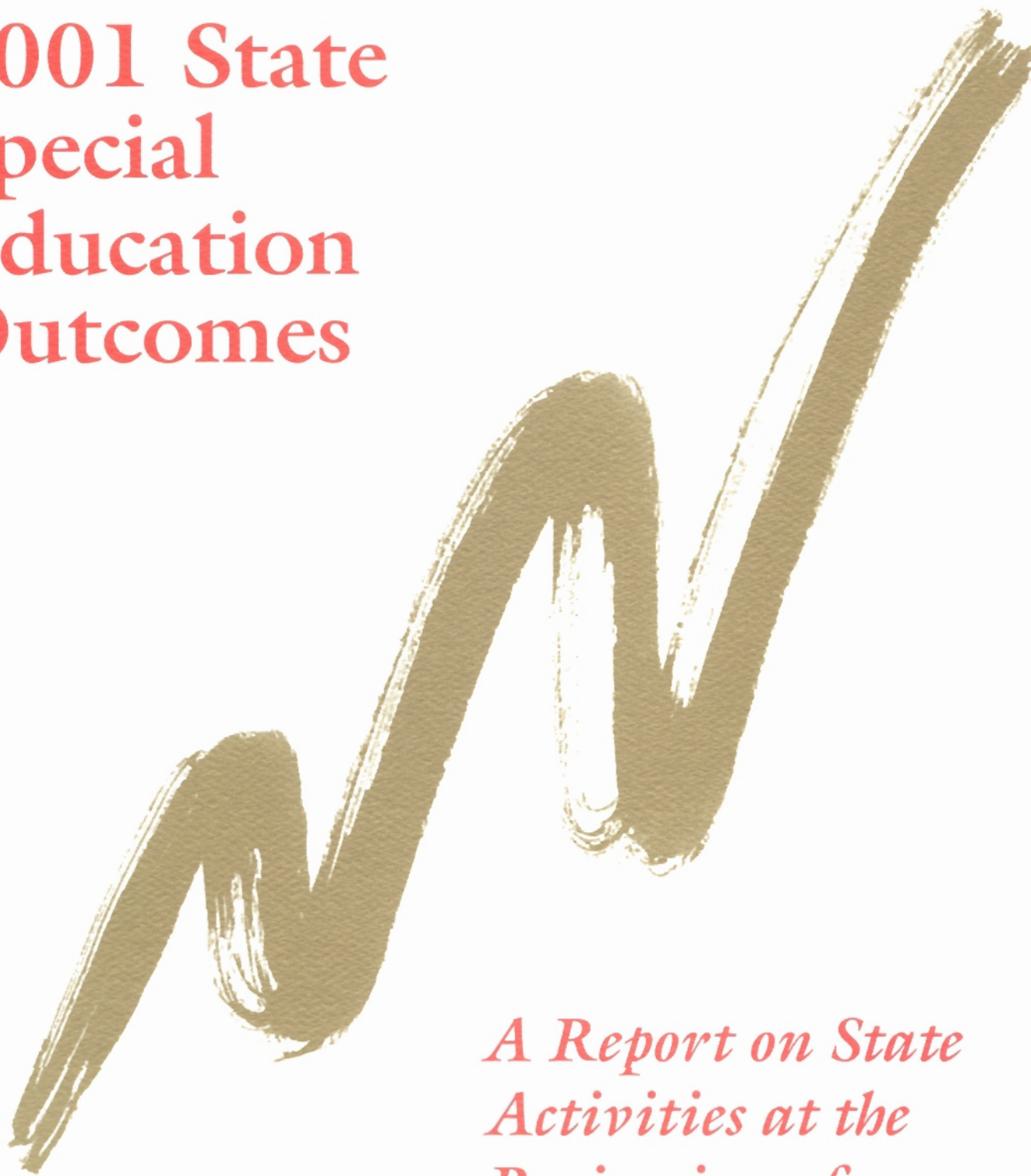


2001 State Special Education Outcomes



*A Report on State
Activities at the
Beginning of a
New Decade*



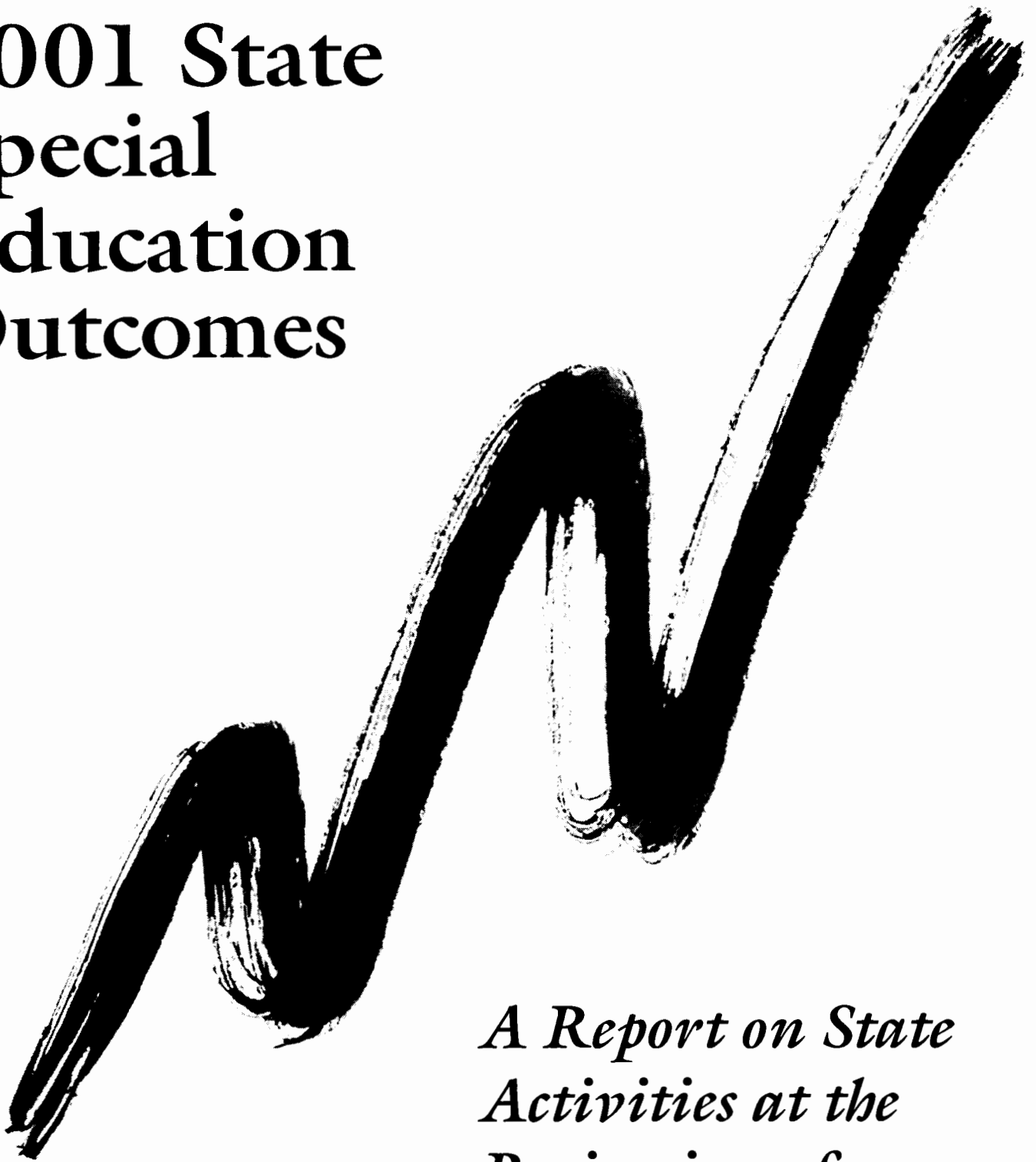
NATIONAL
CENTER ON
EDUCATIONAL
OUTCOMES

In collaboration with:

Council of Chief State School Officers (CCSSO)

National Association of State Directors of Special Education (NASDSE)

2001 State Special Education Outcomes



A Report on State Activities at the Beginning of a New Decade

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The Mission of the National Center on Educational Outcomes

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NCEO IS A COLLABORATIVE EFFORT OF THE UNIVERSITY OF MINNESOTA, THE National Association of State Directors of Special Education (NASDSE), and the Council of Chief State School Officers (CCSSO). NCEO provides national leadership in assisting state and local education agencies in their development of policies and practices that encourage and support the participation of students with disabilities in accountability systems and data collection efforts.

NCEO focuses its efforts in the following areas:

- **Research** on the participation and performance of students with disabilities in state and national assessments and other educational reform efforts.
- **Dissemination and Technical Assistance** through publications, presentations, technical assistance, and other networking activities.
- **Collaboration and Leadership** to build on the expertise of others and to develop leaders who can conduct needed research and provide additional technical assistance.

The Center is supported primarily through a Cooperative Agreement (#H326G000001) with the Research to Practice Division, Office of Special Education Programs, U.S. Department of Education. Additional support for targeted projects, including those on limited English proficient students, is provided by other federal and state agencies. The Center is affiliated with the Institute on Community Integration in the College of Education and Human Development, University of Minnesota. Opinions or points of view expressed within this document do not necessarily represent those of the Department of Education or the Offices within it.

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Acknowledgments

A COMPREHENSIVE REPORT THAT CONTAINS INFORMATION FROM ALL 50 STATES IS ONLY possible through the collective efforts of every state director and staff. Thanks to the thoughtful responses of the directors and their designees who completed this survey, we are able to share trends, accomplishments, and frustrations. We appreciate the willingness of many of the respondents to share their progress honestly, knowing that we are all learning as we go and that progress is sometimes painfully slow and tedious. The purpose of this report is not to check for compliance with federal mandates nor to point fingers at states that have had a difficult time moving their systems forward; it is simply to capture where states are now and to provide information to help states view their own progress in light of other states.

State agency personnel are often barraged by requests for information. With the value of each director's time in mind, we designed a survey that would capture information not requested by other groups, a survey that could be completed online in a minimal amount of time. We appreciate the time taken by respondents to talk to people outside of special education, and we hope that this collaborative effort increased awareness within and across state programs and departments.

For their support, special thanks go to:

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- Michael Moore, online survey designer and communications director for the National Center on Educational Outcomes.

2001 State Special Education Outcomes was prepared by Sandra Thompson and Martha Thurlow, with support from research assistant Chris Boys.

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These were the state directors of special education in April 2001 when the survey was conducted.

Executive Summary

THIS REPORT SUMMARIZES THE EIGHTH SURVEY OF STATE DIRECTORS OF SPECIAL EDUCATION by the National Center on Educational Outcomes (NCEO) at the University of Minnesota. Results include all 50 states and the Bureau of Indian Affairs, American Samoa, and Palau. The purpose of this report is to capture the state of the nation as states build the participation and performance of students with disabilities in state and district standards, assessments, and accountability systems, and to provide information to help states view their own progress in light of other states.

State directors report increased participation rates of students with disabilities in state assessments, and in many cases, improvement in performance as well. This first year of alternate assessment implementation has been challenging, but most states now have systems in place and are grappling with how to include the results in their accountability systems in ways that show the progress of every student toward state and district standards.

Among the more striking findings are the following:

- More states listed positive consequences of inclusive standards, assessments, and accountability than listed negative consequences.
- More than half of the states reported increases in participation rates.
- In two-thirds of the states, directors reported stable or increased performance levels of students with disabilities on state tests.
- Nearly 60% of states keep track of the use of accommodations, and half of these reported increased use of accommodations.
- Most states are using a portfolio or body of evidence approach for their alternate assessments.
- While students may use accommodations whether or not they are approved, nearly half of the states do not report the scores of students who use non-approved accommodations.
- Twenty-five states include alternate assessment participants in all components of their accountability systems.

A positive theme throughout this report is that the benefits of inclusive assessment and accountability systems are beginning to outweigh the challenges, and many states are taking positive approaches as they face the challenges ahead.

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Overview of 2001 Survey

THIS REPORT MARKS THE EIGHTH TIME OVER THE PAST TEN YEARS THAT THE NATIONAL Center on Educational Outcomes has collected information from state directors of special education about the participation of students with disabilities in education reform. Reform efforts continue to evolve at a rapid pace. The purpose of this report is to capture the progress of states as they move toward assessment and accountability systems that include every student.

It is clear from the results of this survey that states are working hard to increase accountability for *all* students. As described in many NCEO publications and elsewhere, there are several important reasons why *all* students need to be included in assessment and accountability systems—to:

- promote high expectations
- provide an accurate picture of education
- allow all students to benefit from reforms
- enable accurate comparisons to be made
- avoid unintended consequences of exclusion
- meet legal requirements

The 2001 Special Education Outcomes Survey focuses on the implications of educational reform within the context of the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA). Results are presented in eight sections:

- Consequences of Inclusive Standards, Assessments, and Accountability
- Assessment Participation and Performance
- Assessment Accommodations
- Alternate Assessments
- Reporting
- Accountability
- Current Issues
- Emerging Issues

Participants in the 2001 survey included state directors of special education from all 50 states and 11 federal jurisdictions that abide by the provisions of IDEA (referred to in this report as “unique states”). Responses to the survey were gathered online and via fax. To view the survey instrument, go to http://education.umn.edu/NCEO/NCEOSurveys/SpEdDirectors_Survey.htm. Some state directors designated other state officials to complete the survey, and multiple respondents, including state assessment and accountability personnel, completed some surveys.

Eleven Unique States

American Samoa
Bureau of Indian Affairs
(BIA)
Department of Defense
District of Columbia
Guam
Mariana Islands
Marshall Islands
Micronesia
Palau
Puerto Rico
U.S. Virgin Islands

Once compiled, drafts of tables were sent to state directors for verification. Overall, responses were obtained from all 50 states and from the Bureau of Indian Affairs, American Samoa, and Palau.

This report at the beginning of a new decade reveals many positive findings in state special education outcomes.

As you will read in this report, state directors are reporting increased participation rates of students with disabilities in state assessments, and in many cases, improvement in performance as well. This first year of alternate assessment implementation has been challenging, but most states now have their systems in place and are grappling with how to include the results in their accountability systems in ways that show the progress of every student toward state and district standards. A positive theme throughout this report is that the benefits of inclusive assessment and accountability systems are beginning to outweigh the barriers, and many states are taking positive approaches as they face the challenges ahead.

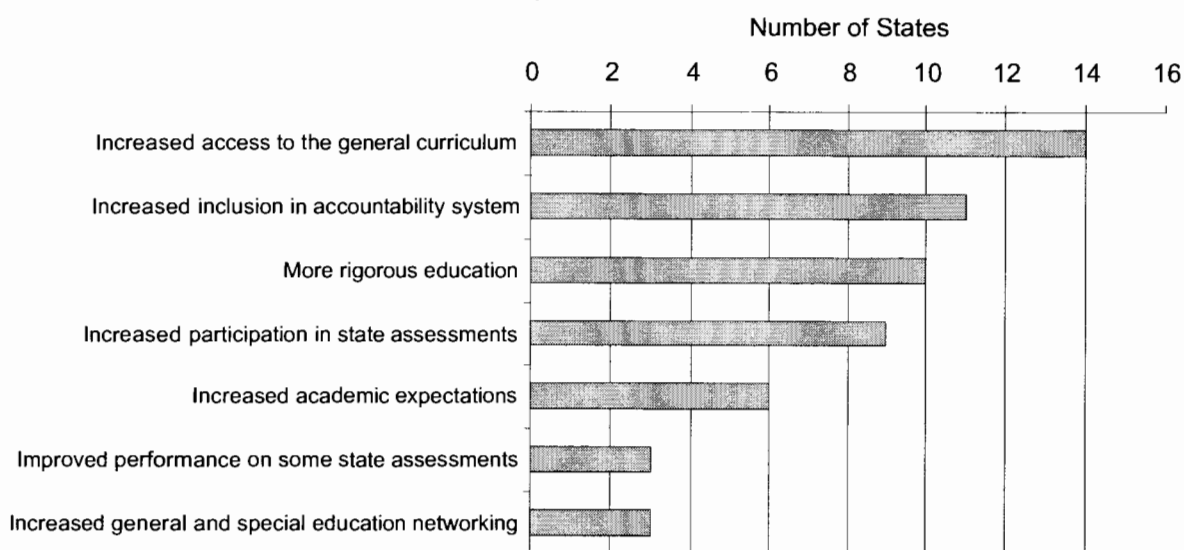
The Bottom Line: Consequences of Inclusive Standards, Assessments, and Accountability

“SO, HOW’S IT GOING THERE THEN?” – A PHRASE OFTEN HEARD IN THE MIDWEST – reflects the importance of the bottom line. The “bottom line” for inclusive assessment and accountability is whether the time and effort (the costs) are worth the benefits. We asked respondents to think about inclusive standards, assessment, and accountability as a whole, and to evaluate the bottom line.

As one director stated, “The benefits seem to outweigh the negative consequences.”

The states gave very positive responses when asked to describe consequences that had been observed or heard about as a result of the participation of students with disabilities in state standards, assessments, and accountability systems. As one director stated, “The benefits seem to outweigh the negative consequences.” Figure 1 lists positive consequences identified by 40 states. The unique states did not list any consequences.

Figure 1. Positive Consequences of the Participation of Students with Disabilities in Standards, Assessments, and Accountability



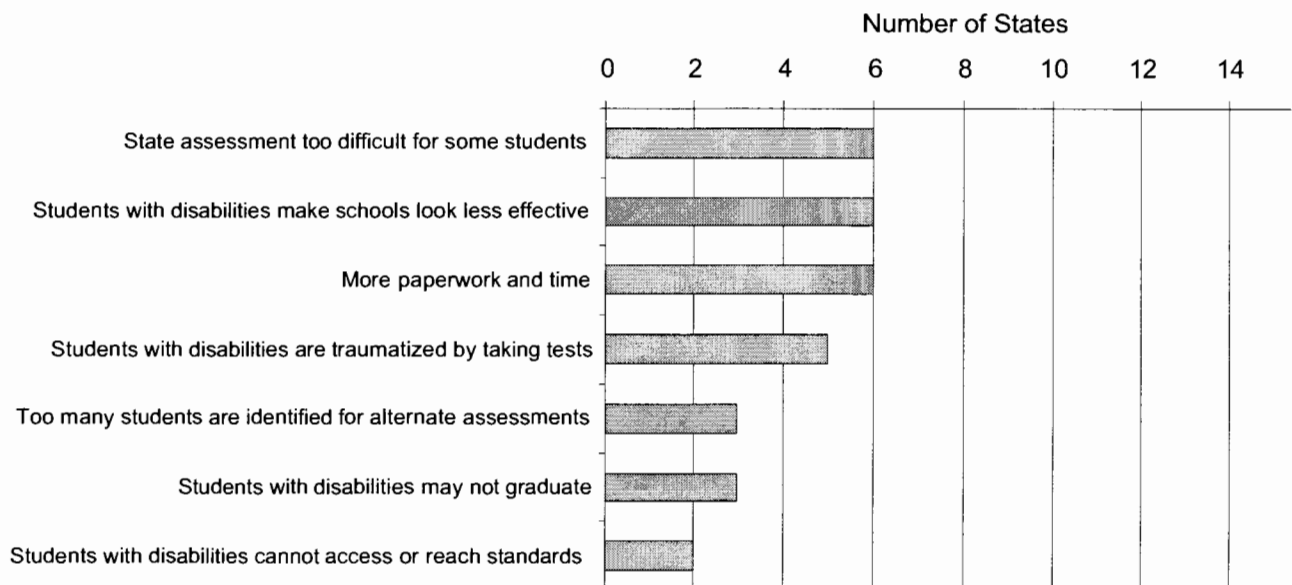
In addition to those listed in Figure 1, at least two states identified each of these positive consequences:

- Accommodations for students receiving special education services have allowed these students to pursue a regular high school diploma.
- Higher level of awareness of parents about standards and assessments has emerged, as well as increased expectations for students.

- Increased use of accommodations, including assistive technology, has occurred.
- Teacher attention to student achievement of skills included on assessments has grown.
- District awareness of educational issues facing students with disabilities has increased.
- State and district test scores did not drop significantly with the inclusion of students with disabilities.
- Greater effort is being made to include special education personnel in staff development that addresses instruction toward standards.

States also recognize that there have been some challenges and negative consequences as students with disabilities are included in standards, assessments, and accountability systems. Figure 2 lists the primary negative consequences described by state directors in 30 states.

Figure 2. Negative Consequences of the Participation of Students with Disabilities in Standards, Assessments, and Accountability Systems



Additional negative consequences, each identified by at least two states include:

- Teachers, administrators, and parents are frustrated because they do not fully understand the system.
- Some students with IEPs may always perform at the “unsatisfactory” level; other measures will be needed to determine student growth.
- There are still students not being adequately addressed.
- Misleading reports of student progress.

Assessment Participation and Performance

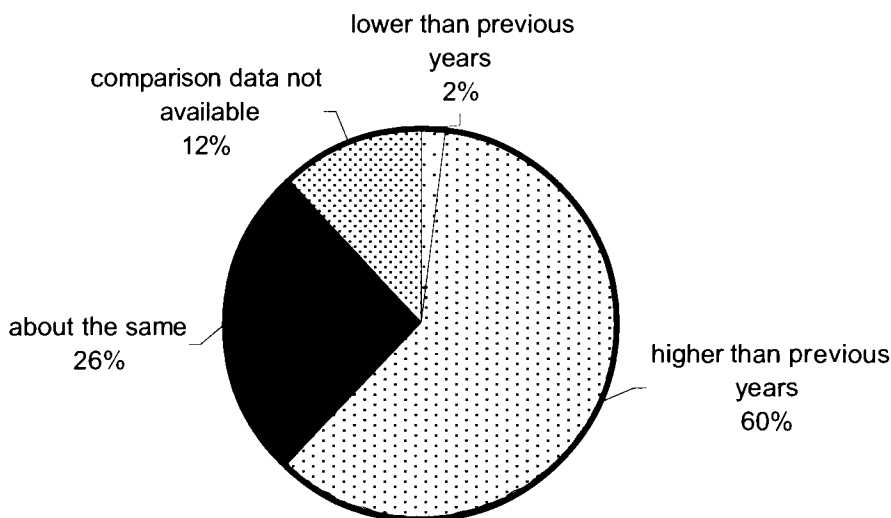
BOTH THE PARTICIPATION OF STUDENTS WITH DISABILITIES IN ASSESSMENTS AND THEIR performance are important indicators of the progress states are making. State by state responses on changes in participation and performance are provided in Appendix A.

Participation

Over half of the regular states reported an increase in the test participation rates of students with disabilities on their state assessments (see Figure 3). Several directors attribute this increase to alternate assessment participation by students who have been excluded in the past. An additional 26% of the directors said that the test participation rates had remained about the same, and only one state reported a decrease in participation rates. The remaining six states were not able to make a comparison across years. Four of these states said that their assessment system was so new that comparison data were not yet available. In addition, one unique state reported an increase in participation rates and two reported that this information is not yet available.

Over half the states reported increases in participation rates, and nearly one-third noted increased levels of performance in students with disabilities.

Figure 3. Change in Participation Levels of Students with Disabilities on State Assessments



All students are included in state assessments in Alaska, Arkansas, Connecticut, Delaware, Florida, Illinois, Montana, Nebraska, New Jersey, New Mexico, Rhode Island, and Vermont (see Figure 4). The remaining states allow assessment exclusion for a variety of reasons, including parent refusal, medically fragile, emotional

distress, homebound, hospitalized, limited English proficient, and absent on test days (see Table 1).

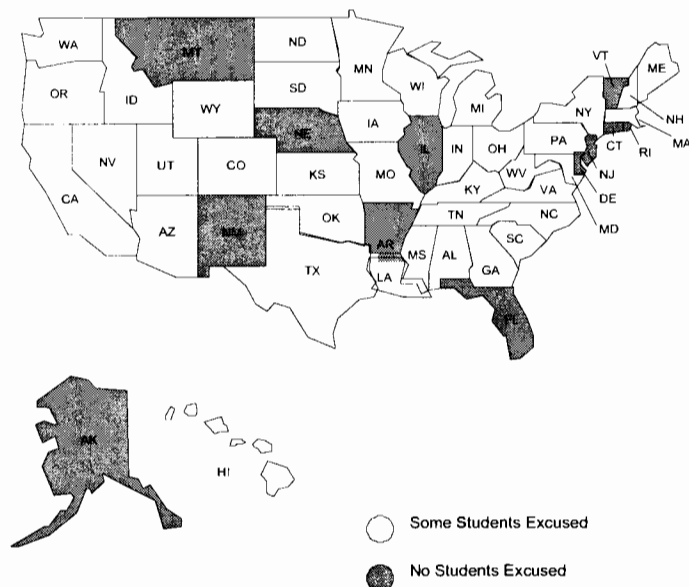
Table 1. Reasons Allowed by State Policy for Students to be Excused from Assessment Participation

State	Parent Refusal	Medically Fragile	Emotional Distress	Homebound	Hospitalized	Limited English Proficient	Absent on Test Days	Other
Alabama						■		
Arizona							■	
California	■							
Colorado	■					■		■
Georgia	■							
Hawaii	■	■	■	■	■	■		
Idaho			■					■
Iowa								■
Indiana						■		
Kansas		■						
Kentucky								■
Louisiana		■			■	■	■	
Maine	■	■	■		■			
Maryland			■	■	■			■
Massachusetts						■	■	
Michigan	■					■		
Minnesota	■	■	■	■	■	■		
Mississippi	■					■		
Missouri						■		
Nevada							■	
New Hampshire						■	■	
New York								■
North Carolina							■	
North Dakota	■					■	■	
Ohio								■
Oklahoma						■	■	
Oregon	■							
Pennsylvania								■
South Carolina								■
South Dakota								■
Tennessee		■						
Texas								■
Utah		■	■	■	■	■	■	
Vermont								■
Virginia						■		
Washington	■							
West Virginia				■	■	■		
Wisconsin		■						
Wyoming		■		■	■	■		

Table 1. Reasons Allowed by State Policy for Students to be Excused from Assessment Participation (continued)**Unique States**

State	Parent Refusal	Medically Fragile	Emotional Distress	Homebound	Hospitalized	Limited English Proficient	Absent on Test Days	Other
American Samoa								■
Bureau of Indian Affairs	■						■	■
Department of Defense*								
District of Columbia*								
Guam*								
Mariana Islands*								
Marshall Islands*								
Micronesia*								
Palau								■
Puerto Rico*								
U.S. Virgin Islands*								
Totals	12	9	6	6	8	17	10	15

* No Response

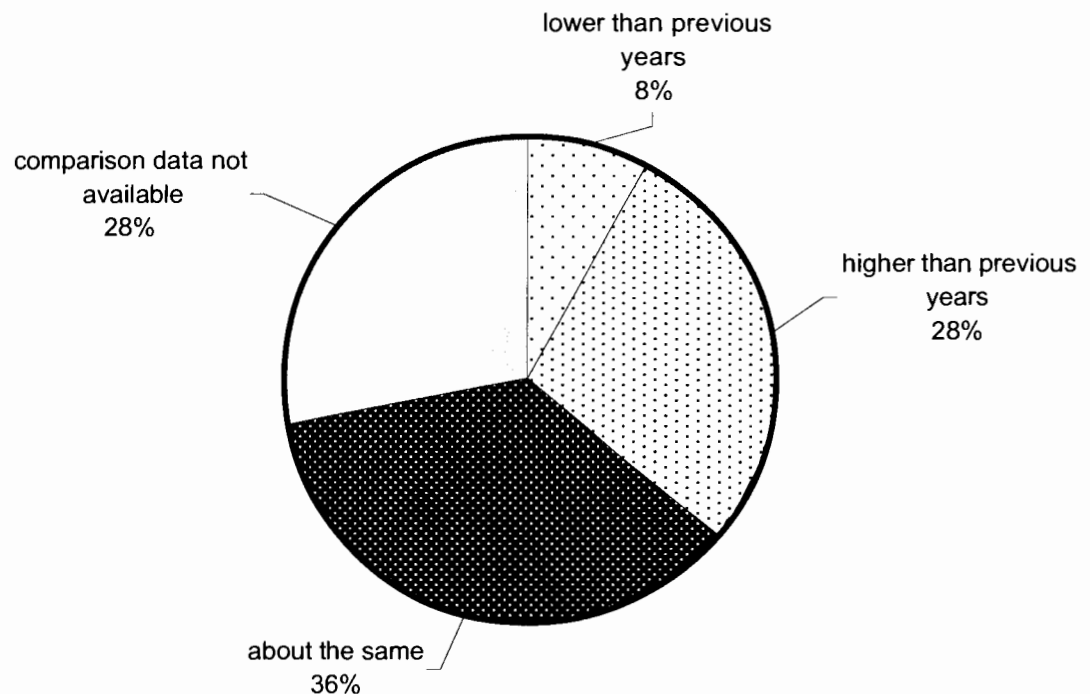
Figure 4. States with No Students Excused from Assessment Participation

The most frequent reasons allowed for exclusion are having limited English proficiency and parent refusal. “Other” includes seven states that allow exclusion for any reason deemed appropriate by a student’s IEP team. One director commented that “in theory” no one is excused, but “in reality” there are students who are absent and do not make up the tests.

Performance

Test performance levels of students with disabilities on state assessments have increased in over one fourth of the regular states (see Figure 5). One state director commented that, using data over time, the state found that students with IEPs showed improvement in all content areas assessed. Another director was surprised to find that in third grade testing, students with disabilities performed as well or better than general education students in some jurisdictions. About one third of the state directors report stable performance levels. Four states reported that the performance level of students with disabilities on state assessments has decreased, and two of these states attribute the change to greater participation of lower performing students. Fourteen states are not able to compare performance levels across years, either because data are available for only one year, or because performance data of students with disabilities have not yet been disaggregated. None of the unique states is able to report performance trends.

Figure 5. Change in Performance Levels of Students with Disabilities on State Assessments



Assessment Accommodations

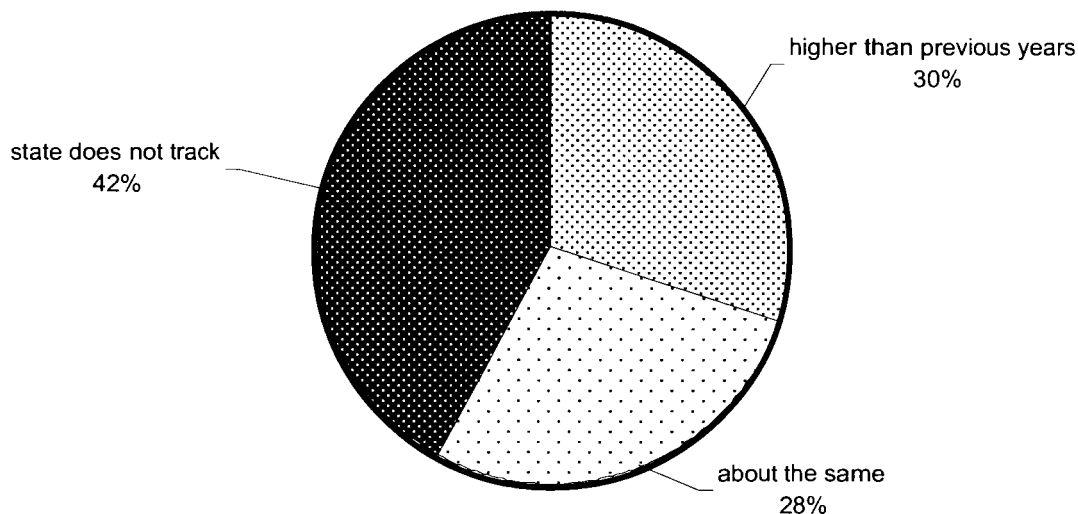
ACCOMMODATIONS PROVIDE STUDENTS ACCESS TO ASSESSMENTS. AS MORE STUDENTS ARE included in assessments, states often become interested in identifying how many students are using accommodations. State by state responses to questions about changes in use of accommodations, students eligible for accommodations, and data collection procedures are provided in Appendix B.

Information on Use

Nearly sixty percent of the regular states keep track of the use of accommodations during state assessments—about half of these report an increase in use and the other half report stable use (see Figure 6). Two directors attribute growth in use to increased awareness and understanding by parents and educators. One unique state reported an increase, also due to increased awareness; two unique states do not keep track of accommodations use.

About half of the states that keep track of the use of accommodations report an increase.

Figure 6. Change in Accommodations Use by Students with Disabilities on State Assessments

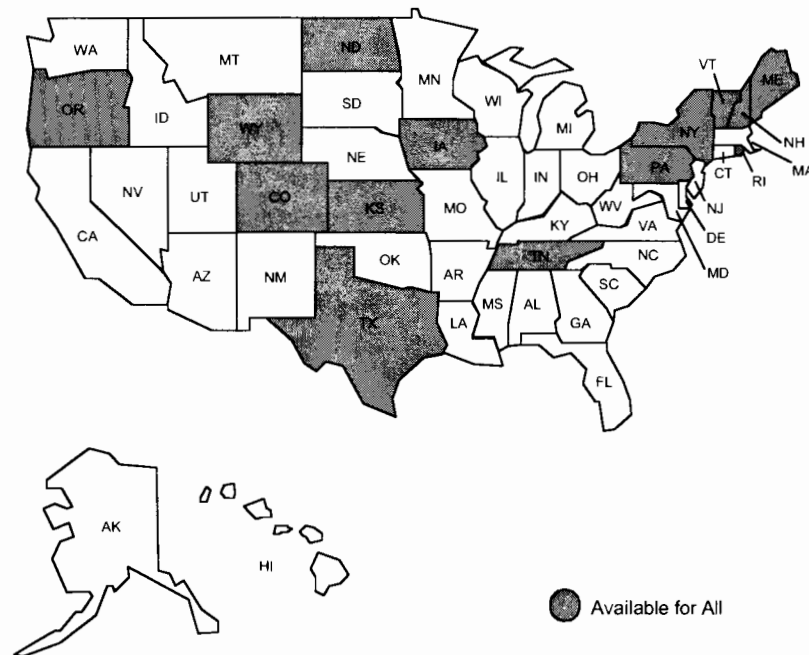


Eligible Students

There are 14 states in which assessment accommodations are available for any student with a need regardless of whether the student has an IEP or a 504 plan (see Figure 7). For example, Colorado provides assessment accommodations for any child as long as the accommodations are provided during instruction at least three months prior to the assessment. Some states, however, may allow only a subset of accommodations for students without disabilities.

All states, including the three unique states that responded to the survey, reported that students receiving special education services are eligible for assessment accommodations. All but two states also reported that students with 504 Accommodation Plans are eligible for assessment accommodations.

Figure 7. States with Assessment Accommodations Available for All Students



Data Collection Procedures

Over two thirds of regular states (35 states) reported that accommodations are recorded either on the test itself or on a form completed at the time of testing. Some states document the type of accommodation a student uses. For example, Massachusetts has its most commonly used accommodations number-coded on the test form with a code for “other.” Other states (usually those using norm-referenced tests) record whether an accommodation is considered standard or non-standard by the test publisher, but do not record the specific accommodation used.

Six states code accommodation use directly from a student’s IEP to the test form. For example, in Delaware a paper form is completed at a student’s IEP meeting that indicates all of the accommodations the student will have when tested. Data from this form are then entered electronically into the state database and used to place special test orders (e.g., large print), and to make sure students receive the accommodations they need on test day (e.g., extended time). None of the respondents from the unique states record test accommodation use.

Alternate Assessments

BEGINNING IN 1997, NCEO MAINTAINED AN ONLINE ALTERNATE ASSESSMENT SURVEY. States were able to check at any time what other states were doing and were able to frequently update their own information. As states moved into the July 1, 2000 implementation phase, NCEO phased out its ongoing alternate assessment survey, and moved questions on alternate assessment into this survey of states. The information in this report is the third written summary of the status of states as they move from initial implementation to the use of alternate assessment results. State by state information is provided in Appendix C.

Nearly all states have determined the basic elements of their alternate assessments.

While NCEO did not ask directly whether states had alternate assessments, the composite information on stakeholders, standards assessed, performance measures and descriptors, and scoring procedures suggest that nearly all states are working on some aspect of their alternate assessments.

Alternate Assessment Stakeholders

Every state involved some type of stakeholder group in the development of their alternate assessments. All stakeholder groups included state and local special education personnel (see Table 2). In addition, most states included state and local assessment directors and coordinators, local school administrators, related service personnel, and general educators. Nearly all states also included parents and advocates, and a few included students and adults with disabilities. Other stakeholders included university personnel, test developers, and a variety of additional technical assistance providers.

Table 2. Stakeholders Involved in the Development of State Alternate Assessments

	Regular States	Unique States*
State special education personnel	50	1
Local special educators	50	1
State assessment personnel	49	1
Parents	44	0
Local school administrators	44	0
Local related service personnel	41	0
Local assessment coordinators	39	1
Advocates	34	0
Local general educators	31	0
Adults with disabilities	8	0
Students	6	0
Other	8	3

*3 unique states responded

Standards Assessed

Nearly all state alternate assessments assess the same standards as general assessments either by expanding state standards, linking a set of functional skills back to standards, or assessing standards plus an additional set of functional skills. Georgia, Mississippi, Nebraska, and Ohio assess functional skills only, with no link to state standards. Iowa links the alternate assessment to local standards. Texas and Wisconsin allow IEP teams to determine what their individualized alternate assessments will assess. Of the unique state respondents, American Samoa links functional skills to standards, while Palau and the Bureau of Indian Affairs are uncertain, either because no decision has been made or an alternate assessment has not been administered.

Nearly half of the states use a portfolio or body of evidence as their alternate assessment approach.

Table 3 shows how the alignment of alternate assessments with standards has evolved since 1999. Several states that in 1999 indicated they were developing alternate assessments based on a special education curriculum no longer give that response. Instead, they have moved to responses indicating some connection between the alternate assessment and state standards.

Table 3. Standards Addressed by Alternate Assessments: Change Over Time

Year	State Standards (May be Expanded)	Functional Skills Linked Back to State Standards	State Standards Plus Functional Skills	Functional Skills Only, No Link to State Standards	Other or Uncertain
1999*	19 (38%)	---	1 (2%)	16 (32%)	24 (48%)
2000**	28 (56%)	3 (6%)	7 (14%)	9 (18%)	3 (6%)
2001***	19 (38%)	15 (30%)	9 (18%)	4 (8%)	3 (6%)

Note: Entries are number and percentage of states.

*Data are from Thompson, S., Erickson, R., Thurlow, M., Ysseldyke, J., & Callender, S. (1999). *Status of the states in the development of alternate assessments* (Synthesis Report 31). Minneapolis: University of Minnesota, National Center on Educational Outcomes.

** Data are from Thompson, S., & Thurlow, M. (2000). *State alternate assessments: Status as IDEA alternate assessment requirements take effect* (Synthesis Report 35). Minneapolis: University of Minnesota, National Center on Educational Outcomes.

*** All numbers and percentages are based on 50 states.

Alternate Assessment Approach

State approaches to collecting alternate assessment data continue to reflect a variety of methods (see Table 4). Approaches have evolved as alternate assessments have been piloted and refined. In 2001, nearly half of the states indicated that they use some type of portfolio or body of evidence, nine states have selected a checklist or rating scale approach, and three states use an analysis of IEP goals. In addition, some states have selected specific performance-based assessments, a

combination of approaches, or they do not use any particular approach, allowing IEP teams to determine how they will collect data on individual students. Among the respondents from unique states, American Samoa uses a checklist, while Palau and the Bureau of Indian Affairs are uncertain, either because no decision has been made or an alternate assessment has not been administered.

Table 4. Alternate Assessment Approaches in 2000 and 2001

Year	Portfolio/Body of Evidence	Checklist	IEP Analysis	Other	State Has Not Decided
2000*	28 (56%)	4 (8%)	5 (10%)	6 (12%)	7 (14%)
2001**	24 (48%)	9 (18%)	3 (6%)	12 (24%)	2 (4%)

Note: Entries are number and percentage of states.

* Data are from Thompson, S., & Thurlow, M. (2000). *State alternate assessments: Status as IDEA alternate assessment requirements take effect* (Synthesis Report 35). Minneapolis: University of Minnesota, National Center on Educational Outcomes.

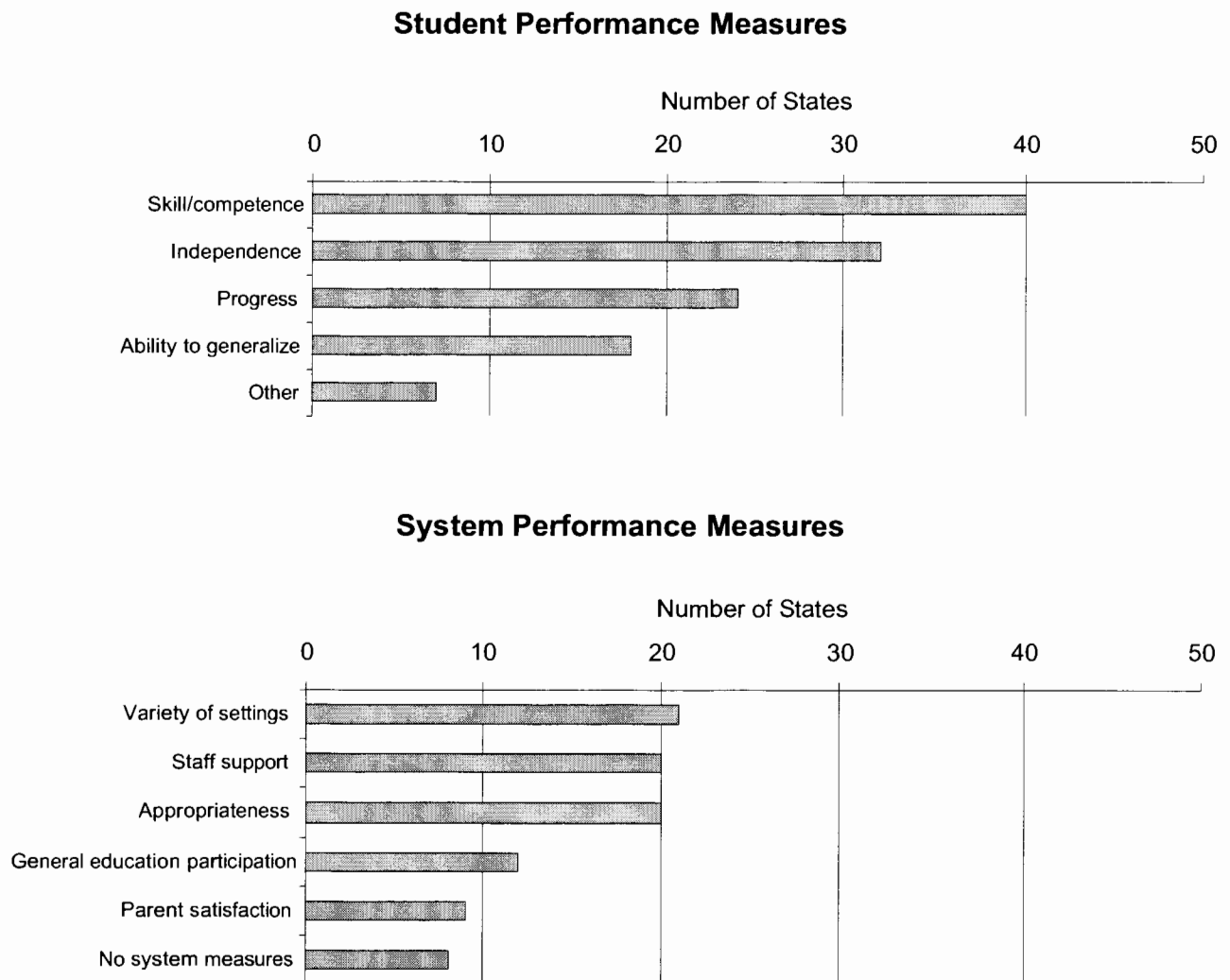
** All numbers and percentages are based on 50 states.

Performance Measures

States have developed a variety of performance measures to use in reporting the performance of alternate assessment participants as a group. Some are measures of *student* performance, while others are measures of *system* performance (see Figure 8). State responses here do not tell us whether they use a single performance descriptor or “score” that combines many measures holistically, or whether they score each dimension and then combine all of the scores to determine a student’s level of performance.

All states use some measure of student performance for their alternate assessments, with about 80% measuring level of skill or competence. Nearly half of the states measure degree of progress in addition to or instead of skill/competence. Additional measures used by several states include level of independence and ability to generalize. “Other” includes three states that allow IEP teams to determine performance measures. American Samoa, a unique state, measures skill and level of independence.

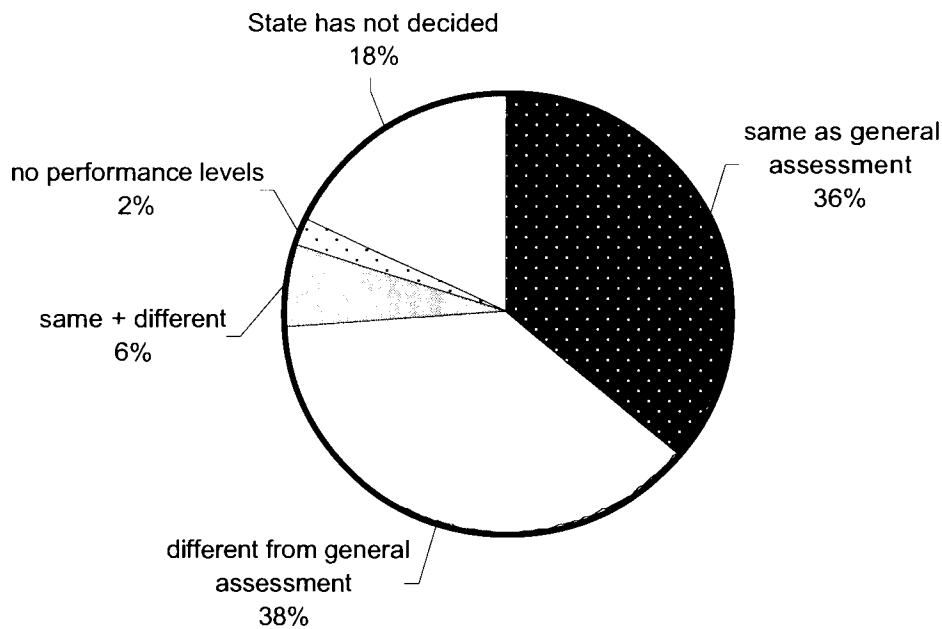
About 20 states measure levels of staff support, variety of instructional settings, and appropriateness (defined as age appropriate and challenging for students). Twelve states measure participation in general education settings, and nine states measure parent satisfaction. Eight states do not measure system performance as part of their alternate assessment.

Figure 8. Alternate Assessment Student and System Performance Measures

* Unique states are not reflected in this figure

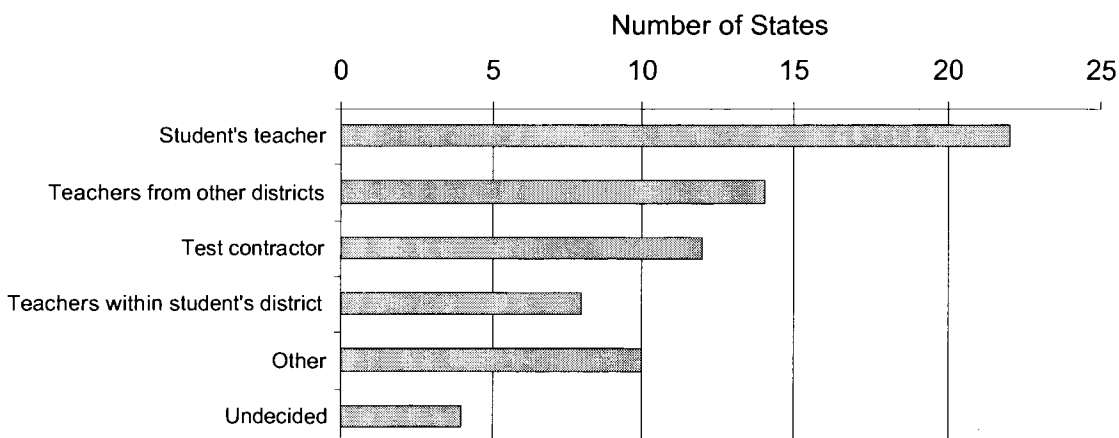
Performance Descriptors

About a third of the states have chosen the same performance descriptors for their alternate assessment as for the general assessment; more have different performance indicators for their alternate and general assessments (see Figure 9). Three states use the same performance descriptors plus different ones. Wisconsin scores all alternate assessment participants as “prerequisite.” Nine states and all three unique state respondents have not yet decided on performance descriptors.

Figure 9. Alternate Assessment Performance Descriptors

Scoring Alternate Assessments

Most states have teachers scoring the alternate assessments of their own students (see Figure 10). Teachers from other districts, sometimes in collaboration or with direction from test companies, score alternate assessments in about a quarter of the states. Relatively few states have other teachers from a student's district or the state agency score alternate assessments. A variety of other scorers (e.g., IEP teams) are used in 10 states. Six states and all three unique state respondents have not decided how they will score their alternate assessments.

Figure 10. Alternate Assessment Scorers

Reporting

STATES INDICATED WHETHER THEY REPORT THE ASSESSMENT SCORES OF STUDENTS WHO take tests in various ways—with approved accommodations, non-approved accommodations (sometimes called modifications or non-standard administrations), alternate assessments, and out-of-level tests—and whether students who were not assessed are included in reports (see Table 5). State by state responses are provided in Appendix D.

Almost all states report students using approved accommodations, but just over half report the scores of students who use non-approved accommodations.

Almost all states report students using approved accommodations, but just over half report the scores of students who use non-approved accommodations. About the same number of states report scores of alternate assessment participants; however, about one third of states have not yet made a decision about how to report these scores. Of the 17 states that use out-of-level tests, 13 report the scores of students who take tests designed for students at a lower grade level. Some states give a score of “1” or “0” to students who are not tested (e.g., students who are absent on test days are counted and given the lowest possible score). Of the unique state respondents, Palau reported that they are still working on reporting decisions, American Samoa reports scores in most areas, and the Bureau of Indian Affairs reports scores on BIA funded schools in a variety of formats.

Table 5. Reporting Alternatives

	Score Reported		Score Not Reported		Other		Not Decided	
	Regular States	Unique States	Regular States	Unique States	Regular States	Unique States	Regular States	Unique States
Approved Accommodations	49 (98%)	2	0	0	0	0	1 (2%)	1
Non-approved Accommodations	27 (54%)	2	7 (14%)	0	14 (28%)	0	2 (4%)	1
Alternate Assessments	27 (54%)	1	3 (6%)	0	4 (8%)	0	16 (32%)	2
Out-of-Level Tests	13 (26%)	1	2 (4%)	0	33* (66%)	1	2 (4%)	1
Not Tested	8** (16%)	0	28 (56%)	2	9*** (18%)	0	5 (10%)	1

*These states do not administer out-of-level tests

** Untested students given score of “1” or “0”

*** All students are tested

Most states aggregate the scores of assessment participants using accommodations they view as not changing the test (i.e., approved accommodations) with those of all other assessment participants (see Table 6). Only half of the states that report the scores of students using non-approved accommodations aggregate those scores; other states report scores of these students separately or at the lowest score level. Of the states that have scoring systems in place for alternate assessments, most report scores separately from those of general assessment participants. States reporting scores of out-of-level test participants are split in their decisions to aggregate or report scores separately. Unique states show reporting decisions similar to those of other states.

Table 6. How Scores are Reported

	Score Aggregated with All		Separate Score Report		Given Lowest Score and Aggregated		Given Score of Zero and Aggregated	
	Regular States	Unique States	Regular States	Unique States	Regular States	Unique States	Regular States	Unique States
Approved Accommodations (n = 49)	47 (96%)	1	2 (4%)	1	0	0	0	0
Non-approved Accommodations (n = 27)	13 (48%)	1	12 (44%)	1	2 (7%)	0	1 (4%)	0
Alternate Assessments (n = 27)	10 (37%)	0	20 (74%)	1	0	0	0	0
Out-of-Level Tests (n = 13)	8 (62%)	1	6 (46%)	0	1 (8%)	0	0	0

Accountability

In 25 states, all students with disabilities—including alternate assessment participants—are included in all components of the accountability system.

NEARLY ALL STATES HAVE ACCOUNTABILITY SYSTEMS THAT INCLUDE ASSESSMENT PERFORMANCE. According to state directors, between one third and two thirds of the states also include dropout rates, attendance, suspension rates, and graduation rates (see Appendix E). While states may include students with disabilities who participate in general assessments (with accommodations as needed), they do not necessarily include them in other components (for example, alternate assessment participants are less likely to be included in measures of graduation rates than are other students with disabilities). In 25 states, all students with disabilities—including alternate assessment participants—are included in all components of the accountability system (see Figure 11).

Assessment performance of alternate assessment participants is included as a component of the accountability systems in just over half of the states (58%). Fifteen states have not made a decision about how to include alternate assessment participants in their accountability systems (see Table 7).

Figure 11. States in Which All Students with Disabilities are Included in All Components of the Accountability System

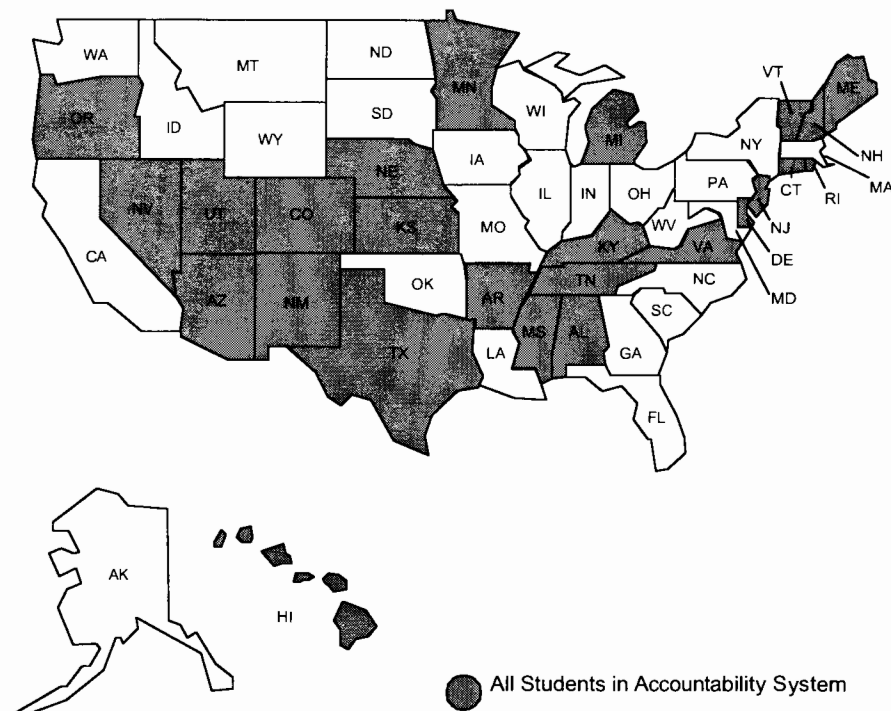


Table 7. Components of State Accountability Systems

State	Total Number of Components	Number that Include Students with Disabilities	Number that Include Alternate Assessment Participants
Alabama	1	1	1
Alaska	4	4	1
Arizona	2	2	2
Arkansas	5	5	5
California	3	Undecided	Undecided
Colorado	5	5	5
Connecticut	4	4	4
Delaware	1	1	1
Florida	5	5	4
Georgia	2	Undecided	Undecided
Hawaii	5	5	5
Idaho	5	4	4
Illinois	3	3	Undecided
Indiana	3	3	Undecided
Iowa	3	4	4
Kansas	5	5	5
Kentucky	4	4	4
Louisiana	4	4	2
Maine	1	1	1
Maryland	5	5	1
Massachusetts	1	2	Undecided
Michigan	1	1	1
Minnesota	4	4	4
Mississippi	1	1	1
Missouri	4	4	Undecided
Montana	4	Undecided	Undecided
North Carolina	3	3	2
North Dakota	4	1	Undecided
Nebraska	5	5	5
Nevada	5	5	5
New Hampshire	1	1	1
New Jersey	5	5	5
New Mexico	4	4	4
New York	2	2	Undecided
Ohio	5	5	Undecided
Oklahoma	Undecided	Undecided	Undecided
Oregon	4	4	4
Pennsylvania	2	2	Undecided
Rhode Island	1	1	1
South Carolina	5	1	1
South Dakota	Undecided	Undecided	Undecided
Tennessee	1	1	1
Texas	5	5	5
Utah	1	1	1
Virginia	1	1	1
Vermont	2	2	2

Table 7. Components of State Accountability Systems (continued)

State	Total Number of Components	Number that Include Students with Disabilities	Number that Include Alternate Assessment Participants
Washington	Undecided	Undecided	Undecided
West Virginia	4	4	3
Wisconsin	5	4	4
Wyoming	Undecided	Undecided	Undecided
Unique States			
American Samoa	Undecided	Undecided	Undecided
Bureau of Indian Affairs	5	5	Undecided
Department of Defense*			
District of Columbia*			
Guam*			
Mariana Islands*			
Marshall Islands*			
Micronesia*			
Palau	Undecided	Undecided	Undecided
Puerto Rico*			
U.S. Virgin Islands*			

Bold states include all students with disabilities in all components of a state's accountability system.

* No Response

Current Issues

AS STUDENTS WITH DISABILITIES ARE INCLUDED IN ASSESSMENT AND ACCOUNTABILITY systems, a variety of issues emerge. Some of these have been recorded in past reports (such as out-of-level testing) while others are new (such as assessing students with disabilities who have limited English proficiency). State by state responses on the issues are provided in Appendix F.

Out-of-level Testing

The number of states using out-of-level tests as an assessment participation option has increased again (see Table 8). Only one of the five states that used out-of-level testing in 1997 no longer allows it (Kansas). Similarly, just one of the ten states that used out-of-level testing in 1999 no longer allows it (Montana). None of the unique states reported using out-of-level testing.

The number of states using out-of-level tests as an assessment participation option has increased again.

Table 8. States Using Out-of-Level Tests—Change from 1997 to 2001

1997*	1999**	2001
1. Alabama 2. Connecticut 3. Georgia 4. Kansas 5. Louisiana	1. Arizona 2. California 3. Connecticut 4. Georgia 5. Louisiana 6. Mississippi 7. Montana 8. South Carolina 9. Vermont 10. West Virginia	1. Alabama 2. Arizona 3. California 4. Connecticut 5. Delaware 6. Georgia 7. Hawaii 8. Iowa 9. Louisiana 10. Mississippi 11. North Dakota 12. Oregon 13. South Carolina 14. Texas 15. Utah 16. Vermont 17. West Virginia

*Data are from Thurlow, M., Seyfarth, A., Scott, & Ysseldyke, J. (1997). *State assessment policies on participation and accommodations for students with disabilities: 1997 update* (Synthesis Report 29). Minneapolis: University of Minnesota, National Center on Educational Outcomes.

**Data are from Thurlow, M., House, A., Boys, C. Scott, D., & Ysseldyke, J. (2000). *State participation and accommodation policies for students with disabilities: 1999 update*. (Synthesis Report 33). Minneapolis: University of Minnesota, National Center on Educational Outcomes.

LEP Students with Disabilities

There are increasing numbers of students who are at risk in our educational system primarily because they have not yet gained proficiency in the English language, and a certain percentage of these students can be expected to experience disabilities and receive special education services. Approximately one-third of the states disaggregate either or both participation and performance data for limited English proficient students with disabilities (see Table 9). While most states do not disaggregate data for these students, several states indicated that they could if needed, or that they will be able to do so in the future.

Table 9. States that Disaggregate Assessment Data for LEP Students with Disabilities

Participation Data Only	Performance Data Only	Participation and Performance Data	No Disaggregation	
Arizona Connecticut Georgia Nevada	Montana New Hampshire Utah Virginia	California Colorado Florida Kentucky Massachusetts Maine New Jersey Tennessee Texas Vermont	Alaska Alabama Arkansas Delaware Iowa Idaho Illinois Indiana Kansas Louisiana Maryland Michigan Minnesota	Missouri North Carolina New Mexico Nevada New York Oklahoma Oregon Pennsylvania South Carolina South Dakota Wisconsin West Virginia Wyoming
4 states (8%)	4 states (8%)	10 states (20%)	26 states (52%)	
Unique States				
		Palau	American Samoa Bureau of Indian Affairs	

Note: No information or no response from Hawaii, Mississippi, North Dakota, Ohio, Rhode Island, Washington, Department of Defense, District of Columbia, Guam, Mariana Islands, Marshall Islands, Micronesia, Puerto Rico, U.S. Virgin Islands.

Diploma Options

The diploma options that are available to students with disabilities continues to be an issue with which states are struggling, especially as more and more states initiate high stakes testing. Forty-two states offer a state level diploma for successful school completion (see Table 10), whereas approximately 25 states offer a regular diploma to alternate assessment participants. Many states also offer a certificate of completion, attendance, or achievement; some states offer more than one of these options but only eight states have special education diplomas. Nearly all of these options are available for alternate assessment participants within states that offer them. Some states identified other options such as a vocational diploma and advanced studies diploma. Eight states are still deciding what type of exit

document to award alternate assessment participants. None of the unique states reported offering a regular diploma to alternate assessment participants.

Table 10. Diploma Options Across States

Exit Documents	Available in State		Available to Alternate Assessment Participants	
	Regular	Unique	Regular	Unique
Regular Diploma	42 (84%)*	1	26 (52%)	0
Special Education Diploma	8 (16%)	0	8 (16%)	0
Certificate of Completion	20 (40%)	1	17 (34%)	1
Certificate of Attendance	11 (22%)	1	12 (24%)	1
Certificate of Achievement	4 (8%)	0	3 (6%)	0
Other	11 (22%)	1	7 (14%)	0
Undecided	1 (2%)	0	8 (16%)	1

* Remaining states have local diplomas or are revising their diploma options.

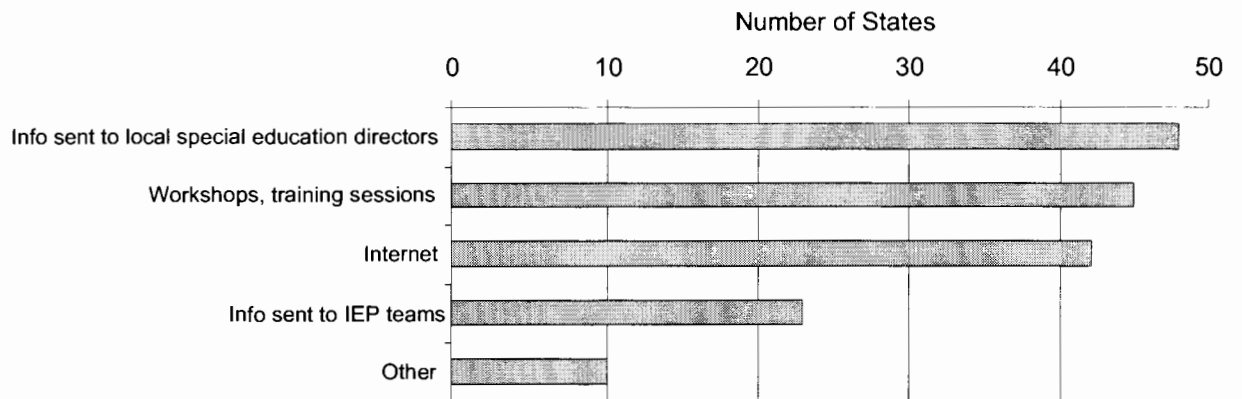
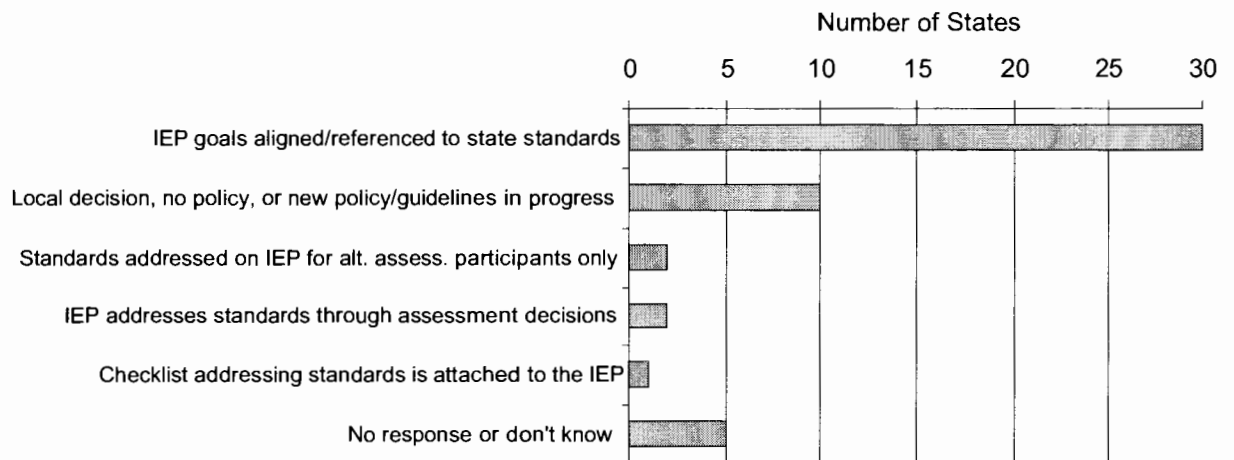
IEPs and State Assessments

Getting information about standards and assessments to IEP teams is another challenge for states. Nearly every state director reported that information is sent to local special education directors who then pass it on to IEP team members (see Figure 12). In addition, almost half of the states send information directly to IEP team members. Most states also offer workshops and other training sessions and provide information about standards and assessment on the Internet. The unique states reported similar dissemination strategies.

When asked how content standards are addressed on IEPs in each state, over half of the state directors responded that IEP goals are aligned or referenced to state standards (see Figure 13). In some states, such as Alaska, Kentucky, and Montana, IEP teams are *encouraged* to use performance standards as a basis for creating IEP goals and objectives. Other states *require* IEP goals to address state standards (e.g., Arizona, Idaho, Kansas, New Mexico). Some of these requirements are addressed in policy and others, such as Illinois, address the requirements in law as follows:

A statement of measurable annual goals that reflect consideration of the State Goals for Learning and the Illinois Learning Standards...as well as benchmarks or short-term objectives...related to: Meeting the child's needs that result from the child's disability, to enable the child to be involved in and progress in the general curriculum.

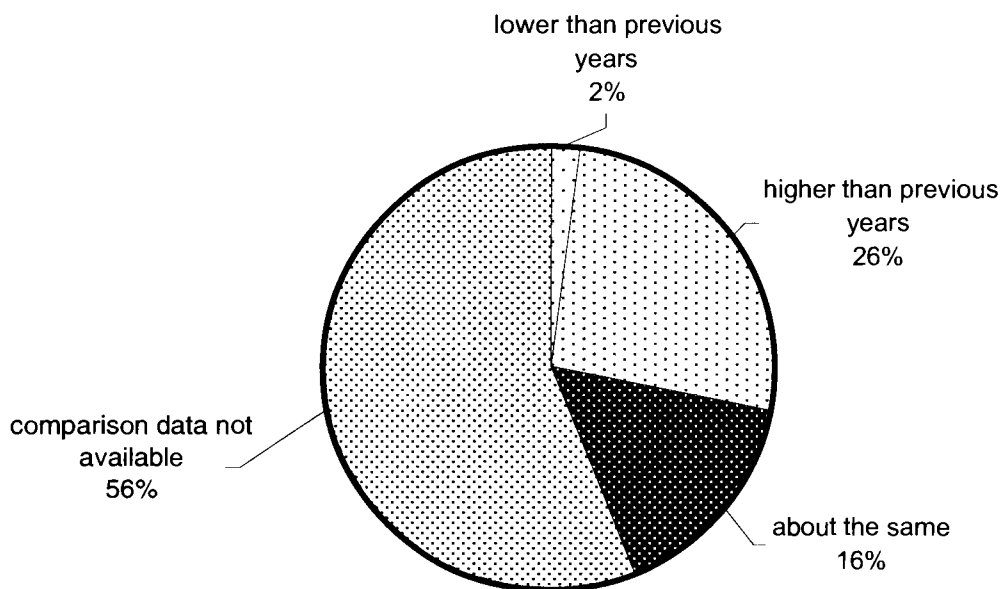
Ten state directors responded that addressing standards on IEPs is a local decision. Two state IEPs address standards for alternate assessment participants only. Another two states address standards only through the assessment decisions on their IEPs. One state attaches a checklist addressing standards to each student's IEP. The unique states are just beginning work in this area.

Figure 12. How IEP Teams Learn about Standards and Assessments**Figure 13. How Standards are Addressed on IEPs**

Referrals for Special Education Services

Anticipated increases in the number of referrals for special education services are an issue especially in states with high stakes assessments. Of the 22 states that track referral rates, 9 reported referral rates to be about the same or lower than in previous years, and 13 states reported an increase (see Figure 14). One unique state reported a lower referral rate and another reported that rates stayed about the same.

Figure 14. Change in Referral Rates for Special Education Services

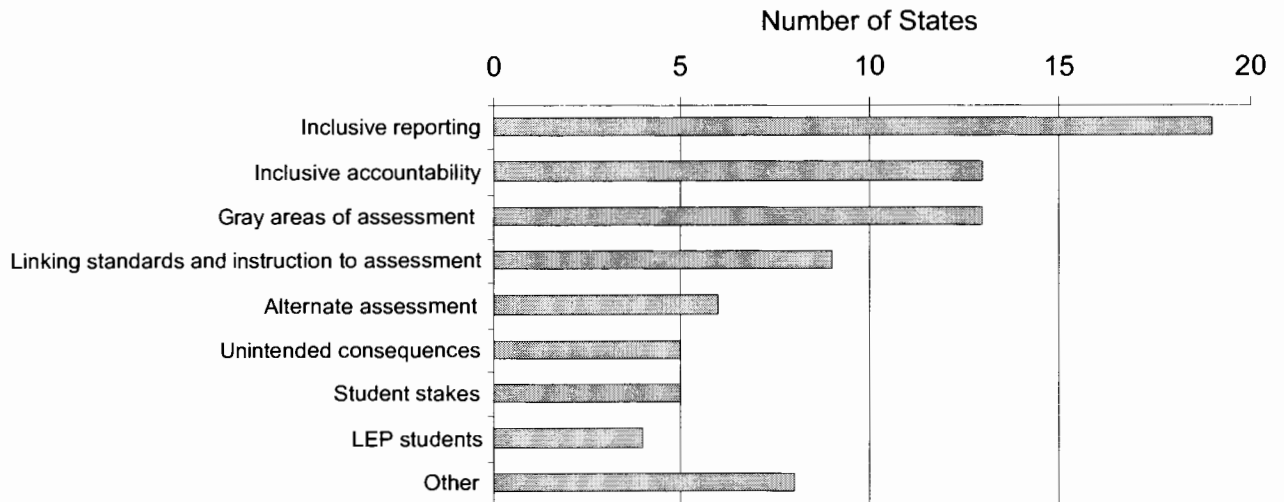


Emerging Issues and Future Challenges

Emerging issues most frequently identified include inclusive reporting, inclusive accountability, and gray areas of assessment.

MANY CHALLENGES REMAIN FOR STATES AS THEY CONTINUE TO INCLUDE STUDENTS WITH disabilities in state assessments. State directors identify a wide range of emerging issues and challenges (see Figure 15). The most frequently mentioned are inclusive reporting, inclusive accountability, and the gray areas of assessment (referring to the inability of assessments to include all students appropriately). “Other” includes system stakes, participation decisions, and professional development.

Figure 15. Emerging Issues



Appendix A:

State Assessment Participation and Performance Summary Table

State	Change in Participation Rates	Change in Performance Levels
Alabama	Higher	Data Forthcoming
Alaska	Data Forthcoming	Data Forthcoming
Arizona	Higher	Same
Arkansas	Higher	Data Forthcoming
California	Higher	Higher
Colorado	Same	Higher
Connecticut	Higher	Same
Delaware	Data Forthcoming	Higher
Florida	Higher	Same
Georgia	Higher	Same
Hawaii	Higher	Data Forthcoming
Idaho	Higher	Higher
Illinois	Same	Same
Indiana	Higher	Same
Iowa	Higher	Same
Kansas	Higher	Data Forthcoming
Kentucky	Same	Same
Louisiana	Higher	Higher
Maine	Higher	Lower
Maryland	Same	Same
Massachusetts	Same	Same
Michigan	Data Forthcoming	Higher
Minnesota	Same	Same
Mississippi	Same	Data Forthcoming
Missouri	Data Forthcoming	Higher
Montana	Data Forthcoming	Data Forthcoming
Nebraska	Data Forthcoming	Data Forthcoming
Nevada	Higher	Same
New Hampshire	Higher	Data Forthcoming
New Jersey	Higher	Lower
New Mexico	Higher	Lower
New York	Higher	Data Forthcoming
North Carolina	Higher	Higher
North Dakota	Same	Same
Ohio	Higher	Data Forthcoming
Oklahoma	Higher	Same
Oregon	Higher	Same
Pennsylvania	Higher	Lower

**Appendix A. State Assessment Participation and Performance Summary Table
(continued)**

State	Change in Participation Rates	Change in Performance Levels
Rhode Island	Higher	Same
South Carolina	Higher	Data Forthcoming
South Dakota	Same	Higher
Tennessee	Higher	Data Forthcoming
Texas	Same	Higher
Utah	Higher	Higher
Vermont	Same	Same
Virginia	Same	Higher
Washington	Lower	Higher
West Virginia	Higher	Higher
Wisconsin	Higher	Higher
Wyoming	Same	Same
Unique States		
American Samoa	Data Forthcoming	Data Forthcoming
Bureau of Indian Affairs	Higher	Data Forthcoming
Department of Defense	No Response	No Response
District of Columbia	No Response	No Response
Guam	No Response	No Response
Mariana Islands	No Response	No Response
Marshall Islands	No Response	No Response
Micronesia	No Response	No Response
Palau	Data Forthcoming	Data Forthcoming
Puerto Rico	No Response	No Response
U.S. Virgin Islands	No Response	No Response

Key: **No Response** = State did not respond to the question; **Data Forthcoming** = State does not have results available (i.e., first year of test, testing not complete, results not compiled at time of survey, etc).

Appendix B:

Accommodations Summary

Table

State	Change in Accommodation Use	How State Collects Information on Accommodations Used	Students Eligible for Accommodations
Alabama	No Record	No Record	IEP, 504, LEP
Alaska	Higher	Form Indicates All	IEP, 504, LEP
Arizona	No Record	No Record	IEP, 504, LEP
Arkansas	No Record	Form Indicates All	IEP, 504, LEP
California	No Record	Form Indicates All	IEP, 504
Colorado	Higher	Form Indicates One	Any Student with Need
Connecticut	No Record	Form Indicates All	IEP, 504, LEP
Delaware	No Record	IEP Info. Coded on Test	IEP, 504, LEP
Florida	Same	Form Indicates All	IEP, 504, LEP
Georgia	No Record	Form Indicates One	IEP, 504, LEP
Hawaii	Higher	Form Indicates All	IEP, 504
Idaho	Same	No Record	IEP, 504
Illinois	No Record	No Record	IEP, 504
Indiana	Higher	Form Indicates All	IEP, 504, LEP
Iowa	No Record	No Record	Any Student with Need
Kansas	Higher	Form Indicates One	Any Student with Need
Kentucky	Same	Form Indicates All	IEP, 504, LEP
Louisiana	Same	Form Indicates All	IEP, 504, LEP
Maine	Same	IEP Info. Coded on Test	Any Student with Need
Maryland	Higher	Form Indicates All	IEP, 504, LEP
Massachusetts	Higher	Form Indicates All	IEP, 504, LEP
Michigan	No Record	Form Indicates One	IEP, 504, LEP
Minnesota	Higher	No Record	IEP, 504, LEP
Mississippi	No Record	No Record	IEP
Missouri	Same	Form Indicates All	IEP, 504, LEP
Montana	No Record	No Record	IEP, 504, LEP
Nebraska	No Record	No Record	IEP, 504, LEP
Nevada	Higher	No Record	IEP, 504, LEP
New Hampshire	Same	Form Indicates All	Any Student with Need
New Jersey	Higher	IEP Info. Coded on Test	IEP, 504, LEP
New Mexico	No Record	Form Indicates All	IEP
New York	Higher	Form Indicates All	Any Student with Need
North Carolina	Higher	IEP Info. Coded on Test	IEP, 504, LEP
North Dakota	Higher	IEP Info. Coded on Test	Any Student with Need
Ohio	Same	IEP Info. Coded on Test	IEP, 504
Oklahoma	No Record	No Record	IEP, 504, LEP
Oregon	No Record	No Record	Any Student with Need
Pennsylvania	Same	Form Indicates All	Any Student with Need
Rhode Island	Same	Form Indicates All	Any Student with Need
South Carolina	No Record	No Record	IEP, 504

Appendix B. Accommodations Summary Table (continued)

State	Change in Accommodation Use	How State Collects Information on Accommodations Used	Students Eligible for Accommodations
South Dakota	Same	Form Indicates One	IEP, 504
Tennessee	Higher	Form Indicates All	Any Student with Need
Texas	No Record	Form Indicates All	Any Student with Need
Utah	No Record	No Record	IEP, 504, LEP
Vermont	Same	Form Indicates All	Any Student with Need
Virginia	No Record	Form Indicates All	IEP, 504, LEP
Washington	Same	Form Indicates All	IEP, 504, LEP
West Virginia	Higher	Form Indicates One	IEP, 504
Wisconsin	No Record	No Record	IEP, 504, LEP
Wyoming	Same	Form Indicates All	Any Student with Need
Unique States			
American Samoa	Higher	No Record	IEP
Bureau of Indian Affairs	No Record	No Record	IEP, 504
Department of Defense	No Response	No Response	No Response
District of Columbia	No Response	No Response	No Response
Guam	No Response	No Response	No Response
Mariana Islands	No Response	No Response	No Response
Marshall Islands	No Response	No Response	No Response
Micronesia	No Response	No Response	No Response
Palau	No Record	IEP Info. Coded on Test	IEP
Puerto Rico	No Response	No Response	No Response
U.S. Virgin Islands	No Response	No Response	No Response

Key: **No Record** = State does not collect the information; **No Response** = State did not respond to the question

Appendix C:

Alternate Assessment Summary

Table

State	Standards	Approach	Student Performance Measures	System Performance Measures	Scorers	Performance Descriptors
Alabama	Skills Linked	Checklist	a, b, c, d	None	a, b, e	No Decision
Alaska	Standards + Skills	Evidence	a, b, c, d	a, b, c, d, e	a, b, c, d, Other	Same
Arizona	State Standards	Combination	a, c, d	No Decision	No Decision	Different
Arkansas	State Standards	Evidence	a, c	b, c	c	Different
California	Skills Linked	Combination	a, b, c	b, c, d	a	Different
Colorado	State Standards	Performance	a, c	a, b, c, e	a, e	Different
Connecticut	Skills Linked	Checklist	a, c, d	None	e	Same/Different
Delaware	Standards + Skills	Evidence	a, b, c, d	a, b, c, d, e	b, c, d	Same
Florida	Skills Linked	Combination	a, c, d	a,b,c	a	No Decision
Georgia	Skills Only	IEP Analysis	a, b, c, d, e	No Response	a	Different
Hawaii	State Standards	Evidence	a	a, b, c, e	a	Different
Idaho	State Standards	Combination	a	None	a, Other	Different
Illinois	State Standards	Evidence	b	a, b	e	No Decision
Indiana	Standards + Skills	Evidence	a, b, c	Other	a	Different
Iowa	LEA Standards	Evidence	a, b	Other	Other	Different
Kansas	Standards + Skills	Evidence	a, b, c	a, b, c, d	e	Same
Kentucky	State Standards	Evidence	a, b, c, d	a, b, c, d, e	a, c, e	Same
Louisiana	Standards + Skills	Performance	a, c, d	None	a, b, e	Different
Maine	State Standards	Evidence	a	a, b, c	c	Same
Maryland	Skills Linked	Combination	a, b, c	a, b, c, d, e	a, b, c	Different
Massachusetts	Skills Linked	Evidence	a, c, d, e	Other	c	Same/Different
Michigan	State Standards	Performance	a, c	No Response	Other	No Decision
Minnesota	Standards + Skills	Checklist	a, b, c, d	a, b, c, d, e	a	Different
Mississippi	Skills Only	Checklist	b	No Decision	b	Same
Missouri	State Standards	Evidence	b, c, d	b	c	No Decision
Montana	State Standards	Checklist	a	a	a, Other	Same
Nebraska	Skills Only	Checklist	a, b, c, d, e	a, b, c	a	Same
Nevada	Standards + Skills	Checklist	a, c, d	Other	a	Different

Appendix C. Alternate Assessment Summary Table (continued)

State	Standards	Approach	Student Performance Measures	System Performance Measures	Scorers	Performance Descriptors
New Hampshire	State Standards	Evidence	a, b, c	a, b, c, e	c	Same
New Jersey	State Standards	Evidence	e	No Decision	c	Different
New Mexico	Skills Linked	Checklist	a, c	None	e	Same
New York	State Standards	No Decision	a, b, c, d	a, b	No Decision	Same
North Carolina	Skills Linked	Evidence	a, b	e	e	Same
North Dakota	Standards + Skills	Evidence	a, b, c	None	No Decision	No Decision
Ohio	Skills Only	IEP Analysis	b	a, b, c, d, e	Other	Different
Oklahoma	Standards + Skills	Evidence	a, c, d	a, b, c, e	c	Same
Oregon	State Standards	Combination	e	b, c	a, Other	Same
Pennsylvania	State Standards	Performance	a, c	c	c, d, e	Same/Different
Rhode Island	State Standards	Evidence	a, c	a, c	c	Same
South Carolina	Skills Linked	Evidence	a	Other	b	Different
South Dakota	Skills Linked	Checklist	a, b	Other	a, Other	Different
Tennessee	Skills Linked	Evidence	c	a, b, c, d, e	b, d	Same
Texas	IEP Decision	Combination	e	Other	e	No Decision
Utah	Skills Linked	IEP Analysis	b	Other	a, d	Same
Vermont	Skills Linked	Evidence	a, b	Other	No Decision	Same
Virginia	Skills Linked	Evidence	a, c, d	No Response	e	No Decision
Washington	State Standards	No Decision	a, b	a	No Decision	No Decision
West Virginia	State Standards	Evidence	a, c, d	None	a, Other	Different
Wisconsin	IEP Decision	Combination	e	No Response	a	No Levels
Wyoming	State Standards	Evidence	a, c	None	a, Other	Different
Unique States						
American Samoa	Skills Linked	Checklist	a, c	None	No Decision	No Decision
Bureau of Indian Affairs	No Decision	No Decision	No Decision	No Decision	No Decision	No Decision
Department of Defense	No Response	No Response	No Response	No Response	No Response	No Response
District of Columbia	No Response	No Response	No Response	No Response	No Response	No Response
Guam	No Response	No Response	No Response	No Response	No Response	No Response
Mariana Islands	No Response	No Response	No Response	No Response	No Response	No Response
Marshall Islands	No Response	No Response	No Response	No Response	No Response	No Response
Micronesia	No Response	No Response	No Response	No Response	No Response	No Response
Palau	No Decision	No Decision	No Decision	None	No Decision	No Decision
Puerto Rico	No Response	No Response	No Response	No Response	No Response	No Response
U.S. Virgin Islands	No Response	No Response	No Response	No Response	No Response	No Response

Appendix C. Alternate Assessment Summary Table (continued)

Key: **No Decision** = State has not made a decision; **No Response** = State did not respond to the question.

Standard: **State Standards** = State standards (may be expanded); **Standards + Skills** = State standards plus functional skills; **Skills linked** = Functional skills linked back to state standards; **Skills only** = Functional skills only, no link to state standards; **IEP Decision** = Decision about standards is up to IEP team.

Approach: **Evidence** = Body of Evidence/Portfolio; **Checklist** = Checklist/Rating Scale; **Combination** = Combination of strategies listed; **Performance** = Specific performance assessment; **IEP Analysis** = Analysis of IEP goals.

Student Performance Measures: **a**=skill/competence level; **b**=degree of progress; **c**=level of competence; **d**=ability to generalize; **e**=other; **None** = No system performance measures.

System Performance Measures: **a**=staff support; **b**=variety of settings; **c**=appropriateness (age appropriate, challenging, authentic); **d**=parent satisfaction; **e**=participation in general education.

Scorers: **a** = student's teacher; **b** = teachers in district; **c** = teachers from other districts; **d** = state agency; **e** = test contractor.

Appendix D:

Reporting Summary Table

State	Approved Accommodations	Non-approved Accommodations	Out-of-Level Testing	Alternate Assessment	No Participation
Alabama	No Decision	Separate	Separate	Separate	Not Counted
Alaska	Aggregated	Separate	None	Separate	Other
Arizona	Aggregated	Separate	Separate	Separate	Not Counted
Arkansas	Separate	Aggregated	None	Separate	No Decision
California	Aggregated	Counted	Counted	No Decision	Not Counted
Colorado	Aggregated	Other	None	Separate	Counted
Connecticut	Aggregated	No Decision	Separate	Counted	Not Counted
Delaware	Aggregated	Separate	Counted	Separate	Score Zero
Florida	Separate	Other	None	No Decision	Not Counted
Georgia	Aggregated, Separate	Aggregated, Separate, Counted	Aggregated	Separate	Other
Hawaii	Aggregated	Aggregated	Aggregated	No Decision	Not Counted
Idaho	Aggregated	Aggregated	None	Other	Not Counted
Illinois	Aggregated	Aggregated	None	Separate	Not Counted
Indiana	Aggregated, Separate	Lowest Score	None	No Decision	Other
Iowa	Aggregated	Not Counted	Aggregated	Separate	Other
Kansas	Aggregated	Separate	None	Other	Not Counted
Kentucky	Aggregated	Other	None	Aggregated	Lowest Score
Louisiana	Aggregated	Aggregated, Separate	Separate	Separate	Counted
Maine	Aggregated	Other	None	Aggregated	Not Counted
Maryland	Other	Other	None	No Decision	Other
Massachusetts	Aggregated	Aggregated	None	Aggregated	Lowest Score
Michigan	Aggregated	No Decision	None	Other	No Decision
Minnesota	Aggregated	Other	None	Separate	Not Counted
Mississippi	Aggregated	Not Counted	No Decision	No Decision	No Decision
Missouri	Aggregated	Aggregated	None	No Decision	Other
Montana	Aggregated	Separate	None	No Decision	Not Counted
Nebraska	Aggregated	Aggregated	None	Counted	No Decision
Nevada	Aggregated	Separate	None	Separate	Not Counted
New Hampshire	Aggregated	Lowest Score	None	Both	Score Zero
New Jersey	Aggregated	Other	None	No Decision	Other
New Mexico	Aggregated, Separate	Other	None	Separate	Other
New York	Aggregated	Aggregated	None	No Decision	Score Zero
North Carolina	Aggregated	Not Counted	None	Separate	Other
North Dakota	Aggregated	Aggregated	Aggregated	No Decision	Not Counted
Ohio	Aggregated	Counted	None	No Decision	No Decision
Oklahoma	Aggregated, Separate	Other	None	No Decision	Counted
Oregon	Aggregated	Separate	Aggregated	Separate	Not Counted
Pennsylvania	Aggregated	Other	None	No Decision	Not Counted
Rhode Island	Aggregated	Aggregated	None	Both	Counted
South Carolina	Aggregated	Separate	Aggregated	Separate	Score Zero
South Dakota	Aggregated	Separate	None	Aggregated	Not Counted
Tennessee	Aggregated	Other	None	Both	Not Counted
Texas	Aggregated	Other	Aggregated	No Decision	Counted
Utah	Aggregated	Separate	Separate	Aggregated	Not Counted
Vermont	Aggregated	Separate	Separate	Separate	Score Zero
Virginia	Aggregated	Aggregated	None	Aggregated	Not Counted
Washington	Aggregated	Counted	None	Counted	Counted

Appendix D. Reporting Summary Table (continued)

State	Approved Accommodations	Non-approved Accommodations	Out-of-Level Testing	Alternate Assessment	No Participation
West Virginia	Aggregated	Other	None	No Decision	Not Counted
Wisconsin	Aggregated	Other	None	Other	Counted
Wyoming	Aggregated	Score Zero	None	Aggregated	Score Zero
Unique States					
American Samoa	Separate	Separate	None	Separate	Not Counted
Bureau of Indian Affairs	Aggregated, Separate	Aggregated, Separate	None	No Decision	Not Counted
Department of Defense	No Response	No Response	No Response	No Response	No Response
District of Columbia	No Response	No Response	No Response	No Response	No Response
Guam	No Response	No Response	No Response	No Response	No Response
Mariana Islands	No Response	No Response	No Response	No Response	No Response
Marshall Islands	No Response	No Response	No Response	No Response	No Response
Micronesia	No Response	No Response	No Response	No Response	No Response
Palau	No Decision	No Decision	No Decision	No Decision	No Decision
Puerto Rico	No Response	No Response	No Response	No Response	No Response
U.S. Virgin Islands	No Response	No Response	No Response	No Response	No Response

Key: **No Decision** = State has not made a decision; **No Response** = State did not respond to the question; **Aggregated** = Student counted as assessment participant, and actual score is aggregated with scores of all other assessment participants; **Separate** = Student counted as assessment participant, but actual score is reported separately; **Lowest Score** = Student counted as assessment participant, and given lowest score; **Score Zero** = Student counted as assessment participant, and given score of zero; **Counted** = Student counted as assessment participant, and no score is given; **Not Counted** = Student not counted as assessment participant, and no score is given; **None** = This type of assessment is not administered.

Appendix E:

Accountability Summary Table

State	Assessment Performance	Attendance	Drop-Out Rates	Suspension Rates	Graduation Rates	No Decision	Other
Alabama	a						b c
Alaska	a b c	a b	a b		a b		
Arizona	a b c		a b c				
Arkansas	a b c	a b c	a b c	a b c	a b c		
California	a		a		a	b c	
Colorado	a b c	a b c	a b c	a b c	a b c		c
Connecticut	a b c		a b c	a b c	a b c		
Delaware	a b c						
Florida	a b		a b c	a b c	a b c	c	a b c
Georgia	a				a	a b c	
Hawaii	a b c	a b c	a b c	a b c	a b c		
Idaho	a b	a	a b c	a b c	a b c		c
Illinois	a b	a b	a b			c	
Indiana	a b	a b			a b	c	
Iowa	a b c		a b c	b c	a b c		
Kansas	a b c	a b c	a b c	a b c	a b c		
Kentucky	a b c	a b c	a b c				a b c
Louisiana	a b	a b c	a b c		a b	c	
Maine	a b c						
Maryland	a b	a b	a b	a b	a b		c
Massachusetts	a b					c	b
Michigan	a b c					a b c	
Minnesota	a b c		a b c	a b c	a b c		
Mississippi	a b c						
Missouri	a b	a b	a b		a b	c	
Montana	a		a		a	b c	a
Nebraska	a b c	a b c	a b c	a b c	a b c		
Nevada	a b c	a b c	a b c	a b c	a b c		
New Hampshire	a b c						
New Jersey	a b c	a b c	a b c	a b c	a b c		
New Mexico	a b c	a b c	a b c				a b c
New York	a b		a b			c	
North Carolina	a b c		a b c				a b
North Dakota	a b	a	a		a	c	
Ohio	a b	a b	a b	a b	a b	c	
Oklahoma						a b c	
Oregon	a b c		a b c	a b c	a b c		
Pennsylvania	a b	a b				c	
Rhode Island	a b c		a	a	a	a b c	
South Carolina	a b c	a	a	a	a		
South Dakota						a b c	
Tennessee	a b c					a b c	
Texas	a b c	a b c	a b c	a b c	a b c		
Utah	a b c						
Vermont	a b c		a b c				
Virginia	a b c						
Washington						a b c	

Appendix E. Accountability Summary Table (continued)

State	Assessment Performance	Attendance	Drop-Out Rates	Suspension Rates	Graduation Rates	No Decision	Other
West Virginia	a b c	a	a b c	a b c	a b c		
Wisconsin	a b	a b c	a b c		a b c		
Wyoming						a b c	
Unique States							
American Samoa	No Decision	No Decision	No Decision	No Decision	No Decision	No Decision	No Decision
Bureau of Indian Affairs	a, b	a, b	a, b	a, b	a, b	a, b	a, b
Department of Defense	No Response	No Response	No Response	No Response	No Response	No Response	No Response
District of Columbia	No Response	No Response	No Response	No Response	No Response	No Response	No Response
Guam	No Response	No Response	No Response	No Response	No Response	No Response	No Response
Mariana Islands	No Response	No Response	No Response	No Response	No Response	No Response	No Response
Marshall Islands	No Response	No Response	No Response	No Response	No Response	No Response	No Response
Micronesia	No Response	No Response	No Response	No Response	No Response	No Response	No Response
Palau	No Decision	No Decision	No Decision	No Decision	No Decision	No Decision	No Decision
Puerto Rico	No Response	No Response	No Response	No Response	No Response	No Response	No Response
U.S. Virgin Islands	No Response	No Response	No Response	No Response	No Response	No Response	No Response

Key: **No Decision** = State has not made a decision; **No Response** = State did not respond to the question;

a = Component of our state accountability system; **b** = Component that includes students with disabilities who participate in general assessments (with accommodations as needed), **c** = Component that includes students with disabilities who participate in alternate assessments.

Appendix F:

Current Issues Summary Table

State	Out-of-Level Testing Option	LEP Students with Disabilities	Alternate Assessment Diploma Options	IEP Team Information	Special Ed. Referral Rates
Alabama	Yes	Unknown	a, b, c	a, b, c, d	Unknown
Alaska	No	Unknown	d	a, b, c, d	Unknown
Arizona	Yes	Participation	a, c	b, c, d	Unknown
Arkansas	No	Unknown	a, c	b, c, d	Unknown
California	Yes	Both	c	b	Same
Colorado	No	Both	a, c, d	a, b, c, d	Unknown
Connecticut	Yes	Participation	a, c, d	b, c, d	Lower
Delaware	Yes	Unknown	c	a, b, c, d,	Same
Florida	No	Both	b	b, c	Unknown
Georgia	Yes	Participation	b	b, c	Unknown
Hawaii	Yes	Unknown	No Decision	a, b, c, d	Higher
Idaho	No	Unknown	a	b, c, d	Higher
Illinois	No	Unknown	a, b, c, d	a, b, c, d	Unknown
Indiana	No	Unknown	c, d	b, c, d	Higher
Iowa	Yes	Unknown	No Response	Other	Unknown
Kansas	No	Unknown	a	b, c, d	Same
Kentucky	No	Both	a, c	b, c, d	Unknown
Louisiana	Yes	Unknown	e	b, c	Unknown
Maine	No	Both	No Response	b, c, d	Higher
Maryland	No	Unknown	c	a, b, c, d	Higher
Massachusetts	No	Unknown	a	a, b, d, c	Unknown
Michigan	No	Unknown	Unknown	b, c, d	Higher
Minnesota	No	Unknown	a	a, b, c, d	Unknown
Mississippi	Yes	Unknown	c	a, b, c, d	No response
Missouri	No	Unknown	a, d	a, b, c, d	Unknown
Montana	No	Performance	a	b, c, d	Unknown
Nebraska	No	Participation	No Response	a, b, c, d	Unknown
Nevada	No	Unknown	b, d	a, b, c, d	No response
New Hampshire	No	Performance	Other	a, b, c	Same
New Jersey	No	Both	a	a, b, c, d	Higher
New Mexico	No	Unknown	a	b, c, d	Unknown
New York	No	Unknown	a, b	a, b, c, d	Higher
North Carolina	No	Unknown	Other	b, c, d	Higher
North Dakota	Yes	Unknown Response	a, c, d, e	a, b, c, d	Unknown
Ohio	No	Unknown	No Response	a, b, c, d	Same
Oklahoma	No	Unknown	a	b, c	Unknown
Oregon	Yes	Unknown	a, c, d, e	a, b, c, d	Higher
Pennsylvania	No	Unknown	a	b, c, d	Unknown
Rhode Island	No	Unknown	a, c, d	a, b, c, d	Unknown
South Carolina	Yes	Unknown	d	a, b, c, d	Unknown
South Dakota	No	Unknown	c, d	b, c, d	Unknown
Tennessee	No	Both	b	a, b, c, d	Unknown
Texas	Yes	Both	a	a, b, c, d	Same
Utah	Yes	Performance	a, c, d	b, c, d	Unknown
Vermont	Yes	Both	a	b, c, d	Same
Virginia	No	Performance	b	b	Unknown

Appendix F. Current Issues Summary Table (continued)

State	Out-of-Level Testing Option	LEP Students with Disabilities	Alternate Assessment Diploma Options	IEP Team Information	Special Ed. Referral Rates
Washington	No	Unknown	No Decision	b, c	Same
West Virginia	Yes	Unknown	Other	b, c, d	Unknown
Wisconsin	No	Unknown	Other	b, c, d	Higher
Wyoming	No	Unknown	a	b, c, d	Higher
Unique States					
American Samoa	No	Unknown	d	a, c	Same
Bureau of Indian Affairs	No	Unknown	No Decision	b, d	Unknown
Department of Defense	No Response	No Response	No Response	No Response	No Response
District of Columbia	No Response	No Response	No Response	No Response	No Response
Guam	No Response	No Response	No Response	No Response	No Response
Mariana Islands	No Response	No Response	No Response	No Response	No Response
Marshall Islands	No Response	No Response	No Response	No Response	No Response
Micronesia	No Response	No Response	No Response	No Response	No Response
Palau	No	Both	c	c	Lower
Puerto Rico	No Response	No Response	No Response	No Response	No Response
U.S. Virgin Islands	No Response	No Response	No Response	No Response	No Response

Key: **No Decision** = State has not made a decision; **No Response** = State did not respond to the question; **Unknown** = This information is unavailable.

Out-of-Level Testing Option: **Yes** = State has out-of-level testing option; **No** = State does not have out-of-level testing option.

LEP Students with Disabilities: **Participation** = State disaggregates participation data for LEP students with disabilities; **Performance** = State disaggregates performance data for LEP students with disabilities; **Both** = State disaggregates both participation and performance data for LEP students with disabilities.

Alt. Assess. Diploma Options: **a** =regular diploma; **b** =special education diploma; **c** =certificate of completion; **d** =certificate of attendance; **e** =certificate of achievement; **f** =vocational diploma.

IEP Team Information: **a** =Information sent to IEP team members; **b** =Information sent to local directors of special education who pass it on to IEP team members; **c** =Workshops/training sessions; **d** =Information available on Internet.



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