Math only	5, 7	Reading, Language Arts, Math, Science, Social Studies, Spelling	No	Yes*	No
Arizona	TerraNova [NRT]	2-9	Reading/Language Arts, Math	No	No	No
	Arizona Instrument to Measure Standards (AIMS) [CRT/NRT]	3-8	Reading, Math, Writing	Yes	Yes	Yes
	AIMS High School (AIMS HS) [EXIT]	10-12	Reading, Math, Writing	Yes	Yes	Yes
Arkansas	Iowa Tests of Basic Skills (ITBS) [NRT]	K-9	Reading, Language, Math	No	No	No
	Arkansas Benchmark Exams (including End-of-Course; ABE) [CRT]	3-8	Literacy (Reading), Math	Yes	Yes	Yes
	End of Course (EOC) [CRT]	HS	EOC-Algebra I, EOC-Geometry, Literacy	Yes	Yes	Yes

State	Assessment Component	Grades	Subject	Disaggregated Special Education Data		Assessment Used for Accountability Purposes
				Part.	Perf.	
California	California Standards Tests (CSTs) [CRT]	2-11	English Language Arts (2-11), Math (2-8), Science (5,8,10), Math End-of-Course (8-11), History-Social Science (8,10,11), Science End-of-Course (9-11)	Yes	Yes	Yes
	California Achievement Test, 6th ed. (CAT-6) [NRT]	3,7	Reading, Language, Math, Spelling	Yes	Yes	Yes
Colorado	Colorado Student Assessment Program (CSAP) [CRT]	3-10	Reading, Math, Writing (3-10); Spanish Reading, Spanish Writing (3,4); Science (5,8,10)	Yes	Yes	Yes
Connecticut	Connecticut Mastery Test (CMT) [CRT]	3-8	Reading, Math, Writing	Yes	Yes	Yes
	Connecticut Academic Performance Test (CAPT) [CRT]	10	Reading, Math, Writing, Science	Yes	Yes	Yes
Delaware	Delaware Student Testing Program (DSTP) [NRT/CRT]	2-11	Reading, Math (2-10), Writing (3-10), Science, Social Studies (4,6,8,11)	Yes	Yes	Yes
Florida	Florida Comprehensive Assessment Test (FCAT), includes SAT-9 [NRT/CRT]	3-11	Reading (3-10), Math (3-10), Writing (4,8,10), Science (5,8,11)	Yes	Yes	Yes
Georgia	End of Course Tests (EOCT) [CRT]	9-12	English Literature and Composition (9), American Literature and Composition, Algebra, Geometry, Biology, Physical Science, US History, Economics/Business/Free Enterprise	No	Yes	No
	Georgia High School Graduation Test (GHS GT) [EXIT]	11	English/Language Arts, Math, Science, Social Studies	Yes	Yes	Yes
	Criterion-Referenced Competency Tests (CRCT) [CRT]	1-8	Reading, English/Language Arts, Math, Science (3-8), Social Studies (3-8)	No	Yes	Yes
	Writing Assessment (WA) [CRT]	3,5,8,11	Writing	Yes	Yes	No
Hawaii	Hawaii State Assessment (HSA) [CRT] *Has participation and performance data in APR not by grade or test.	3-8,10	Reading, Math, Writing	No*	No*	Yes

State	Assessment Component	Grades	Subject	Disaggregated Special Education Data		Assessment Used for Accountability Purposes
				Part.	Perf.	
Idaho	Idaho Direct Assessments (DMA/DWA) [CRT]	4-9	Math (4,6,8), Writing (5,7,9)	Yes	Yes	No
	Idaho Standards Achievement Tests (ISAT) [CRT]	3-8, 10	Reading, Language Usage, Math, Science (5,7,10)	Yes	Yes	Yes
	Idaho Reading Indicator (IRI) [CRT]	K-3	Reading	Yes	Yes	No
Illinois	Illinois Standards Achievement Test (ISAT) [CRT] *7th grade science not reported	3,4,5,7,8	Reading (3,5,8), Math (3,5,8), Science (4,7)	No*	Yes	Yes
	Prairie State Achievement Exam (PSAE) [CRT] *Reported Reading and Math only	11	Reading, Math, Science	No*	Yes*	Yes
Indiana	Indiana Statewide Testing for Educational Progress (ISTEP+) [NRT/CRT]	3-10	English Language Arts, Math, (3-10), Science (5,7)	Yes	Yes	Yes
	Graduation Qualifying Exam (GQE) [EXIT]	10	English Language Arts, Math	Yes	Yes	Yes
	Core 40 End-of-Course Assessments (ECAs) [CRT]	Varies	English 11, Algebra 1	No	No	No
Iowa	Iowa Tests of Basic Skills/ Iowa Tests of Educational Development (ITBS/ITED) [NRT]	3-8, 11	Reading, Math	Yes	Yes	Yes
Kansas	Kansas Assessment System (KAS) [CRT]	3-8, 10, 11	Reading (3-8,11), Math (3-8,10)	Yes	Yes	Yes
Kentucky	Comprehensive Test of Basic Skills, 5th ed. (CTBS/5) [NRT]	6, 9	Reading, Language, Math	Yes	Yes	Yes
	Kentucky Core Content Test (KCCT) [CRT]	4-12	Reading (4,7,10), Math (5,8,11), Writing Portfolio and On-Demand (4,7, 12), Science (4,7,11), Social Studies (5,8,11), Arts & Humanities (5,8), Practical Living & Vocational Studies (5,8, 10)	Yes	Yes	Yes
	Augmented Norm Referenced Test (A/NRT) [NRT/CRT]	3-8	Reading, Math	Yes	Yes	Yes

State	Assessment Component	Grades	Subject	Disaggregated Special Education Data		Assessment Used for Accountability Purposes
				Part.	Perf.	
Louisiana	Louisiana Educational Assessment Program (LEAP 21) [CRT] *Reported grade 8 only	4,8	English Language Arts, Math, Science, Social Studies	Yes*	Yes	Yes
	iLEAP [CRT/NRT]	3, 5-7, 9	English Language Arts, Math, Science, Social Studies	Yes	Yes	Yes
	Graduation Exit Exam (GEE 21) [EXIT]	10, 11	English Language Arts, Math, Science, Social Studies	Yes	Yes	Yes
Maine	Maine Educational Assessment (MEA) [CRT]	3-8	Reading, Math (3-8); Science (4, 8)	Yes	Yes	Yes
Maryland	Maryland School Assessment (MSA) [CRT]	3-8	Reading, Math	Yes	Yes	Yes
	High School Assessment (HSA) [CRT]	9-12	English 2, Geometry, Biology, Government, Algebra	Yes	Yes	Yes
Massachusetts	Massachusetts Comprehensive Assessment System (MCAS) [CRT]	3-8,10	Reading (3, 5-6, 8), English Language Arts (4,7,10), Math (3-8,10), Science (5,8, 9/10)	Yes	Yes	Yes
Michigan	Michigan Educational Assessment Program (MEAP) [CRT]	3-9	Reading, Math, English Language Arts, Writing (3-8); Science (5,8), Social Studies (6,9)	Yes	Yes	Yes
Minnesota	Minnesota Comprehensive Assessment (MCA) [CRT]	3-8, 11	Reading (3-8,10), Math (3-8, 11), Writing (5)	Yes	Yes	Yes
Mississippi	Mississippi Curriculum Test (MCT) [CRT]	2-8	Reading, Language, Math	No	Yes	Yes
	Writing Assessment (WA) [CRT]	4,7	Writing [NOT GIVEN THIS YEAR]	No	No	No
	Subject Area Testing Program (SATP) [CRT]	HS	Algebra I, US History, Biology, English II	No	Yes	Yes
Missouri	Missouri Assessment Program (MAP) (TerraNova survey) [NRT/ CRT]	3-8,10, 11	Communication Arts (3-8, 11), Math (3-8,10)	Yes	Yes	Yes
Montana	Iowa Tests of Basic Skills/ Iowa Tests of Educational Development (ITBS/ITED) [NRT]	4,8,11	Reading, Math, Language Arts, Science, Social Studies	Yes	Yes	Yes
	Montana CRT [CRT]	3-8,10	Reading, Math	No	Yes	Yes
Nebraska	Nebraska Statewide Writing Assessment (NSWA) [CRT]	4,8,11	Writing	Yes	Yes	Yes
	School-based Teacher-led Assessment and Reporting System (STARS) [CRT]	4,8,11	Math, Reading	Yes	Yes	Yes

State	Assessment Component	Grades	Subject	Disaggregated Special Education Data		Assessment Used for Accountability Purposes
				Part.	Perf.	
Nevada	Iowa Tests of Basic Skills/ Iowa Tests of Educational Development (ITBS/ITED) [NRT]	4,7,10	Reading, Math, Science, Language	Yes	Yes	Yes
	Nevada Criterion Referenced Test (NCRT) [CRT]	3-8	Reading, Math (3-8); Science (5,8)	Yes	Yes	Yes
	High School Proficiency Exam (HSPE) [EXIT]	10-11	Reading, Math (10-11); Writing (11)	Yes	Yes	Yes
	Nevada Analytic Writing Examination (NAWE) [CRT]	5, 8	Writing	Yes	Yes	Yes
New Hampshire	New Hampshire Educational Improvement and Assessment Program (NHEIAP) [CRT]	10	Reading, Math	Yes	Yes	Yes
	New England Common Assessment Program (NECAP) [CRT]	3-8	Reading, Math (3-8); Writing (5,8)	Yes	Yes	Yes
New Jersey	New Jersey Assessment of Skills and Knowledge (NJ-ASK) [CRT]	3-7	Language Arts Literacy, Math (3-7), Science (4)	Yes	Yes	Yes
	Grade Eight Proficiency Assessment (GEPA) [CRT] *Reported ELA	8	Language Arts Literacy, Math, Science	Yes*	Yes*	Yes
	High School Proficiency Assessment (HSPA) [EXIT]	11	Language Arts Literacy, Math	No	Yes	Yes
New Mexico	New Mexico Standards Based Assessment (NMSBA) [CRT]	3-9, 11	Reading/Writing, Math, Science	Yes	Yes	Yes
	New Mexico High School Standards Assessment (NMHSSA) [EXIT]	11	Reading, Math	No	No	Yes
New York	Regents Comprehensive Exams (RCE) [EXIT]	9-12	English, Foreign Languages, Math, Global History & Geography, US History & Government, Living Environment, Earth Science, Chemistry, Physics	Yes	Yes	Yes
	Regents Competency Test (RCT) [EXIT]	9-12	Reading, Math, Science, Writing, Global Studies, US History & Government	Yes	Yes	Yes
	New York State Assessment Program (NYSAP) [CRT]	3-8	English Language Arts, Math, Science, Social Studies	Yes	Yes	Yes

State	Assessment Component	Grades	Subject	Disaggregated Special Education Data		Assessment Used for Accountability Purposes
				Part.	Perf.	
North Carolina	End-of-Grade (EOG) [CRT]	3-8	Reading, Math	Yes	Yes	Yes
	End-of-Course (EOC) [CRT]	HS	Biology, Chemistry, Physics, English I, Physical Science, Algebra I & II, Geometry, Civics & Economics	Yes	Yes	Yes
	Pretest Grade 3 [CRT]	3	Reading	Yes	Yes	No
North Dakota	North Dakota State Assessment (NDSA) [NRT/CRT]	3-8, 11	Reading/Language, Math	Yes	Yes	Yes
Ohio	Ohio Achievement Tests (OAT) [CRT]	3-8	Reading, Math (3-8); Writing (4)	Yes	Yes	Yes
	Ohio Graduation Tests (OGT) [EXIT]	10, 11	Reading, Writing, Math, Science, Social Studies	Yes	Yes	Yes
Oklahoma	Oklahoma Core Curriculum Tests (OCCT) [CRT] *APR has	3-8	Reading, Math (3-8), Science (5,8); Social Studies (5), History/Government (8), Geography (7)	No*	Yes	Yes
	End-of-Instruction Tests (EOI) [CRT]	HS	English II, U.S. History, Algebra I, Biology I	Yes	Yes	Yes
Oregon	Oregon Statewide Assessment (OSA) [CRT]	3-8,10	Reading/Literature, Math (3-8,10), Writing (4,7,10), Science (5,8,10)	Yes	Yes	Yes
Pennsylvania	Pennsylvania System of School Assessment (PSSA) [CRT]	3-8,11	Reading, Math (3-8, 11); Writing (5, 8, 11)	Yes	Yes	Yes
Rhode Island	New Standards Reference Examinations (NSRE) [CRT]	11	English/Language Arts, Math	Yes	Yes	Yes
	New England Common Assessment Program (NECAP)[CRT]	3-8	Reading, Math (3-8); Writing (5,8)	Yes	Yes	Yes
South Carolina	Palmetto Achievement Challenge Tests (PACT) [CRT]	3-8	English/Language Arts, Math, Science, Social Studies	Yes	Yes	Yes
	High School Assessment Program (HSAP) [EXIT]	10	English/Language Arts, Math	Yes	Yes	Yes
South Dakota	Dakota STEP Test (STEP) [NRT/CRT]	3-8, 11	Reading, Math	Yes	Yes	Yes
Tennessee	Tennessee Comprehensive Assessment Program Achievement Test (TCAP-AT) [CRT]	3-8	Reading/Language Arts, Math	No	Yes	Yes
	TCAP Secondary Assessments (TCAP-SA) [CRT]	9-12	Algebra I, Biology, English I & II, Math Foundations, Physical Science, US History	No	Yes	Yes

State	Assessment Component	Grades	Subject	Disaggregated Special Education Data		Assessment Used for Accountability Purposes
				Part.	Perf.	
Texas	Texas Assessment of Knowledge and Skills (TAKS) [CRT]	3-11	Reading (3-9), Math, English Language Arts (10,11), Writing (4,7), Science (5,10,11), Social Studies (8,10,11); Spanish version administered in grades 3-6.	Yes	Yes	Yes
Utah	Iowa Tests of Basic Skills/ Iowa Tests of Educational Development (ITBS/ITED) [NRT]	3,5,8,11	Reading, Language, Math, Science, Social Studies	Yes	Yes	Yes
	Core Criterion-Referenced Tests (CCRT) [CRT]	1-11	Language Arts, Math, Science (4-11)	Yes	Yes	Yes
	Direct Writing Assessment (DWA) [NRT]	6,9	Writing	No	Yes	No
	Reading on Grade Level (ROGL)[Undetermined]	1-11	Reading	No	No	No
	Utah Basic Skills Competency Test (UBSCT) [EXIT]	10-12	Reading, Writing, Math	Yes	Yes	Yes
Vermont	New Standards Reference Exam (NSRE) [CRT]	10	English/ Language Arts, Math	Yes	Yes	Yes
	Vermont Developmental Reading Assessment (DRA) [CRT]	2	Reading	Yes	Yes	No
	New England Common Assessment Program (NECAP) [CRT]	3-8	Reading, Math	Yes	Yes	Yes
Virginia	Standards of Learning (SOL) [CRT]	3-8, HS	English Language Arts, Math (3-8, HS); History/Social Science, Science (3, 5, 8, HS) Content Specific History (HS)	No	Yes	Yes
Washington	Washington Assessment of Student Learning (WASL) [CRT]	3-8, 10	Reading, Math (3-8, 10); Writing (4,7,10); Science (5,8,10)	Yes	Yes	Yes
West Virginia	West Virginia Educational Standards Test (WESTEST) [CRT]	3-8, 10	Reading/Language, Math, Science (3-8,10); Social Studies (3-8)	Yes	Yes	Yes
Wisconsin	Wisconsin Knowledge and Concepts Exam (WKCE) [CRT]	3-8,10	Reading, Math (3-8, 10); Language Arts, Science, Social Studies (4,8,10)	Yes	Yes	Yes
Wyoming	Proficiency Assessment for Wyoming Students (PAWS) [CRT]	3-8,11	Reading, Writing, Math	No	No	Yes

Unique State Disaggregated Data for Regular Tests in 2005-2006

State	Assessment Component	Grades	Subject	Disaggregated Special Education Data		Assessment Used for Accountability Purposes
				Part.	Perf.	
American Samoa	Stanford Achievement Test – 10th Edition (SAT-10) [NRT]	3-8,10	Complete battery	No	No	Yes
Bureau of Indian Affairs	Students take the assessment of the state in which they live			No	No	Unknown
Commonwealth of the Northern Mariana Islands	Stanford Achievement Test-10th Edition (SAT-10) [NRT]	3, 5	Reading, Language, Math, Social Science, Science	No	No	Yes
	Standards Based Assessment (SBA) [CRT]	3,4,5	Math, Social Science (3), Reading, Science (4), Writing (5)	No	No	Yes
Department of Defense Education Activity	TerraNova [NRT]	3-11	Reading, Language Arts, Math, Science, Social Studies	No	No	Unknown
District of Columbia	Stanford Achievement Test- 9th Edition (SAT-9) [NRT]	1-12	Reading, Math	Yes	Yes	Yes
Federated States of Micronesia	Unknown	Unknown	Unknown	No	No	Unknown
Guam	Stanford Achievement Test-10th Edition (SAT-10) [NRT]	1-12	Reading, Math, Language	No*	No*	Yes
Palau	Palau Achievement Test (PAT)[NRT]	4,6,8,10, 12	Reading, Math	No	No	Yes
Puerto Rico	Pruebas Puertorriquenas de Aprovechamiento Academico (PPAA)	3-8, 11	Spanish, Math, and English as a second language	Yes	Yes	Yes
Republic of the Marshall Islands	Unknown	Unknown	Unknown	No	No	Unknown
Virgin Islands	Virgin Islands Territorial Assessments of Learning (VITAL)	5, 7, 11	Reading, Math	No	No	Unknown

*Annual Performance Report (APR) has this, but APRs are not being counted.

Appendix D

Status of Disaggregated Data (Participation and Performance) for Students with Disabilities on Alternate Assessments in the Fifty States and Unique States for 2005-2006

AAS is alternate achievement standards and GLAS is grade level achievement standards.

Note: Asterisks (*) indicate there is a state note at left under Assessment Component.

State	Assessment Component	Standards-Based	Grades	Subject	Disaggregated Special Education Data		Assessment for Accountability Purposes
					Part.	Perf.	
Alabama	Alabama Alternate Assessment (AAA)	AAS	1-12	Reading, Math	Yes	Yes	Yes
Alaska	Alternate Assessment	AAS	3-10	English/Language Arts, Math, Skills for a Healthy Life	Yes	Yes	Yes
Arizona	AIMS-Alternate (AIMS-A)	AAS	3-8	Reading, Math, Writing, Listening, Speaking	Yes	Yes	Yes
	AIMS-A HS	AAS	10 11,12	Reading, Math, Writing, Listening (Level 1), Speaking (Level 1)	Yes	Yes	Yes
Arkansas	Alternate Portfolio Assessment System (APAS)	AAS	3-8,11	Literacy (3-8,11), Math (3-8), EOC-Algebra 1 HS), EOC-Geometry (HS)	No	No	Yes
California	California Alternate Performance Assessment (CAPA)	AAS	2-11	English Language Arts (2-11), Math (2-11)	Yes	Yes	Yes
Colorado	Colorado Student Assessment Program Alternate (CSAPA)	AAS	3-10	Reading, Math (3-10), Writing, Science (5,8)	Yes	Yes	Yes
Connecticut	Alternate Assessment	AAS	3-8,10	Reading, Math, Writing (Communication)	Yes	Yes	Yes
Delaware	Delaware Alternate Portfolio Assessment (DAPA)	AAS	2-10	Reading, Math, Writing (2-10), Science (4,6), Social Studies (4,6,8,11)	Yes	Yes	Yes
Florida	Florida Alternate Assessment Report (FAAR)	AAS	3-10	Reading, Math	Yes	Yes	Yes

State	Assessment Component	Standards-Based	Grades	Subject	Disaggregated Special Education Data		Assessment for Accountability Purposes
					Part.	Perf.	
Georgia	Georgia Alternate Assessment (GAA)	AAS	K-11	English Language Arts and Mathematics (K-2), English Language Arts, Mathematics, Science, and Social Studies (3-8 and 11)	No	No	Yes
Hawaii	Alternate Assessment *APR added participation and performance data not in regular reports	GLAS	3-8,10	Reading, Math	No*	No*	Yes
Idaho	Idaho Alternate Assessment (IAA) *Reported K-3 only for reading	AAS	K-10	Reading, Language (2-10), Math (2-10)	Yes*	No	Yes
Illinois	Illinois Alternate Assessment (IAA)	AAS		Reading (3,5,8,11), Math (3,5,8,11), Science (4,7,11)	No	Yes	Yes
Indiana	Indiana Standards Tool for Alternate Reporting (ISTAR)	AAS	3-10	English Language Arts, Math	Yes	Yes	Yes
Iowa	Alternate Assessment	AAS	3-8,11	Reading, Math	Yes	Yes	Yes
Kansas	Alternate Assessment: KAMM and Portfolio Assessment *APR added participation and performance data not in regular reports	AAS	3-8, 10, 11	Reading (3-8,11) Math (3-8,10)	No*	No*	Yes
Kentucky	Alternate Portfolio Assessment	AAS	4, 8, 12	Reading, Math, Science, Social Studies, Arts and Humanities, Practical Living and Vocational Studies, and Writing	Yes	Yes	Yes
Louisiana	Alternate Assessment Levels 1 (LAA-1) *APR added participation data	AAS &	3-12	English Language Arts, Math, Social Studies, Science	No*	Yes	Yes
	Alternate Assessment Level 2 (LAA-2)	GLAS	4, 8, 10, 11	English Language Arts, Math (4, 8, 10); Social Studies, Science (11)	Yes	Yes	Yes

State	Assessment Component	Standards-Based	Grades	Subject	Disaggregated Special Education Data		Assessment for Accountability Purposes
					Part.	Perf.	
Maine	Personalized Alternate Assessment Portfolios (PAAP) *APR added data for participation	AAS	4,8,11	English Language Arts (Reading & Writing), Math (4,8,11), Science & Technology (4, 8)	No*	Yes	Yes
Maryland	Alternate Maryland School Assessment (ALT-MSA)	AAS	3-8, 10	Reading, Math	Yes	Yes	Yes
	MCAS Alternate Assessment (MCAS-Alt) *Did not report performance by type of alternate.	Other	3-8, 10	Reading (3, 5-6, 8), English Language Arts (4,7,10), Math (3-8,10), Science (5,8,9/10)	Yes	Yes*	Yes
Michigan	Alternate Assessment (MI-Access)	AAS	3-8	Language Arts, Math	Yes	Yes	Yes
Minnesota	Alternate Assessment (GLAS) *APR added participation and performance data not in regular reports	GLAS	3-8, 10, 11	Reading, Math	No*	No*	Yes
	Alternate Assessment (AAS) *APR added participation and performance data not in regular reports	AAS	3-8, 10, 11	Reading, Math	No*	No*	Yes
Mississippi	Alternate Assessment	Other	3-8	Math, Reading/Language Arts	Yes	Yes	Yes
Missouri	MAP-Alternate *APR added performance data not in regular reports	AAS	4,8,11	Communication Arts (11), Math (4,8),	No	No*	Yes
Montana	Alternate Assessment NRT	AAS	4,8,11	Reading, Language Arts, Math, Science, Social Studies	Yes	Yes	Yes
	Alternate Assessment CRT	AAS	3-8, 10	Reading, Math	Yes	Yes	Yes
Nebraska	Alternate Assessment	AAS	4,8,12	Math, Reading/Writing	Yes	Yes	Yes

State	Assessment Component	Standards-Based	Grades	Subject	Disaggregated Special Education Data		Assessment for Accountability Purposes
					Part.	Perf.	
Nevada	Nevada Alternate Scales of Academic Achievement (NASAA)	AAS	3-8	Language, Math	Yes	Yes	Yes
New Hampshire	Alternate Assessment (NH-Alt)	AAS	10	Reading, Writing, Math	Yes	Yes	Yes
New Jersey	Alternate Proficiency Assessment (APA)	AAS	3,4,8,11	Language Arts Literacy, Math (3,4,8,11,12); Science (4,8,11)	Yes	Yes	Yes
New Mexico	Alternate Assessment	AAS	3-12	Reading/Writing, Math	No	No	Yes
New York	New York State Alternate Assessment (NYSSA) *Did not report grade 12	AAS	3-8, 12	English Language Arts, Math (3-8,11), Science (4, 8), Social Studies (12)	Yes*	Yes*	Yes
North Carolina	North Carolina Checklist of Academic Standards (NCCLAS) for End-of-Grade *but not writing.	GLAS	3-8, 10	Reading, Math, Writing (4, 7, 10 only)	Yes*	Yes*	Yes
	North Carolina Checklist of Academic Standards (NCCLAS) for End-of-Course *not by grade.	GLAS	9-12	Biology, Chemistry, Physics, English I, Physical Science, Algebra I & II, Geometry, US History, Civics & Economics	Yes*	Yes*	Yes
	North Carolina Alternate Assessment Portfolio (NCAAP)	AAS	3-8, 10	Reading, Math, Writing (4, 7, 10)	Yes	Yes	Yes
	North Carolina EXTEND 2	MAS	3-8 4,7	Reading, Math, Writing (4,7)	Yes	Yes	Yes
North Dakota	North Dakota Alternate Assessment (NDALT)	AAS	3-8,11	Reading/Language, Math	Yes	No	Yes

State	Assessment Component	Standards-Based	Grades	Subject	Disaggregated Special Education Data		Assessment for Accountability Purposes
					Part.	Perf.	
Ohio	Alternate Assessment *APR added participation and performance data not in regular reports	AAS	3-8, 10	Reading (3-6,8,10), Math (3,4,6-8,10), Writing (4, 10), Science (10), Social Studies (10)	No*	No*	Yes
Oklahoma	Alternate Assessment *APR added participation data not in regular reports.	AAS	3-8	Reading, Math	No*	Yes	Yes
Oregon	Extended Assessments (EA)	GLAS	3- 8, 10	Reading/Literature (3,5,8,10), Writing (4,7,10), Math (3,5,8,10), Science (5,8,10)	Yes	Yes	Yes
	Career and Life Role Assessment System (CLRAS)	AAS	3-8, 10	Reading/Literature, Math (3-8,10); Science (5,8,10); Writing (4,7,10)	Yes	Yes	Yes
Pennsylvania	Pennsylvania Alternate System of Assessment (PASA)	GLAS	3-8, 11	Reading, Math	Yes	Yes	Yes
Rhode Island	Alternate Assessment *APR added performance data not in regular reports	AAS	3-8,11	English/Language Arts, Math	Yes	No*	Yes
South Carolina	PACT Alternate Assessment (PACT-Alt)	AAS	3-8	English/Language Arts, Math, Science, Social Studies	Yes	Yes	Yes
	High School Assessment Program Alternate Assessment (HSAP-Alt)	AAS	10	English/Language Arts, Math	Yes	Yes	Yes

State	Assessment Component	Standards-Based	Grades	Subject	Disaggregated Special Education Data		Assessment for Accountability Purposes
					Part.	Perf.	
South Dakota	Dakota STEP-A *APR added participation and performance data not in regular reports.	AAS	3-8, 11	Reading, Math	No*	No*	Yes
	Statewide Team-Led Alternate Assessment & Reporting System (STAARS)	AAS & GLAS	5,9	Writing	No	No	No
Tennessee	TCAP-Alt *APR added participation and performance data not in regular reports.	AAS	3-12	Reading/Language Arts, Math, Science, Social Studies	No*	No*	Yes
Texas	State-Developed Alternate Assessment-II (SDAA-II)	AAS	3-10	Reading, Math (3-10); Writing (4,7,10); English Language Arts (10)	Yes	Yes	Yes
Utah	Alternate Assessment *APR added participation data not in regular reports	AAS	1-12	Language Arts, Math (1-12); Science (4-9)	No*	Yes	Yes
Vermont	Alternate Assessment *APR added participation and performance data not in regular reports.	AAS		Varies by type of assessment	No*	No*	Yes
Virginia	Virginia Alternate Assessment Program (VAAP)	AAS	3, 5, 8, 11	Collection of Evidence	No	No	Yes
	Virginia Grade Level Alternative Assessment (VGLAA) *not by grade.	GLAS	3, 5, 8, 11	English Language Arts, Math, Science, History/Social Science, Content Specific History (High School)	No	Yes*	Yes
Washington	Washington Alternate Assessment System (WAAS)	AAS	3-8, 10	Reading, Math (3-8, 10), Writing (4,7,10), Science (5,8,10)	Yes	Yes	Yes

State	Assessment Component	Standards-Based	Grades	Subject	Disaggregated Special Education Data		Assessment for Accountability Purposes
					Part.	Perf.	
West Virginia	Alternate Performance Task Assessment (APTA)	AAS	3-8, 10	Reading, Math	Yes	Yes	Yes
Wisconsin	Wisconsin Alternate Assessment (WAA)	AAS	3-8, 10	Reading, Math (3-8, 10); Science, Social Studies, Language Arts (4,8,10)	No	Yes	Yes
Wyoming	Proficiency Assessment for Wyoming Students, Alternate (PAWS-ALT) *APR added participation data not in regular reports.	AAS	3-8,11	Reading, Math, Writing	No*	Yes	Yes

Unique States Alternate Assessment Data for 2005-2006

State	Assessment Component	Standards Based*	Grades	Subject	Disaggregated Special Education Data		Assessment Used for Accountability Purposes
					Part.	Perf.	
American Samoa	Alternate Assessment	Unknown	Unknown	Unknown	No	No	Unknown
Bureau of Indian Affairs	Alternate Assessment	Unknown	Unknown	Unknown	No	No	Unknown
Commonwealth of the Northern Mariana Islands	Alternate Assessment	Unknown	Unknown	Unknown	No	No	Unknown
Department of Defense Education Activity	Alternate Assessment	Unknown	Unknown	Unknown	No	No	Unknown
District of Columbia	Alternate Assessment	AAS	Unknown	Reading, Math	No	No	Yes
Federated States of Micronesia	Alternate Assessment	Unknown	Unknown	Unknown	No	No	Unknown
Guam	Alternate Assessment *APR would add participation and performance data.	GLAS	3-8, 10	Reading, Math, Language	No*	No*	Yes
Palau	Unknown	Unknown	Unknown	Unknown	No	No	Unknown
Puerto Rico	Pruebas Puertorriquenas de Evaluacion Alterna (PPEA)	Unknown	3-8, 11	English, Spanish, Math	Yes	Yes	Yes
Republic of the Marshall Islands	Alternate Assessment	Unknown	Unknown	Unknown	No	No	Unknown
Virgin Islands	Alternate Assessment	Unknown	Unknown	Unknown	No	No	Unknown

Appendix E

Disaggregated Participation Information for Students with Disabilities on Regular Assessments for the Fifty States and Unique States for 2005-2006

Note: Shaded cells indicate unclear (e.g., aggregated grade level or subject level) reporting and asterisks (*) indicate there is a state note at left under “Assessment.”

State	Assessment	Number of Students Assessed	Number of Students Not Assessed	Percent of Students Assessed	Percent of Students Not Assessed	Number and/or Percent Exempt or Excluded	Number and/or Percent Absent
AL	DAW	N	N	Y	N	N	N
	AHSGE	Y	N	Y	N	N	N
	SAT-10	Y	N	Y	N	N	N
	ARMT	Y	N	Y	N	N	N
AK	SBA	N	N	Y	N	N	N
	HSGQE	N	N	Y	N	N	N
	TerraNova	N	N	N	N	N	N
AZ	TerraNova	N	N	N	N	N	N
	AIMS	Y	N	N	N	N	N
	AIMS HS	Y	N	N	N	N	N
AR	ITBS	N	N	N	N	N	N
	ABE (with End of Course Exam) *95% or greater noted	N	N	Y*	N	N	N
CA	CSTs	Y	N	N	N	N	N
	CAT-6	Y	N	N	N	N	N
CO	CSAP	Y	Y	N	Y	N	N
CT	CMT	Y	N	Y	N	Y	Y
	CAPT	Y	N	Y	N	Y	Y
DE	DSTP	Y	N	N	N	N	N
FL	FCAT	Y	N	Y	N	N	N
GA	EOCT	N	N	N	N	N	N
	GHSQT	Y	N	N	N	N	N
	CRCT	N	N	N	N	N	N
	WA	Y	N	N	N	N	N
HI	HSA *APR data has	N*	N	N*	N	N	N
ID	DMA/DWA	N	N	Y	N	N	N
	ISAT	N	N	Y	N	N	N
	IRI	Y	N	N	N	N	N

State	Assessment	Number of Students Assessed	Number of Students Not Assessed	Percent of Students Assessed	Percent of Students Not Assessed	Number and/or Percent Exempt or Excluded	Number and/or Percent Absent
IL	ISAT *has in APR	N*	N	N	N	N	N
	PSAE *has in APR	N*	N	N	N	N	N
IN	ISTEP+	Y	N	N	Y	N	N
	GQE	Y	N	N	Y	N	N
IA	ITBS/ITED *APR has	Y	N*	N*	N*	N	N
KS	KAS	N	N	N	Y	N	N
KY	CTBS/5	Y	N	N	N	N	N
	KCCT	Y	N	N	N	N	N
	NRT	Y	N	N	N	N	N
LA	GEE 21	Y	N	N	N	Y	Y
	LEAP 21 *8th grade only	Y*	N	N	N	Y	Y
	iLEAP *4-7	Y	N	N	N	N	N
ME	MEA	N	N	Y	N	N	N
MD	MSA	Y	N	N	N	N	N
	HSA	Y	N	N	N	N	N
MA	MCAS *first year LEP	Y	Y	Y	N	Y*	Y
MI	MEAP	Y	N	N	N	N	N
MN	MCA	Y	N	N	N	N	N
MS	MCT	N	N	N	N	N	N
	WA (not given this year)						
	SATP	N	N	N	N	N	N
MO	MAP	Y	N	N	N	Y	N
MT	ITBS/ITED	Y	N	N	N	N	N
	MP	N	N	N	N	N	N
NE	NSWA	Y	Y	Y	Y	N	N
	STARS	N	N	Y	Y	N	N
NV	ITBS/ITED	N	N	N	Y	N	N
	NCRT	N	N	N	Y	N	N
	HSPE	N	N	N	Y	N	N
	NAWE	N	N	N	Y	N	N
NH	NHEIAP	N	Y	N	Y	N	N
	NECAP	Y	N	N	N	Y	Y

State	Assessment	Number of Students Assessed	Number of Students Not Assessed	Percent of Students Assessed	Percent of Students Not Assessed	Number and/or Percent Exempt or Excluded	Number and/or Percent Absent
NJ	NJ-ASK	Y	N	N	N	Y	Y
	GEPA *ELA only	Y*	N	N	N	Y	Y
	HSPA	N	N	N	N	N	N
NM	NMSBA	Y	N	Y	N	N	N
	NMHSSA & NMHSCE	N	N	N	N	N	N
NY	RCE	Y	N	N	N	N	N
	RCT	Y	N	N	N	N	N
	NYSAP	Y	N	N	N	N	N
NC	EOG	Y	Y	Y	N	Y	Y
	EOC	Y	Y	Y	N	Y	Y
	Pretest	Y	Y	Y	N	Y	Y
ND	NDSA	Y	N	Y	N	N	N
OH	OAT	Y	N	Y	N	N	N
	OGT	Y	N	Y	N	N	N
OK	OCCT *APR has	N*	N	N	N	N*	N*
	EOI	Y	N	N	N	N	N
OR	OSA	Y	N	Y	N	N	N
PA	PSSA	Y	N	N	N	N	N
RI	NSRE	Y	N	N	N	N	N
	NECAP	Y	N	N	N	N	N
SC	PACT	Y	N	N	N	N	N
	HSAP	Y	N	N	N	N	N
SD	STEP	N	N	N	Y	N	N
TN	TCAP-AT	N	N	N	N	N	N
	TCAP-SA	N	N	N	N	N	N
TX	TAKS	Y	N	N	N	N	N
UT	ITBS/ITED	Y	N	N	N	N	N
	CCRT	Y	N	N	N	N	N
	DWA	N	N	N	N	N	N
	UBSCT	Y	N	N	N	N	N
	ROGL	N	N	N	N	N	N
VT	NSRE	Y	N	N	N	N	N
	DRA	Y	N	N	N	N	N
	NECAP	Y	N	N	N	N	N
VA	SOL	N	N	N	N	N	N
WA	WASL	Y	Y	N	Y	Y	Y
WV	WESTEST	Y	N	Y	N	N	N

State	Assessment	Number of Students Assessed	Number of Students Not Assessed	Percent of Students Assessed	Percent of Students Not Assessed	Number and/or Percent Exempt or Excluded	Number and/or Percent Absent
WI	WKCE *Data unclear if by regular or alternate test	N	N	N	Y	N	N
WY	PAWS	N	N	N	N	N	N

Disaggregated Participation Data for Unique States on Regular Tests for 2005-2006

Unique States	Assessment	Number of Students Assessed	Number of Students Not Assessed	Percent of Students Assessed	Percent of Students Not Assessed	Number and/or Percent Exempt or Excluded	Number and/or Percent Absent
AS	SAT-10	N	N	N	N	N	N
BIA	Students take the assessment of the state in which they live	N	N	N	N	N	N
CNMI	SAT-10	N	N	N	N	N	N
	SBA	N	N	N	N	N	N
Do DEA	TerraNova [NRT]	N	N	N	N	N	N
DC	SAT-9	Y	N	Y	N	N	N
FSM	Unknown	N	N	N	N	N	N
GU	SAT-10 *APR has.	N*	N	N	N	N*	N*
Palau	PAT	N	N	N	N	N	N
PR	PPAA	Y	N	N	N	N	N
RMI	Unknown	N	N	N	N	N	N
VI	VITAL	N	N	N	N	N	N

Appendix F

Disaggregated Alternate Assessment Participation Information for Students with Disabilities on Regular Assessments for the Fifty States and Unique States for 2005-2006

Note: Shaded cells indicate unclear (e.g., aggregated grade level or subject level) reporting and asterisks (*) indicate there is a state note at left under “Assessed.”

State	Assessment	Number of Students Assessed	Number of Students Not Assessed	Percent of Students Assessed	Percent of Students Not Assessed	Number and/or Percent Exempt or	Number and/or Percent Absent
Alabama	Alabama Alternate Assessment (AAA)	Y	N	Y	N	N	N
Alaska	Alternate Assessment	N	N	Y	N	N	N
Arizona	AIMS-Alternate (AIMS-A)	Y	N	N	N	N	N
	AIMS-A HS	Y	N	N	N	N	N
Arkansas	Alternate Portfolio Assessment System (APAS)	N	N	N	N	N	N
California	California Alternate Performance Assessment (CAPA)	Y	N	N	N	N	N
Colorado	Colorado Student Assessment Program Alternate (CSAPA)	Y	N	N	N	Y	N
Connecticut	Alternate Assessment	Y	N	N	N	N	N
Delaware	Delaware Alternate Portfolio Assessment (DAPA)	Y	N	N	N	Y	N
Florida	Florida Alternate Assessment Report (FAAR)	Y	N	N	N	N	N
Georgia	Georgia Alternate Assessment (GAA)	N	N	N	N	N	N
Hawaii	Alternate Assessment (GLAS) *APR has	N*	N	N	N	N	N
Idaho	Idaho Alternate Assessment (IAA) *K-3rd grade	Y*	N	Y	N	N	N

State	Assessment	Number of Students Assessed	Number of Students Not Assessed	Percent of Students Assessed	Percent of Students Not Assessed	Number and/or Percent Exempt or Excluded	Number and/or Percent Absent
Illinois	Illinois Alternate Assessment (IAA) *APR has	N*	N	N	N	N	N
Indiana	Indiana Standards Tool for Alternate Reporting (ISTAR)	Y	N	N	N	N	N
Iowa	Alternate Assessment	Y	N	Y	N	N	N
Kansas	Alternate Assessment: KAMM and Portfolio Assessment	N	N	N	N	N	Y
Kentucky	Alternate Portfolio Assessment	Y	N	N	N	N	N
Louisiana	Alternate Assessment Levels 1 (LAA-1) *APR has	N*	N	N	N	N	N
	Alternate Assessment Level 2 (LAA-2)	Y	N	N	N	Y	N
Maine	Personalized Alternate Assessment Portfolios (PAAP)	N	N	N	N		N
Maryland	Alternate Maryland School Assessment (ALT-MSA)	Y	N	N	N	N	N
Massachusetts	MCAS Alternate Assessment (MCAS-Alt) GLAS	Y	N	N	N	N	N
	Alternate- Modified	Y	N	N	N	N	N
	Alternate on AAS	Y	N	N	N	N	N
Michigan	Alternate Assessment (MI-Access)	Y	N	N	N	N	N
Minnesota	Alternate Assessment (GLAS) *APR has	N*	N	N	N	N	N
	Alternate Assessment (AAS) *APR has	N*	N	N	N	N	N

State	Assessment	Number of Students Assessed	Number of Students Not Assessed	Percent of Students Assessed	Percent of Students Not Assessed	Number and/or Percent Exempt or Excluded	Number and/or Percent Absent
Mississippi	Alternate Assessment	Y	N	N	N	N	N
Missouri	MAP-Alternate *APR has	N	N	N	N	N*	N*
Montana	Alternate Assessment NRT	Y	N	Y	N	N	N
	Alternate Assessment CRT	Y	N	N	N	N	N
Nebraska	Alternate Assessment	Y	N	Y	N	N	N
Nevada	Nevada Alternate Scales of Academic Achievement (NASAA)	Y	N	Y	N	N	Y
New Hampshire	Alternate Assessment (NH-Alt) * Reported as number not tested (in alternate) in regular assessment document.	Y*	N	N	N	N	N
New Jersey	Alternate Proficiency Assessment (APA)	Y	N	N	N	N	N
New Mexico	Alternate Assessment	N	N	N	N	N	N
New York	New York State Alternate Assessment (NYSSA)	Y	N	N	N	N	

State	Assessment	Number of Students Assessed	Number of Students Not Assessed	Percent of Students Assessed	Percent of Students Not Assessed	Number and/or Percent Exempt or Excluded	Number and/or Percent Absent
North Carolina	North Carolina Checklist of Academic Standards (NCCLAS) for End-of-Grade	Y	N	N	N	Y	Y
	North Carolina Checklist of Academic Standards (NCCLAS) for End-of-Course	Y	N	N	N	Y	Y
	North Carolina Alternate Assessment Portfolio (NCAAP)	Y	N	N	N	Y	Y
	North Carolina EXTEND2	Y	N	N	N	Y	Y
North Dakota	North Dakota Alternate Assessment (NDALT)	Y	N	N	N	N	N
Ohio	Alternate Assessment GLAS	N	N	N	N	N	N
Oklahoma	Alternate Assessment (OAAP) *APR has	N*	N	N	N	N*	N*
Oregon	Extended Assessments (EA)	Y	N	Y	N	N	N
	Career and Life Role Assessment System (CLRAS)	Y	N	Y	N	N	N
Pennsylvania	Pennsylvania Alternate System of Assessment (PASA)	Y	Y	N	N	Y	Y
Rhode Island	Alternate Assessment * Reported as number not tested (in alternate) in regular assessment document. **APR has	Y*	N	N	N	N**	N**

State	Assessment	Number of Students Assessed	Number of Students Not Assessed	Percent of Students Assessed	Percent of Students Not Assessed	Number and/or Percent Exempt or Excluded	Number and/or Percent Absent
South Carolina	PACT Alternate Assessment (PACT-Alt)	Y	Y	N	N	N	N
	High School Assessment Program Alternate Assessment (HSAP-Alt)	Y	Y	N	N	N	N
South Dakota	Dakota STEP-A *APR has	N*	N	N	N	N*	N*
	Statewide Team-Led Alternate Assessment & Reporting System Writing (STAARS) AAS and 'GLAS	N	N	N	N	N	N
Tennessee	TCAP-Alt *APR has	N*	N	N	N	N	N
Texas	State-Developed Alternate Assessment-II (SDAA-II) Grade level and off-grade.	Y	Y	Y	Y	Y	Y
Utah	Alternate Assessment *APR has	N*	N	N	N	N	N
Vermont	Alternate Assessment *APR has	N*	N	N	N	N	N
Virginia	Virginia Alternate Assessment Program (VAAP)	N	N	N	N	N	N
	Virginia Grade Level Alternative Assessment (VGLAA)	N	N	N	N	N	N
Washington	Washington Alternate Assessment System (WAAS) (Modified WASL, WAAS-DAW or WAAS portfolio)	Y	N	N	Y	Y	Y

State	Assessment	Number of Students Assessed	Number of Students Not Assessed	Percent of Students Assessed	Percent of Students Not Assessed	Number and/or Percent Exempt or Excluded	Number and/or Percent Absent
West Virginia	Alternate Performance Task Assessment (APTA) *APR has	Y	N	N	N	N*	N*
Wisconsin	Wisconsin Alternate Assessment (WAA) *APR has	N*	N*	N	N	N	N
Wyoming	Proficiency Assessment for Wyoming Students, Alternate (PAWS-ALT) *APR has	N*	N	N	N	N	N

Appendix G

Disaggregated Regular Assessment Performance Information for Students with Disabilities for the Fifty States and Unique States for 2005-2006

Note: Shaded cells indicate unclear (e.g., aggregated grade level or subject level) reporting and asterisks (*) indicate there is a state note at left under "Assessment."

State	Assessment	Percent in Each Achievement Level	Percent in Each PR* Group	Percent Proficient	Percent Not Proficient	Number Proficient	Number Not Proficient	Average Percentile Rank
AL	DAW	Y	N	N	N	N	N	N
	AHSGE *N not %	Y*	N	Y	Y	N	Y	N
	SAT-10	N	N	N	N	N	N	Y
	ARMT	Y	N	N	N	N	N	N
AK	SBA	Y	N	Y	Y	Y	Y	N
	HSGQE	Y	N	Y	Y	Y	Y	N
	TerraNova	N	Y	N	N	N	N	N
AZ	TerraNova	N	N	N	N	N	N	N
	AIMS	Y	N	N	N	N	N	N
	AIMS HS	Y	N	N	N	N	N	N
AR	ITBS	N	N	N	N	N	N	N
	ABE (including EOC HS)	Y	N	Y	N	N	N	N
CA	CSTs	Y	N	N	N	N	N	N
	CAT-6	N	Y	N	N	N	N	Y
CO	CSAP	Y	N	Y	N	N	N	N
CT	CMT	Y	N	Y	N	N	N	N
	CAPT	Y	N	Y	N	N	N	N
DE	DSTP	Y	N	Y	Y	N	N	N
FL	FCAT	Y	N	Y	N	N	N	N
GA	EOCT	N	N	Y	N	N	N	N
	GHS GT	N	N	Y	N	N	N	N
	CRCT	N	N	Y	N	N	N	N
	WA	Y	N	N	N	N	N	N
HI	HSA *APR data has	N	N	N*	N	N*	N	N
ID	DMA/DWA	N	N	Y	N	N	N	N
	ISAT	Y	N	N	N	N	N	N
	IRI	Y	N	Y	N	Y	N	N
IL	ISAT	Y	N	N	N	N	N	N
	PSAE	Y	N	N	N	N	N	N

State	Assessment	Percent in Each Achievement Level	Percent in Each PR* Group	Percent Proficient	Percent Not Proficient	Number Proficient	Number Not Proficient	Average Percentile Rank
IN	ISTEP+	Y	N	Y	Y	Y	N	N
	GQE	Y	N	Y	Y	Y	N	N
IA	ITBS/ITED *APR data has	N*	N	Y	N	N*	N	N
KS	KAS	Y	N	N	N	N	N	N
KY	CTBS/5	Y	N	N	N	N	N	N
	KCCT	Y	N	N	N	N	N	N
	A/NRT *N not %	Y*	N	N	N	N	N	Y
LA	GEE 21	Y	N	N	N	N	N	N
	LEAP	Y	N	N	N	N	N	N
	iLEAP	Y	N	N	N	N	N	N
ME	MEA *APR has	Y	N	N	N	N*	N	N
MD	MSA	Y	N	N	Y	N	Y	N
	HSA	N	N	Y	N	Y	N	N
MA	MCAS	Y	N	N	N	N	N	N
MI	MEAP	Y	N	Y	N	N	N	N
MN	MCA	N	N	Y	Y	N	N	N
MS	MCT	N	N	Y	N	N	N	N
	WA	N	N	N	N	N	N	N
	SATP	N	N	Y	N	N	N	N
MO	MAP	Y	N	N	N	N	N	N
MT	ITBS/ITED *N not %	Y*	N	N	N	N	N	Y
	MP	Y	N	Y	N	N	N	N
NE	NSWA	N	N	Y	Y	N	N	N
	STARS	N	N	Y	Y	N	N	N
NV	ITBS/ITED	Y	N	N	N	N	N	N
	NCRT	Y	N	N	N	N	N	N
	HSPE	Y	N	N	N	N	N	N
	NAWE	Y	N	N	N	N	N	N
NH	NHEIAP	Y	N	N	N	Y	N	N
	NECAP	Y	N	N	N	N	N	N
NJ	NJ-ASK	Y	N	N	Y	N	N	N
	GEPA	Y	N	N	Y	N	N	N
	HSPA	N	N	Y	N	N	N	N
NM	NMSBA	Y	N	Y	N	N	N	N
	NMHSSA	N	N	N	N	N	N	N
	NMHSCE	N	N	N	N	N	N	N
NY	RCE	Y	N	N	N	N	N	N
	RCT	N	N	Y	N	N	N	N
	NYSAP	Y	N	Y	N	N	N	N

State	Assessment	Percent in Each Achievement Level	Percent in Each PR* Group	Percent Proficient	Percent Not Proficient	Number Proficient	Number Not Proficient	Average Percentile Rank
NC	EOG *Avg. scale score	N	N	Y	N	N	N	N*
	EOC *avg. scale score	N	N	Y	N	N	N	N*
	Grade 3 pretest *avg. scale score	N	N	Y	N	N	N	N*
ND	NDSA	Y	N	N	N	N	N	N
OH	OAT	Y	N	Y	N	N	N	N
	OGT	Y	N	Y	N	N	N	N
OK	OCCT	Y	N	N	N	N	N	N
	EOI *N not %	Y*	N	N	N	N	N	N
OR	OSA	Y	N	Y	N	Y	N	N
PA	PSSA	Y	N	Y	N	N	N	N
RI	NSRE	Y	N	Y	N	N	N	N
	NECAP *scaled score	Y	N	Y	N	N	N	N*
SC	PACT	Y	N	Y	N	N	N	N
	HSAP	Y	N	Y	Y	N	N	N
SD	STEP	Y	N	N	N	N	N	N
TN	TCAP-AT	Y	N	Y	Y	N	N	N
	TCAP-SA	Y	N	Y	Y	N	N	N
TX	TAKS	N	N	Y	N	N	N	N
UT	ITBS/ITED	N	N	N	N	N	N	Y
	CCRT	N	N	Y	N	N	N	N
	DWA	N	N	Y	N	Y	N	N
	ROGL	N	N	N	N	N	N	N
	UBSCT	N	N	Y	N	Y	N	N
VT	NSRE	Y	N	Y	N	N	N	N
	NECAP	Y	N	N	N	N	N	N
	DRA	Y	N	Y	N	N	N	N
VA	SOL	N	N	Y	Y	N	N	N
WA	WASL	Y	N	Y	Y	Y	Y	N
WV	WESTEST	N	N	Y	N	Y	N	N
WI	WKCE	Y	N	N	N	N	N	N
WY	PAWS	N	N	N	N	N	N	N

Appendix H

Disaggregated Alternate Assessment Performance Information for Students with Disabilities for the Fifty States and Unique States for 2005-2006

Note: Shaded cells indicate unclear (e.g., aggregated grade level or subject level) reporting and asterisks (*) indicate there is a state note at left under “Assessment.”

State	Assessment	Percent in Each Achievement Level	Percent in Each PR* Group	Percent Proficient	Percent Not Proficient	Number Proficient	Number Not Proficient	Average Percentile Rank
AL	Alternate *N and %	Yes*	No	No	No	No	No	No
AK	Alternate	No	No	Yes	Yes	Yes	Yes	No
AZ	AAP AIMS-A *N and %	Yes*	No	No	No	No	No	No
	AIMS-A HS *N and %	Yes*	No	No	No	No	No	No
AR	APAS	No	No	No	No	No	No	No
CA	CAPA *Mean scaled score	Yes	No	No	No	No	No	No*
CO	CSAPA *N and %	Yes*	No	No	No	No	No	No
CT	Alternate *Avg total score	Yes	No	No	No	No	No	No*
DE	DAPA	Yes	No	Yes	Yes	No	No	No
FL	FAAR	No	No	Yes	No	No	No	No
GA	GAA	No	No	No	No	No	No	No
HI	Alternate GLAS *APR has	No*	No	No*	No	No*	No	No
ID	Alternate	No	No	Yes	No	No	No	No
IL	IAA	Yes	No	No	No	No	No	No
IN	ISTAR *N not %, has pass plus category but none in it	Yes*	No	Yes	No	No	Yes	No
IA	Alternate	No	No	Yes	No	Yes	No	No

State	Assessment	Percent in Each Achievement Level	Percent in Each PR* Group	Percent Proficient	Percent Not Proficient	Number Proficient	Number Not Proficient	Average Percentile Rank
KS	Alternate	No	No	No	No	No	No	No
KY	Alternate	Yes	No	No	No	No	No	No
LA	LAA-1 *Has mean scores by participation level **APR has	Yes*	No	No	No	No**	No	No
	LAA-2 *N and %	Yes*	No	Yes	No	Yes	No	No
ME	PAAP *N and %	Yes*	No	No	No	No	No	No
MD	ALT-MSA *N not %	Yes*	No	Yes	No	Yes	No	No
MA	MCAS-Alt	Yes (but not reported by alternate type)	No	No	No	No	No	No
MI	MI-Access *N not %	Yes*	No	Yes	No	No	No	No
MN	Alternate (AAS) *APR has	No	No	No	No	No*	No	No
	Alternate (GLAS) *APR has	No	No	No	No	No*	No	No
MS	Alternate	No	No	Yes	No	No	No	No
MO	Alternate *APR has	No	No	No	No	No*	No	No
MT	NRT-ALT	Yes	No	Yes	No	No	No	Yes
	CRT-ALT	Yes	No	Yes	No	No	No	No
NE	Alternate	No	No	Yes	No	No	No	No
NV	NASAA	No	No	Yes	Yes	No	No	No
NH	NH-Alt *N and %	Yes*	No	No	No	Yes	No	No
NJ	APA	Yes	No	No	Yes	No	No	No
NM	Alternate	No	No	No	No	No	No	No
NY	NYSAA	No	No	No	No	Yes	No	No

State	Assessment	Percent in Each Achievement Level	Percent in Each PR* Group	Percent Proficient	Percent Not Proficient	Number Proficient	Number Not Proficient	Average Percentile Rank
NC	NCCLAS EoG	No	No	Yes	No	No	No	No
	NCCLAS EoC	No	No	Yes	No	No	No	No
	NCAAP *For writing and gr 10 th tests	No	No	Yes	No	Yes*	No	No
	NC EXTEND 2 *For writing and gr 10 th tests	No	No	Yes	No	Yes*	No	No
ND	NDALT	No	No	No	No	No	No	No
OH	Alternate Assessment	No	No	No	No	No	No	No
OK	Alternate Assessment (OAAP)	Yes	No	No	No	No	No	No
OR	EA	Yes	No	Yes	No	Yes	No	No
	CLRAS	Yes	No	Yes	No	Yes	No	No
PA	PASA *reported with PSSA data	Yes	No	Yes	No*	Yes	No*	No
RI	Alternate Assessment *APR has	No	No	No	No	No*	No	No
SC	PACT-Alt	Yes	No	Yes	No	No	No	No
	HSAP-Alt	Yes	No	Yes	No	No	No	No
SD	STEP-A *APR has	No	No	No	No	No*	No	No
	STAARS	No	No	No	No	No	No	No
TN	TCAP-Alt	No	No	No	No	No	No	No
TX	SDAA-II	Yes	No	Yes	No	No	No	No
UT	Alternate Assessment *N not %	Yes*	No	No	No	Yes	No	No
VT	Alternate Assessment *APR has	No*	NA	No	No	No*	No	NA

State	Assessment	Percent in Each Achievement Level	Percent in Each PR* Group	Percent Proficient	Percent Not Proficient	Number Proficient	Number Not Proficient	Average Percentile Rank
VA	Virginia Alternate Assessment Program (VAAP)	Yes	No	No	No	No	No	No
	VGLAA	No	No	No	No	No	No	No
WA	WAAS	Yes	No	No	No	No	No	No
WV	APTA *Has mean raw score	Yes	No	Yes	No	Yes	No	No*
WI	WAA	Yes	No	No	No	No	No	No
WY	PAWS-ALT	Yes	No	No	No	No	No	No

Appendix I

Participation and Performance for Students Tested with Accommodations

In these tables, blank spaces mean the state did not publicly report this data in this format. Dashes mean that the state reports the data but that the number of students was too small to publicly report given minimum N requirements for maintaining privacy.

Grade	Subject	Accommodation	Participation	Proficiency
		Colorado: CSAP "Accommodations"		
3	Reading	Braille version	7	-
		Large-print version	42	29%
		Teacher-read directions only	3123	22%
		Scribe	985	36%
		Signing	15	-
		Assistive communication device	14	-
		Extended timing	6684	44%
4	Reading	Braille version	7	-
		Large-print version	39	54%
		Teacher-read directions only	3089	17%
		Scribe	945	34%
		Signing	22	14%
		Assistive communication device	38	58%
		Extended timing	7196	42%
5	Reading	Braille version	0	-
		Large-print version	29	38%
		Teacher-read directions only	2923	16%
		Scribe	856	34%
		Signing	16	6%
		Assistive communication device	49	65%
		Extended timing	6533	42%
6	Reading	Braille version	4	-
		Large-print version	28	57%
		Teacher-read directions only	2258	16%
		Scribe	542	32%
		Signing	17	6%
		Assistive communication device	88	56%
		Extended timing	4952	37%
7	Reading	Braille version	6	-
		Large-print version	28	25%
		Teacher-read directions only	1766	8%
		Scribe	401	31%
		Signing	22	9%
		Assistive communication device	77	53%
		Extended timing	3700	28%

8	Reading	Braille version	3	-
		Large-print version	20	45%
		Teacher-read directions only	1581	6%
		Scribe	268	37%
		Signing	27	15%
		Assistive communication device	77	47%
		Extended timing	3175	31%
9	Reading	Braille version	7	-
		Large-print version	16	31%
		Teacher-read directions only	940	7%
		Scribe	151	30%
		Signing	24	33%
		Assistive communication device	24	38%
		Extended timing	2555	22%
10	Reading	Braille version	7	-
		Large-print version	16	25%
		Teacher-read directions only	740	9%
		Scribe	105	31%
		Signing	17	12%
		Assistive communication device	21	33%
		Extended/modified timing	2009	21%
3	Math	Braille version	8	-
		Large-print version	32	38%
		Teacher-read directions only	1100	36%
		Use of manipulative	102	25%
		Scribe	590	49%
		Signing	15	-
		Assistive communication device	7	-
		Extended timing	3146	47%
4	Math	Oral presentation of entire test	5400	33%
		Braille version	6	-
		Large-print version	32	63%
		Teacher-read directions only	1129	25%
		Use of manipulative	37	27%
		Scribe	554	40%
		Signing	18	22%
		Assistive communication device	12	-
		Extended timing	3742	46%
Oral presentation of entire test	4466	25%		

5	Math	Braille version	2	-
		Large-print version	24	42%
		Teacher-read directions only	950	21%
		Use of manipulative	48	23%
		Scribe	505	33%
		Signing	18	0%
		Assistive communication device	18	78%
		Extended timing	3852	43%
		Oral presentation of entire test	4348	21%
6	Math	Braille version	3	-
		Large-print version	24	38%
		Teacher-read directions only	917	17%
		Use of manipulative	20	0%
		Scribe	338	26%
		Signing	21	19%
		Assistive communication device	40	53%
		Extended timing	2864	27%
		Oral presentation of entire test	2922	9%
7	Math	Braille version	7	-
		Large-print version	30	17%
		Teacher-read directions only	918	5%
		Use of manipulative	15	-
		Scribe	263	18%
		Signing	25	4%
		Assistive communication device	21	57%
		Extended timing	2705	21%
		Oral presentation of entire test	2377	4%
2	Math	Braille version	3	-
		Large-print version	19	21%
		Teacher-read directions only	685	6%
		Use of manipulative	5	-
		Scribe	189	18%
		Signing	29	21%
		Assistive communication device	29	34%
		Extended timing	2650	24%
		Oral presentation of entire test	2137	4%
9	Math	Braille version	8	-
		Large-print version	15	-
		Teacher-read directions only	561	2%
		Use of manipulative	4	-
		Scribe	100	12%
		Signing	10	-
		Assistive communication device	6	-
		Extended timing	2213	11%
		Oral presentation of entire test	1100	2%

10	Math	Braille version	7	-
		Large-print version	17	12%
		Teacher-read directions only	476	1%
		Use of manipulative	28	0%
		Scribe	87	10%
		Signing	8	-
		Assistive communication device	6	-
		Extended timing	1745	8%
5	Science	Oral presentation of entire test	815	1%
		Braille version	1	-
		Large-print version	26	23%
		Teacher-read directions only	1092	8%
		Scribe	620	22%
		Signing	18	0%
		Assistive communication device	20	50%
		Extended timing	2725	16%
8	Science	Oral presentation of entire test	4043	6%
		Braille version	3	0%
		Large-print version	18	33%
		Teacher-read directions only	747	6%
		Scribe	205	33%
		Signing	27	4%
		Assistive communication device	30	40%
		Extended timing	1850	19%
10	Science	Oral presentation of entire test	2180	5%
		Braille version	6	33%
		Large-print version	16	6%
		Teacher-read directions only	523	6%
		Scribe	87	23%
		Signing	15	-
		Assistive communication device	10	-
		Extended timing	1510	14%
3	Writing	Oral presentation of entire test	752	3%
		Braille version	6	-
		Large-print version	23	0%
		Teacher-read directions only	1408	11%
		Scribe	949	25%
		Signing	13	-
		Assistive communication device	29	41%
		Extended timing	3621	29%
10	Math	Oral presentation of entire test	3690	9%
		Braille version	6	-
		Large-print version	23	0%
		Teacher-read directions only	1408	11%
		Scribe	949	25%
		Signing	13	-
		Assistive communication device	29	41%
		Extended timing	3621	29%

4	Writing	Braille version	5	-
		Large-print version	32	38%
		Teacher-read directions only	1224	9%
		Scribe	846	20%
		Signing	18	6%
		Assistive communication device	55	24%
		Extended timing	5469	32%
		Oral presentation of entire test	3690	6%
5	Writing	Braille version	0	-
		Large-print version	26	35%
		Teacher-read directions only	1122	14%
		Scribe	784	29%
		Signing	19	11%
		Assistive communication device	68	46%
		Extended timing	5047	39%
		Oral presentation of entire test	3703	11%
6	Writing	Braille version	4	-
		Large-print version	23	43%
		Teacher-read directions only	1108	12%
		Scribe	469	27%
		Signing	16	0%
		Assistive communication device	98	40%
		Extended timing	3629	33%
		Oral presentation of entire test	2559	9%
7	Writing	Braille version	5	-
		Large-print version	27	22%
		Teacher-read directions only	1003	5%
		Scribe	369	23%
		Signing	22	14%
		Assistive communication device	79	51%
		Extended timing	2896	28%
		Oral presentation of entire test	2167	4%
8	Writing	Braille version	4	-
		Large-print version	19	32%
		Teacher-read directions only	894	3%
		Scribe	255	21%
		Signing	31	10%
		Assistive communication device	92	29%
		Extended timing	2354	24%
		Oral presentation of entire test	1836	2%

9	Writing	Braille version	7	-
		Large-print version	14	-
		Teacher-read directions only	616	4%
		Scribe	146	21%
		Signing	23	26%
		Assistive communication device	22	50%
		Extended timing	2058	14%
		Oral presentation of entire test	936	1%
10	Writing	Braille version	5	-
		Large-print version	14	-
		Teacher-read directions only	506	5%
		Scribe	106	16%
		Signing	16	6%
		Assistive communication device	14	-
		Extended timing	1670	11%
		Oral presentation of entire test	752	1%

Grade	Subject	Accommodations	Participation		Proficiency	
		Florida: "FCAT"				
3	Reading	FCAT with Accommodations	21,069	58%		36%
3	Reading	FCAT w/o Accommodations	12,044	33%		64%
3	Reading	Alternate Assessment	2,267	6%		69%
4	Reading	FCAT with Accommodations	21,718	64%		27%
4	Reading	FCAT w/o Accommodations	9,057	27%		54%
4	Reading	Alternate Assessment	2,142	6%		67%
5	Reading	FCAT with Accommodations	22,889	66%		30%
5	Reading	FCAT w/o Accommodations	8,389	24%		49%
5	Reading	Alternate Assessment	2,499	7%		63%
6	Reading	FCAT with Accommodations	14,401	53%		27%
6	Reading	FCAT w/o Accommodations	8,767	33%		33%
6	Reading	Alternate Assessment	2,263	8%		58%
7	Reading	FCAT with Accommodations	16,029	50%		21%
7	Reading	FCAT w/o Accommodations	11,606	36%		27%
7	Reading	Alternate Assessment	2,678	8%		59%
8	Reading	FCAT with Accommodations	15,974	50%		11%
8	Reading	FCAT w/o Accommodations	11,059	35%		15%
8	Reading	Alternate Assessment	2,954	9%		56%
9	Reading	FCAT with Accommodations	14,555	40%		11%
9	Reading	FCAT w/o Accommodations	13,777	38%		12%
9	Reading	Alternate Assessment	3,744	20%		55%
10	Reading	FCAT with Accommodations	11,133	39%		7%
10	Reading	FCAT w/o Accommodations	9,617	34%		7%
10	Reading	Alternate Assessment	3,572	12%		62%
3	Math	FCAT with Accommodations	20,930	58%		39%

3	Math	FCAT w/o Accommodations	1,083	34%		63%
3	Math	Alternate Assessment	2,251	6%		65%
4	Math	FCAT with Accommodations	21,370	63%		33%
4	Math	FCAT w/o Accommodations	9,405	28%		57%
4	Math	Alternate Assessment	2,133	6%		58%
5	Math	FCAT with Accommodations	23,476	68%		24%
5	Math	FCAT w/o Accommodations	7,802	23%		43%
5	Math	Alternate Assessment	2,449	7%		59%
6	Math	FCAT with Accommodations	13,745	51%		17%
6	Math	FCAT w/o Accommodations	9,366	35%		23%
6	Math	Alternate Assessment	2,265	8%		58%
7	Math	FCAT with Accommodations	15,659	49%		19%
7	Math	FCAT w/o Accommodations	11,890	73%		23%
7	Math	Alternate Assessment	2,669	8%		54%
8	Math	FCAT with Accommodations	16,906	53%		20%
8	Math	FCAT w/o Accommodations	9,975	31%		24%
8	Math	Alternate Assessment	2,972	9%		52%
9	Math	FCAT with Accommodations	13,890	38%		23%
9	Math	FCAT w/o Accommodations	14,304	39%		21%
9	Math	Alternate Assessment	3,722	10%		45%
10	Math	FCAT with Accommodations	10,862	38%		26%
10	Math	FCAT w/o Accommodations	9,616	34%		25%
10	Math	Alternate Assessment	3,565	12%		54%

Grade	Subject	Accommodation	Participation	Proficiency
Idaho IRI				
K	Reading	Accommodation used	178	25% grade level 1 33% grade level 2 43% grade level 3
1	Reading	Accommodation used	202	32% grade level 1 46% grade level 2 22% grade level 3
2	Reading	Accommodation used	345	50% grade level 1 26% grade level 2 24% grade level 3
3	Reading	Accommodation used	401	56% grade level 1 28% grade level 2 16% grade level 3

Grade	Subject	Accommodations	Participations	Proficiency
Indiana: ISTEP+ (Grades 3-9) and GQE (Grade 10) "Special Ed with Accommodations"				
3	E/LA	Accommodations	6122	25% 1552
4	E/LA	Accommodations	7554	27% 2056
5	E/LA	Accommodations	8421	25% 2085
6	E/LA	Accommodations	8885	21% 1878
7	E/LA	Accommodations	9512	18% 1721

8	E/LA	Accommodations	9735	19%	1866
9	E/LA	Accommodations	9466	17%	1636
10	E/LA	Accommodations	9050	19%	1730
3	Math	Accommodations	5992	31%	1864
4	Math	Accommodations	7447	37%	2777
5	Math	Accommodations	8343	39%	3231
6	Math	Accommodations	8799	39%	3398
7	Math	Accommodations	9422	36%	3383
8	Math	Accommodations	9657	28%	2705
9	Math	Accommodations	9355	25%	2372
10	Math	Accommodations	8993	23%	2084
5	Science	Accommodations	7832	33%	2568
7	Science	Accommodations	8684	16%	1384

Grade	Subject	Test	Participation	Proficiency
Iowa SWD by Test Type				
3	Reading	ITBS/ITED (ITP)	3,594	32.0%
3	Reading	ITBS/ITED (ITP) w/Accommodations	560	21.1%
3	Reading	ITBS/ITED (ITP) w/o Accommodations	589	62.9%
3	Reading	Iowa Alternate Assessment (IAA)	206	87.4%
3	Reading	ITP or IAA	3,800	35.0%
3	Math	ITBS/ITED (ITP)	3,591	42.8%
3	Math	ITBS/ITED (ITP) w/Accommodations	915	34.4%
3	Math	ITBS/ITED (ITP) w/o Accommodations	624	67.0%
3	Math	Iowa Alternate Assessment (IAA)	205	87.8%
3	Math	ITP or IAA	3,796	45.3%
4	Reading	ITBS/ITED (ITP)	4,034	36.9%
4	Reading	ITBS/ITED (ITP) w/Accommodations	1,009	30.7%
4	Reading	ITBS/ITED (ITP) w/o Accommodations	478	64.3%
4	Reading	Iowa Alternate Assessment (IAA)	229	86.5%
4	Reading	ITP or IAA	4,263	39.5%
4	Math	ITBS/ITED (ITP)	4,035	47.4%
4	Math	ITBS/ITED (ITP) w/Accommodations	1,415	43.0%
4	Math	ITBS/ITED (ITP) w/o Accommodations	498	67.1%
4	Math	Iowa Alternate Assessment (IAA)	229	90.0%
4	Math	ITP or IAA	4,264	49.7%
5	Reading	ITBS/ITED (ITP)	4,375	34.9%
5	Reading	ITBS/ITED (ITP) w/Accommodations	1,152	30.6%
5	Reading	ITBS/ITED (ITP) w/o Accommodations	376	61.9%
5	Reading	Iowa Alternate Assessment (IAA)	216	90.3%
5	Reading	ITP or IAA	4,591	37.5%
5	Math	ITBS/ITED (ITP)	4,573	44.9%
5	Math	ITBS/ITED (ITP) w/Accommodations	1,229	42.2%
5	Math	ITBS/ITED (ITP) w/o Accommodations	301	61.0%
5	Math	Iowa Alternate Assessment (IAA)	210	88.8%
5	Math	ITP or IAA	4,783	47.0%
6	Reading	ITBS/ITED (ITP)	4,590	22.4%

6	Reading	ITBS/ITED (ITP) w/Accommodations	744	18.9%
6	Reading	ITBS/ITED (ITP) w/o Accommodations	285	44.1%
6	Reading	Iowa Alternate Assessment (IAA)	210	88.6%
6	Reading	ITP or IAA	4,800	25.3%
6	Math	ITBS/ITED (ITP)	4,573	33.4%
6	Math	ITBS/ITED (ITP) w/Accommodations	1,229	31.1%
6	Math	ITBS/ITED (ITP) w/o Accommodations	301	46.8%
6	Math	Iowa Alternate Assessment (IAA)	210	88.6%
6	Math	ITP or IAA	4,783	35.9%
7	Reading	ITBS/ITED (ITP)	4,993	22.0%
7	Reading	ITBS/ITED (ITP) w/Accommodations	849	19.6%
7	Reading	ITBS/ITED (ITP) w/o Accommodations	251	37.7%
7	Reading	Iowa Alternate Assessment (IAA)	258	84.5%
7	Reading	ITP or IAA	5,251	25.1%
7	Math	ITBS/ITED (ITP)	4,980	28.9%
7	Math	ITBS/ITED (ITP) w/Accommodations	1,177	27.2%
7	Math	ITBS/ITED (ITP) w/o Accommodations	263	39.7%
7	Math	Iowa Alternate Assessment (IAA)	258	84.5%
7	Math	ITP or IAA	5,238	31.7%
8	Reading	ITBS/ITED (ITP)	5,070	23.7%
8	Reading	ITBS/ITED (ITP) w/Accommodations	883	20.4%
8	Reading	ITBS/ITED (ITP) w/o Accommodations	321	42.9%
8	Reading	Iowa Alternate Assessment (IAA)	261	84.7%
8	Reading	ITP or IAA	5,331	26.7%
8	Math	ITBS/ITED (ITP)	5,048	26.9%
8	Math	ITBS/ITED (ITP) w/Accommodations	1,082	25.0%
8	Math	ITBS/ITED (ITP) w/o Accommodations	278	37.1%
8	Math	Iowa Alternate Assessment (IAA)	261	88.5%
8	Math	ITP or IAA	5,309	30.0%
11	Reading	ITBS/ITED (ITP)	4,227	32.6%
11	Reading	ITBS/ITED (ITP) w/Accommodations	1,072	31.8%
11	Reading	ITBS/ITED (ITP) w/o Accommodations	308	36.1%
11	Reading	Iowa Alternate Assessment (IAA)	211	85.8%
11	Reading	ITP or IAA	4,438	35.2%
11	Math	ITBS/ITED (ITP)	4,222	31.9%
11	Math	ITBS/ITED (ITP) w/Accommodations	1,040	30.8%
11	Math	ITBS/ITED (ITP) w/o Accommodations	308	36.2%
11	Math	Iowa Alternate Assessment (IAA)	212	90.1%
11	Math	ITP or IAA	4,434	34.7%

Grade	Subject	Accommodations	Participation		Proficiency	
		Kentucky				
4	Reading	With Accommodations	7020	15%		54%
		Without Accommodations	5517	12%		52%
4	Science	With Accommodations	5517	12%		42%
		Without Accommodations	1503	3%		41%

4	Writing	With Accommodations	5517	12%		11%
		Without Accommodations	1503	3%		2%
5	Math	With Accommodations	5785	12%		36%
		Without Accommodations	1182	2%		40%
5	Social Studies	With Accommodations	5785	12%		27%
		Without Accommodations	1182	2%		43%
5	Arts & Humanities	With Accommodations	5785	12%		17%
		Without Accommodations	1182	2%		16%
5	PL/VS	With Accommodations	5785	12%		46%
		Without Accommodations	1182	2%		47%
7	Reading	With Accommodations	5340	11%		32%
		Without Accommodations	1312	3%		36%
7	Science	With Accommodations	5340	11%		22%
		Without Accommodations	1312	3%		24%
7	Writing Portfolio	With Accommodations	5277	11%		16%
		Without Accommodations	1297	3%		14%
7	On-Demand Writing	With Accommodations	5340	11%		10%
		Without Accommodations	1312	3%		5%
8	Mathematics	With Accommodations	5188	10%		15%
		Without Accommodations	1317	3%		14%
8	Social Studies	With Accommodations	5188	10%		16%
		Without Accommodations	1317	3%		17%
8	Arts & Humanities	With Accommodations	5188	10%		20%
		Without Accommodations	1317	3%		22%
8	PL/VS	With Accommodations	5188	10%		18%
		Without Accommodations	1317	3%		15%
10	Reading	With Accommodations	3702	8%		12%
		Without Accommodations	1610	3%		10%
10	PL/VS	With Accommodations	3702	8%		23%
		Without Accommodations	1610	3%		26%
11	Mathematics	With Accommodations	3174	8%		14%
		Without Accommodations	1275	3%		11%
11	Science	With Accommodations	3174	8%		17%
		Without Accommodations	1275	3%		15%
11	Social Studies	With Accommodations	3174	8%		15%
		Without Accommodations	1275	3%		15%
11	Arts & Humanities	With Accommodations	3174	8%		18%
		Without Accommodations	1275	3%		17%
12	On-Demand Writing	With Accommodations	2510	7%		14%
		Without Accommodations	1245	3%		4%

Grade	Subject	Accommodation	Participation		Proficiency
Mississippi MCT, All Students with Disabilities					
Elementary /Middle Class	Reading/ language arts	Grade Level w/out Accommodations	8,220	38.3%	
		Grade Level With Accommodations	13,239	61.7%	
		Instructional Level w/out Accommodations	779	25.0%	
		Instructional Level with Accommodations	2,335	75.0%	
Elementary /Middle Class	Mathematics	Grade Level w/out Accommodations	9,091	42.4%	
		Grade Level With Accommodations	12,369	57.6%	
		Instructional Level w/out Accommodations	907	42.4%	
		Instructional Level with Accommodations	2,244	57.6%	
Secondary Grades	Reading/ Language Arts	English II w/out Accommodations	393	39.9%	
		English II Grade Level with Accommodations	593	60.1%	
Secondary Grades	Mathematics	Grade Level w/out Accommodations	198	38.9%	
		Grade Level With Accommodations	311	61.1%	

Grade	Subject	Accommodation	Participation		Proficiency
Nebraska					
4	Reading	Students Assessed		98.86%	71.50%
		Alternate Assessment		99.02%	36.45%
4	Math	Students Assessed		98.71%	76.65%
		Alternate Assessment		99.53%	27.10%
4	Writing	Students Assessed	3,242	93.94%	62.52%
		Receiving Accommodations	1,184	36.52%	
		Alternate Methods of Assessment	171	5.27%	
8	Reading	Students Assessed		97.20%	67.56%
		Alternate Assessment		100.00%	60.15%
8	Math	Students Assessed		97.00%	59.13%
		Alternate Assessment		100.00%	54.78%
8	Writing	Students Assessed	2,928	90.85%	59.84%
		Receiving Accommodations	1,099	37.53%	
		Alternate Methods of Assessment	239	8.16%	
11	Reading	Students Assessed		95.19%	60.65%
		Alternate Assessment		97.78%	65.91%
11	Math	Students Assessed		94.11%	50.18%
		Alternate Assessment		97.85%	64.47%
11	Writing	Students Assessed	2,212	88.73%	63.02%
		Receiving Accommodations	763	34.49%	
		Alternate Methods of Assessment	194	8.77%	

Grade	Subject	Accommodation	Participation		Proficiency
North Carolina					
Grade 3 Pretest	Reading	Braille Edition	2	0.0	-
		Large Print Edition	38	0.0	55.3%
		Assistive Technology Devices	43	0.0	51.2%
		Braille Writer/Slate and Stylus	1	0.0	-
		Cranmer Abacus	0	0.0	-
		Dictation to Scribe	29	0.0	41.4%
		Interpreter Signs/Cues Tests	6	0.0	33.3%
		Magnification Devices	9	0.0	77.8%
		Marks Answers in Test Book	3,971	4.1	38.0%
		Reads Test Aloud (Administrator)	1,411	1.5	34.6%
		Reads Test Aloud (Self)	143	0.1	31.5%
		Keyboarding Devices	2	0.0	-
		Hospital/Home Testing	3	0.0	-
		Multiple Testing Sessions	2,600	2.7	37.9%
		Scheduled Extended Time	7,281	7.6	41.1%
		Testing in a Separate Room	6,812	7.1	39.6%
		Dictionary/Electronic Translator	300	0.3	43.7%
		One Test Item Per Page Edition	37	0.0	40.5%
		Accommodation Notification Form	12	0.0	25.0%
Grade 3	Reading and Math	Braille Edition	1	0.0%	-
		Large Print Edition	34	0.0%	53.1%
		Assistive Technology Devices	43	0.0%	27.9%
		Braille Writer/Slate and Stylus	0	0.0%	-
		Cranmer Abacus	0	0.0%	-
		Dictation to Scribe	37	0.0%	43.2%
		Interpreter Signs/Cues Tests	7	0.0%	14.3%
		Magnification Devices	6	0.0%	66.7%
		Student Marks Answers in Book	4,257	4.1%	32.8%
		Reads Test Aloud (Administrator)	5,298	5.1%	26.8%
		Reads Test Aloud (in English)	360	0.3%	29.5%
		Keyboarding Devices	0	0.0%	-
		Hospital/Home Testing	4	0.0%	-
		Multiple Testing Sessions	2,660	2.6%	32.3%
		Scheduled Extended Time	7,833	7.6%	32.3%
		Testing in a Separate Room	7,185	6.9%	30.4%
		Dictionary/Electronic Translator	256	0.2%	39.5%
		One Test Item Per Page Edition	31	0.0%	23.3%
		Accommodation Notification Form	11	0.0%	18.2%

End-of-Course Grade 4	Reading and Math	Braille Edition	2	0.0%	-
		Large Print Edition	39	0.0%	42.1
		Assistive Technology Devices	40	0.0%	50.0
		Braille Writer/Slate and Stylus	2	0.0%	-
		Cranmer Abacus	3	0.0%	-
		Dictation to Scribe	48	0.0%	31.3
		Interpreter Signs/Cues Tests	8	0.0%	12.5
		Magnification Devices	11	0.0%	80.0
		Marks Answers in Test Book	4,374	4.3%	30.1
		Reads Test Aloud (Administrator)	4,912	4.8%	22.7
		Reads Test Aloud (in English, self)	232	0.2%	25.2
		Keyboarding Devices	1	0.0%	-
		Hospital/Home Testing	3	0.0%	-
		Multiple Testing Sessions	2,885	2.8%	27.3
		Scheduled Extended Time	7,836	7.7%	29.0
		Testing in a Separate Room	7,007	6.9%	26.7
		Dictionary/Electronic Translator	220	0.2%	26.5
		One Test Item Per Page Edition	50	0.0%	30.0
Accommodation Notification Form	14	0.0%	50.0		
Grade 5 End-of-Course	Reading and Math	Braille Edition	0	0.0%	-
		Large Print Edition	45	0.0%	34.1%
		Assistive Technology Devices	44	0.0%	38.6%
		Braille Writer/Slate and Stylus	0	0.0%	-
		Accommodation	1	0.0%	-
		Dictation to Scribe	28	0.0%	42.9%
		Interpreter Signs/Cues Tests	4	0.0%	-
		Magnification Devices	9	0.0%	44.4%
		Marks Answers in Test Book	4,363	4.3%	29.8%
		Reads Test Aloud (Administrator)	4,883	4.8%	22.2%
		Reads Test Aloud (in English)	254	0.2%	25.7%
		Keyboarding Devices	2	0.0%	-
		Hospital/Home Testing	8	0.0%	25.0%
		Multiple Testing Sessions	2,677	2.6%	27.7%
		Scheduled Extended Time	8,009	7.8%	29.4%
		Testing in a Separate Room	7,124	7.0%	27.0%
		Dictionary/Electronic Translator	278	0.3%	21.9%
		One Test Item Per Page Edition	27	0.0%	25.9%
Accommodation Notification Form	17	0.0%	56.3%		

Grade 6 End-of- Course	Reading and Math	Braille Edition	4	0.0%	-
		Large Print Edition	41	0.0%	51.2
		Assistive Technology Devices	26	0.0%	42.3
		Braille Writer/Slate and Stylus	3	0.0%	-
		Cranmer Abacus	1	0.0%	-
		Dictation to Scribe	37	0.0%	38.9
		Interpreter Signs/Cues Tests	12	0.0%	8.3
		Magnification Devices	10	0.0%	40.0
		Marks Answers in Test Book	3,379	3.2%	24.9
		Reads Test Aloud (Administrator)	4,357	4.1%	16.3
		Reads Test Aloud (in English)	157	0.1%	19.2
		Keyboarding Devices	1	0.0%	-
		Hospital/Home Testing	11	0.0%	54.5
		Multiple Testing Sessions	2,127	2.0%	20.5
		Scheduled Extended Time	7,937	7.5%	23.8
		Testing in a Separate Room	6,321	6.0%	20.3
		Dictionary/Electronic Translator	643	0.6%	13.4
		One Test Item Per Page Edition	16	0.0%	25.0
		Accommodation Notification Form	0	0.0%	-
		Grade 7 End-of- Course	Reading and Math	Braille Edition	5
Large Print Edition	35			0.0%	42.9%
Assistive Technology Devices	29			0.0%	39.3%
Braille Writer/Slate and Stylus	2			0.0%	-
Cranmer Abacus	2			0.0%	-
Dictation to Scribe	46			0.0%	29.5%
Interpreter Signs/Cues Tests	4			0.0%	-
Magnification Devices	9			0.0%	33.3%
Marks Answers in Test Book	2,535			2.4%	25.4%
Reads Tests Aloud (Administrator)	3,917			3.7%	15.7%
Reads Test Aloud (in English)	125			0.1%	17.9%
Keyboarding Devices	2			0.0%	-
Hospital/Home Testing	14			0.0%	28.6%
Multiple Testing Sessions	1,671			1.6%	22.3%
Scheduled Extended Time	7,744			7.3%	24.2%
Testing in a Separate Room	5,937			5.6%	20.1%
Dictionary/Electronic Translator	573			0.5%	18.8%
One Test Item Per Page Edition	14			0.0%	14.3%
Accommodation	16			0.0%	37.5%

Grade 8 End-of- Course	Reading and Math	Braille Edition	8	0.0%	85.7%
		Large Print Edition	31	0.0%	74.2%
		Assistive Technology Devices	17	0.0%	58.8%
		Braille Writer/Slate and Stylus	1	0.0%	-
		Cranmer Abacus	2	0.0%	-
		Dictation to Scribe	31	0.0%	30.0%
		Interpreter Signs/Cues Tests	7	0.0%	28.6%
		Magnification Devices	5	0.0%	60.0%
		Marks Answers in Test Book	2,187	2.1%	24.3%
		Reads Tests Aloud (Administrator)	3,730	3.5%	14.1%
		Reads Test Aloud (in English)	149	0.0%	15.6%
		Keyboarding Devices	3	0.0%	-
		Hospital/Home Testing	20	0.0%	15.0%
		Multiple Testing Sessions	1,611	1.5%	18.7%
		Scheduled Extended Time	7,843	7.4%	23.5%
		Testing in a Separate Room	5,758	5.4%	19.3%
		Dictionary/Electronic Translator	587	0.6%	17.2%
		One Test Item Per Page Edition	9	0.0%	-
		Accommodation Notification Form	8	0.0%	1.5%
End-of- Course	Algebra I	Braille Edition	3	0.0%	-
		Large Print Edition	29	0.0%	75.9%
		Assistive Technology Devices	11	0.0%	81.8%
		Braille Writer/Slate and Stylus	1	0.0%	-
		Cranmer Abacus	0	0.0%	-
		Dictation to Scribe	19	0.0%	73.7%
		Interpreter Signs/Cues Tests	19	0.0%	78.9%
		Magnification Devices	4	0.0%	-
		Marks Answers in Test Book	948	0.8%	60.2%
		Reads Tests Aloud (Administrator)	2,181	1.9%	45.7%
		Reads Test Aloud (in English)	96	0.1%	34.4%
		Keyboarding Devices	3	0.0%	-
		Hospital/Home Testing	21	0.0%	38.1%
		Multiple Testing Sessions	535	0.5%	50.4%
		Scheduled Extended Time	5,142	4.6%	54.6%
		Testing in a Separate Room	3,181	2.8%	50.3%
		Dictionary/Electronic Translator	451	0.4%	61.6%
		One Test Item Per Page Edition	9	0.0%	33.3%
		Accommodation Notification Form	0	0.0%	-

End-of-Course	Algebra II	Braille Edition	4	0.0%	-
		Large Print Edition	9	0.0%	66.7%
		Assistive Technology Devices	7	0.0%	71.4%
		Braille Writer/Slate and Stylus	2	0.0%	-
		Cranmer Abacus	0	0.0%	-
		Dictation to Scribe	8	0.0%	62.5%
		Interpreter Signs/Cues Tests	4	0.0%	-
		Magnification Devices	2	0.0%	-
		Marks Answers in Test Book	175	0.2%	70.9%
		Reads Tests Aloud (Administrator)	258	0.4%	54.7%
		Reads Test Aloud (in English)	4	0.0%	-
		Keyboarding Devices	5	0.0%	80.0%
		Hospital/Home Testing	6	0.0%	50.0%
		Multiple Testing Sessions	53	0.1%	56.6%
		Scheduled Extended Time	1,217	1.7%	64.5%
		Testing in a Separate Room	532	0.7%	58.5%
		Dictionary/Electronic Translator	127	0.2%	67.7%
		One Test Item Per Page Edition	2	0.0%	-
Accommodation Notification Form	0	0.0%	-		
End-of-Course	Biology	Braille Edition	2	0.0%	-
		Large Print Edition	20	0.0%	55.0%
		Assistive Technology Devices	6	0.0%	83.3%
		Braille Writer/Slate and Stylus	0	0.0%	-
		Cranmer Abacus	0	0.0%	-
		Dictation to Scribe	24	0.0%	45.8%
		Interpreter Signs/Cues Tests	11	0.0%	27.3%
		Magnification Devices	5	0.0%	60.0%
		Marks Answers in Test Book	685	0.7%	39.1%
		Reads Tests Aloud (Administrator)	1,859	1.9%	20.1%
		Reads Test Aloud (in English)	63	0.0%	22.2%
		Keyboarding Devices	3	0.0%	-
		Hospital/Home Testing	18	0.0%	33.3%
		Multiple Testing Sessions	342	0.4%	28.4%
		Scheduled Extended Time	3,681	3.8%	30.2%
		Testing in a Separate Room	2,522	2.6%	26.8%
		Dictionary/Electronic Translator	353	0.4%	20.7%
		One Test Item Per Page Edition	16	0.0%	37.5%
Accommodation Notification Form	1	0.0%	-		

End-of-Course	Chemistry	Braille Edition	3	0.0%	-
		Large Print Edition	4	0.0%	*
		Assistive Technology Devices	5	0.0%	60.0%
		Braille Writer/Slate and Stylus	0	0.0%	-
		Cranmer Abacus	0	0.0%	-
		Dictation to Scribe	5	0.0%	80.0%
		Interpreter Signs/Cues Tests	2	0.0%	-
		Magnification Devices	0	0.0%	-
		Marks Answers in Test Book	51	0.1%	78.4%
		Reads Tests Aloud (Administrator)	77	0.2%	54.5%
		Reads Test Aloud (in English)	1	0.0%	-
		Keyboarding Devices	2	0.0%	-
		Hospital/Home Testing	1	0.0%	-
		Multiple Testing Sessions	19	0.0%	57.9%
		Scheduled Extended Time	424	0.9%	64.2%
		Testing in a Separate Room	126	0.4%	65.1%
		Dictionary/Electronic Translator	27	0.1%	44.4%
		End-of-Course	Civics & Economics	Braille Edition	3
Large Print Edition	16			0.0%	43.8%
Assistive Technology Devices	7			0.0%	14.3%
Braille Writer/Slate and Stylus	0			0.0%	-
Cranmer Abacus	0			0.0%	-
Dictation to Scribe	24			0.0%	41.7%
Interpreter Signs/Cues Tests	13			0.0%	-
Magnification Devices	5			0.0%	40.0%
Marks Answers in Test Book	714			0.7%	30.4%
Reads Tests Aloud (Administrator)	1,830			1.8%	17.3%
Reads Test Aloud (in English)	76			0.0%	19.7%
Keyboarding Devices	5			0.0%	40.3%
Hospital/Home Testing	18			0.0%	33.3%
Multiple Testing Sessions	373			0.4%	21.7%
Scheduled Extended Time	3,715			3.7%	27.3%
Testing in a Separate Room	2,452			2.5%	23.5%
Dictionary/Electronic Translator	337			0.3%	14.2%
One Test Item Per Page Edition	2			0.0%	-
Accommodation Notification Form	1	0.0%	-		

End-of-Course	English I	Braille Edition	7	0.0%	85.7%
		Large Print Edition	23	0.0%	73.9%
		Assistive Technology Devices	7	0.0%	85.7%
		Braille Writer/Slate and Stylus	1	0.0%	-
		Cranmer Abacus	0	0.0%	-
		Dictation to Scribe	24	0.0%	62.5%
		Interpreter Signs/Cues Tests	4	0.0%	-
		Magnification Devices	4	0.0%	-
		Marks Answers in Test Book	1,198	1.1%	47.7%
		Reads Tests Aloud (Administrator)	10	0.0%	40.0%
		Reads Test Aloud (in English)	52	0.0%	32.7%
		Keyboarding Devices	1	0.0%	-
		Hospital/Home Testing	29	0.0%	62.1%
		Multiple Testing Sessions	719	0.7%	35.3%
		Scheduled Extended Time	5,538	5.1%	42.6%
		Testing in a Separate Room	3,653	3.3%	37.2%
		Dictionary/Electronic Translator	611	0.6%	29.6%
		One Test Item Per Page Edition	7	0.0%	42.9%
		Accommodation Notification Form	0	0.0%	-
End-of-Course	Geometry	Braille Edition	4	0.0%	-
		Large Print Edition	20	0.0%	60.0%
		Assistive Technology Devices	8	0.0%	62.5%
		Braille Writer/Slate and Stylus	1	0.0%	-
		Cranmer Abacus	0	0.0%	-
		Dictation to Scribe	11	0.0%	45.52
		Interpreter Signs/Cues Tests	6	0.0%	33.3%
		Magnification Devices	2	0.0%	-
		Marks Answers in Test Book	276	0.3%	55.8%
		Reads Tests Aloud (Administrator)	385	0.5%	35.6%
		Reads Test Aloud (in English)	12	0.0%	58.3%
		Keyboarding Devices	1	0.0%	-
		Hospital/Home Testing	9	0.0%	55.6%
		Multiple Testing Sessions	100	0.1%	47.0%
		Scheduled Extended Time	1,466	1.8%	47.6%
		Testing in a Separate Room	793	1.0%	39.8%
		Dictionary/Electronic Translator	150	0.2%	42.0%
		One Test Item Per Page Edition	1	0.0%	-
		Accommodation Notification Form	1	0.0%	-

End-of-Course	Physical Science	Braille Edition	7	0.0%	85.7%
		Large Print Edition	18	0.0%	72.2%
		Assistive Technology Devices	10	0.0%	90.0%
		Braille Writer/Slate and Stylus	2	0.0%	-
		Cranmer Abacus	1	0.0%	-
		Dictation to Scribe	14	0.0%	71.4%
		Interpreter Signs/Cues Tests	7	0.0%	14.3%
		Magnification Devices	7	0.0%	71.4%
		Marks Answers in Test Book	524	1.0%	49.8%
		Reads Tests Aloud (Administrator)	1,315	2.4%	35.2%
		Reads Test Aloud (in English)	46	0.1%	26.1%
		Keyboarding Devices	2	0.0%	-
		Hospital/Home Testing	15	0.0%	40.0%
		Multiple Testing Sessions	267	0.5%	37.5%
		Scheduled Extended Time	2,685	4.9%	43.4%
		Testing in a Separate Room	1,829	3.3%	40.6%
		Dictionary/Electronic Translator	200	0.4%	37.5%
		One Test Item Per Page Edition	2	0.0%	-
		Accommodation Notification Form	5	0.0%	20.0%
End-of-Course	Physics	Braille Edition	1	0.0%	-
		Large Print Edition	0	0.0%	-
		Assistive Technology Devices	0	0.0%	-
		Braille Writer/Slate and Stylus	0	0.0%	-
		Cranmer Abacus	0	0.0%	-
		Dictation to Scribe	1	0.0%	-
		Interpreter Signs/Cues Tests	0	0.0%	-
		Magnification Devices	0	0.0%	-
		Marks Answers in Test Book	12	0.1%	75.0
		Reads Tests Aloud (Administrator)	4	0.0%	-
		Reads Test Aloud (in English)	1	0.0%	-
		Keyboarding Devices	1	0.0%	-
		Hospital/Home Testing	1	0.0%	-
		Multiple Testing Sessions	1	0.0%	-
		Scheduled Extended Time	58	0.6%	75.9
		Testing in a Separate Room	19	0.2%	63.2
		Dictionary/Electronic Translator	3	0.0%	-
		One Test Item Per Page Edition	0	0.0%	-
		Accommodation Notification Form	0	0.0%	-

End-of-Course	U.S. History	Braille Edition	4	0.0%	-
		Large Print Edition	18	0.0%	44.4
		Assistive Technology Devices	14	0.0%	35.7
		Braille Writer/Slate and Stylus	1	0.0%	-
		Cranmer Abacus	0	0.0%	-
		Dictation to Scribe	18	0.0%	33.3
		Interpreter Signs/Cues Tests	6	0.0%	16.7
		Magnification Devices	3	0.0%	-
		Marks Answers in Test Book	489	0.6%	30.5
		Reads Tests Aloud (Administrator)	1,353	1.6%	15.3
		Reads Test Aloud (in English)	50	0.1%	18.0
		Keyboarding Devices	3	0.0%	-
		Hospital/Home Testing	14	0.0%	21.4
		Multiple Testing Sessions	237	0.3%	16.9
		Scheduled Extended Time	2,865	3.3%	25.8
		Testing in a Separate Room	1,841	2.1%	20.9
		Dictionary/Electronic Translator	227	0.3%	13.7
One Test Item Per Page Edition	2	0.0%	-		
Accommodation Notification Form	4	0.0%	-		

Grade	Subject	Accommodation	Participation	Proficiency	
Texas					
Linguistically Accommodated Testing (LAT) and Students Tested with Dyslexia Accommodations on Texas Assessment of Knowledge and Skills (TAKS)					
3	English LAT	Students with Disabilities 05	9	5	56.0
		Students with Disabilities 06	19	6	32.0
4	English LAT	Students with Disabilities 05	7		0.0
		Students with Disabilities 06	5	3	60.0
5	English LAT	Students with Disabilities 05	13	4	31.0
		Students with Disabilities 06	17	2	12.0
6	English LAT	Students with Disabilities 05	24	2	8.0
		Students with Disabilities 06	14	1	7.0
7	English LAT	Students with Disabilities 05	14		0.0
		Students with Disabilities 06	19	1	5.0
8	English LAT	Students with Disabilities 05	23	1	4.0
		Students with Disabilities 06	20		0.0
10	English LAT	Students with Disabilities 05	3		0.0
		Students with Disabilities 06	10		0.0
3	Spanish LAT	Students with Disabilities 05	8	2	25.0
		Students with Disabilities 06	9	1	11.0
4	Spanish LAT	Students with Disabilities 05	4		-
		Students with Disabilities 06	8	1	13.0
5	Spanish LAT	Students with Disabilities 05	5		0.0
		Students with Disabilities 06	17		6.0
6	Spanish LAT	Students with Disabilities 05	2		-
		Students with Disabilities 06	1		-

3	English Dyslexia	Students with Disabilities	881			84.0
4	English Dyslexia	Students with Disabilities	710			77.0
5	English Dyslexia	Students with Disabilities	818			72.0
3	Spanish Dyslexia	Students with Disabilities	12			42.0
4	Spanish Dyslexia	Students with Disabilities	2			-
5	Spanish Dyslexia	Students with Disabilities	4			-

COLLEGE OF EDUCATION
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