

USING ASSESSMENT DATA AS PART OF A RESULTS-DRIVEN ACCOUNTABILITY SYSTEM

INPUT FROM THE NCEO CORE TEAM

July 17, 2012*

* Revised August 24, 2012 to ensure consistent terminology with other OSEP documents.

This document was prepared by the National Center on Educational Outcomes (NCEO) Core Team for consideration by OSEP. NCEO is supported through a Cooperative Agreement (#H326G110002) with the Research to Practice Division, Office of Special Education Programs, U.S. Department of Education.

Dear Colleague:

On March 2, 2012, the Office of Special Education Programs (OSEP) announced we would be taking steps to help close the achievement gap for students with disabilities by moving away from a one-size-fits-all, compliance-focused approach to a more balanced system that looks at how well students are being educated, in addition to continued efforts to protect the rights of students with disabilities. OSEP's vision for the new Results-Driven Accountability (RDA) system is that all components of accountability will be aligned in a manner that best supports States in improving results for infants, toddlers, children and youth with disabilities, and their families.

The Individuals with Disabilities Education Act (IDEA) requires that the primary focus of monitoring be on improving educational results and functional outcomes for children with disabilities, and ensuring that States meet the IDEA program requirements. The current system places a heavy emphasis on procedural compliance without consideration of how the requirements impact student learning and postschool outcomes. In order to better fulfill the IDEA's requirements, a more balanced approach to determining program effectiveness in special education is necessary.

The major components of RDA will include: (1) the State Performance Plan and Annual Performance Report (APR) and State Status Determinations (required under section 616 of the IDEA); and (2) a differentiated system of monitoring and technical assistance (TA) that will support all States but especially those States with the most significant needs for improvement. Performance of States relative to other States and to national data will be determined using data on priority elements, and will be used to determine the appropriate level of monitoring and technical assistance.

As an initial step to identifying States most in need of improvement, I tasked the National Center on Educational Outcomes (NCEO) to convene a team of national experts on assessment and accountability systems to do a thoughtful examination of available data that help in understanding how students with disabilities are performing. The following document is the team's report and includes possible applications of their work. This is the first step that we have taken to use educational results in a more meaningful way. We are currently looking at other data sources that may also be useful.

Thank you to NCEO, especially Martha Thurlow, Sheryl Lazarus, Kamarrie Davis, and Laurene Christensen, for their thoughtful work on this project. I also greatly appreciate the contributions of members of the Core Team and Resource Group, and acknowledge the extensive commitment of time and expertise by all those involved.

Finally, we will continue to call on State staff, parents, TA experts, data experts, advocates and others to provide input as we move forward in the development of RDA. In addition, we will continue our broad-based communication efforts through the Department's web-site, conference calls, webinars, conference presentations and individual meetings with interested parties. I look forward to working with all of you to develop an accountability system that focuses on improving results for infants, toddlers, children and youth with disabilities while continuing to ensure that the rights of children and families are protected.

Sincerely,

Melody Musgrove
Director
Office of Special Education Programs

EXECUTIVE SUMMARY

The National Center on Educational Outcomes (NCEO) was asked by the Office of Special Education Programs (OSEP) to work with a team to provide input on measures that could be used to review states' performance results of their students with disabilities who receive special education services. This represents a significant shift toward results-driven accountability for states.

NCEO established two groups to work on this task. A Core Team was established to identify measures of the academic performance results of students with disabilities who receive special education services. A Resource Group was established to support and serve as a "critical friend" to the Core Team to critique and support the refinement of the proposed measures. Through intensive and thoughtful conversations, the Core Team first identified several framing considerations to guide its work, and then generated a document for consideration and reaction by the Resource Group (see Appendix A for member names).

Framing Considerations

The Core Team identified seven framing considerations for developing measures of student performance that could be used for OSEP's review of student performance:

1. Public transparency and understandability are critical features of an accountability system and must be reflected in measures used to review performance.
2. Multiple measures must be included. No single measure should be used in decisions about student performance results.
3. The use of measures of student performance should provide appropriate incentives to states, particularly in relation to identified values (e.g., inclusion in the general assessment).
4. The measures should provide a flag to look deeper into areas that need improvement.
5. A plan should be developed and steps taken to monitor, validate, and improve the use of measures by OSEP and others; additional variables may be appropriate to enhance the measures in the future.
6. Variables that may be related to student performance but that have inconsistent interpretations and reliability should not be included in measures that are used for reviewing states on the performance of their students with disabilities.
7. No increased burden on states to collect additional data should result from the shift to using student performance results. The developed measures need to fit within what states are doing as they review districts, and should be compatible with and reflective of the state's overall accountability system used for school improvement.

Each of these considerations is discussed briefly in the report.

Core Team Suggestions

The Core Team identified currently available, assessment-based data sources that represent variables for understanding student performance. The team suggested that the variables be presented in several tables. The tables are presented in a reporting format to ensure that multiple measures are considered. The Core Team also suggested that data be provided separately for reading and mathematics, and that participation on both the general assessment and alternate assessments should be included in tables.

The Core Team suggested that the performance of students with disabilities on the general assessment be included as a variable, along with a variable to indicate the relative difficulty of each state's assessment. The team also suggested that a variable be included that shows the gap in performance on the general state assessment between students with disabilities and students without disabilities, a variable that shows the difference between performance of all students with disabilities and the state target for their performance, and a variable showing improvement over time. The team noted that some of these variables should be treated as contextual variables and others as primary variables for consideration. The team also indicated that variables that are not included at this time (e.g., LRE, growth) might be added in the future as accurate data become available.

Suggested Reporting Format

The reporting format suggested by the Core Team includes six tables. The first two tables provide a view of the performance of students with disabilities on the reading and mathematics general assessment in each state. The third table provides an indication of the performance of all students with disabilities in relation to state-defined targets. Tables 1 and 2 (and Table 3 as data improve) would provide the primary information for OSEP to consider in reviewing states on the performance of students with disabilities.

[Table 1](#) (reading) and [Table 2](#) (mathematics) include the following variables: (a) percentage of students receiving special education services who scored proficient or above on the general assessment; (b) participation rates for the general assessment; (c) the gap in performance (in terms of students scoring proficient or above) between students without disabilities and students with disabilities on the general assessment, (d) the change over a two year time span in the percentage of students receiving special education services who scored proficient or above on the general assessment, and (e) the relative difficulty level of each state assessment, in terms of a comparison to a common metric (e.g., NAEP scale). [Table 3](#) provides information on each state's reading and mathematics assessment targets (in the State Performance Plan, Indicator 3C), the actual proficiency rates reported by states in their Annual Performance Reports, and the difference between the two.

[Tables 4](#) and [5](#) provide a contextual view of the performance of students who participate in alternate assessments in reading and mathematics in each state. These tables summarize data for the alternate assessment based on alternate achievement standards (AA-AAS) and, if the state had one, the alternate assessment based on modified achievement standards (AA-MAS). [Table 6](#) provides detailed disaggregated information about the participation rates for each assessment option (e.g., general assessments, AA-AAS, and AA-MAS).

Summary and Conclusions

The Core Team believes that OSEP should use multiple measures related to the performance of students with disabilities as part of a result-driven accountability system because no single available measure adequately represents the full range of important performance variables to consider. The team agreed not to suggest a single formula that combines variables into a single measure of student performance for several reasons, including the team's view that such an approach at this time is unlikely to provide an understandable or valid view of how students with disabilities are performing in a state, due primarily to the lack of proven measures and the many complex ways that multiple variables may interact. Based on its knowledge and expertise, the Core Team identified what it believes are the most important and reliable variables publicly available now to include in reviewing state performance. The Core Team's input reflects an

emphasis on public reporting, and on rich indicators that could be weighed via good professional judgment to inform interpretations of the quality of state performance of students with disabilities.

In the experience of Core Team members, creating a formula to make decisions that prompt different levels of ratings and support is a complex and challenging endeavor. If OSEP decides to develop such a rating-and-differentiated accountability system, the Core Team strongly recommends that stakeholders, experts, and OSEP be involved in the discussion about policy judgments and technical decisions on how these multiple measures are used for making decisions related to student performance.

USING ASSESSMENT DATA AS PART OF A RESULTS-DRIVEN ACCOUNTABILITY SYSTEM

Input from the NCEO Core Team

BACKGROUND

The National Center on Educational Outcomes (NCEO) was asked by the Office of Special Education Programs (OSEP) to work with a team to provide input on measures that could be used to review states on the performance results of their students with disabilities receiving special education services under the Individuals with Disabilities Education Act (IDEA).¹ This work represents a significant shift from a compliance-based to a results-driven accountability system for states.

NCEO established two groups to work on this task. A **Core Team** was established to identify measures of the academic performance results of students with disabilities who receive special education services. A **Resource Group** was established to support and serve as a “critical friend” to the Core Team to critique and support the refinement of the proposed measures. Members of the Core Team and Resource Group are presented in Appendix A, along with the NCEO staff members who worked with the teams.

Assumptions Provided to the Teams

In addition to the assumption that OSEP would be moving to a results-driven accountability system, the Core Team and the Resource Group worked under a set of assumptions about the measures that would be used to define “results”:

- Existing, publicly available, data will be used.
- All IDEA-eligible students with disabilities (on IEPs) should be considered for the measures (students in regular assessment and alternate assessments).
- The measures should be understandable by those being reviewed.
- The measures may change over time as more or different data become available.
- States could use similar measures to review their districts.
- Suggestions should be supported by a rationale.

Process for Generating Suggestions

The Core Team met on three occasions and communicated in the intervals between the meetings. Through intensive and thoughtful conversations, the Core Team first identified

¹ Throughout this document, the term “students with disabilities” will be used to refer to students who are IDEA-eligible. It does **not** include former students with disabilities, even though those students may be included by states in their accountability calculations for the Elementary and Secondary Education Act (ESEA), as allowed under current ESEA regulations. It **does** include English Language Learners with IDEA-eligible disabilities.

several framing considerations to guide its work, and then generated suggestions for consideration and reaction by the Resource Group.

A draft document was produced after the second meeting of the Core Team to communicate the suggestions to the Resource Group. The Resource Group reviewed the document and suggested revisions, as did the Core Team. The Core Team then convened for the third time and agreed on changes to the document. After additional revisions were made, the document was forwarded to OSEP for its consideration.

Framing Considerations

Both the Core Team and the Resource Group thought that it was important to lay out several framing considerations before generating measures that might be used by OSEP to review states on student performance. The importance of doing so rested, in part, on the complexity of student performance data.

Both state assessment data and data from the National Assessment of Educational Progress (NAEP) are publicly available and could be part of measures of student performance. Yet, each of these has limitations. For example, state assessment data reflect the participation of students in different assessments, including three possible alternate assessments² in addition to the general assessment. Further, participation rates in these alternate assessments vary, as do participation rates in the general assessment. NAEP assessments of reading and math are administered to a sample of students in each state in grades 4 and 8 every other year, and every four years in high school. Data from these assessments are not available at the district level. Participation rates for students with disabilities vary from state to state, and not all students with disabilities are able to participate in NAEP because it does not provide an alternate assessment for students with significant cognitive disabilities. NAEP data indicate that students with disabilities who participate in the sample are most likely to have high incidence disabilities, and thus are not representative of all IDEA-eligible students. Also, NAEP does not allow accommodations that would invalidate the construct NAEP is measuring (i.e., read aloud for the reading assessment). Nevertheless, NAEP provides an important measure of the relative difficulty of state assessments, with higher NAEP scale scores indicating more difficult state assessments.

The importance of the framing considerations was highlighted in Core Team discussions about the potential uses of the measures. It was noted that to the extent that the process was viewed as high stakes for states, the validity and reliability of the measures would need to be defensible.

² The three alternate assessments are: Alternate Assessment based on Alternate Achievement Standards (AA-AAS), Alternate Assessment based on Modified Achievement Standards (AA-MAS), and Alternate Assessment Based on Grade-Level Achievement Standards (AA-GLAS).

With the limitations of both state and NAEP data in mind, the Core Team identified seven framing considerations for developing measures that OSEP can use to review states on student performance.

1. *Public transparency and understandability are critical features of a results-driven accountability system and must be reflected in measures used to review states on student performance.*

Public transparency and understandability were viewed as essential characteristics of the proposed measures. A single complex formula that includes all of the identified important variables was viewed as counter to the desire for transparency and understandability.

2. *Multiple measures must be included. No single measure should be used in making decisions about student performance results.*

A measure that is used for reviewing states on the performance of students must have integrity, particularly if it will be used to identify compliance and target technical assistance. Because of the limitations in both state and NAEP data, it is critical to rely on multiple measures that provide a comprehensive picture of student performance, including participation, performance, gaps between students with disabilities and student without disabilities, and improvement in performance over time. A formula that results in a single measure is not appropriate at this point.

3. *The use of measures of student performance should provide appropriate incentives to states, particularly in relation to identified values (e.g., inclusion in the general assessment).*

To be an effective tool to review states, and one that does not provide incentives to “game” the system, the measures of student performance should be perceived by the states as helpful. They should provide incentives for key values such as appropriate participation in the general education assessment and professional development for teachers and administrators.

4. *The measures should provide a flag to look deeper into areas that need improvement.*

The measures will be most valuable if they provide directions for further investigation, and encourage digging into additional data if needed. OSEP would use contextual data to identify areas needing further investigation. States also could focus their efforts to identify districts or schools needing targeted technical assistance.

5. A plan should be developed and steps taken to monitor, validate, and improve the use of measures by OSEP and others; additional variables may be appropriate to enhance the measures in the future.

Because of the critical importance of integrity of the measures, there should be a plan to validate their use for reviewing states. The plan should investigate whether the measures have content validity at a minimum. It should also check on whether it is appropriately identifying those states needing technical assistance, and the occurrence of intended and unintended consequences of using the measures. As new types of data become available, consideration should be given to including them in the measures, so that the measures evolve over time as appropriate.

6. Variables that may be related to student performance but that have inconsistent interpretations and reliability should not be included in measures that are used for reviewing states on the performance of their students with disabilities.

Several variables were discussed that might be included in measures because of their perceived importance to positive student performance outcomes, or because they were perceived to be mediating variables. Among these were least restrictive environments (LRE) data, special education prevalence rates, and proportions of students in certain disability categories. Ultimately, the Core Team agreed that such indicators were, at this time, inconsistently defined by states or were not directly relevant to student performance or approaches that could be taken to improving student performance. They were viewed as possible factors to investigate when OSEP or a state was drilling down in its data to better understand performance of districts and schools. For example, considering LRE data at the district level in combination with performance data could be useful in identifying issues associated with limited access to the general curriculum. In addition, the Core Team noted that when state assessment data are used, it is important that the assessments meet technical adequacy criteria, such as those provided by the ESEA peer review process. This is a factor that could be considered, but it was decided that doing so was beyond the scope of what OSEP should consider.

7. No increased burden on states to collect additional data should result from the shift to reviewing student performance results. The developed measures need to fit within what states are doing as they review districts, and should be compatible with and reflective of the state's overall accountability system used for school improvement.

States are providing state assessment data annually to the U.S. Department of Education, for both students with disabilities (IDEA-eligible) and without disabilities. A measure should use data (representing different variables) that are already available, rather than require the

states to collect or supply additional data.³ Among those data that could be used initially are the data that states submit to OSEP in their Annual Performance Reports (APRs).

Core Team Suggestions

As it made its suggestions, the Core Team believed that it was important to provide definitions of several critical terms. These terms and definitions are provided in Appendix B. In addition, the Core Team noted the attributes that should undergird the measures that OSEP uses to review states to reflect the requirements of IDEA and ESEA and support a reviewing process focused on improving results for students with disabilities. These attributes are: (a) inclusion of students with disabilities in the general education curriculum and general state assessment;⁴ (b) high achievement of students with disabilities against grade-level achievement standards;⁵ (c) reduced gaps between students with and without disabilities on the general state assessment; (d) performance of all students with disabilities compared to the state target for this subgroup's performance;⁶ and (e) improvements in student performance over time.

The Core Team identified currently available assessment-based variables that are needed to adequately understand student performance and use it for reviewing states. These variables formed the basis for the measures in its suggestions. A rationale is provided for each suggestion.

1. Use a reporting format that ensures that multiple measures are considered for students with disabilities receiving special education services.

A transparent and understandable view of the performance of students with disabilities is unlikely to be achieved by creating a formula that combines several variables into a single measure. Laying out a set of variables in a reporting format is more likely to be understood by states being reviewed, and the public, and the data that are reported are likely to have better validity than a single measure. This multiple-measure format would allow for some key variables to be reported, but not necessarily count in the identification of states with varying levels of performance needing further examination or corrective action. A suggested format that includes six tables is explained in the next section. Sample data are provided in the tables following their explanation.

Whether multi-criteria reporting is used or a more traditional formula is created, it will be necessary to make a policy judgment about how good is good enough. A methodology will need to be created to identify those states that are in more or less need of technical assistance.

³ This does not preclude the identification of new variables in the future.

⁴ All students with disabilities, regardless of the assessment in which they participate, are to have access to the general curriculum.

⁵ High achievement on alternate achievement standards is recognized as an important contextual variable.

⁶ States may set different performance targets for students with disabilities.

2. Provide data for reading and mathematics separately.

For each variable examined, it is critical to portray reading and mathematics separately. This approach aligns with ESEA and state-developed accountability systems. It also allows comparisons with NAEP. Furthermore, combining the two content areas would potentially mask important indications of the need for technical assistance.

3. Include participation rates of students with disabilities in state assessments.

The participation of all students with disabilities in state assessments is a requirement of IDEA. Including the overall participation rate, along with the participation rates for each assessment option,⁷ provides a strong context for interpreting student performance data. Use of the overall participation rate also aligns with the broader assessment and accountability systems in states and required in ESEA. The rates in each assessment and overall should be based on the total number of IDEA-eligible students with disabilities enrolled in the assessed grades (grades 3-8 and high school).

4. Include participation of students with disabilities in the general state assessment.

All students with disabilities are to have access to the general education curriculum, regardless of the assessment in which they participate. The general assessment (including the AA-GLAS) needs to be highlighted because it measures the level of achievement in the general education curriculum that states have determined as a reasonable but high standard to prepare students for the future. Thus, participation rates in the general assessment based on the number of students participating in assessments in the assessed grades (grades 3-8 and high school) supports this goal.

5. Include performance of students with disabilities on the general state assessment.

Performance is a foundational measure of results. Performance on the general assessment (including the AA-GLAS) needs to be highlighted because it measures the level of achievement in the general education curriculum that states have determined as a reasonable but high standard to prepare students for the future. Including performance in terms of the percentage of students assessed through the general state assessment who earned proficient and above scores (grades 3-8 and high school) supports this goal. This performance must be viewed in the context of participation rates.

⁷ Of the assessment options, the Alternate Assessment based on Modified Achievement Standards (AA-MAS) and the Alternate Assessment Based on Grade-Level Achievement Standards (AA-GLAS) are optional for states. It is unclear whether these will systematically affect overall participation rates. All states are required to have an Alternate Assessment based on Alternate Achievement Standards (AA-AAS) for students with significant cognitive disabilities.

6. Include the relative difficulty of state assessments.⁸

State assessments vary in difficulty and performance standards used to define proficient performance.⁹ With the assumption that it is important to review states in relation to a common criterion rather than the state's own criteria, a mechanism for doing so is needed. An independent assessment that is administered in all states is the National Assessment of Educational Progress (NAEP). NAEP is recognized as a measure that can be used to map the difficulty of state assessments on a common scale. Students with disabilities participate in NAEP,¹⁰ although at somewhat differing rates across the states. Further, NAEP is administered only in grades 4 and 8 in alternate years, and every four years in high school. Thus, it does not provide data that could be used to indicate the performance of students with disabilities, but it does provide data that can be used to indicate the relative difficulty of each state's general assessment. Higher NAEP equivalent scores indicate more difficult state assessments.

7. Include the gap in general assessment performance between students with disabilities and students without disabilities.

Reducing the achievement gap between the performance of students with disabilities and the performance of students without disabilities on the general assessment is a primary policy goal and a requirement of ESEA and state-developed accountability systems. However, the review system should take into account that a small gap, where all students are performing poorly, is not desirable. Maintaining a focus on decreasing the gap is critical, as is ensuring that any decrease in the gap reflects an increase in the performance of students with disabilities rather than a decrease in the performance of students without disabilities. Information on gaps¹¹ should be displayed alongside the performance of students with disabilities on the general state assessment.

⁸ The term "assessment" is used broadly here to include their performance standards and proficiency level cut scores.

⁹ This situation may be a temporary one for states that are part of the Race-to-the-Top Assessment Consortia and the AA-AAS Consortia, which are developing common assessments for consortia of states. Only a few states do not currently belong to an assessment consortium. For the consortia states that use the common general assessments, a NAEP measure to indicate the relative difficulty of state assessments may be needed for a relatively short time. There is a similar, probably temporary, situation for the states that belong to an AA-AAS consortia. In the meantime, examination of AA-AAS performance should be supported by documenting percent proficient on the AA-AAS compared to the percent proficient on the general state assessment.

¹⁰ NAEP does not have an alternate assessment for students with significant cognitive disabilities. Thus, NAEP performance is not reflective of all students with disabilities.

¹¹ It was noted that the gap may be affected by the existence of an AA-MAS (i.e., more students are likely to be designated as proficient in states with an AA-MAS); during the years when an AA-MAS is in place, the gap may look smaller than in years without an AA-MAS. A footnote will need to be added for each state with an AA-MAS in years in which one was implemented in the state. States adopting the Common Core State Standards (CCSS) and assessments aligned with the CCSS may discontinue their use of a state-developed AA-MAS.

8. Include improvement in performance over time.

Ideally, growth in performance, based on longitudinal data for each student, would be included. Unfortunately, data systems that support the calculation of growth, particularly for students with disabilities, are not yet widespread in the states, so it is not appropriate to include at this time. Growth calculations might be used in the future. Still, it will be important to include a measure of improvement across years for cohorts of students to help evaluate increases in performance over time. This can be achieved by calculating the difference between the percent proficient across years (ideally at least two school years apart, such as 2006-07 to 2008-09) for students on IEPs in those years.¹²

Suggested Reporting Format

The reporting format suggested by the Core Team includes six tables. The first two tables (and Table 3 as data improve) would provide the primary information for OSEP to consider in reviewing the performance of students with disabilities; the other tables provide contextual information. This section defines the information to be included in each of these tables. A sample set of tables with data from 2008-09 is included in the next section.

Table 1—Reading General State Assessment

[Table 1](#) is designed to provide a contextual view of performance of students with disabilities on the **reading** general assessment in each state (column 1). **Performance**¹³ (column 2) is displayed in the context of **participation** rates for the general assessment (column 3), **gaps** in performance of students without disabilities and students with disabilities on the general assessment (column 4),¹⁴ and **improvement** in the percent proficient from 2006-07 to 2008-09 on the general assessment, shown as the 2006-07 percent (column 5) and the change to 2008-09 (column 6). **Difficulty level** of each state assessment, in terms of a comparison to a NAEP scale score is provided as further context (column 7).¹⁵ A sample of Table 1 appears on page 14. (See Appendix C, Figure C-1, for a figure that graphically portrays the relation between state reading performance of students with disabilities on the general assessment and overall state NAEP difficulty as a scale score for all states.)

¹² Improvement over time also may be affected by the existence of an AA-MAS (i.e., more students are likely to be designated as proficient in states with an AA-MAS); comparing a year with an AA-MAS to one without an AA-MAS may artificially increase or decrease the percent of proficient students with disabilities. A footnote will need to be added for each state with an AA-MAS in only one of the two years included in improvement calculations.

¹³ Performance throughout the tables refers to the percentage of students scoring proficient or above.

¹⁴ In Tables 1 and 2, “gaps” will include only those students who participate in the general state assessment. Thus, adding columns 2 and 4 will not produce the overall proficient rates; students in the AA-AAS and AA-MAS cannot be included in the gap measure, but would be part of the overall proficient and above rate.

¹⁵ A higher NAEP scale score indicates a relatively more difficult state assessment.

Table 2—Mathematics General State Assessment

[Table 2](#) is designed to provide a view of performance of students with disabilities on the **mathematics** general assessment in each state (column 1). **Performance** (i.e., percent proficient or above) (column 2) is displayed in the context of **participation** rates for the general assessment (column 3), **gaps** in performance of students without disabilities and students with disabilities on the general assessment (column 4), and **improvement** in the percent proficient from 2006-07 to 2008-09 on the general assessment, shown as the 2006-07 percent (column 5) and the change to 2008-09 (column 6). **Difficulty level** of each state assessment, in terms of a comparison to a NAEP scale score is provided as further context (column 7). A sample of Table 2 appears on page 17. (See Appendix C, Figure C-2, for a figure that graphically portrays the relation between state mathematics performance of students with disabilities on the general assessment and overall state NAEP difficulty as a scale score for all states.)

Table 3—Reading and Math Overall Performance and State Targets¹⁶

[Table 3](#) is designed to provide information for each state (column 1) on the state's **reading assessment target** for the percent of students proficient (column 2), the actual **reading assessment proficient rate** for students with disabilities (column 3), and the **difference** between the two (column 4). The table also includes the state's **mathematics assessment target** for the percent of students proficient (column 5), the **mathematics assessment proficient rate** for students with disabilities (column 6), and the **difference** between the two (column 7). A sample of Table 3 appears on page 20. State targets will align with ESEA targets (Annual Measurable Objectives—AMOs) in 2009-10 and thereafter. The prevalence of "Not Available—NA" data will need to be addressed.

Table 4—Reading Alternate Assessments

[Table 4](#) is designed to provide a contextual view of the performance of students with disabilities on **reading** alternate assessments in each state¹⁷ (column 1). Depending on the state (see asterisks), the alternate assessments may include an AA-MAS in addition to the general assessment. **Performance** (i.e., percent proficient or above) (column 2) is displayed in the context of **participation** rates for alternate assessments (column 3), and **improvement** in the percent proficient from 2006-07 to 2008-09 on alternate assessments, shown as the 2006-07 percent (column 4) and the change to 2008-09 (column 5). A sample of Table 4 appears on page 22.

¹⁶ State targets for the performance of students with disabilities were provided to OSEP in each state's State Performance Plan (SPP). The actual performance of students with disabilities is reported to OSEP annually in each state's Annual Performance Report (APR).

¹⁷ Participation and performance on the AA-GLAS, for those states with this assessment option, are included with participation and performance on the general assessment and calculations including those variables in Table 4 and Table 5.

Table 5—Mathematics Alternate Assessments

[Table 5](#) is designed to provide a contextual view of the performance of students with disabilities on **reading** alternate assessments in each state (column 1). Depending on the state (see asterisks), the alternate assessments may include an AA-MAS in addition to the general assessment. **Performance** (i.e., percent proficient or above) (column 2) is displayed in the context of **participation** rates for alternate assessments (column 3), and **improvement** in the percent proficient from 2006-07 to 2008-09 on alternate assessments, shown as the 2006-07 percent (column 4) and the change to 2008-09 (column 5). A sample of Table 5 appears on page 24.

Table 6—Participation Rates for Students with Disabilities in Reading and Mathematics Assessments

[Table 6](#) is designed to provide information for each state (column 1) on the participation rate in each reading assessment—general (column 2), AA-AAS (column 3), and AA-MAS (column 4), followed by the **overall reading participation** rates across all state assessments (total, column 5). Also included for each state is the participation rate for each mathematics assessment—general (column 6), AA-AAS (column 7), and AA-MAS (column 8), followed by the **overall mathematics participation** rates across all state assessments (total, column 9). A sample of Table 6 appears on page 26.

Summary and Conclusions

The Core Team was charged with providing input to OSEP on measures that could be used to review states on the performance results of their students with disabilities receiving special education services. Based on their knowledge and expertise, the Core Team suggests an approach to reviewing that starts with some key variables and pursues additional data in some cases, such as when it appears that the students in a state are not performing as desired. The Core Team believes that multiple measures are needed for a defensible approach to reviewing states on the performance of students with disabilities. Further, the Core Team agreed not to suggest a single formula that combines variables into a single measure of student performance. This conclusion was reached for several reasons, including the Core Team's view that such an approach at this time is unlikely to provide an understandable or valid view of how students with disabilities are performing in a state, due primarily to the lack of proven measures and the many complex ways that multiple variables may interact.

This report presents the group of variables that the Core Team identified to generate measures of student performance for reviewing purposes. The team suggests these variables might be presented in a tables reporting format, with the first three tables viewed as primary measures and the other tables reflecting contextual variables that are important in making judgments about a state. The Core Team believes that it has identified the most important and reliable variables publicly available now that OSEP should consider when

reviewing states on the performance of students with disabilities. The suggested process for using these variables at this point is qualitative and based on professional judgment. The Core Team did not make suggestions on how the qualitative judgments might take place. In the experience of Core Team members, creating a formula to make decisions that prompt different levels of ratings and support is a complex and challenging endeavor. If OSEP decides to develop such a rating-and-differentiated reviewing system, the Core Team strongly recommends that that stakeholders, experts, and OSEP need to be involved in the discussion about policy judgments on how these multiple measures are used for reviewing purposes.

Table 1
General State Reading Assessment Data for Students with Disabilities

Col 1	Col 2	Col 3	Col 4	Col 5	Col 6	Col 7
State	% Proficient 08-09	Participatio n Rate 08-09	Proficiency Gap 08-09	% Proficient 06-07	Change: 06-07 to 08-09	Difficulty (NAEP Scale) 08-09
S1	1.0	83.6	NA	0.6	0.4	NA
S2*	13.1	91.9	NA	13.7	-0.6	NA
S3*	13.9	60.7	40.3	13.4	0.6	230.5
S4	14.0	83.8	38.1	NA	-	224.5
S5	14.6	86.1	38.0	27.0	-12.4	232.0
S6	14.9	91.9	NA	7.2	7.6	NA
S7	15.0	86.9	56.8	9.8	5.2	220.5
S8	15.0	91.2	56.2	11.9	3.1	222.0
S9	15.4	89.8	44.5	14.3	1.1	226.5
S10*	16.5	40.5	53.5	42.5	-26.0	230.0
S11	17.3	91.8	38.5	12.4	4.9	248.0
S12	19.8	81.8	NA	NA	-	NA
S13	20.1	88.1	48.4	34.4	-14.3	227.5
S14	20.4	91.1	57.9	14.1	6.3	236.5
S15	22.9	91.7	46.2	20.5	2.5	224.0
S16	24.1	94.8	19.0	27.0	-2.9	NA
S17*	25.7	77.4	43.6	21.2	4.5	217.5
S18	25.7	89.0	50.6	24.1	1.7	229.0
S19	26.2	93.2	48.4	24.6	1.7	230.5
S20*	26.4	70.2	45.3	43.0	-16.6	225.0
S21	27.8	89.8	46.6	22.5	5.3	230.0
S22	27.9	90.3	49.6	24.4	3.6	217.0
S23	28.3	89.5	47.3	26.9	1.4	241.5
S24	28.9	88.3	51.7	28.3	0.7	225.5
S25	29.7	90.0	48.4	25.2	4.5	225.5
S26	30.1	94.0	51.6	32.5	-2.3	221.0
S27	31.0	87.0	46.3	47.0	-16.0	231.5
S28	31.3	91.9	50.7	22.1	9.1	233.5
S29	31.4	89.2	33.9	26.4	5.0	234.0
S30	31.6	78.3	48.2	56.0	-24.5	215.0
S31	32.2	94.7	35.9	31.6	0.6	233.5
S32	33.9	92.5	43.7	43.9	-10.0	232.5
S33*	34.6	53.2	55.8	48.5	-13.9	194.5
S34*	35.0	67.1	44.3	43.5	-8.5	228.0
S35	35.2	90.6	52.8	33.3	1.9	206.5

Col 1	Col 2	Col 3	Col 4	Col 5	Col 6	Col 7
State	% Proficient 08-09	Participatio n Rate 08-09	Proficiency Gap 08-09	% Proficient 06-07	Change: 06-07 to 08-09	Difficulty (NAEP Scale) 08-09
S36	35.2	89.1	44.4	32.0	3.3	216.0
S37	36.1	91.3	41.8	29.6	6.5	229.0
S38	37.9	92.2	47.7	23.8	14.1	223.5
S39	38.6	86.9	45.3	40.5	-1.9	221.5
S40	38.9	91.4	41.2	45.0	-6.1	226.5
S41	39.4	90.8	43.5	38.9	0.4	217.5
S42	40.1	87.4	42.3	34.9	5.2	213.5
S43	40.2	91.3	44.8	43.4	-3.2	207.0
S44	40.4	91.6	33.1	36.9	3.5	229.0
S45	40.6	91.1	44.7	35.5	5.1	215.5
S46	40.8	90.0	46.7	41.6	-0.8	210.5
S47	41.1	87.1	45.4	36.3	4.7	222.0
S48	43.0	89.7	48.0	35.0	8.0	202.0
S49	43.2	93.0	45.4	12.8	30.3	219.5
S50*	44.0	66.6	44.3	57.5	-13.5	211.0
S51*	49.2	78.2	38.2	41.1	8.1	212.0
S52	51.4	87.8	41.8	21.8	29.6	205.5
S53	60.7	91.1	33.1	58.0	2.7	193.5
S54	66.5	91.4	24.8	53.7	12.7	207.5
S55	70.2	91.3	24.1	67.2	3.0	190.5
S56	74.1	90.5	21.8	30.4	43.8	NA
S57	82.5	100.0	NA	NA	–	NA

Col 1—State number, assigned in terms of performance (from lowest to highest) on the general state reading assessment (Column 2).

Col 2—Percent proficient or above on the general reading assessment (including the AA-GLAS) in 2008-09, calculated as the number of students with disabilities proficient or above on the general assessment (including the AA-GLAS) in reading across all grades 3-8 and high school, divided by the total number of students with disabilities assessed in all assessed grades. Data are from the APR data base.

Col 3—Percent participating in the general reading assessment (including the AA-GLAS) in 2008-09, calculated as the number of students with disabilities in the general assessment in reading across all grades 3-8 and high school, divided by the total number of students with disabilities enrolled across all assessed grades. Data are from the APR data base.

Col 4—Percent of students without disabilities proficient or above on the general reading assessment in 2008-09, calculated as the number of students without disabilities proficient or above in reading across all grades 3-8 and high school divided by the total number of students without disabilities assessed on the general reading assessment across all assessed grade, **minus** the percent of students with disabilities proficient or above on the general reading assessment (including the AA-GLAS) in 2008-09, calculated as the number of students with disabilities proficient or above in reading across all grades 3-8 and high school divided by the total number of students with disabilities assessed in all assessed grades. Data are from the OESE CSPD data base. Other than two unique entities (S4, S16), the unique entities were not included in the CSPD data base (these are designated by NA). Caution should be

exercised in interpreting the numbers that are included in this column because the calculations for students without disabilities were derived by subtracting the students with disabilities numbers from the all students numbers to derive the students without disabilities numbers.

Col 5—Shows both the percent proficient or above on the general reading assessment (including the AA-GLAS) in 2006-07. The percent proficient or above on the general reading assessment (including the AA-GLAS) in 2006-07 was calculated as the number of students with disabilities proficient or above on the general assessment in reading across all grades 3-8 and high school, divided by the total number of students with disabilities assessed in all assessed grades. Several unique entities were missing data for 2006-07 (indicated by NA).

Col 6—Change in percent proficient or above from 2006-07 to 2008-09. Change was calculated by subtracting the percent proficient in 2006-07 from the percent proficient in 2008-09 (a—indicates that this number could not be calculated).

Col 7—An estimate of the difficulty of the state reading general assessment is based on the report, *Mapping State Proficiency Standards Onto the NAEP Scales: Variation and Change in State Standards for Reading and Mathematics, 2005-2009 (NCES 2011-458)* for grades 4 and 8 averaged. Higher values indicate more difficult state assessments. NA indicates that NAEP scale values were not available for the state assessment.

^a State reported AA-MAS participation and performance data for 2008-09, but not for 2006-07. Some states (e.g., S10, S33, S50) had an AA-GLAS in 2006-07, but not in 2008-09.

Table 2
General State Mathematics Assessment Data for Students with Disabilities

Col 1	Col 2	Col 3	Col 4	Col 5	Col 6	Col 7
State	% Proficient 08-09	Participatio n Rate 08-09	Proficiency Gap 08-09	% Proficient 06-07	Change: 06-07 to 08- 09	Difficulty (NAEP Scale) 08-09
S1	0.3	83.1	NA	0.4	-0.1	NA
S2*	11.4	91.4	NA	13.7	-2.3	NA
S3*	17.2	65.8	38.5	16.9	0.3	NA
S4	12.5	83.5	39.0	0.0	–	237.5
S5	21.4	86.9	38.0	30.7	-9.3	243.5
S6	16.5	93.4	NA	30.9	-14.3	NA
S7	25.5	82.2	50.5	16.3	9.2	241.5
S8	5.5	90.3	42.9	5.5	0.1	262.5
S9	12.1	90.0	32.3	9.7	2.4	256.5
S10*	19.0	43.5	49.8	44.7	-25.8	248.5
S11	19.2	91.7	33.2	15.5	3.6	266.5
S12	17.9	81.8	NA	0.0	–	NA
S13	24.9	88.2	40.3	34.9	-10.0	247.5
S14	17.0	90.9	49.9	15.1	1.9	259.0
S15	24.2	91.7	42.8	19.6	4.6	247.0
S16	19.0	94.5	2.7	34.2	-15.2	NA
S17*	29.6	77.4	39.3	25.3	4.4	242.0
S18	16.5	88.9	42.5	15.4	1.2	265.5
S19	20.2	93.2	39.2	23.3	-3.1	253.0
S20*	41.1	72.2	41.8	32.4	8.7	236.5
S21	23.8	90.6	40.0	21.6	2.2	259.0
S22	28.5	90.3	47.4	25.4	3.0	239.0
S23	20.0	89.4	43.6	18.3	1.7	277.5
S24	38.3	88.7	47.8	38.1	0.3	232.5
S25	35.6	90.2	43.7	30.2	5.4	245.0
S26	36.4	93.6	46.8	40.0	-3.6	242.0
S27	26.6	87.1	40.4	42.4	-15.7	260.0
S28	25.5	91.7	44.9	21.9	3.6	259.0
S29	34.1	89.0	37.2	28.5	5.6	245.5
S30	40.0	80.1	41.3	59.1	-19.1	226.5
S31	45.1	94.6	30.8	40.4	4.7	252.0
S32	38.2	92.3	40.0	43.4	-5.2	251.5
S33*	27.8	51.7	54.7	47.9	-20.1	234.0
S34*	37.9	70.8	41.4	39.9	-2.0	251.5
S35	30.6	90.6	50.8	28.5	2.1	226.5

Col 1	Col 2	Col 3	Col 4	Col 5	Col 6	Col 7
State	% Proficient 08-09	Participatio n Rate 08-09	Proficiency Gap 08-09	% Proficient 06-07	Change: 06-07 to 08- 09	Difficulty (NAEP Scale) 08-09
S36	45.5	89.1	38.2	43.6	1.9	229.0
S37	45.2	91.7	34.4	39.2	6.0	251.0
S38	53.5	92.8	38.3	35.9	17.6	228.0
S39	34.3	86.7	46.6	34.4	0.0	242.0
S40	38.4	91.4	40.6	33.2	5.3	247.5
S41	30.1	90.9	46.7	29.2	0.9	244.5
S42	38.9	88.4	39.2	32.2	6.7	240.0
S43	30.9	91.3	42.8	34.2	-3.3	243.0
S44	36.6	91.5	29.7	25.3	11.3	248.0
S45	32.7	88.4	39.5	34.0	-1.4	250.0
S46	38.4	90.3	43.7	37.4	1.1	240.5
S47	23.0	87.5	45.0	21.9	1.1	260.0
S48	34.0	89.8	50.1	34.5	-0.5	237.0
S49	37.8	93.0	47.4	13.9	23.9	242.5
S50*	43.4	69.1	42.4	53.5	-10.1	241.0
S51*	40.5	78.1	42.2	36.3	4.2	239.5
S52	43.3	88.4	42.7	18.7	24.6	229.0
S53	43.7	91.1	39.9	43.6	0.1	232.5
S54	65.4	92.1	22.0	49.3	16.1	232.0
S55	57.2	91.5	34.3	51.3	5.9	212.0
S56	73.7	89.6	21.2	26.2	47.5	NA
S57	21.5	100.0	NA	0	–	NA

Col 1—State number, using the procedure in Table 1 (ordered in terms of performance on the state general reading assessment).

Col 2—Percent proficient or above on the general mathematics assessment (including the AA-GLAS) in 2008-09, calculated as the number of students with disabilities proficient or above on the general assessment (including the AA-GLAS) in mathematics across all grades 3-8 and high school, divided by the total number of students with disabilities assessed in all assessed grades. Data are from the APR data base.

Col 3 - Percent participating in the general mathematics assessment (including the AA-GLAS) in 2008-09, calculated as the number of students with disabilities in the general assessment in mathematics across all grades 3-8 and high school, divided by the total number of students with disabilities enrolled across all assessed grades. Data are from the APR data base.

Col 4—Percent of students without disabilities proficient or above on the general mathematics assessment in 2008-09, calculated as the number of students without disabilities proficient or above in mathematics across all grades 3-8 and high school divided by the number of students without disabilities assessed on the general mathematics assessment across all assessed grade, **minus** the percent of students with disabilities proficient or above on the general mathematics assessment (including the AA-GLAS) in 2008-09, calculated as the number of students with disabilities proficient or above in mathematics across all grades 3-8 and high school divided by the total number of students with disabilities assessed in all assessed grades. Data are from the OESE CSPD data base. Other than two unique entities (S4, S16), the unique entities were not included in the CSPD data base (these are designated by NA).

Caution should be exercised in interpreting the numbers that are included in this column because the calculations for students without disabilities were derived by subtracting the students with disabilities numbers from the all students numbers to derive the students without disabilities numbers.

Col 5—Shows both the percent proficient or above on the general mathematics assessment (including the AA-GLAS) in 2006-07. The percent proficient or above on the general mathematics assessment (including the AA-GLAS) in 2006-07 was calculated as the number of students with disabilities proficient or above on the general assessment in mathematics across all grades 3-8 and high school, divided by the total number of students with disabilities assessed in all assessed grades. Several unique entities were missing data for 2006-07 (indicated by NA).

Col 6—Change in percent proficient or above for 2006-07 to 2008-09. Change was calculated by subtracting the percent proficient in 2006-07 from the percent proficient in 2008-09 (a—indicates that NAEP scale values were not available for the state assessment).

Col 7—An estimate of the difficulty of the state mathematics general assessment is based on the report, *Mapping State Proficiency Standards Onto the NAEP Scales: Variation and Change in State Standards for Reading and Mathematics, 2005-2009 (NCES 2011-458)* for grades 4 and 8 averaged. Higher values indicate more difficult state assessments. NA indicates that NAEP scale values were not available for the state assessment.

^a State reported AA-MAS participation and performance data for 2008-09, but not for 2006-07. Some states (e.g., S10, S33, S50) had an AA-GLAS in 2006-07, but not in 2008-09.

Table 3
Reading and Math Targets and Performance for Students with Disabilities*

Col 1 State	Reading			Mathematics		
	Col 2 Target % Proficient 08-09	Col 3 Actual % Proficient 08-09	Col 4 Difference Actual— Target	Col 5 Target % Proficient 08-09	Col 6 Actual % Proficient 08-09	Col 7 Difference Actual— Target
S1	50.0	3.2	-46.8	50.0	2.2	-47.8
S2	NA	NA	NA	NA	NA	NA
S3	NA	NA	NA	NA	NA	NA
S4	38.0	18.4	-19.6	38.0	16.3	-21.7
S5	49.3	16.8	-32.5	51.7	23.6	-28.1
S6	6.0	5.0	-1.0	5.0	6.0	1.0
S7	32.4	25.0	-7.4	38.1	38.3	0.2
S8	58.0	17.0	-41.0	46.0	8.0	-38.0
S9	NA	20.1	NA	NA	15.5	NA
S10	62.1	52.7	-9.4	60.9	58.1	-2.8
S11	59.2	23.6	-35.6	54.1	25.8	-28.3
S12	30.0	28.3	-1.7	30.0	27.3	-2.7
S13	63.2	24.2	-39.0	62.0	28.6	-33.4
S14	NA	25.7	NA	NA	22.4	NA
S15	NA	NA	NA	NA	NA	NA
S16	35.0	24.3	-10.7	40.0	19.3	-20.7
S17	53.5	33.5	-20.0	57.9	36.5	-21.4
S18	NA	NA	NA	NA	NA	NA
S19	NA	NA	NA	NA	NA	NA
S20	NA	NA	NA	NA	NA	NA
S21	NA	NA	NA	NA	NA	NA
S22	50.0	34.6	-15.4	45.0	35.2	-9.8
S23	90.2	67.9	-22.3	84.3	56.9	-27.4
S24	NA	NA	NA	NA	NA	NA
S25	63.0	32.7	-30.3	56.0	38.9	-17.1
S26	NA	NA	NA	NA	NA	NA
S27	NA	NA	NA	NA	NA	NA
S28	55.6	35.2	-20.4	63.0	29.2	-33.8
S29	43.0	35.6	-7.4	45.0	39.9	-5.1
S30	NA	NA	NA	NA	NA	NA
S31	NA	NA	NA	NA	NA	NA
S32	NA	NA	NA	NA	NA	NA
S33	67.0	73.0	6.0	58.0	64.0	6.0
S34	78.1	61.1	-17.0	67.0	61.9	-5.1
S35	NA	NA	NA	NA	NA	NA

Col 1	Reading			Mathematics		
	Col 2 Target % Proficient 08-09	Col 3 Actual % Proficient 08-09	Col 4 Difference Actual— Target	Col 5 Target % Proficient 08-09	Col 6 Actual % Proficient 08-09	Col 7 Difference Actual— Target
S36	38.0	41.6	3.6	38.0	52.3	14.3
S37	35.0	54.0	19.0	41.0	64.1	23.1
S38	NA	NA	NA	NA	NA	NA
S39	69.0	48.1	-20.9	62.0	43.9	-18.1
S40	NA	NA	NA	NA	NA	b
S41	NA	NA	NA	NA	NA	NA
S42	60.0	46.5	-13.5	59.0	44.1	-14.9
S43	46.5	46.5	0.0	37.5	37.5	0.0
S44	41.9	38.0	-3.9	38.3	39.8	1.5
S45	NA	NA	NA	NA	NA	NA
S46	NA	NA	NA	NA	NA	NA
S47	33.0	46.0	13.0	33.0	27.8	-5.2
S48	59.6	51.3	-8.3	53.2	42.1	-11.1
S49	27.6	46.8	19.2	25.0	40.8	15.8
S50	70.8	72.2	1.4	70.5	66.2	-4.3
S51	NA	NA	NA	NA	NA	NA
S52	58.5	55.7	-2.8	53.0	48.4	-4.6
S53	67.0	67.7	0.7	55.8	52.2	-3.6
S54	81.0	73.0	-8.0	79.0	71.0	-8.0
S55	79.4	78.0	-1.4	68.6	67.7	-0.9
S56	NA	NA	NA	NA	NA	NA
S57	NA	11.6	NA	NA	19.9	NA

Col 1—State number, using the procedure in Table 1 (ordered in terms of performance on the state general reading assessment).

Col 2—Reading assessment target set by the state in its State Performance Plan for percent proficient on all reading assessments.

Col 3—Actual reported reading assessment percent proficient on all mathematics assessments, provided by OSEP after adjusting for percentages above caps (i.e., percent proficient above 1% cap for the AA-AAS and percent proficient above 2% cap for the AA-MAS counted as not proficient).

Col 4—Difference between actual percent proficient on reading assessments and the target percent proficient, calculated by subtracting the target from the actual (positive number indicates that actual performance is higher than the target).

Col 5—Mathematics assessment target set by the state in its State Performance Plan for percent proficient on all math assessments.

Col 6—Actual reported mathematics assessment percent proficient on all mathematics, provided by OSEP after adjusting for percentages above caps (i.e., percent proficient above 1% cap for the AA-AAS and percent proficient above 2% cap for the AA-MAS counted as not proficient).

Col 7—Difference between actual percent proficient on mathematics assessments and the target percent proficient, calculated by subtracting the target from the actual (positive number indicates that actual performance is higher than the target).

* This table is based on data provided by MSIP (analysis 2010) for the year 2008-09. NA indicates that the data were not available.

Table 4
Alternate State Reading Assessments for Students with Disabilities

Col 1	Col 2	Col 3	Col 4	Col 5
State	% Proficient 08-09	Participation Rate 08-09	% Proficient 06-07	Change: 06-07 to 08-09
S1	2.3	6.9	0.0	2.3
S2*	2.6	5.4	0.0	2.6
S3*	21.9	35.6	5.2	16.7
S4	5.6	9.4	0.0	5.6
S5	2.6	9.7	6.5	-3.9
S6	0.0	4.6	0.0	0.0
S7	9.2	11.7	6.4	2.9
S8	3.4	5.0	1.6	1.8
S9	5.6	7.6	3.6	2.0
S10*	37.7	56.2	4.0	32.9
S11	6.3	7.8	4.4	1.9
S12	9.5	14.9	0.0	9.5
S13	6.5	8.4	4.7	1.7
S14	4.8	7.2	4.7	0.1
S15	5.6	7.1	5.7	-0.1
S16	0.6	3.5	0.0	0.6
S17*	7.6	21.9	7.2	0.4
S18	4.3	5.4	4.8	-0.5
S19	1.8	3.4	1.7	0.1
S20*	10.9	26.9	8.9	2.0
S21	5.1	7.7	4.8	0.3
S22	5.2	7.2	4.4	0.8
S23	0.0	8.6	6.0	-6.0
S24	2.3	9.2	1.2	1.1
S25	3.3	8.4	3.4	-0.1
S26	3.4	5.3	2.3	1.1
S27	8.2	10.7	7.7	0.4
S28	4.6	6.5	2.1	2.5
S29	5.4	8.0	7.2	-1.8
S30	16.4	19.4	8.7	7.7
S31	2.9	5.1	5.1	-2.2
S32	3.9	6.5	5.1	-1.2
S33*	38.6	45.6	20.8	17.8
S34*	29.9	30.6	15.5	14.3
S35	4.7	8.3	4.4	0.3

Col 1	Col 2	Col 3	Col 4	Col 5
State	% Proficient 08-09	Participation Rate 08-09	% Proficient 06-07	Change: 06-07 to 08-09
S36	5.8	8.9	4.4	1.4
S37	4.8	5.6	4.9	-0.1
S38	6.1	7.0	5.5	0.5
S39	7.0	11.9	11.2	-4.2
S40	4.8	7.9	4.7	0.1
S41	6.8	7.5	5.7	1.1
S42	6.5	11.1	5.5	1.0
S43	2.9	5.7	2.0	0.8
S44	1.5	7.7	0.2	1.3
S45	7.5	8.5	7.5	0.0
S46	6.0	8.9	6.6	-0.6
S47	6.7	7.8	4.9	1.8
S48	7.5	8.7	6.3	1.2
S49	4.1	5.2	3.5	0.6
S50*	29	32.2	6.1	22.9
S51*	11.7	21.0	6.8	4.9
S52	6.1	9.3	8.2	-2.2
S53	6.5	8.1	6.2	0.3
S54	6.8	8.1	7.7	-0.9
S55	7.8	7.9	6.7	1.1
S56	5.4	7.3	2.2	3.3
S57	0.0	0.0	0.0	0.0

Col 1— State number, using the procedure in Table 1 (ordered in terms of performance on the state general reading assessment).

Col 2—Percent proficient or above on alternate reading assessments (AA-AAS and AA-MAS) in 2008-09, calculated as the number of students with disabilities proficient or above on alternate assessments (AA-AAS and AA-MAS) in reading across all grades 3-8 and high school, divided by the total number of students with disabilities assessed in all assessed grades. Data are from the APR data base.

Col 3—Percent participating in alternate reading assessments (AA-AAS and AA-MAS) in 2008-09, calculated as the number of students with disabilities in alternate assessments in reading across all grades 3-8 and high school, divided by the total number of students with disabilities enrolled across all assessed grades. Data are from the APR data base.

Col 4—Shows both the percent proficient or above on alternate reading assessments (AA-AAS and AA-MAS) in 2006-07. The percent proficient or above on alternate reading assessments (AA-AAS and AA-MAS) in 2006-07 was calculated as the number of students with disabilities proficient or above on alternate assessments in reading across all grades 3-8 and high school, divided by the total number of students with disabilities assessed in all assessed grades.

Col 5—Change in percent proficient or above from 2006-07 to 2008-09. Change was calculated by subtracting the percent proficient in 2006-07 from the percent proficient in 2008-09. Caution should be exercised in interpreting the change for those states that had an AA-MAS in 2008-09 (S2, S3, S10, S17, S20, S33, S34, S50, S51) because they did not have one in 2006-07 that could be reported.

* State reported AA-MAS participation and performance data for 2008-09.

Table 5
Alternate State Mathematics Assessments for Students with Disabilities

Col 1	Col 2	Col 3	Col 4	Col 5
State	% Proficient 08-09	Participation Rate 08-09	% Proficient 06-07	Change: 06-07 to 08-09
S1	2.0	7.1	0.0	2.0
S2*	0.9	6.0	0.0	0.9
S3*	12.7	29.8	4.6	8.1
S4	5.6	9.4	0.0	5.6
S5	2.5	9.5	5.7	-3.2
S6	0.2	4.6	0.0	0.2
S7	11.9	15.8	4.8	7.1
S8	3.0	5.0	1.4	1.6
S9	3.8	7.4	2.5	1.3
S10*	40.3	54.5	4.8	35.5
S11	6.8	7.9	4.8	2.0
S12	10.2	15.2	0.0	10.2
S13	6.5	8.5	4.7	1.8
S14	4.7	7.2	4.5	0.2
S15	4.6	7.0	5.8	-1.2
S16	0.7	3.5	0.0	0.7
S17*	6.7	21.8	6.0	0.7
S18	4.7	5.3	5.0	-0.3
S19	1.5	3.4	1.7	-0.2
S20*	13.4	24.8	8.3	5.1
S21	5.7	7.4	4.7	0.9
S22	5.1	7.2	4.3	0.7
S23	0.0	8.8	6.2	-6.2
S24	3.0	9.2	1.6	1.4
S25	3.5	8.4	3.8	-0.2
S26	3.4	5.2	1.9	1.5
S27	6.5	10.5	7.4	-0.9
S28	4.3	6.5	3.0	1.3
S29	5.4	8.0	6.8	-1.4
S30	14.3	18.1	10.6	3.7
S31	3.1	5.2	4.8	-1.7
S32	3.7	6.5	4.9	-1.3
S33*	35.9	47.3	19.9	16.0
S34*	26.7	27.1	16.1	10.5
S35	4.9	8.3	4.4	0.5

Col 1	Col 2	Col 3	Col 4	Col 5
State	% Proficient 08-09	Participation Rate 08-09	% Proficient 06-07	Change: 06-07 to 08-09
S36	6.1	8.9	3.8	2.3
S37	4.8	5.6	5.0	-0.2
S38	6.6	7.6	5.5	1.1
S39	7.1	12.0	11.3	-4.3
S40	4.9	7.9	3.8	1.0
S41	6.9	7.6	6.0	0.9
S42	6.2	10.1	2.1	4.1
S43	3.4	5.7	2.7	0.7
S44	1.8	7.8	0.5	1.3
S45	9.3	11.1	8.4	0.9
S46	6.3	8.8	5.9	0.4
S47	5.6	7.8	3.9	1.7
S48	7.0	8.6	5.8	1.2
S49	3.7	5.2	3.2	0.5
S50*	23.6	29.8	5.7	17.9
S51*	10.0	20.9	6.8	3.3
S52	6.3	9.1	5.6	0.8
S53	7.3	8.1	6.3	1.0
S54	5.9	7.1	6.9	-1.0
S55	7.6	7.7	10.1	-2.6
S56	5.6	7.6	2.2	3.4
S57	0.0	0.0	0.0	0.0

Col 1— State number, using the procedure in Table 1 (ordered in terms of performance on the state general reading assessment).

Col 2—Percent proficient or above on alternate mathematics assessments (AA-AAS and AA-MAS) in 2008-09, calculated as the number of students with disabilities proficient or above on alternate assessments (AA-AAS and AA-MAS) in mathematics across all grades 3-8 and high school, divided by the number of students with disabilities assessed in all assessed grades. Data are from the APR data base.

Col 3—Percent participating in alternate mathematics assessments (AA-AAS and AA-MAS) in 2008-09, calculated as the number of students with disabilities in alternate assessments in mathematics across all grades 3-8 and high school, divided by the total number of students with disabilities enrolled across all assessed grades. Data are from the APR data base.

Col 4—Shows both the percent proficient or above on alternate mathematics assessments (AA-AAS and AA-MAS) in 2006-07. The percent proficient or above on alternate mathematics assessments (AA-AAS and AA-MAS) in 2006-07 was calculated as the number of students with disabilities proficient or above on alternate assessments in mathematics across all grades 3-8 and high school, divided by the number of students with disabilities assessed in all assessed grades.

Col 5—Change in percent proficient or above from 2006-07 to 2008-09. Change was calculated by subtracting the percent proficient in 2006-07 from the percent proficient in 2008-09. Caution should be exercised in interpreting the change for those states that had an AA-MAS in 2008-09 (S2, S3, S10, S17, S20, S33, S34, S50, S51) because they did not have one in 2006-07 that could be reported.

^a State reported AA-MAS participation and performance data for 2008-09.

Table 6
Overall Participation Rates for State Reading and Mathematics Assessments for
Students with Disabilities

Col 1	Reading				Mathematics			
	Col 2	Col 3	Col 4	Col 5	Col 6	Col 7	Col 8	Col 9
State	General Assessment	AA-AAS	AA-MAS	Total	General Assessment	AA-AAS	AA-MAS	Total
S1	83.6	6.9	–	90.5	83.1	7.1	–	90.2
S2	91.9	4.3	1.1	97.3	91.4	4.7	1.3	97.4
S3	60.7	8.9	26.7	96.3	65.8	8.8	20.9	95.6
S4	83.8	9.4	–	93.2	83.5	9.4	–	92.9
S5	86.1	9.7	–	95.7	86.9	9.5	–	96.4
S6	91.9	4.6	–	96.5	93.4	4.6	–	98.0
S7	86.9	11.7	–	98.6	82.2	15.8	–	98.0
S8	91.2	5.0	–	96.2	90.3	5.0	–	95.3
S9	89.8	7.6	–	97.4	90.0	7.4	–	97.4
S10	40.5	7.2	49.0	96.7	43.5	7.3	47.2	98.0
S11	91.8	7.8	–	99.7	91.7	7.9	–	99.6
S12	81.8	14.9	–	96.7	81.8	15.2	–	96.9
S13	88.1	8.4	–	96.6	88.2	8.5	–	96.6
S14	91.1	7.2	–	98.3	90.9	7.2	–	98.1
S15	91.7	7.1	–	98.8	91.7	7.0	–	98.8
S16	94.8	3.5	–	98.3	94.5	3.5	–	98.0
S17	77.4	7.6	14.3	99.3	77.4	7.6	14.2	99.2
S18	89.0	5.4	–	94.4	88.9	5.3	–	94.2
S19	93.2	3.4	–	96.6	93.2	3.4	–	96.7
S20	70.2	6.3	20.7	97.2	72.2	6.3	18.5	97.0
S21	89.8	7.7	–	97.5	90.6	7.4	–	97.9
S22	90.3	7.2	–	97.5	90.3	7.2	–	97.5
S23	89.5	8.6	–	98.1	89.4	8.8	–	98.2
S24	88.3	9.2	–	97.5	88.7	9.2	–	97.9
S25	90.0	8.4	–	98.4	90.2	8.4	–	98.6
S26	94.0	5.3	–	99.3	93.6	5.2	–	98.8
S27	87.0	10.7	–	97.7	87.1	10.5	–	97.7
S28	91.9	6.5	–	98.4	91.7	6.5	–	98.1
S29	89.2	8.0	–	97.2	89.0	8.0	–	97.0
S30	78.3	19.4	–	97.7	80.1	18.1	–	98.2

Col 1	Reading				Mathematics			
	Col 2	Col 3	Col 4	Col 5	Col 6	Col 7	Col 8	Col 9
State	General Assessment	AA-AAS	AA-MAS	Total	General Assessment	AA-AAS	AA-MAS	Total
S31	94.7	5.1	–	99.8	94.6	5.2	–	99.8
S32	92.5	6.5	–	98.9	92.3	6.5	–	98.8
S33	53.2	7.5	38.1	98.8	51.7	7.5	39.8	99.0
S34	67.1	9.1	21.5	97.7	70.8	9.0	18.1	97.8
S35	90.6	8.3	–	98.9	90.6	8.3	–	98.9
S36	89.1	8.9	–	98.0	89.1	8.9	–	98.0
S37	91.3	5.6	–	96.8	91.7	5.6	–	97.2
S38	92.2	7.0	–	99.2	92.8	7.6	–	100.4
S39	86.9	11.9	–	98.8	86.7	12.0	–	98.7
S40	91.4	7.9	–	99.4	91.4	7.9	–	99.4
S41	90.8	7.5	–	98.3	90.9	7.6	–	98.4
S42	87.4	11.1	–	98.5	88.4	10.1	–	98.5
S43	91.3	5.7	–	97.0	91.3	5.7	–	96.9
S44	91.6	7.7	–	99.3	91.5	7.8	–	99.2
S45	91.1	8.5	–	99.5	88.4	11.1	–	99.5
S46	90.0	8.9	–	98.9	90.3	8.8	–	99.1
S47	87.1	7.8	–	95.0	87.5	7.8	–	95.4
S48	89.7	8.7	–	98.5	89.8	8.6	–	98.4
S49	93.0	5.2	–	98.3	93.0	5.2	–	98.2
S50	66.6	7.8	24.4	98.9	69.1	7.9	21.8	98.9
S51	78.2	9.2	11.8	99.2	78.1	9.1	11.8	99.0
S52	87.8	9.3	–	97.0	88.4	9.1	–	97.5
S53	91.1	8.1	–	99.2	91.1	8.1	–	99.2
S54	91.4	8.1	–	99.4	92.1	7.1	–	99.2
S55	91.3	7.9	–	99.2	91.5	7.7	–	99.2
S56	90.5	7.3	–	97.8	89.6	7.6	–	97.2
S57	100.0	0.0	–	100.0	100.0	0.0	–	100.0

Col 1— State number, using the procedure in Table 1 (ordered in terms of performance on the state general reading assessment).

Col 2—Percent participating in the general reading assessment (including the AA-GLAS) in 2008-09, calculated as the number of students with disabilities in the general assessment in reading across all grades 3-8 and high school, divided by the total number of students with disabilities enrolled across all assessed grades. Data are from the APR data base.

Col 3—Percent participating in the reading alternate assessment based on alternate achievement standards (AA-AAS) in 2008-09, calculated as the number of students with disabilities in the AA-AAS in reading across all grades 3-8 and high school, divided by the total number of students with disabilities enrolled across all assessed grades. Data are from the APR data base.

Col 4—Percent participating in the reading alternate assessment based on modified achievement standards (AA-MAS) in 2008-09, calculated as the number of students with disabilities in the AA-MAS in reading across all grades 3-8 and high school, divided by the total number of students with disabilities enrolled across all assessed grades. Data are from the APR data base. A dash (–) indicates that the state did not have an active AA-MAS in 2008-09.

Col 5—Percent participating in all state reading assessments in 2008-09, calculated as the number of students with disabilities taking the general assessment (including the AA-GLAS), AA-AAS, or AA-MAS in reading across all grades 3-8 and high school, divided by the total number of students with disabilities enrolled across all assessed grades. Data are from the APR data base.

Col 6—Percent participating in the general mathematics assessment (including the AA-GLAS) in 2008-09, calculated as the number of students with disabilities in the general assessment in mathematics across all grades 3-8 and high school, divided by the total number of students with disabilities enrolled across all assessed grades. Data are from the APR data base.

Col 7—Percent participating in the mathematics alternate assessment based on alternate achievement standards (AA-AAS) in 2008-09, calculated as the number of students with disabilities in the AA-AAS in mathematics across all grades 3-8 and high school, divided by the total number of students with disabilities enrolled across all assessed grades. Data are from the APR data base.

Col 8—Percent participating in the mathematics alternate assessment based on modified achievement standards (AA-MAS) in 2008-09, calculated as the number of students with disabilities in the AA-MAS in mathematics across all grades 3-8 and high school, divided by the total number of students with disabilities enrolled across all assessed grades. Data are from the APR data base. A dash (–) indicates that the state did not have an active AA-MAS in 2008-09.

Col 9—Percent participating in all state mathematics assessments in 2008-09, calculated as the number of students with disabilities taking the general assessment (including the AA-GLAS), AA-AAS, or AA-MAS in mathematics across all grades 3-8 and high school, divided by the total number of students with disabilities enrolled across all assessed grades. Data are from the APR data base.

APPENDIX A

Core Team Members

<p>Peggy Carr Associate Commissioner National Center for Education Statistics (NCES) Peggy.Carr@ed.gov</p>	<p>Jack M. Fletcher Professor University of Houston jmfletch@central.uh.edu</p>
<p>W. Alan Coulter Co-Director Data Accountability Center (DAC) acoulter@lsuhsc.edu</p>	<p>Lynn Fuchs Professor Vanderbilt University lynn.fuchs@vanderbilt.edu</p>
<p>Candace Cortiella Director The Advocacy Institute Candace@advocacyinstitute.org</p>	<p>Brian Gong Executive Director National Center for the Improvement of Educational Assessment (NCIEA) bgong@nciea.org</p>
<p>David Egnor Project Officer Office of Special Education Programs David.Egnor@ed.gov</p>	<p>Colleen Riley Director of Special Education Kansas Department of Education criley@ksde.org</p>

Resource Group Members

<p>Rolf Blank Program Director Council of Chief State School Officers (CCSSO) RBlank@ccsso.org</p>	<p>David Francis Professor University of Houston dfrancis@uh.edu</p>
<p>Anne Chartrand Associate Director Southeast Regional Resource Center (SERRC) achartra@aum.edu</p>	<p>Michael Kolen Professor University of Iowa michael-kolen@uiowa.edu</p>
<p>Karen Denbroeder Senior Educational Program Director Florida Department of Education Karen.Denbroeder@fldoe.org</p>	<p>Elizabeth Kozleski Professor University of Kansas Elizabeth.kozleski@ku.edu</p>
<p>Judy Elliott Consultant Jelliott9@cox.net</p>	<p>Rachel Quenemoen* Project Director National Center & State Collaborative (NCSC) quene003@umn.edu</p>

*Rachel Quenemoen, NCEO, was added after the second staff meeting to ensure representation of individuals with expertise in alternate assessments based on alternate achievement standards.

NCEO-NAC Staff

Laurene Christensen Technical Assistance Lead chri1010@umn.edu	Sheryl Lazarus Co-PI, Knowledge Development Lead laza0019@umn.edu
Kamarrie Davis Collaboration and Leadership Lead davi0813@umn.edu	Martha Thurlow Co-PI, Other Activities Lead thurl001@umn.edu

APPENDIX B

DEFINITIONS OF KEY TERMS

Alternate Assessment based on Alternate Achievement Standards (AA-AAS)—

The AA-AAS is for students with the most significant cognitive disabilities. These assessments are based on the grade-level content covered by the general assessment, but at reduced depth, breadth, and complexity. These assessments describe achievement based on what a state determines is a high expectation for these students, and this definition is different from that defined for typical students. Students who participate in AA-AAS are generally less than 1% of the total student population or about 9% of all students with disabilities.

Alternate Assessment based on Grade-Level Achievement Standards (AA-GLAS)—

The AA-GLAS is an assessment that some states use to evaluate the performance of a small group of students with disabilities. Federal legislation requires that all students, including students with disabilities, be included in accountability systems. Many students can take the general assessment with or without accommodations, but some students with disabilities need alternate ways to access assessments. The AA-GLAS is for students who require accommodations that are not available on the general assessment to demonstrate skill and knowledge on the grade-level content and grade-level achievement standards, and who demonstrate achievement in different formats or contexts than are provided by the general assessment. Only a few states currently offer this option.

Alternate Assessment based on Modified Achievement Standards (AA-MAS)—

The AA-MAS is an assessment that some states use to evaluate the performance of a small group of students with disabilities. AA-MAS is an assessment option for some students with an IEP whose progress to date, in response to appropriate instruction, is such that the student is unlikely to achieve grade-level proficiency within the school year covered by the IEP. Students qualifying for AA-MAS may be from any disability category. Regulations on modified academic achievement standards were finalized in April 2007. Students who are assessed with this option are required to have instruction in grade-level content.

Annual Performance Report (APR)—

The Annual Performance Report (APR) is submitted each year by states to document progress in the State's efforts to implement the requirements and purposes of the *IDEA*; it describes how the state is doing in relation to each of the targets set in its State Performance Plan.

Elementary and Secondary Education Act (ESEA)—

This is the principal federal law affecting K-12 education. When the ESEA of 1965 was reauthorized and amended in 2002, it was renamed the No Child Left Behind (NCLB) Act.

General State Assessment—

The assessment the state uses for all of its students except those participating in an alternate assessment and that meets ESEA requirements.

Growth—

Growth refers to changes in the performance of individual students during the school year or from one year to the next. Measures of growth have been viewed as important to include in accountability systems.

Improvement—

Improvement refers to changes in the performance of groups of students over time (generally from one year to the next). Measures of improvement (e.g., status measures) were the primary performance measure in the past.

Individuals with Disabilities Education Act (IDEA)—

This federal law, reauthorized in 2004, is designed to ensure that all children with disabilities have available to them a free and appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.

National Assessment of Educational Progress (NAEP)—

Also known as the “Nation’s Report Card,” NAEP assesses the educational achievement of elementary and secondary students in various content areas. It provides data for comparing the performance of students in each state to that of their peers in the nation.

Office of Special Education Programs (OSEP)—

OSEP is an office in the Office of Special Education and Rehabilitation Services (OSERS) in the U.S. Department of Education. It is dedicated to improving results for infants, toddlers, children and youth with disabilities ages birth through 21 by providing leadership and financial support to assist states and local districts.

State Performance Plan (SPP)—

The State Performance Plan (SPP) evaluates the State’s efforts to implement the requirements and purposes of the *IDEA*, and describes how the State will improve its implementation. The Part B SPP includes baseline data, measurable and rigorous targets, and improvement activities for 20 indicators such as graduation rate, dropout rate, participation and performance on assessments, meeting evaluation timelines, and ensuring that complaints are resolved and hearings are adjudicated within required timelines.

Students with Disabilities—

Students with disabilities refers to students who are IDEA-eligible. It does **not** include former students with disabilities, even though those students may be included by states in their accountability calculations for the Elementary and Secondary Education Act (ESEA), as allowed under current ESEA regulations. It does include English Language Learners with IDEA-eligible disabilities.

Students without Disabilities—

Students without disabilities refers to students who are not IDEA-eligible.

APPENDIX C

COMPARISON OF NAEP SCALE SCORE FOR STATE ASSESSMENT AND PERCENT PROFICIENT FOR STUDENTS WITH DISABILITIES ON THE STATE ASSESSMENT

Figure C-1. NAEP Scale Score for State General Reading Assessment and Percentage of Students with Disabilities Proficient or Above on the Reading General Assessment (Each dot on the scatterplot represents a state.)

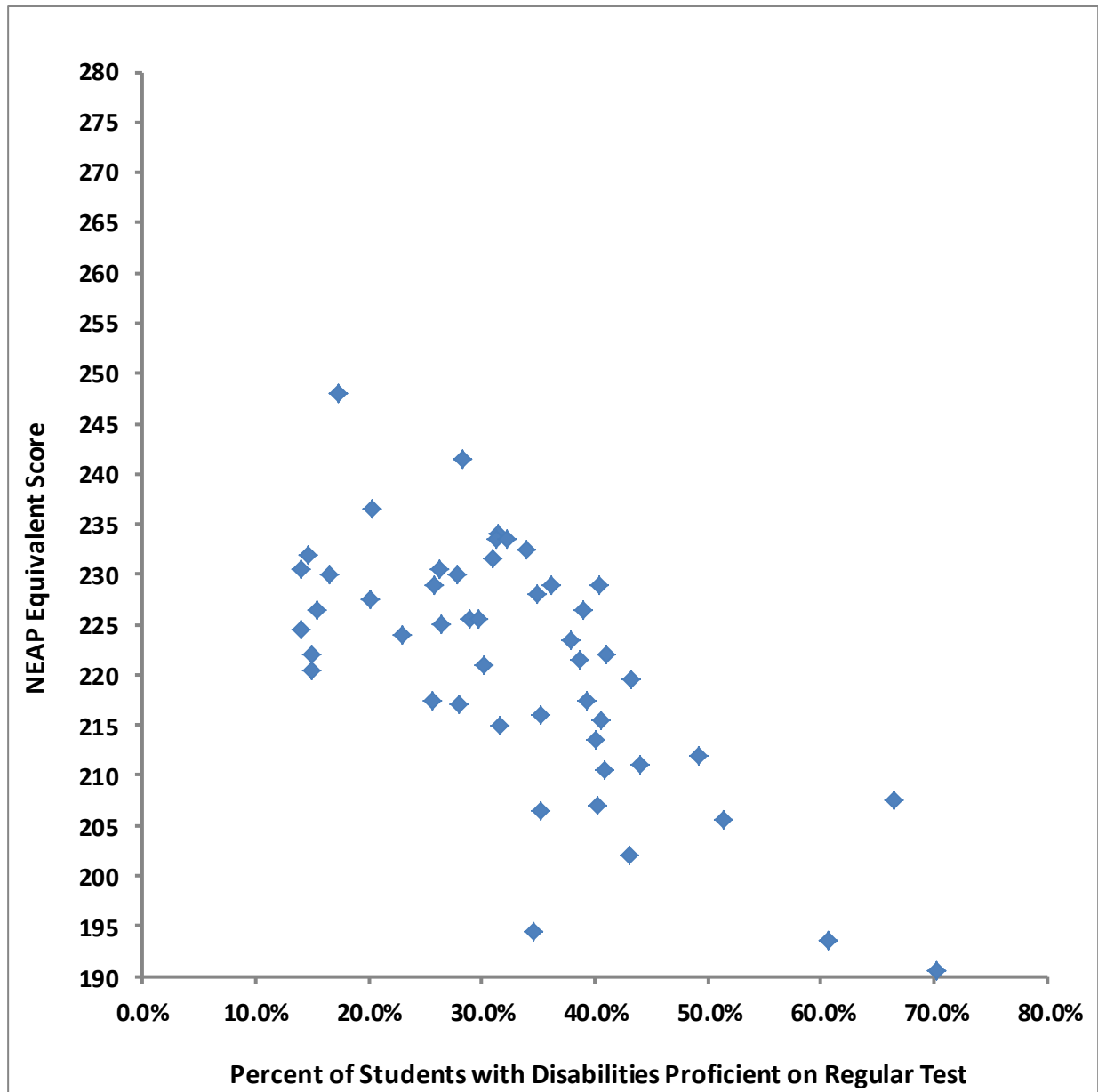


Figure C-2. NAEP Scale Score for State General Mathematics Assessment and Percentage of Students with Disabilities Proficient or Above on the Mathematics General Assessment (Each dot on the scatterplot represents a state.)

