

State Performance Plans: 2004-2005 State Assessment Data

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The information in this summary is based on data submitted in states' State Performance Plans to the U.S. Department of Education. Corrections or updates to those reports that were submitted by March, 2006 to the U.S. Department of Education are reflected in this summary.

Overview

This document is a summary of the 2004-2005 state assessment information submitted by states in their State Performance Plans under the Individuals with Disabilities Education Act (IDEA). According to the 2004 revision of IDEA, States and other educational entities receiving Part B funding are required to submit State Performance Plans (SPP) to the U.S. Secretary of Education. These plans contain information on a variety of indicators, including assessment participation and performance results for 2004-2005 state assessments. The SPPs are intended to document baseline data with respect to targets for specific indicators. In subsequent years (e.g., 2005-06), the Annual Performance Report (APR) will be used to document performance, as well as progress against targets.

It is important to recognize that the information submitted in a State Performance Plan may or may not be publicly reported directly by a state, even though there is a requirement that the state must “report annually to the public on the performance of each local educational agency located in the State on the targets in the State’s performance plan” (Section 616(b)(2)(C)(ii)(I)). The National Center on Educational Outcomes (NCEO) regularly analyzes assessment information that is publicly reported by states (see Klein, Wiley, & Thurlow, 2006; Thurlow & Wiley, 2004; Thurlow, Wiley, & Bielinski, 2003; Wiley, Thurlow, & Klein, 2005). NCEO also analyzed states’ Biennial Performance Reports that included assessment data for the 2000-2001 year (Thurlow, Wiley, & Bielinski, 2002) and states’ Annual Performance Reports that included assessment data for the 2002-2003 school year (Thurlow, Moen, & Wiley, 2005), and 2003-2004 school year (Thurlow, Moen, & Altman, 2006).

The assessment information included in the State Performance Plans of regular states (n = 50) and unique states subject to IDEA requirements (n = 10; see box below for a list of unique states) is summarized in two sections in this report:

- Participation in 2004-2005 State Assessments (see pages 7-15)
- Performance on 2004-2005 State Assessments (see pages 16-25)

The information in these sections is supported by state-by-state data in the appendices. Appendix A provides participation and performance data for reading and mathematics combined, while Appendix B provides these data for reading and Appendix C provides these data for mathematics. Appendices D (reading) and E (mathematics) provide participation and performance broken out by school level (elementary, middle, and high school, using one grade to represent each level).

<p>Unique States: American Samoa (AS), Bureau of Indian Affairs (BIA), Commonwealth of the Northern Mariana Islands (CNMI), Washington DC (DC), Federated States of Micronesia (FSM), Guam (GU), Palau, Puerto Rico (PR), Republic of the Marshall Islands (RMI), Virgin Islands (VI)</p>
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Introduction

The National Center on Educational Outcomes (NCEO) analyzed the information provided by states on the participation and performance of students with disabilities on statewide assessments, which was Part B Indicator 3 of the State Performance Plan (SPP). Indicator 3 information is based on assessment data from 2004-2005. States entered the data into their plans in December 2005.

There are good reasons to ensure clear reporting of the participation and performance of students with disabilities on assessments. A 1993 NCEO survey showed that in the early 1990s, most states included fewer than 10% of their students with disabilities in state assessments (Shriner, Spande, & Thurlow, 1994). Students who are excluded from state assessment and accountability reporting are at greater risk of being “left behind” with respect to access to the curriculum and standards-based instruction. Participation in assessments of students with disabilities has increased significantly since the early 1990s (Thurlow, 2005; Wiley et al., 2005); in the 2003-2004 annual performance reports that states submitted to the U.S. Department of Education, all but a handful of states had more than 95% of their students with disabilities participating in state assessments (Thurlow et al., 2006). The data summarized in this report indicate continued progress, with an overall participation rate of 97% for students with Individualized Education Programs (IEPs) taking any assessment.

In this review of the SPP Part B Indicator 3 (Assessment) information submitted by states, our goal was to summarize assessment data on participation and performance. Because of differences in requirements for some of the unique states, in this report we separated findings for the 50 regular states (Alabama through Wyoming) and 10 unique states (American Samoa, Bureau of Indian Affairs, Commonwealth of Northern Mariana Islands, District of Columbia, Federated States of Micronesia, Guam, Palau, Puerto Rico, Republic of the Marshall Islands, Virgin Islands).

This report includes data gleaned from two components of Indicator 3 – 3B (participation) and 3C (performance). Each of these components involved several subcomponents. We did not analyze component 3A in this report. It is a measure of the number of districts meeting adequate yearly progress (AYP) for NCLB. Because of many inconsistencies in interpretation across states, it was not possible to aggregate the data for this report.

Indicator 3B is the participation rate for children with IEPs (Participation). For this component, data reported by states are presented in the following ways (numbers correspond to the Figures in the data presented in this report):

1. Number of States Reporting Participation Information
2. Percent of Students With IEPs Taking Any Assessment (Regular, Regular with Accommodations, Alternates)

3. Percent of Students With IEPs Taking the Regular Assessment
4. Percent of Students With IEPs Taking the Regular Assessment With the Use of Accommodations
5. Percent of Students With IEPs Taking an Alternate Assessment

Indicator 3C is the proficiency rate for children with IEPs (Proficiency). For this component, data reported by states are presented in the following ways (numbers correspond to the Figures presented in this report):

6. Number of States Reporting Performance Information
7. Percent of Students With IEPs Proficient on Any Assessment (Regular, Regular with Accommodations, Alternates)
8. Percent of Students With IEPs Proficient on the Regular Assessment
9. Percent of Students With IEPs Proficient on the Regular Assessment With the Use of Accommodations
10. Percent of Students With IEPs Proficient on an Alternate Assessment

Methodological Issues and Limitations

Data were carefully and repeatedly verified throughout the process of obtaining and compiling results. All data were obtained from the Web site of the Federal Resource Center reserved for centers summarizing SPP indicator data. Although data were posted to that Web site for our use in analyses by February 1, 2006, they continued to be updated through mid-March as additional information from states became available, or as needed corrections were noted. NCEO staff worked diligently to ensure that the most recent postings of data were used for all states. Ambiguities resulted on several occasions where numbers presented in the text seemed inconsistent with data shown in tables in a state's SPP. Both for state planning purposes, and to aid in the summary of information across states, it is suggested that states should provide all relevant data in table format. This will reduce several potential sources of error that are introduced when numbers are embedded in text.

Different interpretations of instructions or definitions also appeared to have been employed by states at times. This certainly can affect uniformity of the data when summarized on a national basis, and is a reason for some caution in interpretation of the 2004-2005 assessment data. For instance, an instruction phrased as "Number of children with IEPs in grades assessed," could be interpreted either as "the number of children with IEPs who are enrolled in the grades assessed," or as "the number of children with IEPs who were assessed in each grade when testing occurred." These two interpretations appeared to have been used in 2004-2005 by different states, even though only the former interpretation was the one intended. In other words, the intent was to account for all children with IEPs, not just those who were tested.

Other methodological procedures used by states seem to have resulted in the omission of data or the introduction of errors (see *Analysis of Part B State Performance Plans (SPP), Summary Document, 2006*). Many of the procedures resulted in unclear numerators or denominators reminiscent of issues raised by Erickson, Ysseldyke, and Thurlow (1997), who discussed the importance of clear definitions and agreement on procedures for adhering to definitions for numerators and denominators when calculating percentages related to participation.

In reporting performance data, states also varied in the denominator they used. In some cases, the denominator dwindled from the number of students enrolled down below the number of students assessed, to include only the number of students for whom there was a valid score that could be used for determining proficiency. These variations in the denominator represent another limitation on comparisons of data across states. Other limitations stemmed from inconsistencies in the type and amount of information reported by states for proficiency data. For example, fewer than half of all regular states reported proficiency data by the desired breakdowns of content and grade level. Five states reported only overall proficiency numbers, and did not provide specific data for requested sub-components of regular assessment without accommodations, regular assessment with accommodations, alternate assessment based on grade level achievement standards, and alternate assessment based on alternate achievement standards. Further, several states were missing data on either accommodations or alternate assessments. Finally, one state reported performance data from the 2003-04 school year, rather than the requested 2004-05 school year.

Despite these limitations, which we attempted to address through specific assumptions that are clarified in this document, the participation and performance data that states submitted contain considerable information about the participation and performance of students with disabilities on state assessments. The data show a high percentage of students with disabilities being assessed, with performance varying across states.

Participation in 2004-2005 Statewide Assessments

Five figures are included in this section. A brief description of overall findings is provided for each figure. In addition, decisions made about the data included in the figures are clarified here.

Figure 1. Reporting Practices for Assessment Participation

Finding: All but one regular state provided some participation data for 2004-2005 statewide assessments. A total of 29 states disaggregated participation data by content area for all components (e.g., regular assessment, regular assessment with accommodations, alternate assessment based on alternate achievement standards) of their assessment system for students with IEPs. Many of these states also disaggregated data by grade level. Additional states (n=12) also disaggregated by content area but did not include all assessment components, most frequently not reporting accommodations or alternate assessment participation data. In all, 82% (n=41) of states reported data broken down by grade level. Eight states did not disaggregate by content area, instead giving overall numbers (mathematics and reading together), for either all participation components (n=7), or for some participation components (n=1). One state provided data from the 2003-2004 school year.

Nine of the ten unique states provided participation data for their 2004-2005 statewide assessment. One of these disaggregated data by content area and provided all participation components in its SPP analysis. One other unique state disaggregated data by content area. Seven provided only overall data, with reading and math combined; all of these provided data for all participation subcomponents. One unique state did not provide any participation data.

Explanation: This figure shows the level to which states disaggregated state assessment participation data for students with IEPs. It provides an indication of the cautions that should be exercised in interpreting the numbers that are provided in this report. With certain assumptions, we can obtain participation numbers and rates for states, but they vary slightly in how they are obtained.

Figure 2. Percent of Students With IEPs Taking Any Assessment

Finding: Forty-nine regular states reported data that could be used to look at the percentage of students with IEPs taking any assessment (regular assessments with and without accommodations, and alternate assessments).

One state reported data for the wrong year (2003-04), and thus was excluded from the summary. The overall participation percentage mean was 97% for reading and mathematics combined. A total of 46 states reported participation rates for students with IEPs taking assessments between 95% and 100%. Two states showed participation rates of less than 95%, and one state showed a rate of more than 100%.

Nine of the ten unique states provided data on the percent of students with IEPs taking any 2004-2005 assessment. Three of them reported testing 95%-100% of their students with IEPs. The other six reported testing fewer than 95% of their students with IEPs. The mean participation rate overall (both mathematics and reading) was 85%. Only two states reported disaggregated data for mathematics and reading. One unique state did not provide any participation data.

Explanation: This figure shows the overall participation rates across all assessment components (for mathematics and reading) for those states that disaggregated state assessment results for students with IEPs. The data on which these summary percentages are based are provided in Appendix A. When a state provided both Reading (Appendix B) and Mathematics (Appendix C) participation data, but not overall data, the separate content area data were averaged to obtain an overall number. When a state did not provide data overall or aggregated across grades by content area, three grades (one at each school level: elementary, middle, and high) were averaged to obtain data points. Typically the grades reflected in these three levels are grades 4, 8, and 10 (see Appendices D and E). NCEO has summarized these data for this report by showing one grade per school level: Reading – Appendix D, Mathematics – Appendix E.

Figure 3. Percent of Students With IEPs Taking the Regular Assessment

Finding: Forty-two regular states reported data on the percentage of students with IEPs taking regular assessments. For these 42 states, the mean participation rate of students with IEPs on the regular assessment (reading and mathematics combined) was 89%. Nearly half of these 42 states reported that between 90 and 95 percent of the students with IEPs took the regular assessment and seven more states reported that more than 95% took the regular assessment. On the other hand, 16 states reported that less than 90% took the regular assessment.

Eight of the ten unique states provided data on the percent of students with IEPs taking the 2004-2005 regular assessment. One of them reported testing more than 95% of their students with IEPs. One other reported testing 90%-95%. The other six reported testing fewer than 90% of their students with IEPs on regular assessments. The

mean participation rate overall (reading and mathematics combined) was 80%. No unique states reported disaggregated data for mathematics and reading. Two unique states did not provide these data.

Explanation: This figure shows the overall participation rate on the regular assessment (mathematics and reading combined) for states that disaggregated state assessment results for students with IEPs. The data on which these summary percentages are based are provided in Appendix A. When a state provided both Reading (Appendix B) and Mathematics (Appendix C) participation data, but not overall data, the separate content area data were averaged to obtain an overall number. When a state did not provide data overall or aggregated across grades by content area, three grades (one at each school level: elementary, middle, and high) were averaged to obtain data points. Typically the grades reflected in these three levels are grades 4, 8, and 10 (see Appendices D and E). NCEO has summarized these data for this report by showing one grade per school level: Reading – Appendix D, Mathematics – Appendix E.

Figure 4. Percent of Students With IEPs Taking the Regular Assessment With the Use of Accommodations

Finding: Thirty-six regular states reported data on the percent of students with IEPs taking the regular assessment with the use of accommodations. For these 36 states, the mean percentage of students with IEPs taking the regular assessment with the use of accommodations was 51%. Most of the 36 states reported percentages between 25% and 75%. At the extremes, four states reported more than 75% of all students with IEPs participating in regular assessments with accommodations and four states had less than 25% of all students with IEPs participating in regular assessments with accommodations.

Eight of the ten unique states provided data on the percent of students with IEPs taking the 2004-2005 regular assessment with accommodations. Six of them reported testing between 50%-75% of their students with IEPs on regular assessments with accommodations. The other two reported testing fewer than 25% of their students with IEPs on regular assessments with accommodations. The mean rate overall (reading and mathematics combined) was 53%. No unique states reported disaggregated data for reading and mathematics. Two unique states did not provide these data.

Explanation: This figure shows the overall percentage of students participating in the regular assessment (mathematics and reading) with the use of accommodations for states that disaggregated state assessment results for students with IEPs. The data on which these summary percentages are based are provided in Appendix A. When a state provided both Reading (Appendix B) and Mathematics (Appendix C) participation data, but not overall data, the separate content area data were averaged to obtain an overall number. When a state did not provide data overall or aggregated across grades by content area, three grades (one at each school level: elementary,

middle, and high) were averaged to obtain data points. Typically the grades reflected in these three levels are grades 4, 8, and 10 (see Appendices D and E). NCEO has summarized these data for this report by showing one grade per school level: Reading – Appendix D, Mathematics – Appendix E.

Figure 5. Percent of Students With IEPs Taking Alternate Assessments

Finding: Forty-two regular states reported data on the percent of students with IEPs taking alternate assessments. The mean participation rate on these assessments was 9%. Thirty states reported participation rates on alternate assessments between 5% and 10%. Seven regular states reported rates of over 10% of students with IEPs for these assessments. Five states had fewer than 5% of students with IEPs taking alternate assessments.

Eight of the ten unique states provided data on the percent of students with IEPs taking alternate assessments during the 2004-2005 school year. Two of them reported testing more than 10% of their students with IEPs on alternate assessment. One reported testing between 5% and 10%. The other five reported testing fewer than 5% of their students with IEPs on alternate assessment. The mean participation rate overall (both mathematics and reading) was 5%. No unique states reported disaggregated data for mathematics and reading. Two unique states did not provide these data.

Explanation: This figure shows the overall participation rate on an alternate assessment (mathematics and reading) for states that disaggregated state assessment results for students with IEPs. Any alternate assessment that a state reported was included in these data. Thus, it was possible for a state's percentage to include both the percentage of students in the alternate assessment based on alternate achievement standards and in the alternate assessment based on grade-level achievement standards. As before, the data on which these summary percentages are based are provided in Appendix A. When a state provided both Reading (Appendix B) and Mathematics (Appendix C) participation data, but not overall data, the separate content area data were averaged to obtain an overall number. When a state did not provide data overall or aggregated across grades by content area, three grades (one at each school level: elementary, middle, and high) were averaged to obtain data points. Typically the grades reflected in these three levels are grades 4, 8, and 10 (see Appendices D and E). NCEO has summarized these data for this report by showing one grade per school level: Reading – Appendix D, Mathematics – Appendix E.

Figure 1. Reporting Practices for Assessment Participation (Overall)

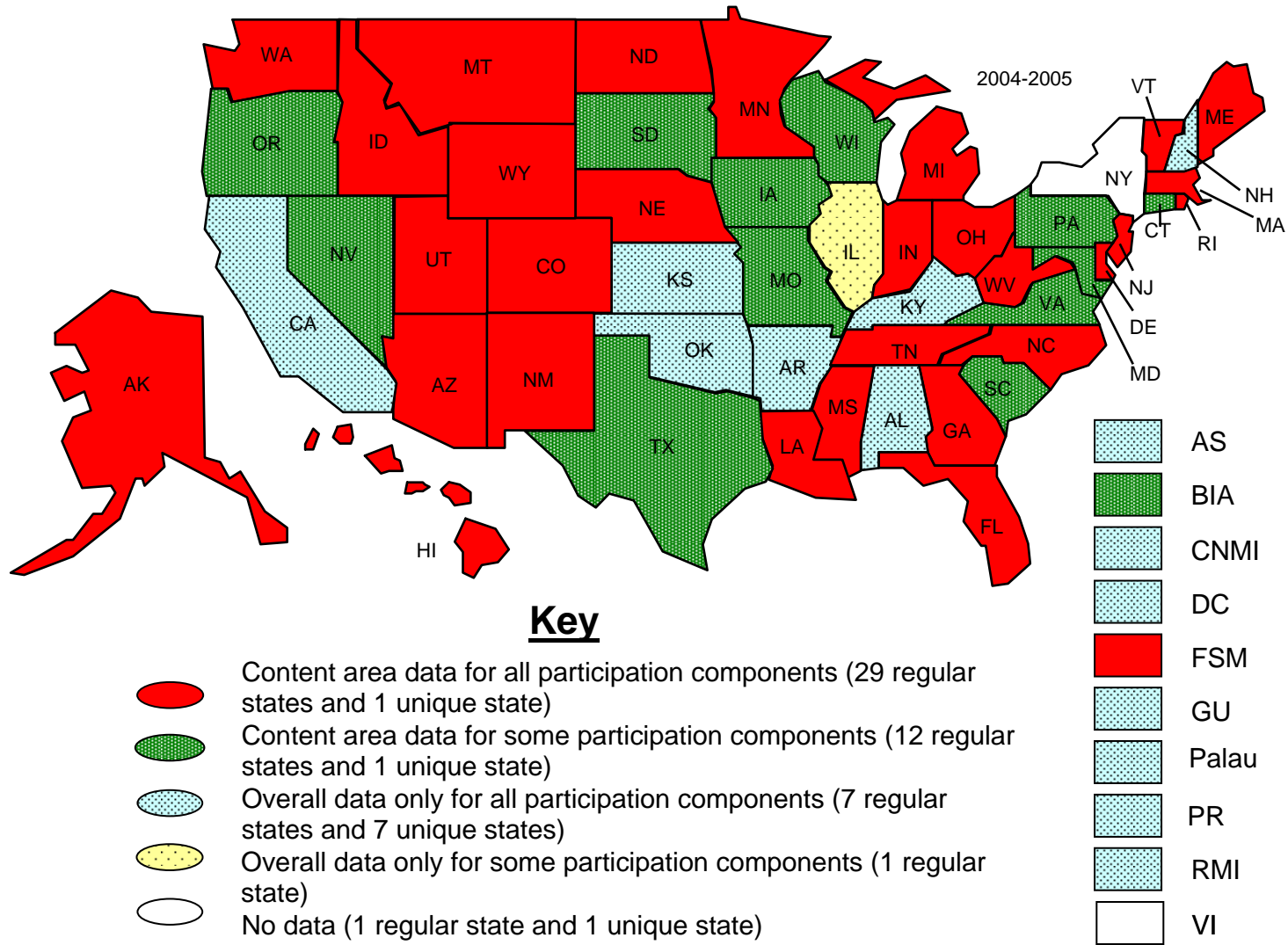


Figure 2. Percent of Students With IEPs Taking Any Assessment (Overall Data)

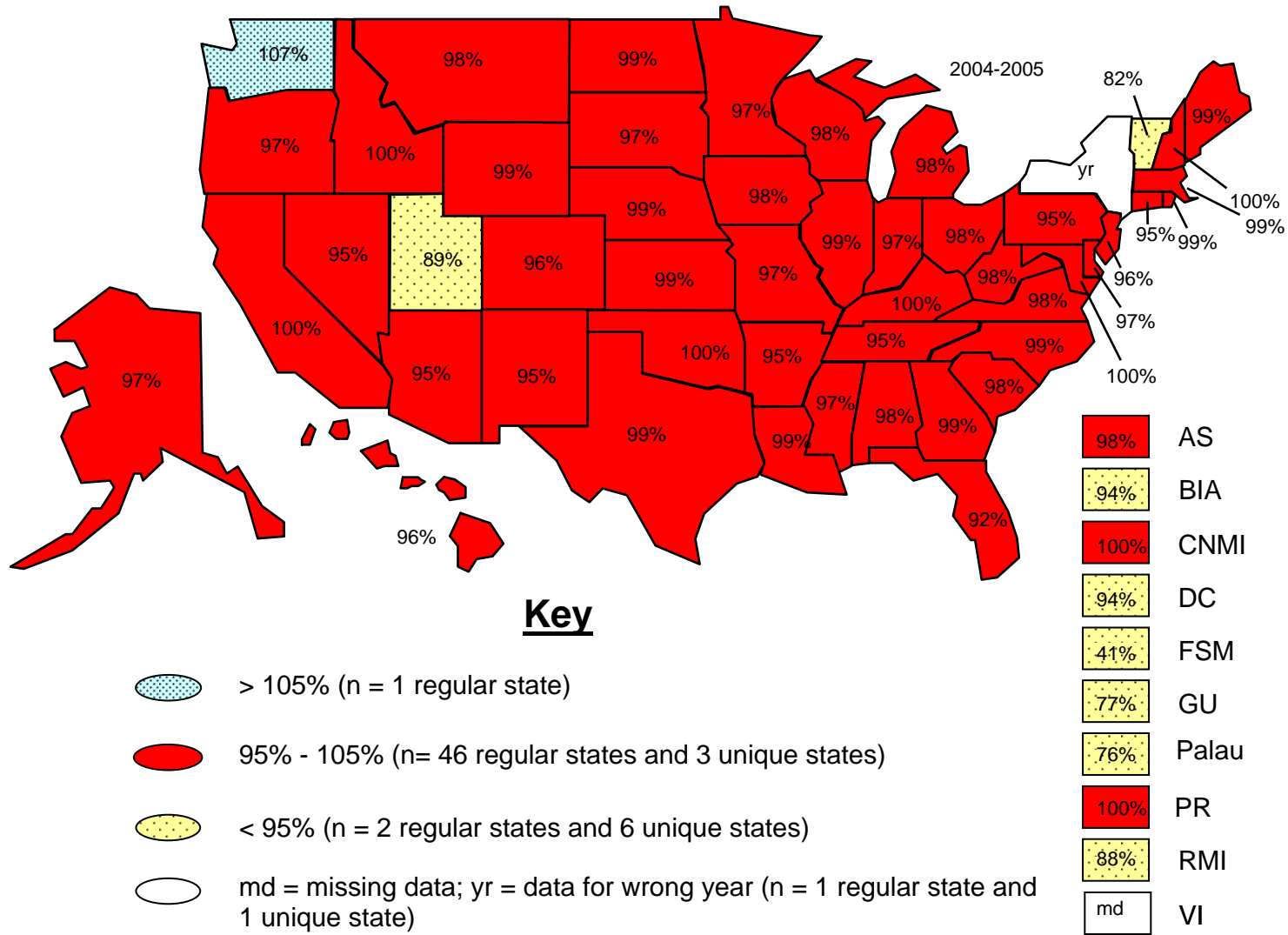


Figure 3. Percent of Students With IEPs Taking the Regular Assessment (Overall Data)

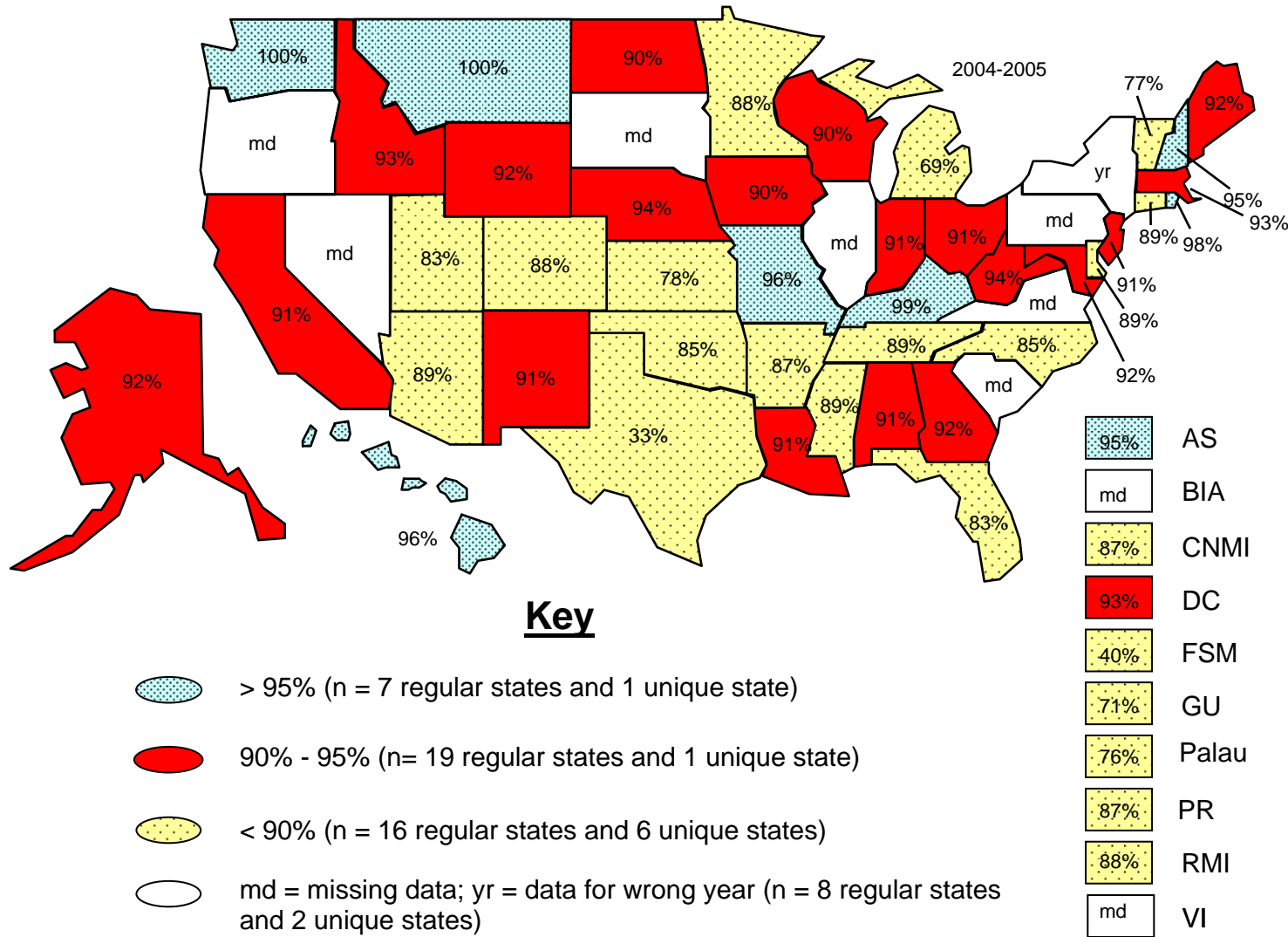


Figure 4. Percent of Students With IEPs Taking the Regular Assessment With the Use of Accommodations (Overall Data)

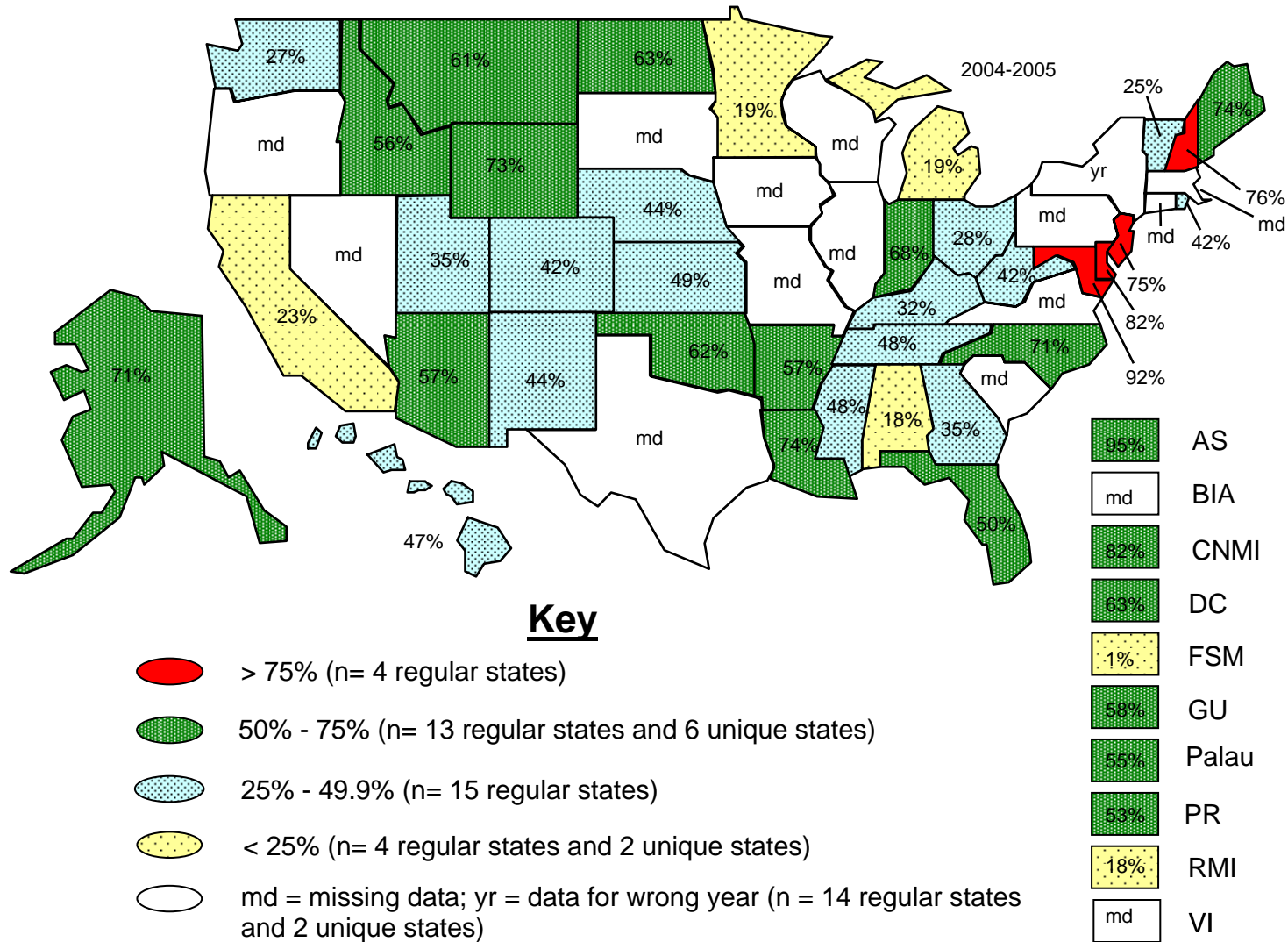
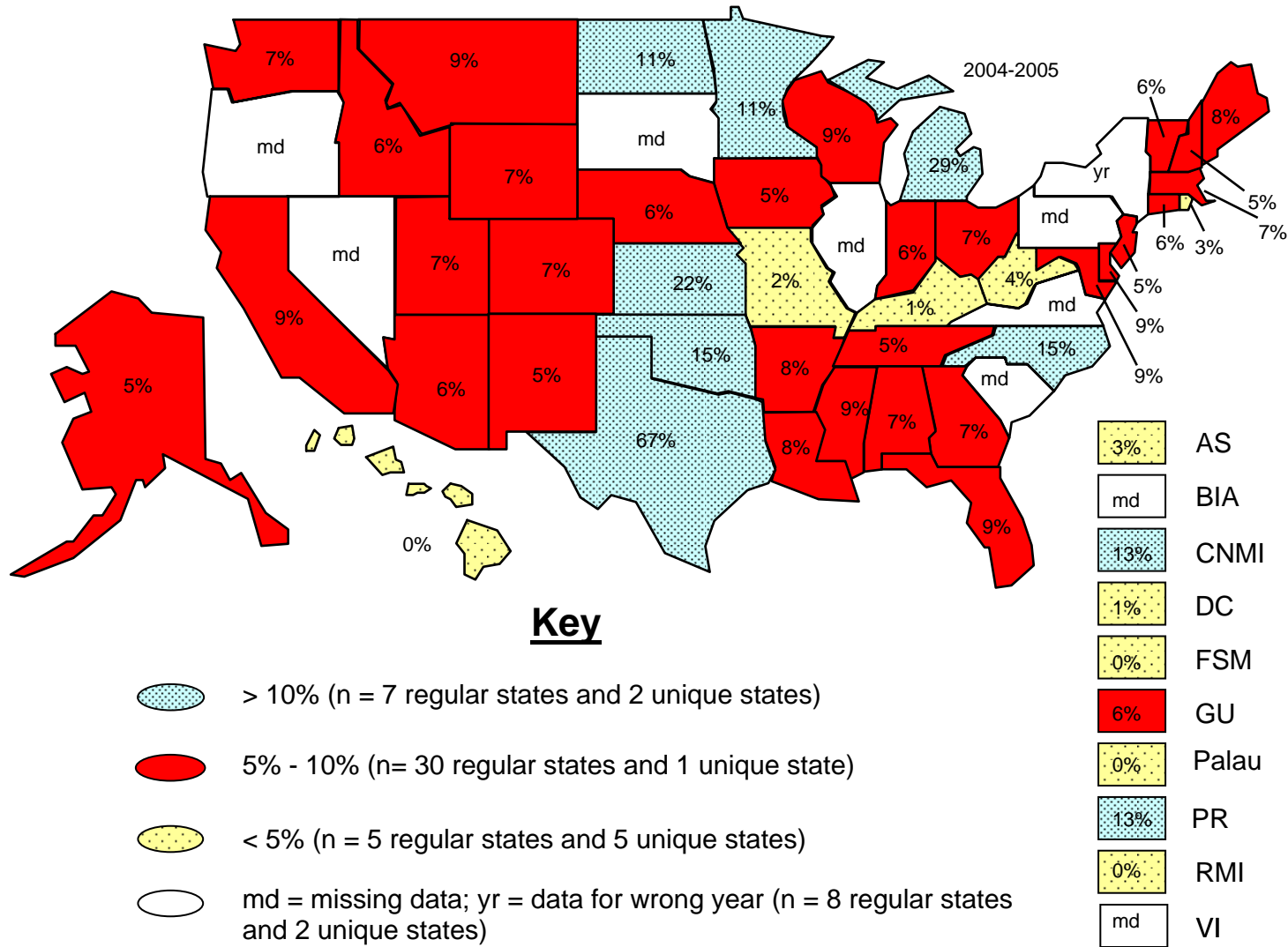


Figure 5. Percent of Students With IEPs Taking Alternate Assessments (Overall Data)



Performance on 2004-2005 Statewide Assessments

Five figures are included in this section. A brief description of overall findings is provided for each figure. In addition, decisions made about the data included in the figures are clarified here.

Figure 6. Reporting Practices for Assessment Performance

Finding: All but two regular states provided some performance data for 2004-2005 statewide assessments. A total of 31 states disaggregated performance data by content area for all components of their assessment system for students with IEPs (many also disaggregated by grade level). Additional states (n=14) also disaggregated by content area but did not include all performance components in their SPP analysis, most frequently not reporting accommodations or alternate assessment performance data. In all, 45 states reported data broken down by both content areas reading and math. Three states did not disaggregate by content area and gave overall data (reading and mathematics combined), for either all performance components (n=2), or for some performance components (n=1). One state provided data from the 2003-2004 school year, and another did not provide any performance data.

Seven of the ten unique states provided performance data for their 2004-2005 statewide assessment. Three reported content area data for some performance components. Four reported overall data for all components. Three unique states did not report performance data.

Explanation: This figure shows the level to which states disaggregated state assessment performance data for students with IEPs. It provides an indication of the cautions that should be exercised in interpreting the numbers that are provided in this report. With certain assumptions, we can obtain proficiency rates for states, but how they were obtained varies slightly.

Figure 7. Percent of Students With IEPs Proficient on Any Assessment

Finding: Forty-eight regular states provided data that showed the percentage of students with IEPs scoring proficient on any assessment. The overall mean percentage of students with IEPs taking any assessment proficient was 34%. Many of the states (n=22) showed proficiency rates in the range of 30%-45% of the students. Nine states reported more than 45% of their students with IEPs as proficient (six of them reporting

better than 50% proficiency and three of those reporting 60% or more), while six states reported fewer than 15% proficient when all assessments were added together.

Seven of the ten unique states provided data on the percent of students with IEPs scoring proficient on any 2004-2005 assessment. Four reported proficiency rates of more than 15%, and three reported fewer than 15%. The overall mean proficiency rate was 12% with a range of 0% to 19%. Only three unique states reported disaggregated data for mathematics and reading. Three unique states did not report performance data.

Explanation: This figure shows the overall proficiency rate on any assessment (regular, regular with accommodations, alternate assessments) for states that disaggregated state assessment results for students with IEPs. The data on which these summary percentages are based are provided in Appendix A. When a state provided both Reading (Appendix B) and Mathematics (Appendix C) performance data, but not overall data, the separate content area data were averaged to obtain an overall number. When a state did not provide data overall or aggregated across grades by content area, three grades (one at each school level: elementary, middle, and high) were averaged to obtain data points. Typically the grades reflected in these three levels are grades 4, 8, and 10 (see Appendices D and E). NCEO has summarized these data for this report by showing one grade per school level: Reading – Appendix D, Mathematics – Appendix E. When states provided only raw numbers and not percentages, proficiency rates were calculated using the number of students with IEPs or documented disabilities as a denominator.

Figure 8. Percent of Students With IEPs Proficient on the Regular Assessment

Finding: Thirty nine states provided data that could be used to report the percentage of students with IEPs who were proficient on regular assessments. For these 39 states, the mean percent proficient was 29%. Equal numbers of states reported that between 15% and 29.9% and between 30% and 45% percent of the students with IEPs taking the regular assessment were proficient. Four states reported overall proficiency rates of less than 15% and five states reported that more than 45% of their students with IEPs taking regular assessments were proficient.

Four unique states provided data on the percent of students with IEPs scoring proficient on the 2004-2005 regular assessment. One reported a proficiency rate of 19% and the other three reported proficiency rates of less than 15%. The overall mean proficiency rate was 9%. No unique state reported disaggregated data for mathematics and reading. The overall mean proficiency rate was 9%. Six unique states did not provide these data.

Explanation: This figure shows the overall proficiency rate on the regular assessment (mathematics and reading combined) for states that disaggregated state assessment results for students with IEPs. The data on which these summary percentages are based are provided in Appendix A. When a state provided both Reading (Appendix B) and Mathematics (Appendix C) performance data, but not overall data, the separate content area data were averaged to obtain an overall number. When a state did not provide data overall or aggregated across grades by content area, three grades (one at each school level: elementary, middle, and high) were averaged to obtain data points. Typically the grades reflected in these three levels are grades 4, 8, and 10 (see Appendices D and E). NCEO has summarized these data for this report by showing one grade per school level: Reading – Appendix D, Mathematics – Appendix E.

Figure 9. Percent of Students With IEPs Proficient on the Regular Assessment With the Use of Accommodations

Finding: Thirty-two regular states reported data on the percentage of students with IEPs scoring proficient on the regular assessment with the use of accommodations. For these 32 states, the mean overall proficiency rate for students with IEPs who used accommodations on the regular assessment was 14%. The number of states (n=14) that reported proficiency rates over 15% on regular assessments with accommodations is about the same number of states (n=13) that reported proficiency rates between 5% and 15%. Five states reported proficiency rates less than 5% on regular assessments with accommodations.

Four unique states provided data on the percent of students with IEPs scoring proficient on the 2004-2005 regular assessment with the use of accommodations. Two reported proficiency rates of 5% or more, and two reported less than 5%. The overall mean proficiency rate was 3%. No unique state provided disaggregated data for mathematics and reading separately. Six unique states did not provide these data.

Explanation: This figure shows the overall proficiency rate on the regular assessment (mathematics and reading) for students who used accommodations – for those states that disaggregated these results for students with IEPs. Proficiency rates are tied to the percentages participating in the regular assessment with accommodations (for example, a state with 25% of its IEP students using accommodations can only have up to 25% proficient, while a state with 60% of students with IEPs using accommodations can potentially have up to 60% proficient with accommodations). The data on which these summary percentages are based are provided in Appendix A. When a state provided both Reading (Appendix B) and Mathematics (Appendix C) performance data, but not overall data, the separate content area data were averaged to obtain an overall number. When a state did not provide data overall or aggregated across grades by content area, three grades (one at each school level: elementary, middle, and high) were averaged to

obtain data points. Typically the grades reflected in these three levels are grades 4, 8, and 10 (see Appendices D and E). NCEO has summarized these data for this report by showing one grade per school level: Reading – Appendix D, Mathematics – Appendix E.

Figure 10. Percent of Students With IEPs Proficient on Alternate Assessments

Finding: Thirty-eight regular states reported data on the percent of students with IEPs who were proficient on alternate assessments. For these 38 states, the mean overall proficiency rate for students with IEPs taking alternate assessments was 7%. Thirty-five states reported proficiency rates of less than 12% on alternate assessments. Three states reported rates of 12% or more on alternate assessments.

Four unique states provided data on the percent of students with IEPs scoring proficient on an alternate assessment in 2004-2005. One reported a proficiency rate of 1%, and the other three reported a proficiency rate of 0%, leading to a mean rate of 0%. No unique state reported disaggregated data for mathematics and reading. Six unique states did not provide overall data.

Explanation: This figure shows the overall proficiency rate on an alternate assessment (mathematics and reading) for states that disaggregated state assessment results for students with IEPs. The data on which these summary percentages are based are provided in Appendix A. They are tied to the percentage of students participating in the alternate assessment (for example, a state with 8% of its IEP students participating can only have up to 8% proficient, while a state with 10% participating in the alternate can have up to 10% proficient). When a state provided both Reading (Appendix B) and Mathematics (Appendix C) performance data, but not overall data, the separate content area data were averaged to obtain an overall number. When a state did not provide data overall or aggregated across grades by content area, three grades (one at each school level: elementary, middle, and high) were averaged to obtain data points. Typically the grades reflected in these three levels are grades 4, 8, and 10 (see Appendices D and E). NCEO has summarized these data for this report by showing on grade per school level: Reading – Appendix D, Mathematics – Appendix E.

Figure 6. Reporting Practices for Assessment Performance (Overall)

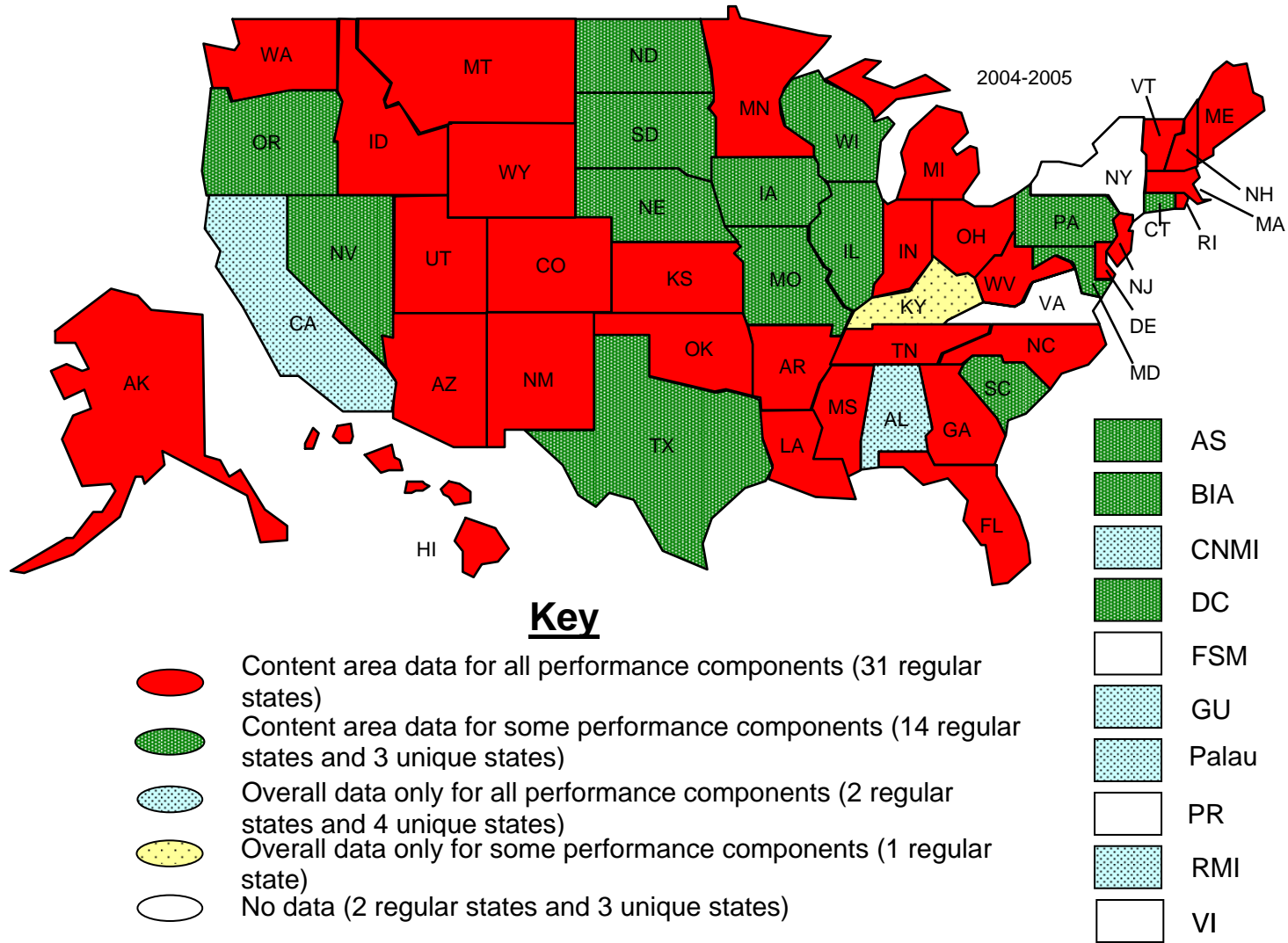


Figure 7. Percent of Students With IEPs Proficient on Any Assessment (Overall Data)

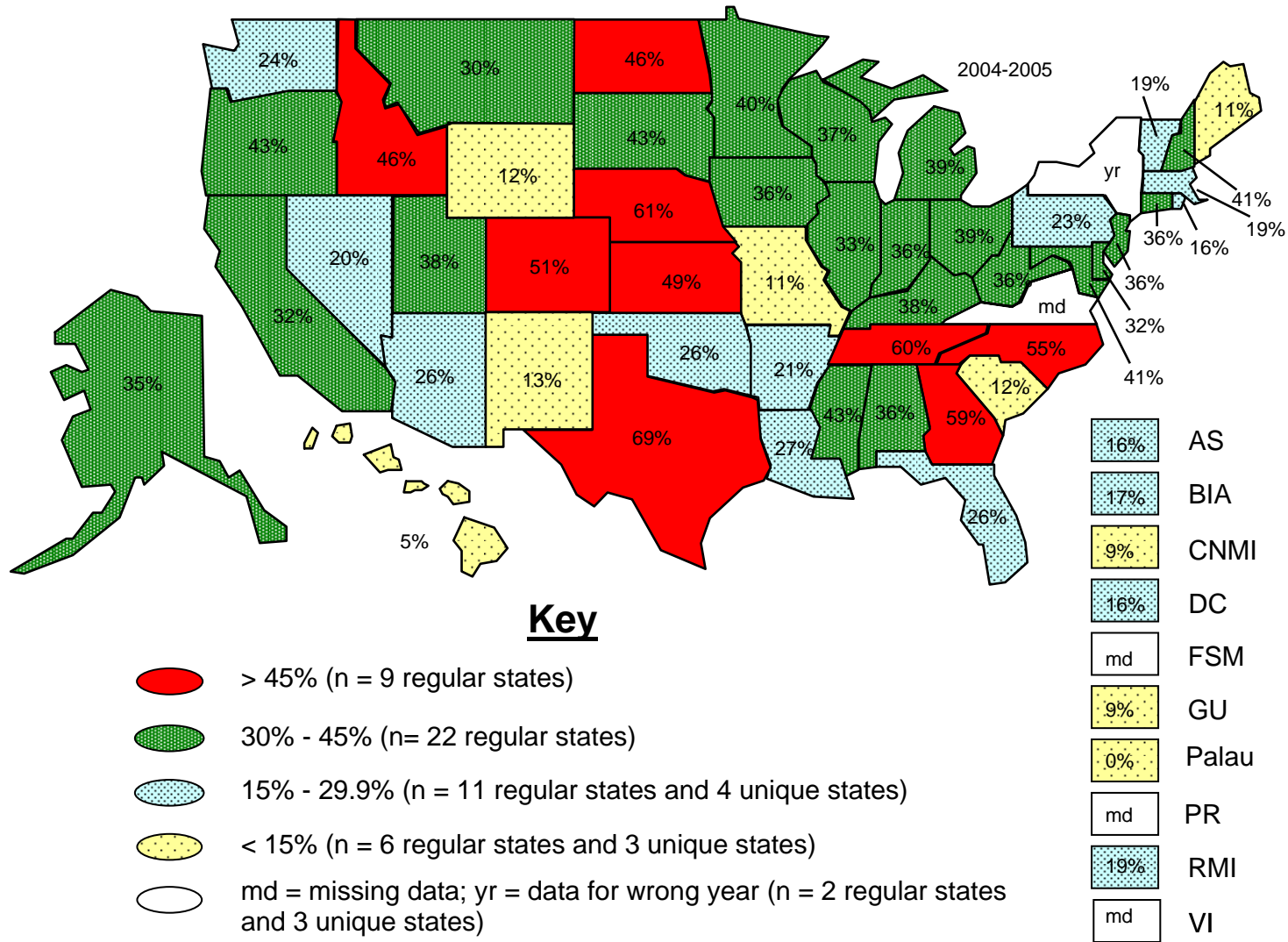


Figure 8. Percent of Students With IEPs Proficient on the Regular Assessments (Overall Data)

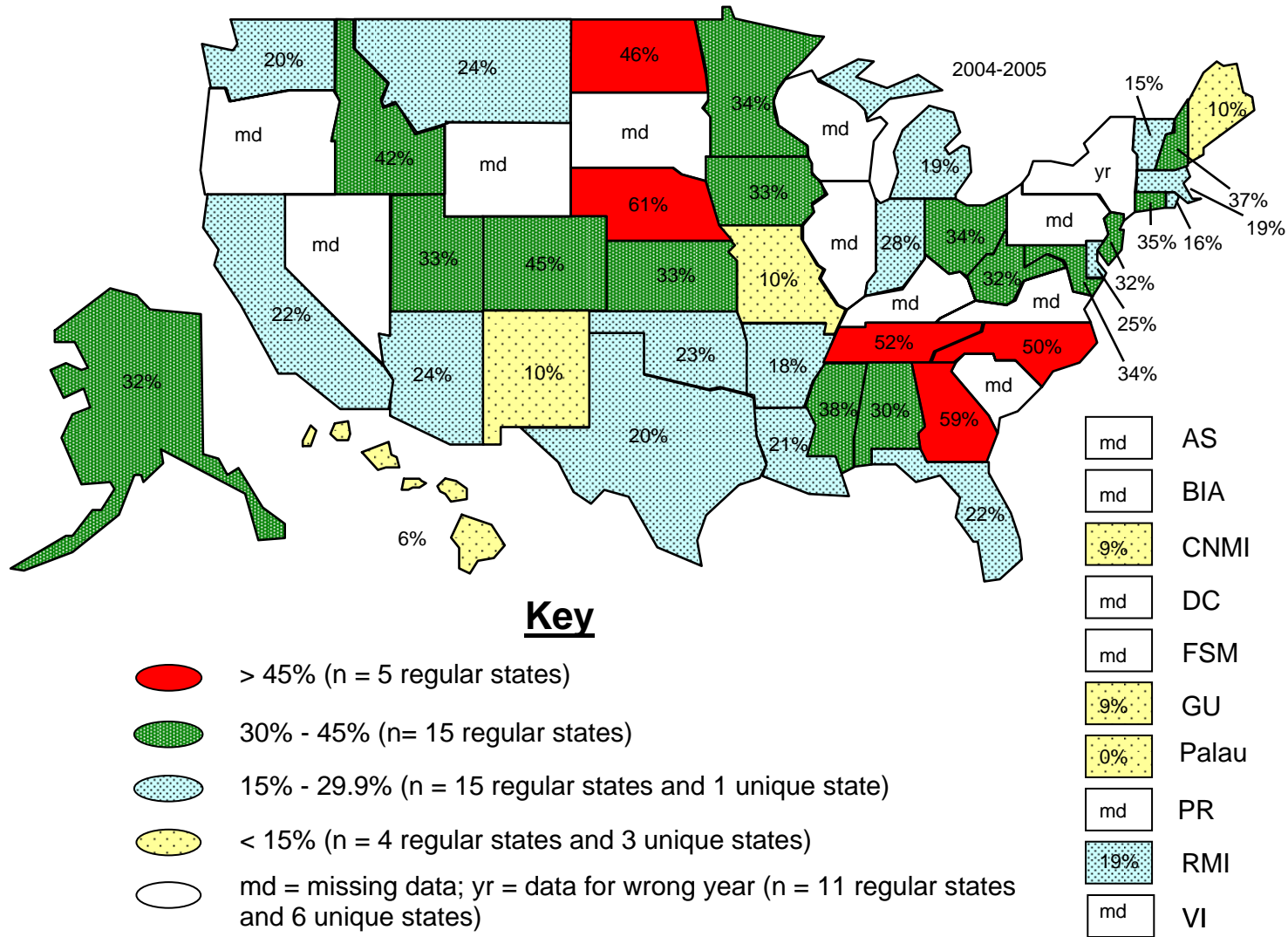


Figure 9. Percent of Students With IEPs Proficient on the Regular Assessment With the Use of Accommodations (Overall Data)

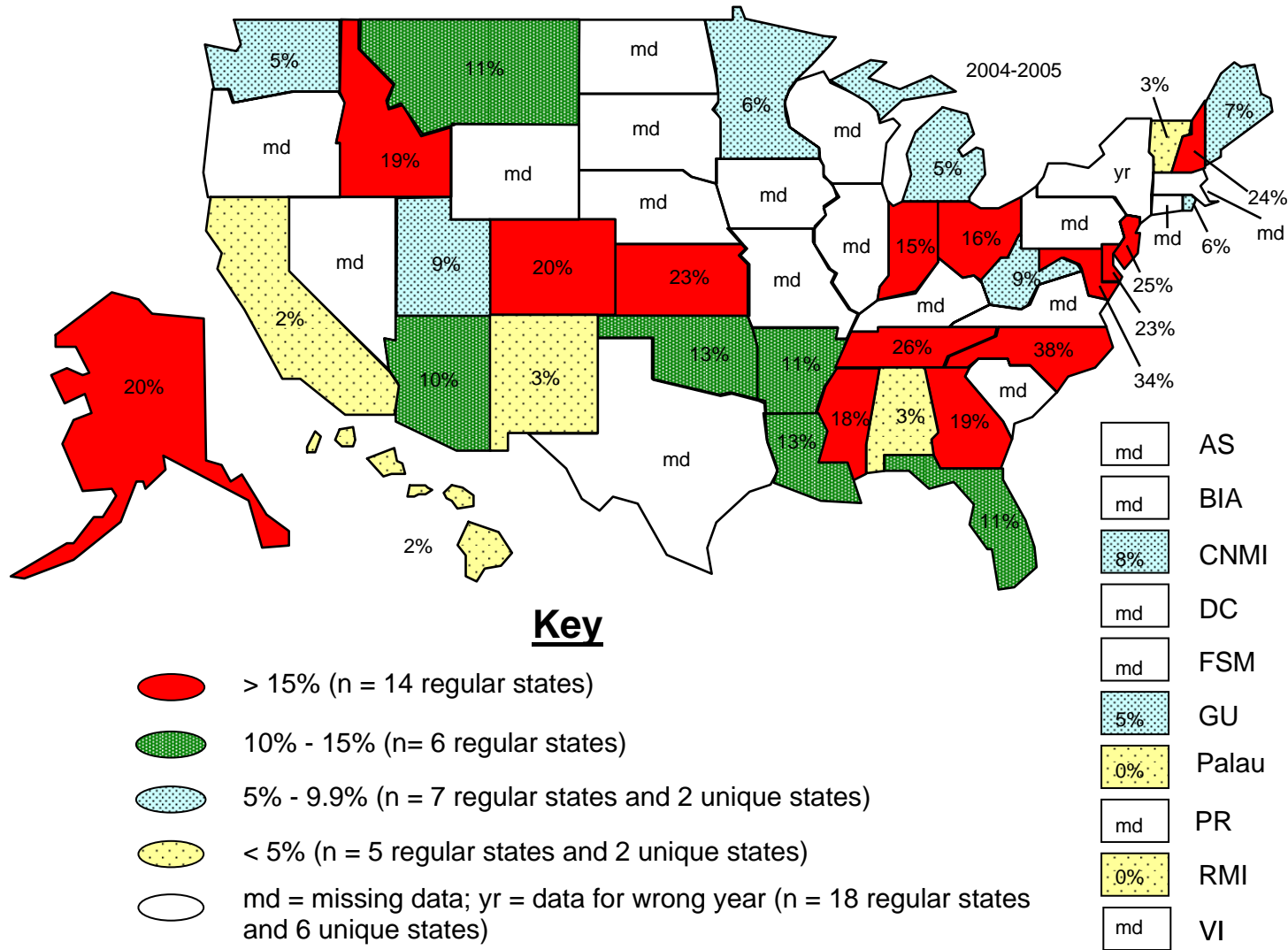
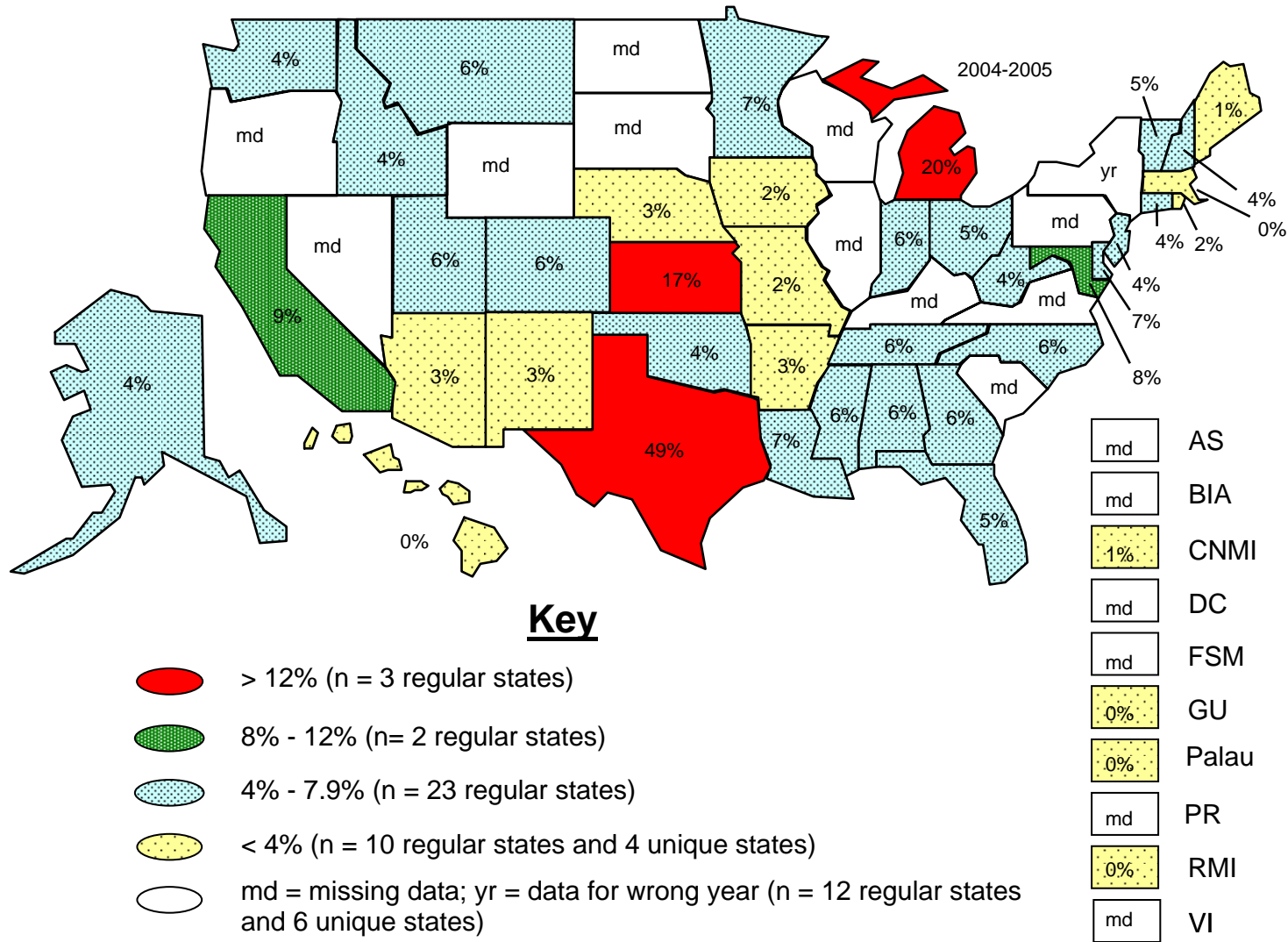


Figure 10. Percent of Students With IEPs Proficient on Alternate Assessments (Overall Data)



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Appendices

It is important that conclusions derived from these Appendices included on the following pages be tempered by knowledge of some basic issues and limitations in the data sets. Data were carefully and repeatedly verified throughout the process of obtaining and compiling results. However, ambiguities resulted on several occasions where numbers presented in the text seemed inconsistent with data shown in tables in a state's SPP. Different interpretations of instructions or definitions also appeared to have been employed by states at times. For instance, an instruction phrased as "Number of children with IEPs in grades assessed," could be interpreted either as "the number of children with IEPs who are enrolled in the grades assessed," or as "the number of children with IEPs who were assessed in each grade when testing occurred." These two interpretations appeared to have been used in 2004-2005 by different states, even though the intended instruction was to include the notion of children enrolled. Other methodological procedures used by states seem to have resulted in the omission of data or introduction of errors (see *Analysis of Part B State Performance Plans (SPP), Summary Document*, 2006). Many of the procedures resulted in unclear numerators or denominators, reminiscent of issues raised by Erickson, Ysseldyke, and Thurlow (1997), who discussed the importance of clear definitions and agreement on procedures for adhering to definitions of numerators and denominators when calculating percentages related to participation.

In reporting performance data, states also varied in the denominator they used. In some cases, the denominator dwindled from the number of students enrolled to a figure that was below the number of students assessed, that is, only including the number of students for whom there was a valid score that could be used for determining proficiency. These variations in the denominator represent another limitation on reporting data across states. Other limitations stemmed from inconsistencies in the type and amount of information reported by states for proficiency data. For example, fewer than half of all regular states reported proficiency data by content and by grade level. Finally, one state reported performance data from the 2003-04 school year, rather than the requested 2004-05 school year.

Appendix A

Overall Assessment Participation and Performance

Participation and performance data for reading and mathematics combined are provided in Appendix A. The data in this appendix were obtained from state-developed SPPs following the 2004-2005 school year. Participation and performance data disaggregated for reading assessments are provided in Appendix B, and for mathematics assessments in Appendix C. Appendices D and E give data disaggregated by content area and school level (elementary, middle, high school). When a state provided both Reading (Appendix B) and Mathematics (Appendix C) participation data, but not overall data, these data were averaged to obtain an overall number. For those states that did not report data overall or aggregated across grade levels by content area, three grades (one at each school level: elementary, middle, and high) were averaged to obtain data points. Typically the grades reflected in these three levels are grades 4, 8, and 10 (see Appendices D and E). The data from these school levels are provided in Appendix D for Reading and Appendix E for Mathematics. It is important to note that in each of the tables, the total participation percentage (“Total % Part”) and total performance percentage (“Total % Prof”) are not obtained by summing columns to their right (“% Reg,” “% Accom,” “% Alt”) because the “% Accom” column is a subset of the “% Reg” column. In other words, assessments taken with accommodations are a portion of the regular assessments. In addition, rounding will result in differences if regular assessment and alternate assessment are added together.

Overall assessment participation data could be obtained for 49 regular states and overall performance data could be obtained for 48 states. States often were missing some specific assessment information that was desired to understand better the nature of students’ participation and performance, such as information on regular assessment or alternate assessments. The 49 states reporting on participation overall indicated that an average of 97% of students with disabilities participated in state assessment systems. The 48 states that reported overall performance data indicated that an average of 34% of students with disabilities was proficient or above on statewide assessments.

Varying numbers of states reported data on specific aspects of state assessments, including regular assessments, regular assessments with accommodations, and alternate assessments overall. Specifically, 42 states indicated that the average participation rate on regular assessments was 89% of students with disabilities; the 37 states that reported on performance on regular assessments indicated that an average of 28% of students was proficient or above. For regular assessments with accommodations, 36 states indicated that the average participation rate was 51%; 33 states indicated that the average rate of students’ proficient or above was 14%. For alternate assessments, the percentages were 9% participation (n=42 states) and 7% proficient or above (n=38 states).

Overall Assessment Participation and Performance Data (Total, Regular Assessment, Regular Assessment with Accommodations, and Alternate Assessments)

State	RRC Region	Participation				Performance			
		Total % Part	% Reg	% Accom	% Alt	Total % Prof	% Reg	% Accom	% Alt
Alaska	6	97%	92%	71%	5%	35%	32%	20%	4%
Alabama	3	98%	91%	18%	7%	36%	30%	3%	6%
Arkansas	3	95%	87%	57%	8%	21%	18%	11%	3%
Arizona	5	95%	89%	57%	6%	26%	24%	10%	3%
California	6	100%	91%	23%	9%	32%	22%	2%	9%
Colorado	5	96%	88%	42%	7%	51%	45%	20%	6%
Connecticut ^a	1	95%	89%		6%	36%	35%		4%
Delaware	2	97%	89%	82%	9%	32%	25%	23%	7%
Florida	3	92%	83%	50%	9%	26%	22%	11%	5%
Georgia ^b	3	99%	92%	35%	7%	59%	59%	19%	6%
Hawaii	6	96%	96%	47%	0%	5%	6%	2%	0%
Iowa ^a	4	98%	90%		5%	36%	33%		2%
Idaho	6	100%	93%	56%	6%	46%	42%	19%	4%
Illinois	4	99%				33%			
Indiana ^b	4	97%	91%	68%	6%	36%	28%	15%	6%
Kansas	5	99%	78%	49%	22%	49%	33%	23%	17%
Kentucky	2	100%	99%	32%	1%	38%			
Louisiana	3	99%	91%	74%	8%	27%	21%	13%	7%
Massachusetts ^a	1	99%	93%		7%	19%	19%		0%
Maryland	2	100%	92%	92%	9%	41%	34%	34%	8%
Maine	1	99%	92%	74%	8%	11%	10%	7%	1%
Michigan	4	98%	69%	19%	29%	39%	19%	5%	20%
Minnesota	4	97%	88%	19%	11%	40%	34%	6%	7%
Missouri ^a	4	97%	96%		2%	11%	10%		2%
Mississippi	3	97%	89%	48%	9%	43%	38%	18%	6%

State	RRC Region	Participation				Performance			
		Total % Part	% Reg	% Accom	% Alt	Total % Prof	% Reg	% Accom	% Alt
Montana ^b	5	98%	100%	61%	9%	30%	24%	11%	6%
North Carolina	2	99%	85%	71%	15%	55%	50%	38%	6%
North Dakota	5	99%	90%	63%	11%	46%			
Nebraska ^a	5	99%	94%	44%	6%	61%			3%
New Hampshire	1	100%	95%	76%	5%	41%	37%	24%	4%
New Jersey	1	96%	91%	75%	5%	36%	32%	25%	4%
New Mexico	5	95%	91%	44%	5%	13%	10%	3%	3%
Nevada	6	95%				20%			
New York ^c	1								
Ohio	4	98%	91%	28%	7%	39%	34%	16%	5%
Oklahoma	3	100%	85%	62%	15%	26%	23%	13%	4%
Oregon	6	97%				43%			
Pennsylvania	4	95%				23%			
Rhode Island	1	99%	98%	42%	3%	16%	16%	6%	2%
South Carolina	2	98%				12%			
South Dakota	5	97%				43%			
Tennessee	2	95%	89%	48%	5%	60%	52%	26%	6%
Texas	3	99%	33%		67%	69%	20%		49%
Utah	5	89%	83%	35%	7%	38%	33%	9%	6%
Virginia ^c	2	98%							
Vermont	1	82%	77%	25%	6%	19%	15%	3%	5%
Washington	6	107%	100%	27%	7%	24%	20%	5%	4%
Wisconsin ^a	4	98%	90%		9%	37%			
West Virginia	2	98%	94%	42%	4%	36%	32%	9%	4%
Wyoming	5	99%	92%	73%	7%	12%			
Regular States Average		97%	89%	51%	9%	34%	28%	14%	7%
Number =		49	42	36	42	48	37	33	38
American Samoa	6	98%	95%	95%	3%	16%			
Bureau of Indian Educ.	5	94%				17%			

State	RRC Region	Participation				Performance			
		Total % Part	% Reg	% Accom	% Alt	Total % Prof	% Reg	% Accom	% Alt
Guam	6	77%	71%	58%	6%	9%	9%	5%	0%
Marshall Islands	6	88%	88%	18%	0%	19%	19%	0%	0%
Micronesia	6	41%	40%	1%	0%				
North Mariana Islands	6	100%	87%	82%	13%	9%	9%	8%	1%
Palau	6	76%	76%	55%	0%	0%	0%	0%	0%
Puerto Rico	3	100%	87%	53%	13%				
Virgin Islands	3								
Washington, DC	2	94%	93%	63%	1%	16%			
Unique States Average		85%	80%	53%	5%	12%	9%	3%	0%
Number =		9	8	8	8	7	4	4	4

^aThis state did not disaggregate by regular assessments taken without accommodations and regular assessments taken with accommodations.

^bThis state did not report data for all required categories.

^cThis state did not report data for the 2004-2005 school year for at least one content area.

Appendix B

Reading Assessment Participation and Performance

Participation and performance data disaggregated for reading assessments are provided in Appendix B. The data in this appendix were obtained from state-developed SPPs following the 2004-2005 school year. Participation and performance data disaggregated for mathematics assessments are provided in Appendix C. Participation and performance data for mathematics and reading combined are provided in Appendix A. For those states that did not report data aggregated across grade levels by content area, three grades (one at each school level: elementary, middle, and high) were averaged to obtain data points. Typically the grades reflected in these three levels are grades 4, 8, and 10 (see Appendices D and E). The data from these school levels are provided in Appendix D for Reading, and Appendix E for Mathematics. It is important to note that total participation (“Total % Part”) and total performance (“Total % Prof”) are not obtained by summing columns to their right (“% Reg,” “% Accom,” “% Alt”) because the “% Accom” column is a subset of the “% Reg” column. In other words, assessments taken with accommodations are a portion of the regular assessments. In addition, rounding will result in differences if regular assessment and alternate assessment are added together.

Disaggregated data were available for participation from 41 states. These states reported an average of 97% of students overall. A smaller number of states also gave test-specific data. States reported testing an average of 89% of students with disabilities on a regular assessments (n=35 states) and an average of 51% of students with disabilities using accommodations (n=29 states). Alternate assessments were given to an average of 9% of students with disabilities (n=35 states).

Forty-five states provided overall performance information. They indicated that an average of 35% of students with disabilities were proficient on a statewide assessment during the 2004-2005 testing cycle. For the 35 states that reported information on regular assessment performance, the average percent proficient for students with IEPs was 29%; 15% were proficient using accommodations (n=31 states), and 7% were proficient on an alternate assessment (n=36 states).

Reading Assessment Participation and Performance Data

State	RRC Region	Participation				Performance			
		% Part	% Reg	% Accom	% Alt	% Prof	% Reg	% Accom	% Alt
Arkansas	6	97%	92%	71%	5%	39%	36%	23%	4%
Alabama	3								
Arkansas	3					29%	26%	18%	3%
Arizona	5	95%	88%	58%	6%	27%	24%	11%	3%
California	6								
Colorado	5	97%	88%	43%	8%	55%	48%	21%	7%
Connecticut ^a	1	95%	89%		6%	33%	33%		4%
Delaware	2	97%	89%	82%	9%	37%	29%	27%	7%
Florida	3	92%	82%	50%	9%	25%	20%	10%	5%
Georgia	3	99%	92%	33%	7%	66%	59%	19%	6%
Hawaii	6	96%	96%	47%	0%	7%	7%	2%	0%
Iowa ^a	4	98%	94%		5%	32%	29%		2%
Indiana	6	100%	93%	50%	6%	47%	43%	17%	4%
Illinois	4					31%			
Indiana	4	97%	90%	68%	6%	32%	25%	13%	6%
Kansas	5					44%	30%	19%	19%
Kentucky	2								
Louisiana	3	99%	91%	74%	8%	25%	18%	11%	7%
Massachusetts ^a	1	99%	93%		7%	25%	24%		0%
Maryland	2	100%	92%	92%	9%	45%	39%	39%	8%
Maine	1	99%	92%	74%	8%	12%	11%	7%	1%
Michigan	4	98%	70%	13%	30%	41%	18%	3%	22%
Minnesota	4	97%	87%	11%	10%	41%	34%	3%	7%
Missouri ^a	4	97%	95%		1%	11%	10%		1%
Mississippi	3	97%	89%	48%	9%	46%	40%	19%	6%
Montana ^b	5	98%	101%	63%	9%	31%	25%	12%	6%
North Carolina	2	98%	84%	72%	15%	49%	44%	34%	6%

State	RRC Region	Participation				Performance			
		% Part	% Reg	% Accom	% Alt	% Prof	% Reg	% Accom	% Alt
North Dakota	5	99%	90%	64%	11%	48%			
Nebraska ^a	5	99%	103%	48%	6%	62%			3%
New Hampshire	1					35%	31%	21%	4%
New Jersey	1	96%	91%	75%	5%	36%	32%	25%	4%
New Mexico	5	95%	90%	36%	5%	16%	13%	3%	4%
Nevada	6	94%				22%			
New York ^c	1								
Ohio	4	98%	91%	43%	7%	45%	40%	19%	5%
Oklahoma	3					25%	22%	12%	3%
Oregon	6	96%				36%			
Pennsylvania	4	95%				23%			
Rhode Island	1	99%	98%	42%	2%	20%	20%	7%	2%
South Carolina	2	98%				13%			
South Dakota	5	97%				47%			
Tennessee	2	96%	89%	50%	5%	68%	58%	31%	5%
Texas	3	99%	32%		67%	70%	21%		49%
Utah	5	92%	85%	36%	7%	38%	33%	9%	6%
Virginia ^c	2	98%							
Vermont	1	89%	83%	20%	6%	26%	22%	3%	5%
Washington	6	107%	100%	26%	7%	30%	26%	6%	4%
Wisconsin ^a	4	97%	90%		9%	40%			
West Virginia	2	98%	94%	29%	4%	36%	33%	6%	4%
Wyoming	5	99%	92%	73%	7%	12%			
Regular States Average		97%	89%	51%	9%	35%	29%	15%	7%
Number =		41	35	29	35	45	35	31	36
American Samoa	6	97%	94%	94%	3%	7%			
Bureau of Indian Educ.	5	94%				15%			
Guam	6								
Marshall Islands	6								
Micronesia	6	38%	38%	1%	0%				

State	RRC Region	Participation				Performance			
		% Part	% Reg	% Accom	% Alt	% Prof	% Reg	% Accom	% Alt
North Mariana Islands	6								
Palau	6								
Puerto Rico	3								
Virgin Islands	3								
Washington, DC	2					16%			
Unique States Average		76%	66%	47%	2%	13%			
Number =		3	2	2	2	3	0	0	0

^aThis state did not disaggregate by regular assessments taken without accommodations and regular assessments taken with accommodations.

^bThis state did not report data for all required categories.

^cThis state did not report data for the 2004-2005 school year for at least one content area.

Appendix C

Math Assessment Participation and Performance

Participation and performance data disaggregated for mathematics assessments are provided in Appendix C. The data in this appendix were obtained from state-developed SPPs following the 2004-2005 school year. Participation and performance data disaggregated for reading assessments are provided in Appendix B. Participation and performance data for mathematics and reading combined are provided in Appendix A. For those states that did not report data aggregated across grade levels by content area, three grades (one at each school level: elementary, middle, and high) were averaged to obtain data points. Typically the grades reflected in these three levels are grades 4, 8, and 10 (see Appendices D and E). The data from these school levels are provided in Appendix D for Reading, and Appendix E for Mathematics. It is important to note that total participation (“Total % Part”) and total performance (“Total % Prof”) are not obtained by summing columns to their right (“% Reg,” “% Accom,” “% Alt”) because the “% Accom” column is a subset of the “% Reg” column. In other words, assessments taken with accommodations are a portion of the regular assessments. In addition, rounding will result in differences if regular assessment and alternate assessment are added together.

Disaggregated data were available for participation from 41. These states reported testing 97% of students overall. A smaller number of states also gave test-specific data. States reported testing 89% of students with disabilities on a regular assessment (n=35 states) and 52% of students with disabilities using an accommodation (n=29 states). An alternate assessment was given to 9% of students with disabilities (n=35 states).

Forty-five states provided overall performance information. They indicated that 32% of students with disabilities attained proficiency on a statewide assessment during the 2004-2005 testing cycle. Also, 26% were proficient on a regular assessment (n=35 states), 14% were proficient using accommodations (n=31 states), and 6% were proficient on an alternate assessment (n=36 states)

Math Assessment Participation and Performance Data

State	RRC Region	Participation				Performance			
		% Part	% Reg	% Accom	% Alt	% Prof	% Reg	% Accom	% Alt
Arkansas	6	97%	92%	71%	5%	30%	27%	17%	4%
Alabama	3								
Arkansas	3					12%	9%	4%	2%
Arizona	5	95%	89%	56%	6%	25%	23%	9%	2%
California	6								
Colorado	5	95%	88%	40%	6%	47%	41%	18%	5%
Connecticut ^a	1	95%	89%		6%	38%	37%		3%
Delaware	2	97%	88%	82%	9%	27%	20%	19%	7%
Florida	3	92%	82%	50%	9%	27%	23%	11%	5%
Georgia ^b	3	99%	92%	36%	7%	51%	59%	19%	6%
Hawaii	6	95%	96%	47%	0%	3%	3%	1%	0%
Iowa ^a	4	98%	94%		4%	40%	37%		2%
Indiana	6	100%	93%	61%	6%	45%	41%	21%	4%
Illinois	4					34%			
Indiana ^b	4	97%	90%	68%	6%	39%	31%	17%	6%
Kansas	5					45%	35%	27%	15%
Kentucky	2								
Louisiana	3	99%	91%	73%	8%	28%	23%	15%	6%
Massachusetts ^a	1	99%	93%		7%	18%	14%		0%
Maryland	2	100%	92%	92%	9%	36%	30%	30%	7%
Maine	1	99%	92%	74%	7%	9%	8%	6%	1%
Michigan	4	97%	70%	25%	28%	36%	19%	6%	17%
Minnesota	4	97%	88%	27%	10%	39%	33%	8%	7%
Missouri ^a	4	97%	96%		2%	11%	9%		2%
Mississippi	3	97%	89%	48%	9%	40%	35%	17%	5%
Montana ^b	5	98%	101%	58%	9%	28%	22%	10%	6%
North Carolina	2	99%	84%	70%	14%	60%	55%	42%	5%

State	RRC Region	Participation				Performance			
		% Part	% Reg	% Accom	% Alt	% Prof	% Reg	% Accom	% Alt
North Dakota	5	99%	90%	61%	11%	43%			
Nebraska ^a	5	99%	103%	40%	6%	60%			3%
New Hampshire	1					46%	42%	27%	4%
New Jersey	1	95%	91%	74%	5%	36%	32%	25%	4%
New Mexico	5	95%	90%	51%	5%	9%	7%	3%	2%
Nevada	6	95%				17%			
New York ^c	1								
Ohio	4	97%	91%	12%	7%	32%	26%	12%	5%
Oklahoma	3					27%	23%	13%	4%
Oregon	6	97%				49%			
Pennsylvania	4	95%				23%			
Rhode Island	1	99%	98%	42%	3%	12%	11%	4%	2%
South Carolina	2	98%				10%			
South Dakota	5	97%				39%			
Tennessee	2	94%	89%	46%	5%	52%	44%	20%	6%
Texas	3	99%	34%		65%	67%	19%		48%
Utah	5	86%	85%	33%	7%	37%	31%	8%	5%
Virginia ^c	2	98%							
Vermont	1	75%	83%	29%	5%	11%	7%	2%	5%
Washington	6	107%	100%	27%	7%	18%	14%	4%	4%
Wisconsin ^a	4	98%	89%		8%	34%			
West Virginia	2	98%	94%	54%	4%	35%	31%	12%	3%
Wyoming	5	99%	92%	73%	7%	12%			
Regular States Average		97%	89%	52%	9%	32%	26%	14%	6%
Number =		41	35	29	35	45	35	31	36
American Samoa	6	99%	96%	96%	3%	25%			
Bureau of Indian Educ.	5	93%				18%			
Guam	6								
Marshall Islands	6								
Micronesia	6	43%	43%	1%	0%				

State	RRC Region	Participation				Performance			
		% Part	% Reg	% Accom	% Alt	% Prof	% Reg	% Accom	% Alt
North Mariana Islands	6								
Palau	6								
Puerto Rico	3								
Virgin Islands	3								
Washington, DC	2					16%			
Unique States Average		78%	70%	48%	2%	20%			
Number =		3	2	2	2	3	0	0	0

^aThis state did not disaggregate by regular assessments taken without accommodations and regular assessments taken with accommodations.

^bThis state did not report data for all required categories.

^cThis state did not report data for the 2004-2005 school year for at least one content area.

Appendix D

Reading Assessment Participation and Performance Data Disaggregated by School Level

Participation and performance data summarized for reading assessments by school level (states reported these data by grade level) are provided in Appendix D. The data in this appendix were obtained from state-developed SPPs following the 2004-2005 school year. School levels were determined by taking data provided for one grade level, with certain grade levels given priority. For the elementary school level, 4th-grade was selected as the base year, followed by 5th-grade for states that did not provide data for a 4th-grade assessment. Data from 3rd-grade assessments were used in the absence of 4th-grade and 5th-grade data. For middle school level, 8th-grade data were used when possible, then 7th-grade data were used if 8th grade data were not available, followed by grade 6 data. For high school data, 10th-grade data were selected first, then 11th-grade data, then 12th-grade. No states provided data for only 9th-grade at the high school level. Blank cells indicate that a state did not disaggregate assessment data by grade, so that nothing could be designated for school level. It is important to note that total participation (“Total % Part”) and total performance (“Total % Prof”) are not obtained by summing columns to their right (“% Reg,” “% Accom,” “% Alt”) because the “% Accom” column is a subset of the “% Reg” column. In other words, assessments taken with accommodations are a portion of the regular assessments. In addition, rounding will result in differences if regular assessment and alternate assessment are added together.

Disaggregated data were available for elementary school reading participation from 16 states. These states reported testing 94% of students overall. The same states reported that 96% of students with disabilities were assessed at the middle school level. At the high school level, 93% of students with disabilities were tested (n=15 states). Nineteen states reported overall proficiency rates for elementary school and middle school. The average proficiency rate for elementary schools was 42% and for middle schools was 30%. At the high school level, 30% of students with disabilities were reported as proficient (n=18 states).

Reading Assessment Participation and Performance Data Disaggregated by School Level

State	School level	Participation				Performance			
		% Part	% Reg	% Accom	% Alt	% Prof	% Reg	% Accom	% Alt
Alaska	E, M, & H								
Alabama	E, M, & H								
Arkansas	E, M, & H								
Arizona	E					30%			
	M					20%			
	H					27%			
California	E, M & H								
Colorado	E, M, & H								
Connecticut ^a	E, M, & H								
Delaware	E	99%	93%	88%	7%	53%	47%	44%	6%
	M	97%	90%	82%	8%	33%	28%	26%	6%
	H	95%	85%	76%	11%	24%	14%	12%	10%
Florida	E, M, & H								
Georgia ^b	E, M, & H								
Hawaii	E, M, & H								
Iowa ^a	E	98%	89%		5%	40%	37%		2%
	M	99%	91%		4%	27%	24%		2%
	H	97%	88%		5%	30%	27%		3%
Idaho	E, M, & H								
Illinois	E, M & H								
Indiana ^b	E	97%	92%	54%	5%	42%	37%	12%	5%
	M	98%	92%	75%	7%	28%	21%	14%	6%
	H	95%	89%	74%	7%	25%	19%	14%	7%
Kansas	E, M, & H								
Kentucky	E, M, & H								
Louisiana	E, M, & H								

State	School level	Participation				Performance			
		% Part	% Reg	% Accom	% Alt	% Prof	% Reg	% Accom	% Alt
Massachusetts ^a	E					18%			
	M					29%			
	H					27%			
Maryland	E	100%	93%	93%	8%	58%	52%	52%	6%
	M	100%	90%	90%	10%	32%	25%	25%	7%
	H								9%
Maine	E	99%	92%	76%	8%	20%	19%	13%	1%
	M	99%	91%	74%	8%	9%	8%	5%	1%
	H	99%	92%	72%	7%	7%	6%	3%	1%
Michigan	E	100%	70%	15%	30%	50%	27%	4%	23%
	M	98%	71%	14%	28%	39%	18%	3%	20%
	H	97%	67%	9%	30%	34%	9%	1%	25%
Minnesota	E	98%	88%	14%	10%	49%	41%	4%	8%
	M	98%	89%	11%	10%	34%	28%	3%	6%
	H	96%	84%	8%	12%	40%	32%	2%	8%
Missouri ^a	E	97%	97%			21%	21%		
	M	97%	97%			7%	7%		
	H	97%	93%		4%	4%	2%		3%
Mississippi	E, M, & H								
Montana ^b	E	98%	100%	70%	9%	43%	38%	19%	6%
	M	98%	101%	60%	9%	25%	18%	8%	6%
	H	99%	101%	58%	9%	26%	19%	8%	7%
North Carolina	E, M, & H								
North Dakota	E, M, & H								
Nebraska ^a	E		125%	64%	4%	65%	63%		2%
	M		90%	40%	7%	63%	61%		4%
	H		94%	40%	6%	55%	52%		3%
New Hampshire	E, M, & H								
New Jersey	E	96%	91%	74%	5%	48%	44%	32%	4%

State	School level	Participation				Performance			
		% Part	% Reg	% Accom	% Alt	% Prof	% Reg	% Accom	% Alt
	M	96%	91%	78%	5%	29%	26%	22%	4%
	H	96%	91%	72%	5%	31%	27%	22%	4%
New Mexico	E, M, & H								
Nevada	E	99%				21%			
	M	97%				18%			
	H	87%				26%			
New York ^c	E, M, & H								
Ohio	E, M, & H								
Oklahoma	E, M, & H								
Oregon	E, M, & H								
Pennsylvania	E, M, & H								
Rhode Island	E, M, & H								
South Carolina	E, M, & H								
South Dakota	E, M, & H								
Tennessee	E	97%	92%	61%	4%	66%	62%	39%	4%
	M	91%	82%	46%	9%	52%	47%	25%	5%
	H	100%	93%	42%	2%	87%	66%	29%	5%
Texas	E, M, & H								
Utah	E, M, & H								
Virginia ^c	E, M, & H								
Vermont	E, M, & H								
Washington	E	107%	100%	33%	7%	45%	41%	11%	4%
	M	107%	100%	27%	7%	21%	17%	4%	4%
	H	107%	100%	17%	7%	25%	21%	4%	4%
Wisconsin ^a	E	98%	87%		12%	52%			
	M	98%	91%		7%	42%			
	H	96%	89%		7%	27%			
West Virginia	E, M, & H								
Wyoming	E	99%	93%	73%	7%	15%			

State	School level	Participation				Performance			
		% Part	% Reg	% Accom	% Alt	% Prof	% Reg	% Accom	% Alt
	M	99%	92%	74%	7%	10%			
	H	99%	91%	72%	8%	11%			
American Samoa	E, M, & H								
Bureau of Indian Educ.	E, M, & H								
Guam	E, M, & H								
Marshall Islands	E, M, & H								
Micronesia	E	20	20	0	0				
	M	59	59	2	0				
	H	34	34	0	0				
North Mariana Islands	E, M, & H								
Palau	E, M, & H								
Puerto Rico	E, M, & H								
Virgin Islands	E, M, & H								
Washington, DC	E, M, & H								
Elementary Average		94%	89%	55%	8%	42%	41%	23%	6%
Elementary Reporting		16	16	13	15	19	13	10	12
Middle Average		96%	89%	52%	8%	30%	25%	14%	6%
Middle Reporting		16	16	13	15	19	13	10	12
High School Average		93%	86%	45%	8%	30%	25%	11%	7%
High School Reporting		15	15	12	15	18	12	9	13

^aThis state did not disaggregate by regular assessments taken without accommodations and regular assessments taken with accommodations.

^bThis state did not report data for all required categories.

^cThis state did not report data for the 2004-2005 school year for at least one content area.

Appendix E

Math Assessment Participation and Performance Data Disaggregated by School Level

Participation and performance data disaggregated for mathematics assessments by school level are provided in Appendix E. The data in this appendix were obtained from state-developed SPPs following the 2004-2005 school year. School levels were determined by taking data provided for one grade level, with certain grade levels given priority. For the elementary school level, 4th-grade was selected as the base year, followed by 5th-grade for states that did not provide data for a 4th-grade assessment. Data from 3rd-grade assessments were used in the absence of 4th-grade and 5th-grade data. For middle school level, 8th-grade data were used when possible, then 7th-grade data were used if 8th grade data were not available, followed by grade 6 data. For high school data, 10th-grade data were selected first, then 11th-grade data, then 12th-grade. No states provided data for only 9th-grade at the high school level. Blank cells indicate that a state did not disaggregate assessment data by grade, so that nothing could be designated for school level. It is important to note that total participation (“Total % Part”) and total performance (“Total % Prof”) are not obtained by summing columns to their right (“% Reg,” “% Accom,” “% Alt”) because the “% Accom” column is a subset of the “% Reg” column. In other words, assessments taken with accommodations are a portion of the regular assessments. In addition, rounding will result in differences if regular assessment and alternate assessment are added together.

Disaggregated data were available for elementary school mathematics participation from 16 states. These states reported testing 94% of students overall. The same states reported that 96% of students with disabilities were assessed at the middle school level. At the high school level, 93% of students with disabilities were tested (n=15 states). Nineteen states reported overall proficiency rates for elementary school and middle school. The average proficiency rate for elementary schools was 42% and for middle schools was 25%. At the high school level, 24% of students with disabilities were reported as proficient (n=18 states).

Math Assessment Participation and Performance Data Disaggregated by School Level

State	School level	Participation				Performance			
		% Part	% Reg	% Accom	% Alt	% Prof	% Reg	% Accom	% Alt
Alaska	E, M, & H								
Alabama	E, M, & H								
Arkansas	E, M, & H								
Arizona	E					28%			
	M					16%			
	H					25%			
California	E, M, & H								
Colorado	E, M, & H								
Connecticut ^a	E, M, & H								
Delaware	E	99%	92%	87%	7%	45%	39%	37%	6%
	M	97%	89%	82%	8%	19%	14%	13%	6%
	H	95%	84%	77%	11%	17%	8%	7%	9%
Florida	E, M, & H								
Georgia ^b	E, M, & H								
Hawaii	E, M, & H								
Iowa ^a	E	99%	90%		4%	49%	47%		2%
	M	99%	91%		4%	31%	29%		2%
	H	97%	92%		5%	39%	36%		3%
Idaho	E, M, & H								
Illinois	E, M, & H								
Indiana ^b	E	97%	92%	54%	5%	49%	44%	17%	5%
	M	98%	92%	75%	7%	35%	28%	19%	6%
	H	95%	89%	74%	7%	27%	20%	15%	7%
Kansas	E					68%			
	M					42%			
	H					25%			
Kentucky	E, M, & H								

State	School level	Participation				Performance			
		% Part	% Reg	% Accom	% Alt	% Prof	% Reg	% Accom	% Alt
Louisiana	E, M, & H								
Massachusetts ^a	E					15%			
	M					10%			
	H					28%			
Maryland	E	100%	93%	93%	8%	49%	44%	44%	6%
	M	100%	90%	90%	10%	22%	15%	15%	6%
	H								8%
Maine	E	99%	93%	78%	7%	18%	18%	14%	1%
	M	99%	91%	74%	8%	6%	6%	4%	1%
	H	98%	91%	71%	7%	2%	2%	1%	1%
Michigan	E	96%	70%	30%	27%	52%	34%	11%	17%
	M	98%	71%	30%	26%	32%	17%	6%	16%
	H	97%	67%	16%	30%	24%	6%	1%	18%
Minnesota	E	98%	90%	38%	9%	51%	45%	14%	6%
	M	98%	89%	31%	10%	36%	30%	7%	6%
	H	96%	85%	12%	11%	31%	24%	3%	8%
Missouri ^a	E	99%	96%	0%	3%	26%	24%		2%
	M	98%	95%	0%	3%	4%	2%		3%
	H	95%	95%	0%	0%	2%	2%		
Mississippi	E, M, & H								
Montana ^b	E	98%	100%	67%	9%	34%	29%	15%	6%
	M	98%	100%	55%	9%	30%	25%	10%	5%
	H	99%	100%	52%	9%	20%	12%	4%	6%
North Carolina	E, M, & H								
North Dakota	E, M, & H								
Nebraska ^a	E		95%	41%	4%	73%	72%		1%
	M		90%	40%	7%	58%	54%		4%
	H		70%	40%	6%	44%	41%		3%
New Hampshire	E, M, & H								

State	School level	Participation				Performance			
		% Part	% Reg	% Accom	% Alt	% Prof	% Reg	% Accom	% Alt
New Jersey	E	96%	92%	74%	5%	54%	50%	37%	4%
	M	96%	91%	78%	5%	24%	20%	17%	3%
	H	94%	89%	71%	5%	31%	27%	22%	4%
New Mexico	E, M, & H								
Nevada	E	99%				22%			
	M	97%				16%			
	H	88%				12%			
New York ^c	E, M, & H								
Ohio	E, M, & H								
Oklahoma	E, M, & H								
Oregon	E, M, & H								
Pennsylvania	E, M, & H								
Rhode Island	E, M, & H								
South Carolina	E, M, & H								
South Dakota	E, M, & H								
Tennessee	E	97%	93%	61%	4%	56%	52%	31%	4%
	M	91%	83%	46%	9%	47%	39%	18%	7%
	H	95%	93%	30%	3%	54%	43%	12%	7%
Texas	E, M, & H								
Utah	E, M, & H								
Virginia ^c	E, M, & H								
Vermont	E, M, & H								
Washington	E	107%	100%	38%	7%	31%	27%	8%	4%
	M	107%	100%	27%	7%	12%	8%	2%	4%
	H	107%	100%	16%	7%	10%	6%	1%	4%
Wisconsin ^a	E	99%	89%		9%	50%			
	M	98%	91%		7%	26%			
	H	96%	89%		7%	27%			
West Virginia	E, M, & H								

State	School level	Participation				Performance			
		% Part	% Reg	% Accom	% Alt	% Prof	% Reg	% Accom	% Alt
Wyoming	E	99%	93%	73%	7%	20%			
	M	99%	92%	74%	7%	8%			
	H	99%	91%	72%	8%	8%			
American Samoa	E, M, & H								
Bureau of Indian Educ.	E, M, & H								
Guam	E, M, & H								
Marshall Islands	E, M, & H								
Micronesia	E	25%	25%	0%	0%				
	M	63%	62%	2%	0%				
	H	42%	42%	0%	0%				
North Mariana Islands	E, M, & H								
Palau	E, M, & H								
Puerto Rico	E, M, & H								
Virgin Islands	E, M, & H								
Washington, DC	E, M, & H								
Elementary Average		94%	88%	52%	7%	42%	40%	23%	5%
Elementary Reporting		16	16	14	16	19	13	10	13
Middle Average		96%	89%	50%	8%	25%	22%	11%	5%
Middle Reporting		16	16	14	16	19	13	10	13
High School Average		93%	85%	41%	8%	24%	19%	7%	7%
High School Reporting		15	15	13	15	18	12	9	12

^a This state did not disaggregate by regular assessments taken without accommodations and regular assessments taken with accommodations.

^b This state did not report data for all required categories.

^c This state did not report data for the 2004-2005 school year for at least one content area.