

IDEA PART B ASSESSMENT FOR SCHOOL YEAR 2016-2017

OSEP Data Documentation

November 2018

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1.0 Introduction

1.1 Purpose

The purpose of this document is to provide information necessary to appropriately use the State level data file on Individuals with Disabilities Education Act (IDEA) Part B Assessment from the Office of Special Education Programs (OSEP). The accompanying data file provides data at the State level and should not be used to calculate national totals.

1.2 OSEP Background

OSEP, within the Office of Special Education and Rehabilitative Services (OSERS), 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.

Section 618 of IDEA requires that each State submit data about the infants and toddlers, birth through age 2, who receive early intervention services under Part C of IDEA and children with disabilities, ages 3 through 21, who receive special education and related services under Part B of IDEA.

There are 12 data collections authorized under Section 618: under Part B: (1) Child Count; (2) Educational Environments; (3) Personnel; (4) Exiting; (5) Discipline; (6) Assessment; (7) Dispute Resolution; and (8) Maintenance of Effort Reduction and Coordinated Early Intervening Services; and under Part C: (9) Child Count; (10) Settings; (11) Exiting; and (12) Dispute Resolution. These data are collected via an *EDFacts* system (i.e., *EDFacts* Submission System (ESS) or the *EDFacts* Metadata and Process System (*EMAPS*)). Information related to the Section 618 data collected via the ESS can be found in the *EDFacts* Series - [EDFacts Special Education/IDEA 2011-12 Study in the ED Data Inventory](#). Information related to the IDEA Section 618 data collected via *EMAPS* can be found in the [IDEA Section 618 entry in the ED Data Inventory](#). This data documentation deals only with the Part B Assessment data collection and file.

1.3 Consolidated State Performance Report (CSPR)

Since the 2011-2012 assessment data collection, OSEP has coordinated with the Office of Elementary and Secondary Education (OESE) to collect and review a consolidated set of assessment data files. States submit all the assessment data in one set of files via ESS. OSEP uses those data files for the purposes of IDEA Section 618 and OESE uses those data files for the purposes of the CSPR.

For more information on the CSPR, please see the [Consolidated State Performance Reports page](#).

2.0 OSEP Part B Assessment Data and Metadata

2.1 State Data

States are required to report the Assessment data under Title 1, Part A, Subsection 618 of IDEA.

Part B Assessment Data comes from four separate files:

- DG583/C175 - The unduplicated number of students who completed the State assessments in mathematics for whom a proficiency level was assigned.
- DG584/C178 - The unduplicated number of students who completed the State assessments in reading/language arts for whom a proficiency level was assigned.
- DG588/C185 - The unduplicated number of students enrolled during the period of the State assessments in mathematics.
- DG589/C188 - The unduplicated number of students enrolled during the period of the State assessments in reading/language arts.

The reporting instructions for these files are available on the [EDFacts File Specifications page](#).

This information is submitted to OSEP via ESS by the EDFacts Coordinator and/or the IDEA Part B data managers in each of the 60 IDEA Part B reporting entities.

States were required to submit SY 2016-2017 data to EDFacts no later than December 13, 2017. OSEP reviewed the data for quality issues and provided feedback to States/entities. States/entities were given the opportunity to address the data quality issues prior to the data being published. Finalized data was extracted from ESS after 8pm ET on April 11, 2018. Please see [Appendix A](#) for the specific date each State/entity submitted these data.

2.2 State Supplemental Survey (SSS) – IDEA Metadata

The State Supplemental Survey – IDEA (SSS-IDEA) collects metadata related to the IDEA Section 618 data collections. OSEP uses the States' SSS-IDEA metadata responses to verify the quality of the IDEA Section 618 data and to appropriately

understand and analyze the IDEA Section 618 data. This information is submitted to OSEP via *EMAPS* by the IDEA Part B data managers in each of the 60 IDEA Part B reporting entities. States/entities were required to submit initial SY 2016-17 metadata to *EMAPS* no later than February 22, 2017 and finalized metadata no later than January 17, 2018.

States were required to report responses to the following questions:

- Are children with disabilities (IDEA) who were limited English proficient and who were in the U.S. less than 12 months prior to the reading/language arts state assessment allowed to take the English language proficient (ELP) assessment in lieu of the regular reading/language arts assessment in your state? (Yes / No)
- Optional Assessment Comment

Please see [Appendix B](#) for the specific responses submitted by each State/entity as of January 17, 2018.

2.3 Assessment Metadata Survey

The Assessment Metadata Survey collects metadata related to the Section 618 IDEA Assessment data collection. OSEP uses the States' Assessment Metadata Survey responses to verify the quality of the Section 618 IDEA Assessment data and to appropriately understand and analyze the IDEA Assessment data. This information is submitted to ED via *EMAPS* by the Assessment Director in each of the 60 IDEA Part B reporting entities. States/entities were required to submit initial SY 2016-17 metadata to *EMAPS* no later than December 13, 2017 and finalized metadata no later than April 11, 2018.

States were required to report responses to the following questions:

- Does your State permit significant medical emergency as an exemption from the State assessment for all students?
- For each subject / grade range / assessment type combination (subjects Mathematics and Reading, grade ranges 3-8 and Secondary, assessment types Regular Assessments with and without Accommodations and Alternate Assessments all Types):
 - Did your State assessment change from the prior year? (Yes/No)
 - If yes, did the change affect comparability in results from the prior year? (Yes / No)

Please see Appendices [B](#) and [C](#) for the specific responses submitted by each State/entity as of April 11, 2018.

2.4 Definitions

Alternate assessment based on alternate academic achievement standards - A way to measure the academic achievement of students with the most significant cognitive disabilities. These assessments may yield results that measure the achievement standards that the State has defined under 34 CFR §200.1(d).

Alternate assessment based on grade level academic achievement standards - A way to measure the academic achievement of students with disabilities based on the same grade-level achievement standards measured by the State's regular assessments. Such assessments are available to students who the IEP team determines cannot participate in all or part of the State assessments under paragraph 34 CFR §200.6(a)(1), even with appropriate accommodations. These assessments must yield results for the grade in which the student is enrolled in at least reading/language arts, mathematics, and, beginning in SY 2007-08, science, except as provided in 34 CFR §200.6(a)(2)(ii)(B).

Alternate assessment based on modified academic achievement standards - A way to measure the academic achievement of students with disabilities who access the general grade-level curriculum, but whose disabilities have precluded them from achieving grade-level proficiency and who (as determined by the IEP team) are not expected to achieve grade-level proficiency within the year covered by the IEP. See 34 CFR §200.1(e).

Alternative assessment – A way to measure the performance of students who are unable to participate in regular assessments even with accommodations. The student's individualized education plan (IEP) team makes the determination of whether a student is able to take the regular assessment.

Assessment type – Types of assessments are: regular; alternate based on grade level academic achievement standards; alternate based on modified academic achievement standards; and alternate based on alternate academic achievement standards.

English Language Proficiency Assessment - May be taken by limited English proficient (LEP) students who have been in the U.S. less than 12 months in lieu of the reading/language arts assessment.

LEP students – In coordination with the State's definition based on Title 9 of ESEA, Limited English Proficient students are students:

- (A) who are aged 3 through 21;
- (B) who are enrolled or preparing to enroll in an elementary school or a secondary school;
- (C) (Who is i or ii or iii)
 - (i) who were not born in the United States or whose native languages are languages other than English;
 - (ii) (Who is I and II)
 - (I) who are a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who come from an environment where languages other than English have a significant impact on their level of language proficiency; or
 - (iii) who are migratory, whose native language are languages other than English, and who come from an environment where languages other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individuals (*who is denied i or ii or iii*)
 - (i) the ability to meet the State's proficient level of achievement on State assessments described in § 1111(b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

Medical emergency exemption – In cases where a student cannot be assessed at any time during the testing window due to a significant medical emergency (e.g., a student is hospitalized due to an accident), the medical emergency should be documented and the State has the option of omitting the student from the participation rate calculation for accountability reporting under ESEA. States are responsible for determining what constitutes a significant medical emergency. States are expected to provide sufficiently wide testing “windows” that, if a student misses an assessment due to brief absence for medical reasons, the student can take a make-up test. For further guidance refer to the guidance for [Calculating Participation Rates](#).

Participants – Students who took the assessment, received a valid score, and were assigned a proficiency level. (LEP students who, at the time of testing, were in the U.S. for less than 12 months and took the English Language Proficiency test as substitute for the reading/language arts assessment are also considered participants in that reading assessment.)

Regular assessment based on grade level academic achievement standards –

An assessment designed to measure the student's knowledge and skills in a particular subject matter based on academic achievement standards appropriate to the student's grade level. See ESEA, Section 1111(b)(3).

- Regular assessments based on grade level academic achievement standards can be taken with or without accommodations.

Students with IEPs –Children having intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance (hereafter referred to as emotional disturbance); orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under IDEA according to an IEP. For purposes of this Assessment data collection, this population does not include children with disabilities who are parentally placed in private schools and served through services plans, in accordance with 34 CFR §300.132(c).

3.0 Data Quality

3.1 Data Quality Checks

OSEP reviews and evaluates the timeliness, completeness, and accuracy of the data submitted by States to meet the reporting requirements under Section 618 of IDEA. OSEP also conducts year to year change analysis on data submitted by the States.

3.1.1 Timeliness

OSEP identifies a Section 618 data submission as **timely** if the State has submitted the required data to the appropriate data submission system (i.e., ESS or EMAPS) on or before the original due date. The due dates for the IDEA Section 618 data are:

- The first Wednesday in November for Part B Personnel, Part B Exiting, Part B Discipline, Part B Dispute Resolution, Part C Exiting, and Part C Dispute Resolution data collections.
- The first Wednesday in April for Part B Child Count, Part B Educational Environments, Part C Child Count, and Part C Settings data collections.

- During the second or third week in December for Part B Assessment data collection. This due date is aligned with the due date for the assessment data reported by States for CSPR.
- The first Wednesday in May for the Part B Maintenance of Effort (MOE) Reduction and Coordinated Early Intervening Services (CEIS) data collection.

3.1.2 Completeness

OSEP identifies a Section 618 data submission as **complete** if the State has submitted data for all applicable fields, file specifications, category sets, subtotals, and grand totals for a specific Section 618 data collection. Additionally, OSEP evaluates if the data submitted by the State match the information in metadata sources such as the *EMAPS* State Supplemental Survey-IDEA and the *EMAPS* Assessment Metadata Survey.

3.1.3 Accuracy

OSEP identifies a Section 618 data submission as **accurate** if the State has submitted data that meets all the edit checks for the specific data collection. The edit checks for each Section 618 data collection are identified in the Part B Data Edits and Part C Data Edits documents available to States in Office of Management and Budget (OMB) Max. The majority of these edit checks are incorporated into the business rules in ESS and *EMAPS*. Specific business rules or edit checks are outlined in the *EDFacts* Business Rules Guide and the *EMAPS* user guides available through the [EDFacts Initiative](#) website.

3.1.4 Year-to-Year Change Analysis

OSEP also conducts **year-to-year change analysis** in order to determine if there has been a large fluctuation in the counts reported by a State from year to year. If large changes are identified, OSEP requests that the State review the data to ensure that the changes are not the result of a data quality issue, and to provide an explanation for the large change in counts if it was not the result of a data quality issue.

OSEP reviews the data notes and explanations States provide in relation to the submission of the Section 618 data to better understand if and how the State is meeting the reporting instructions and requirements for the specific data collection. Many of these data notes and explanations are published in the [Data Notes](#) documents accompanying the IDEA Section 618 data files.

3.2 Coordinated Review

States submitted a consolidated set of assessment data files through the ESS to meet the reporting requirements for OSEP and OESE. After the close date, OSEP and OESE conducted a coordinated review of the submitted assessment data. OSEP reviews this set of assessment data files for the purposes of IDEA Section 618 and OESE reviews this set of assessment data files for the purposes of the CSPR. The review includes the following three areas: timeliness of the data submission, completeness of the data files, and accuracy of the data. Through the coordinated review, the States receive one set of data quality comments or inquiries associated with the assessment data from the U.S. Department of Education (the Department). For States that have missing or inaccurate data, there are opportunities to resubmit their data files and have them reviewed prior to publication.

3.3 Thresholds

In order to assure data quality of the IDEA Assessment data file, OSEP evaluated the data for the edit check: does the number of students with disabilities participating in an assessment (i.e., those who took an assessment, received a valid assessment, and had a performance level assigned) equal the number of students with disabilities reported in the performance data (i.e., sum of the number proficient and the number not proficient). If a State's IDEA assessment data did not meet the edit check, OSEP applied a threshold to determine whether the data quality was adequate for the purposes of public reporting of the 2016-2017 IDEA Part B Assessment File.

OSEP evaluated the performance and participation files (File Spec 175, 178, 185, 188) using a 1 percentage point threshold. The threshold determination was applied to each subject area, grade, and assessment type (e.g., grade 4 alternate assessment based on alternate achievement standards in reading in State X). If the discrepancy between the performance and participation counts resulted in more than a one percentage point increase or decrease in the percent proficient, the number of students with disabilities who scored at or above proficient on the assessment and the number of students with disabilities who took that type of assessment were suppressed from the public file. For data that violated the one percentage point threshold, OSEP applied an asterisk (*) to the corresponding cell in the public file.

There are also situations in which additional information regarding the completeness of a State's data submission may lead OSEP to question the accuracy of the data. In these situations, OSEP may suppress the relevant counts from the public file.

3.4 Suppression

OSEP identified data quality concerns and suppressed Part B Assessment data for the following States/entities:

- Bureau of Indian Education:
 - o Participation and achievement data for 07 grade level for reading / language arts for Alternate Assessment Based on Alternate Academic Achievement Standards were suppressed from the public file due to data quality concerns.

- Florida:
 - o Participation and achievement data for the 04, 05, 06 and 08 grade levels for mathematics and reading / language arts for Alternate Assessment Based on Alternate Academic Achievement Standards were suppressed from the public file due to data quality concerns.

- Missouri:
 - o Achievement data for the HS grade level for mathematics and reading / language arts for Regular Assessments With and Without Accommodations were suppressed from the public file due to data quality concerns.

3.5 Data Notes

States/entities have the option to provide additional information to OSEP related to the data quality issues or changes. This information has been compiled and accompanies the data files for data users. Please review the [Assessment Data Notes](#) document when using the public file.

Additional information and explanations related to the assessment data submitted via *EDFacts* for the purposes of the CSPR are available at the following link: [Consolidated State Performance Reports](#). Other assessment-related state notes are found in the SY 2016-17 [EDFacts public file documentation](#).

4.0 File Structure

The following table provides the layout of the Part B Assessment file.

Number of Variables: 28

Extraction Date: The date the data were extracted from ED Facts Data Warehouse (EDW).

Updated: The date changes were made to the text, format or template of the file; if no changes have occurred this line will be blank.

Revised: The date updates were made to the data; if no changes have occurred this line will be blank.

Variable Name	Type
Year	Reference Year
State	State Name
Grade	The grade level the student was enrolled at the time of testing.
Math IEP Regular Assessment with Accommodations	Number of children with disabilities (IDEA) who took the regular assessment with accommodations in Math
Math IEP Regular Assessment without Accommodations	Number of children with disabilities (IDEA) who took the regular assessment without accommodations in Math
Math IEP Alternate Assessment Alternate Std Achievement Total	Number of children with disabilities (IDEA) who took the alternate assessment based on alternate achievement standards in Math
Math IEP Alternate Assessment Grade Level Std Achievement Total	Number of children with disabilities (IDEA) who took the alternate assessment based on grade level achievement standards in Math
Math IEP Alternate Assessment Modified Std Achievement Total	Number of children with disabilities (IDEA) who took the alternate assessment based on modified achievement standards in Math
Math IEP Medical Exemptions	Number of children with disabilities (IDEA) who did not take the statewide assessment in Math due to Medical Emergencies
Math IEP Non-Participants	Number of children with disabilities (IDEA) who did not take the statewide assessment in Math
ProfandAbove_Math Regular Assessment with Accommodations Grade Level Standards	Number of children with disabilities (IDEA) at or above proficient on the regular assessment with accommodations in Math
ProfandAbove_Math Regular Assessment without Accommodations Grade Level Standards	Number of children with disabilities (IDEA) at or above proficient on the regular assessment without accommodations in Math
ProfandAbove_Math Alternate Assessment Alternate Standards	Number of children with disabilities (IDEA) at or above proficient on the alternate assessment based on alternate achievement standards in Math
ProfandAbove_Math Alternate Assessment Grade Level Standards	Number of children with disabilities (IDEA) at or above proficient on the alternate assessment based on grade level achievement standards in Math
ProfandAbove_Math Alternate Assessment Modified Standards	Number of children with disabilities (IDEA) at or above proficient on the alternate assessment based on modified achievement standards in Math

Variable Name	Type
Reading IEP Regular Assessment with Accommodations	Number of children with disabilities (IDEA) who took the regular assessment with accommodations in Reading
Reading IEP Regular Assessment without Accommodations	Number of children with disabilities (IDEA) who took the regular assessment without accommodations in Reading
Reading IEP Alternate Assessment Alternate Std Achievement Total	Number of children with disabilities (IDEA) who took the alternate assessment based on alternate achievement standards in Reading
Reading IEP Alternate Assessment Grade Level Std Achievement Total	Number of children with disabilities (IDEA) who took the alternate assessment based on grade level achievement standards in Reading
Reading IEP Alternate Assessment Modified Std Achievement Total	Number of children with disabilities (IDEA) who took the alternate assessment based on modified achievement standards in Reading
Reading IEP, LEP students Using ELP In Lieu of Reading Assessment	Number of LEP children with disabilities (IDEA) who had been in the U.S. for less than 12 months and took the English language proficiency assessment (ELP) in lieu of the reading/language arts assessment
Reading IEP Medical Exemptions	Number of children with disabilities (IDEA) who did not take the statewide assessment in Reading due to Medical Emergencies
Reading IEP Non Participants	Number of children with disabilities (IDEA) who did not take the statewide assessment in Reading
ProfandAbove_Reading Regular Assessment with Accommodations Grade Level Standards	Number of children with disabilities (IDEA) at or above proficient on the regular assessment with accommodations in Reading
ProfandAbove_Reading Regular Assessment without Accommodations Grade Level Standards	Number of children with disabilities (IDEA) at or above proficient on the regular assessment without accommodations in Reading
ProfandAbove_Reading Alternate Assessment Alternate Standards	Number of children with disabilities (IDEA) at or above proficient on the alternate assessment based on alternate achievement standards in Reading
ProfandAbove_Reading Alternate Assessment Grade Level Standards	Number of children with disabilities (IDEA) at or above proficient on the alternate assessment based on grade level achievement standards in Reading
ProfandAbove_Reading Alternate Assessment Modified Standards	Number of children with disabilities (IDEA) at or above proficient on the alternate assessment based on modified achievement standards in Reading

5.0 Guidance for Using these Data – FAQs

1. Which students are reported?

Include all children with disabilities (IDEA) enrolled during the testing window. This includes:

- Both full academic year and not full academic year students
- Students who did not participate in the assessment
- Students who did not participate in the assessment due to significant medical emergencies
- LEP students who have been in the U.S. less than 12 months and took the English Language Proficiency (ELP) assessment in lieu of the reading/language arts assessment.

2. Who is considered a participant?

A participant is a student who:

- Took the assessment,
- Received a valid score, and
- Was assigned a proficiency level.

This includes students who participated in regular assessments with or without accommodations; or alternate assessments including those based on grade level, modified, and alternate academic standards. Both students who were there for a full academic year and those not there for a full academic year are also included in this file.

3. How are High School data reported?

States reported data to the Department in one of two ways: (1) by specific grade levels (9, 10, 11, and 12 for mathematics and reading/language arts); or (2) for all high school grades under the permitted value of HS. Data reported for specific grades in high school has been collapsed into one reporting grade called High School in the data file.

4. Who is considered to have a significant medical emergency?

Each State determines what constitutes a significant medical emergency. On March 29, 2004, the Department announced a policy that students who are unable to participate in the State assessment during the testing and make-up windows because of a significant medical emergency will not count against the school's participation rate. A May 19, 2004, "Dear Colleague" letter provided additional guidance acknowledging that there may be circumstances beyond an LEA's control when a student cannot be assessed at any time during the testing window due to a significant medical emergency (e.g., a student is hospitalized due to an accident). In these cases, the school or LEA should not be penalized for that student's absence due to the documented significant medical emergency. Therefore, when determining

the percentage of students taking an assessment, States do not have to include a student with a significant medical emergency in the participation rate calculation. States desiring to use this flexibility are responsible for determining what constitutes a significant medical emergency. This guidance is posted on the Department's website [Calculating Participation Rates](#).

5. What if a State doesn't have a policy for exempting students due to significant medical emergency?

If the State doesn't have such a policy, States are instructed not to report any students as having a significant medical emergency. In these situations, all students should be reported as either participating or not participating.

6. Are students who were not present for the full academic year reported?

Yes. Both students who were enrolled for the full academic year and those who were not enrolled for the full academic year are reported in this file. These data are used by a variety of sources, many of which do not differentiate on full year academic status.

7. How were States instructed to report participation status in Mathematics (MATH) and Reading (RLA)?

States were instructed to report participation status using the following permitted values:

- **REGPARTWOACC** - Participated – regular assessment based on grade-level achievement standards without accommodations
- **REGPARTWACC** - Participated – regular assessment based on grade-level achievement standards with accommodations
- **ALTPARTGRADELVL** - Participated – alternate assessment based on grade-level achievement standards
- **ALTPARTMODACH** - Participated – alternate assessment based on modified achievement standards
- **ALTPARTALTACH** - Participated – alternate assessment based on alternate achievement standards
- **PARTELP** - Participated – English language proficiency assessment (*for Reading/ RLA data*)
- **MEDEXEMPT** - Medical exemption
- **NPART** - Did not participate

8. How were States instructed to report achievement status in Mathematics (MATH) and Reading (RLA)?

States were instructed to report achievement status using the following permitted values:

- **REGASSWOACC** - Regular assessments based on grade-level achievement standards without accommodations
- **REGASSWACC** - Regular assessments based on grade-level achievement standards with accommodations
- **ALTASSGRADELVL** - Alternate assessments based on grade-level achievement standards
- **ALTASSMODACH** - Alternate assessments based on modified achievement standards
- **ALTASSALTACH** - Alternate assessments based on alternate achievement standards

9. What about recently arrived LEP students?

If a State's policy permits, recently-arrived LEP students¹ can take the English language proficiency assessment (ELP) in lieu of the reading/language arts assessment. In this data file, these students are reported under the variable: Reading IEP, LEP students Using ELP in Lieu of Reading Assessment. The performance of these students is not included in this data file.

10. Which students are excluded from the children with disabilities (IDEA) subgroup?

- Children with disabilities (IDEA) who are parentally placed in private schools and served through services plans
- Children with disabilities (IDEA) who exited special education prior to the testing window (i.e., former children with disabilities (IDEA)).

11. How do fall testing States report their SY 2016-2017 assessment data?

Fall testing States will report their fall 2016 data as SY 2016-2017 assessment data.

6.0 Privacy Protections Used

Beginning in August 2012, the Department established a Disclosure Review Board (DRB) to review proposed data releases by the Department's principal offices (e.g.,

¹ Recently-arrived LEP students are LEP students who have been in the U.S. for less than 12 months.

OSERS/OSEP) through a collaborative technical assistance process so that the Department releases as much useful data as possible, while protecting the privacy of individuals and the confidentiality of their data, as required by law.

The DRB worked with OSEP to develop appropriate disclosure avoidance plans for the purposes of the Section 618 data releases that are derived from data protected by the Family Educational Rights and Privacy Act (FERPA) and IDEA and to help prevent the unauthorized disclosure of personally identifiable information in OSEP's public IDEA Section 618 data file releases.

The DRB applied the FERPA standard for de-identification to assess whether a "reasonable person in the school community who does not have personal knowledge of the relevant circumstances" could identify individual students in tables with small size cells (34 CFR §99.3 and §99.31(b)(1)). The "reasonable person" standard was used to determine whether the data have been sufficiently redacted prior to release such that a "reasonable person" (i.e., a hypothetical, rational, prudent, average individual) in the school community would not be able to identify a student with any reasonable certainty. School officials, including teachers, administrators, coaches, and volunteers, are not considered in making the reasonable person determination since they are presumed to have inside knowledge of the relevant circumstances and of the identity of the students.

These assessment data do not contain any individual-level information, are aggregated across disability categories, and are aggregated to the State (or entity) level. While the aggregation of these data to the State (or entity) level is typically sufficient to prevent re-identification of individual students within the data, additional data on assessment proficiency are collected and published by other offices within the Department of Education. Consequently, the DRB had determined that application of some disclosure avoidance methodologies are necessary to prevent re-identification in cases involving small counts.

OSEP applied bottom-coding for all counts of students proficient or higher (regardless of State or entity size) by grade, and by assessment type. All values for these counts that are less than or equal to 3 (0, 1, 2, and 3) were replaced with a bottom-coding of ≤ 3 .

Appendix A

Date of the Last State Level Submission

State	File 175	File 178	File 185	File 188
Alabama	2/22/2018	2/22/2018	2/23/2018	2/27/2018
Alaska	10/4/2017	10/4/2017	10/9/2017	10/4/2017
American Samoa	12/12/2017	12/12/2017	12/29/2017	12/29/2017
Arizona	12/9/2017	12/9/2017	12/9/2017	12/9/2017
Arkansas	2/21/2018	2/22/2018	2/22/2018	2/22/2018
Bureau of Indian Education	2/28/2018	3/2/2018	3/1/2018	3/2/2018
California	2/23/2018	2/23/2018	2/23/2018	2/23/2018
Colorado	11/29/2017	11/29/2017	12/8/2017	12/8/2017
Connecticut	2/27/2018	2/27/2018	2/28/2018	2/28/2018
Delaware	2/22/2018	2/22/2018	2/22/2018	2/22/2018
District of Columbia	2/26/2018	2/26/2018	12/13/2017	12/13/2017
Federated States of Micronesia	11/13/2017	11/13/2017	11/13/2017	11/13/2017
Florida	2/23/2018	2/22/2018	12/12/2017	12/12/2017
Georgia	2/26/2018	2/26/2018	2/27/2018	2/27/2018
Guam	11/20/2017	11/20/2017	11/20/2017	11/20/2017
Hawaii	2/26/2018	2/26/2018	2/23/2018	2/23/2018
Idaho	11/30/2017	12/8/2017	11/30/2017	12/8/2017
Illinois	3/2/2018	3/2/2018	11/13/2017	11/13/2017
Indiana	2/27/2018	2/27/2018	4/9/2018	4/9/2018
Iowa	11/15/2017	11/2/2017	11/1/2017	11/3/2017
Kansas	11/22/2017	11/22/2017	11/22/2017	11/27/2017
Kentucky	11/7/2017	11/7/2017	11/7/2017	11/7/2017
Louisiana	12/13/2017	12/13/2017	12/12/2017	12/12/2017
Maine	12/6/2017	12/6/2017	12/5/2017	12/6/2017
Maryland	2/23/2018	2/23/2018	12/4/2017	12/4/2017
Massachusetts	12/12/2017	12/12/2017	12/12/2017	12/12/2017
Michigan	12/7/2017	12/7/2017	12/11/2017	12/11/2017
Minnesota	8/28/2017	9/7/2017	8/28/2017	9/7/2017
Mississippi	2/20/2018	2/20/2018	12/12/2017	12/12/2017
Missouri	2/27/2018	2/27/2018	2/27/2018	2/27/2018
Montana	12/7/2017	12/7/2017	12/7/2017	12/7/2017
Nebraska	4/10/2018	4/10/2018	4/10/2018	4/10/2018
Nevada	2/27/2018	2/27/2018	2/27/2018	2/27/2018
New Hampshire	2/20/2018	2/20/2018	2/12/2018	2/12/2018

State	File 175	File 178	File 185	File 188
New Jersey	12/7/2017	12/5/2017	12/7/2017	12/5/2017
New Mexico	4/11/2018	4/11/2018	4/11/2018	4/11/2018
New York	12/27/2017	12/27/2017	12/27/2017	12/27/2017
North Carolina	11/2/2017	11/2/2017	11/3/2017	11/9/2017
North Dakota	12/8/2017	12/8/2017	12/11/2017	2/26/2018
Northern Marianas	12/1/2017	11/29/2017	12/1/2017	12/1/2017
Ohio	10/13/2017	10/16/2017	10/16/2017	10/16/2017
Oklahoma	2/28/2018	2/28/2018	2/28/2018	2/28/2018
Oregon	11/16/2017	11/16/2017	11/16/2017	11/16/2017
Pennsylvania	2/20/2018	2/20/2018	3/1/2018	2/28/2018
Puerto Rico	11/29/2017	11/29/2017	11/29/2017	11/29/2017
Republic of Palau	12/12/2017	12/12/2017	12/12/2017	12/12/2017
Republic of the Marshall Islands	12/11/2017	12/9/2017	12/9/2017	12/9/2017
Rhode Island	4/3/2018	2/6/2018	3/2/2018	3/2/2018
South Carolina	12/11/2017	12/11/2017	12/11/2017	12/11/2017
South Dakota	12/4/2017	12/8/2017	12/5/2017	12/7/2017
Tennessee	12/1/2017	12/1/2017	12/1/2017	12/1/2017
Texas	2/23/2018	2/23/2018	2/23/2018	2/23/2018
Utah	2/21/2018	2/21/2018	2/21/2018	2/21/2018
Vermont	11/28/2017	11/28/2017	11/28/2017	11/28/2017
Virgin Islands	4/5/2018	4/5/2018	4/5/2018	4/5/2018
Virginia	4/4/2018	11/17/2017	4/4/2018	11/17/2017
Washington	11/8/2017	11/8/2017	11/9/2017	11/9/2017
West Virginia	2/15/2018	2/22/2018	2/16/2018	2/15/2018
Wisconsin	12/1/2017	12/4/2017	12/4/2017	12/4/2017
Wyoming	11/13/2017	11/13/2017	11/27/2017	11/27/2017

- If present, indicates data not submitted

Appendix B

Responses to the SY 2016-17 EMAPS Assessment Metadata Survey and the SY 2016-17 State Supplemental Survey – IDEA (SSS-IDEA) Metadata Survey – Medical Emergency Exemption and Recently Arrived LEP Students

State	Medical Emergency Exemption	State permits recently arrived LEP Students to take ELP in lieu of regular reading assessment	Assessment Comments
Alabama	No	Yes	Children with disabilities (IDEA) who were LEP and who were in the U.S. less than 12 months prior to the reading/language arts state assessment can take either ACCESS for ELs or Alternate Assessment ACCESS for ELs.
Alaska	Yes	Yes	
American Samoa	Yes	No	
Arizona	No	No	All students take the state assessment.
Arkansas	Yes	Yes	
Bureau of Indian Education	Yes	No	This does not apply to the BIE. Children of BIE schools are Native American students.
California	Yes	No	
Colorado	Yes	Yes	
Connecticut	Yes	No	All children who are limited English proficient must take both the English language proficient (ELP) assessment and the statewide reading/language arts assessment. Students meeting the ESSA criteria regarding "Recently Arrived English Learners" are excluded from all Accountability calculations and Accountability reporting in their first year of statewide reading/language arts assessments, they are included in Accountability Growth calculations and reporting in their second year of statewide reading/language arts assessments, and included in all Accountability calculations and reporting in their third year as a "Recently Arrived English Learner". Recently Arrived English Learners are

State	Medical Emergency Exemption	State permits recently arrived LEP Students to take ELP in lieu of regular reading assessment	Assessment Comments
			included in all non-accountability reporting related to the statewide reading/language arts assessment. The ELP scores for these children are not used in lieu of the regular reading/language arts assessment scores for accountability reporting.
Delaware	Yes	Yes	
District of Columbia	Yes	Yes	
Federated States of Micronesia	Yes	Yes	Micronesia currently does not have a English language proficient assessment. English is a second language for all our students. Every student in our school system, regardless of how long they are in the system, is required to participate in our standard-based assessment known as FSM National Minimum Competency Test.
Florida	Yes	Yes	In Florida, it is not based on when they enter the U.S., but when they enroll in the U.S.
Georgia	Yes	Yes	
Guam	Yes	No	All GDOE students, with and without disabilities, are required to take a district-wide Reading/Language Arts assessment.
Hawaii	Yes	Yes	
Idaho	Yes	Yes	
Illinois	Yes	Yes	Students with disabilities who are limited English proficient and who are in the US less than 12 months prior to state assessment are not required to take the state assessment.
Indiana	Yes	Yes	
Iowa	Yes	Yes	
Kansas	Yes	Yes	
Kentucky	Yes	No	
Louisiana	Yes	No	
Maine	Yes	Yes	

State	Medical Emergency Exemption	State permits recently arrived LEP Students to take ELP in lieu of regular reading assessment	Assessment Comments
Maryland	Yes	Yes	
Massachusetts	Yes	Yes	
Michigan	Yes	Yes	
Minnesota	Yes	Yes	
Mississippi	Yes	No	
Missouri	Yes	Yes	
Montana	Yes	Yes	
Nebraska	Yes	Yes	
Nevada	Yes	No	All EL students, except those who qualify to take the NAA, take the state content assessments; for those who are in their first year in country, their results are not aggregated for accountability.
New Hampshire	Yes	Yes	
New Jersey	Yes	Yes	Pursuant to the requirements of federal law, New Jersey has opted to exempt ELL students, including students with disabilities, who have been in the United States for less than 12 months from participating in the English Language Arts section of the general education assessment. These students will instead be administered ACCESS 2.0. These students will not be included in the participation or proficiency calculations in the EDFACTS submission.
New Mexico	Yes	Yes	
New York	Yes	Yes	
North Carolina	Yes	Yes	SBE policy GCS-C-021
North Dakota	Yes	Yes	
Northern Marianas	Yes	No	
Ohio	Yes	Yes	Children with disabilities who are limited English proficient and have been in the U.S fewer than twelve months are permitted to take the OTELA in lieu of the Ohio

State	Medical Emergency Exemption	State permits recently arrived LEP Students to take ELP in lieu of regular reading assessment	Assessment Comments
			Achievement Assessment. However, some of these students choose to take both assessments.
Oklahoma	Yes	Yes	
Oregon	Yes	Yes	
Pennsylvania	Yes	Yes	
Puerto Rico	Yes	No	
Republic of Palau	Yes	No	Selected "No" because there wasn't any other option but this question seems to be referring to students in the U.S. at the time of the assessment. Even though English is our second language, all students are required to take the regular reading/language arts assessment in our state. Palau does not implement ESEA.
Republic of the Marshall Islands	Yes	No	All students are limited English proficient in RMI. RMI does not administer an English language proficient (ELP) assessment. RMI is not required to report on ESEA.
Rhode Island	Yes	Yes	
South Carolina	Yes	Yes	
South Dakota	Yes	Yes	
Tennessee	Yes	No	The ELP cannot be a substitute for the ELA achievement test, even for those students with disabilities who are LEP and have been in the US less than 12 months prior to the administration of the assessment.
Texas	No	Yes	
Utah	Yes	Yes	See Utah Participation and Accommodations Policy http://www.schools.utah.gov/sars/DOCS/assessment/1415utahaccommodations.aspx
Vermont	Yes	Yes	
Virgin Islands	No	Yes	
Virginia	Yes	Yes	SUPTS. Memo NO. 248: December 1, 2006 Based on regulations

State	Medical Emergency Exemption	State permits recently arrived LEP Students to take ELP in lieu of regular reading assessment	Assessment Comments
			received from the United States Department of Education in September 2006, a one-time exemption in reading is available for recently arrived limited English proficient students in grades 3 through 8. A limited English proficient student in Virginia is considered to be recently arrived if he or she has attended schools in the United States for less than 12 months.
Washington	Yes	No	
West Virginia	Yes	No	The students are required to take the ELP assessment annually. However, it does not currently count for their regular reading/language arts assessment or an alternative assessment.
Wisconsin	Yes	Yes	
Wyoming	No	Yes	

Appendix C

SY 2016-17 EMAPS Assessment Metadata Survey Responses – Assessment Change from Prior Year

MATHEMATICS

State	Grade(s)	Assessment Type(s)	Assessment Change from Prior Year?	Did Change Affect Comparability?
Alabama	3-8	Mathematics Alternate Assessments	No	NA
Alabama	Sec	Mathematics Alternate Assessments	No	NA
Alabama	3-8	Mathematics Regular Assessments	No	NA
Alabama	Sec	Mathematics Regular Assessments	No	NA
Alaska	3-8	Mathematics Alternate Assessments	No	NA
Alaska	Sec	Mathematics Alternate Assessments	No	NA
Alaska	3-8	Mathematics Regular Assessments	Yes	Yes
Alaska	Sec	Mathematics Regular Assessments	Yes	Yes
American Samoa	3-8	Mathematics Alternate Assessments	No	NA
American Samoa	Sec	Mathematics Alternate Assessments	No	NA
American Samoa	3-8	Mathematics Regular Assessments	No	NA
American Samoa	Sec	Mathematics Regular Assessments	No	NA
Arizona	3-8	Mathematics Alternate Assessments	No	NA
Arizona	Sec	Mathematics Alternate Assessments	No	NA
Arizona	3-8	Mathematics Regular Assessments	No	NA
Arizona	Sec	Mathematics Regular Assessments	No	NA
Arkansas	3-8	Mathematics Alternate Assessments	No	NA
Arkansas	Sec	Mathematics Alternate Assessments	No	NA
Arkansas	3-8	Mathematics Regular Assessments	No	NA
Arkansas	Sec	Mathematics Regular Assessments	No	NA
Bureau of Indian Education	3-8	Mathematics Alternate Assessments	No	NA
Bureau of Indian Education	Sec	Mathematics Alternate Assessments	No	NA
Bureau of Indian Education	3-8	Mathematics Regular Assessments	No	NA
Bureau of Indian Education	Sec	Mathematics Regular Assessments	No	NA
California	3-8	Mathematics Alternate Assessments	No	NA
California	Sec	Mathematics Alternate Assessments	No	NA
California	3-8	Mathematics Regular Assessments	No	NA
California	Sec	Mathematics Regular Assessments	No	NA
Colorado	3-8	Mathematics Alternate Assessments	No	NA
Colorado	Sec	Mathematics Alternate Assessments	No	NA
Colorado	3-8	Mathematics Regular Assessments	No	NA
Colorado	Sec	Mathematics Regular Assessments	No	NA
Connecticut	3-8	Mathematics Alternate Assessments	No	NA

State	Grade(s)	Assessment Type(s)	Assessment Change from Prior Year?	Did Change Affect Comparability?
Connecticut	Sec	Mathematics Alternate Assessments	No	NA
Connecticut	3-8	Mathematics Regular Assessments	No	NA
Connecticut	Sec	Mathematics Regular Assessments	No	NA
Delaware	3-8	Mathematics Alternate Assessments	No	NA
Delaware	Sec	Mathematics Alternate Assessments	No	NA
Delaware	3-8	Mathematics Regular Assessments	No	NA
Delaware	Sec	Mathematics Regular Assessments	No	NA
District of Columbia	3-8	Mathematics Alternate Assessments	No	NA
District of Columbia	Sec	Mathematics Alternate Assessments	No	NA
District of Columbia	3-8	Mathematics Regular Assessments	No	NA
District of Columbia	Sec	Mathematics Regular Assessments	No	NA
Federated States of Micronesia	3-8	Mathematics Alternate Assessments	No	NA
Federated States of Micronesia	Sec	Mathematics Alternate Assessments	No	NA
Federated States of Micronesia	3-8	Mathematics Regular Assessments	No	NA
Federated States of Micronesia	Sec	Mathematics Regular Assessments	No	NA
Florida	3-8	Mathematics Alternate Assessments	No	NA
Florida	Sec	Mathematics Alternate Assessments	No	NA
Florida	3-8	Mathematics Regular Assessments	No	NA
Florida	Sec	Mathematics Regular Assessments	No	NA
Georgia	3-8	Mathematics Alternate Assessments	No	NA
Georgia	Sec	Mathematics Alternate Assessments	No	NA
Georgia	3-8	Mathematics Regular Assessments	No	NA
Georgia	Sec	Mathematics Regular Assessments	No	NA
Guam	3-8	Mathematics Alternate Assessments	No	NA
Guam	Sec	Mathematics Alternate Assessments	No	NA
Guam	3-8	Mathematics Regular Assessments	No	NA
Guam	Sec	Mathematics Regular Assessments	No	NA
Hawaii	3-8	Mathematics Alternate Assessments	No	NA
Hawaii	Sec	Mathematics Alternate Assessments	No	NA
Hawaii	3-8	Mathematics Regular Assessments	No	NA
Hawaii	Sec	Mathematics Regular Assessments	No	NA
Idaho	3-8	Mathematics Alternate Assessments	No	NA
Idaho	Sec	Mathematics Alternate Assessments	No	NA
Idaho	3-8	Mathematics Regular Assessments	No	NA
Idaho	Sec	Mathematics Regular Assessments	No	NA
Illinois	3-8	Mathematics Alternate Assessments	No	NA

State	Grade(s)	Assessment Type(s)	Assessment Change from Prior Year?	Did Change Affect Comparability?
Illinois	Sec	Mathematics Alternate Assessments	No	NA
Illinois	3-8	Mathematics Regular Assessments	No	NA
Illinois	Sec	Mathematics Regular Assessments	Yes	Yes
Indiana	3-8	Mathematics Alternate Assessments	Yes	Yes
Indiana	Sec	Mathematics Alternate Assessments	Yes	Yes
Indiana	3-8	Mathematics Regular Assessments	No	NA
Indiana	Sec	Mathematics Regular Assessments	No	NA
Iowa	3-8	Mathematics Alternate Assessments	No	NA
Iowa	Sec	Mathematics Alternate Assessments	No	NA
Iowa	3-8	Mathematics Regular Assessments	No	NA
Iowa	Sec	Mathematics Regular Assessments	No	NA
Kansas	3-8	Mathematics Alternate Assessments	No	NA
Kansas	Sec	Mathematics Alternate Assessments	No	NA
Kansas	3-8	Mathematics Regular Assessments	No	NA
Kansas	Sec	Mathematics Regular Assessments	No	NA
Kentucky	3-8	Mathematics Alternate Assessments	No	NA
Kentucky	Sec	Mathematics Alternate Assessments	No	NA
Kentucky	3-8	Mathematics Regular Assessments	No	NA
Kentucky	Sec	Mathematics Regular Assessments	No	NA
Louisiana	3-8	Mathematics Alternate Assessments	No	NA
Louisiana	Sec	Mathematics Alternate Assessments	No	NA
Louisiana	3-8	Mathematics Regular Assessments	No	NA
Louisiana	Sec	Mathematics Regular Assessments	No	NA
Maine	3-8	Mathematics Alternate Assessments	No	NA
Maine	Sec	Mathematics Alternate Assessments	No	NA
Maine	3-8	Mathematics Regular Assessments	No	NA
Maine	Sec	Mathematics Regular Assessments	No	NA
Maryland	3-8	Mathematics Alternate Assessments	No	NA
Maryland	Sec	Mathematics Alternate Assessments	No	NA
Maryland	3-8	Mathematics Regular Assessments	No	NA
Maryland	Sec	Mathematics Regular Assessments	No	NA
Massachusetts	3-8	Mathematics Alternate Assessments	No	NA
Massachusetts	Sec	Mathematics Alternate Assessments	No	NA
Massachusetts	3-8	Mathematics Regular Assessments	Yes	Yes
Massachusetts	Sec	Mathematics Regular Assessments	No	NA
Michigan	3-8	Mathematics Alternate Assessments	No	NA
Michigan	Sec	Mathematics Alternate Assessments	No	NA
Michigan	3-8	Mathematics Regular Assessments	No	NA
Michigan	Sec	Mathematics Regular Assessments	No	NA
Minnesota	3-8	Mathematics Alternate Assessments	No	NA
Minnesota	Sec	Mathematics Alternate Assessments	No	NA
Minnesota	3-8	Mathematics Regular Assessments	No	NA
Minnesota	Sec	Mathematics Regular Assessments	No	NA

State	Grade(s)	Assessment Type(s)	Assessment Change from Prior Year?	Did Change Affect Comparability?
Mississippi	3-8	Mathematics Alternate Assessments	Yes	Yes
Mississippi	Sec	Mathematics Alternate Assessments	Yes	Yes
Mississippi	3-8	Mathematics Regular Assessments	No	NA
Mississippi	Sec	Mathematics Regular Assessments	No	NA
Missouri	3-8	Mathematics Alternate Assessments	No	NA
Missouri	Sec	Mathematics Alternate Assessments	No	NA
Missouri	3-8	Mathematics Regular Assessments	No	NA
Missouri	Sec	Mathematics Regular Assessments	No	NA
Montana	3-8	Mathematics Alternate Assessments	No	NA
Montana	Sec	Mathematics Alternate Assessments	No	NA
Montana	3-8	Mathematics Regular Assessments	No	NA
Montana	Sec	Mathematics Regular Assessments	No	NA
Nebraska	3-8	Mathematics Alternate Assessments	No	NA
Nebraska	Sec	Mathematics Alternate Assessments	No	NA
Nebraska	3-8	Mathematics Regular Assessments	No	NA
Nebraska	Sec	Mathematics Regular Assessments	Yes	Yes
Nevada	3-8	Mathematics Alternate Assessments	No	NA
Nevada	Sec	Mathematics Alternate Assessments	No	NA
Nevada	3-8	Mathematics Regular Assessments	No	NA
Nevada	Sec	Mathematics Regular Assessments	No	NA
New Hampshire	3-8	Mathematics Alternate Assessments	No	NA
New Hampshire	Sec	Mathematics Alternate Assessments	No	NA
New Hampshire	3-8	Mathematics Regular Assessments	No	NA
New Hampshire	Sec	Mathematics Regular Assessments	No	NA
New Jersey	3-8	Mathematics Alternate Assessments	No	NA
New Jersey	Sec	Mathematics Alternate Assessments	No	NA
New Jersey	3-8	Mathematics Regular Assessments	No	NA
New Jersey	Sec	Mathematics Regular Assessments	No	NA
New Mexico	3-8	Mathematics Alternate Assessments	No	NA
New Mexico	Sec	Mathematics Alternate Assessments	No	NA
New Mexico	3-8	Mathematics Regular Assessments	No	NA
New Mexico	Sec	Mathematics Regular Assessments	No	NA
New York	3-8	Mathematics Alternate Assessments	No	NA
New York	Sec	Mathematics Alternate Assessments	No	NA
New York	3-8	Mathematics Regular Assessments	No	NA
New York	Sec	Mathematics Regular Assessments	No	NA
North Carolina	3-8	Mathematics Alternate Assessments	No	NA
North Carolina	Sec	Mathematics Alternate Assessments	No	NA
North Carolina	3-8	Mathematics Regular Assessments	No	NA
North Carolina	Sec	Mathematics Regular Assessments	No	NA
North Dakota	3-8	Mathematics Alternate Assessments	No	NA
North Dakota	Sec	Mathematics Alternate Assessments	No	NA
North Dakota	3-8	Mathematics Regular Assessments	No	NA

State	Grade(s)	Assessment Type(s)	Assessment Change from Prior Year?	Did Change Affect Comparability?
North Dakota	Sec	Mathematics Regular Assessments	No	NA
Northern Marianas	3-8	Mathematics Alternate Assessments	No	NA
Northern Marianas	Sec	Mathematics Alternate Assessments	No	NA
Northern Marianas	3-8	Mathematics Regular Assessments	No	NA
Northern Marianas	Sec	Mathematics Regular Assessments	No	NA
Ohio	3-8	Mathematics Alternate Assessments	No	NA
Ohio	Sec	Mathematics Alternate Assessments	No	NA
Ohio	3-8	Mathematics Regular Assessments	No	NA
Ohio	Sec	Mathematics Regular Assessments	No	NA
Oklahoma	3-8	Mathematics Alternate Assessments	No	NA
Oklahoma	Sec	Mathematics Alternate Assessments	Yes	No
Oklahoma	3-8	Mathematics Regular Assessments	Yes	Yes
Oklahoma	Sec	Mathematics Regular Assessments	Yes	Yes
Oregon	3-8	Mathematics Alternate Assessments	No	NA
Oregon	Sec	Mathematics Alternate Assessments	No	NA
Oregon	3-8	Mathematics Regular Assessments	No	NA
Oregon	Sec	Mathematics Regular Assessments	No	NA
Pennsylvania	3-8	Mathematics Alternate Assessments	Yes	Yes
Pennsylvania	Sec	Mathematics Alternate Assessments	Yes	Yes
Pennsylvania	3-8	Mathematics Regular Assessments	No	NA
Pennsylvania	Sec	Mathematics Regular Assessments	No	NA
Puerto Rico	3-8	Mathematics Alternate Assessments	No	NA
Puerto Rico	Sec	Mathematics Alternate Assessments	No	NA
Puerto Rico	3-8	Mathematics Regular Assessments	No	NA
Puerto Rico	Sec	Mathematics Regular Assessments	No	NA
Republic of Palau	3-8	Mathematics Alternate Assessments	No	NA
Republic of Palau	Sec	Mathematics Alternate Assessments	No	NA
Republic of Palau	3-8	Mathematics Regular Assessments	No	NA
Republic of Palau	Sec	Mathematics Regular Assessments	No	NA
Republic of the Marshall Islands	3-8	Mathematics Alternate Assessments	No	NA
Republic of the Marshall Islands	Sec	Mathematics Alternate Assessments	No	NA
Republic of the Marshall Islands	3-8	Mathematics Regular Assessments	No	NA
Republic of the Marshall Islands	Sec	Mathematics Regular Assessments	No	NA
Rhode Island	3-8	Mathematics Alternate Assessments	Yes	No
Rhode Island	Sec	Mathematics Alternate Assessments	Yes	No
Rhode Island	3-8	Mathematics Regular Assessments	No	NA

State	Grade(s)	Assessment Type(s)	Assessment Change from Prior Year?	Did Change Affect Comparability?
Rhode Island	Sec	Mathematics Regular Assessments	No	NA
South Carolina	3-8	Mathematics Alternate Assessments	No	NA
South Carolina	Sec	Mathematics Alternate Assessments	No	NA
South Carolina	3-8	Mathematics Regular Assessments	Yes	Yes
South Carolina	Sec	Mathematics Regular Assessments	Yes	Yes
South Dakota	3-8	Mathematics Alternate Assessments	No	NA
South Dakota	Sec	Mathematics Alternate Assessments	No	NA
South Dakota	3-8	Mathematics Regular Assessments	No	NA
South Dakota	Sec	Mathematics Regular Assessments	No	NA
Tennessee	3-8	Mathematics Alternate Assessments	No	NA
Tennessee	Sec	Mathematics Alternate Assessments	No	NA
Tennessee	3-8	Mathematics Regular Assessments	No	NA
Tennessee	Sec	Mathematics Regular Assessments	No	NA
Texas	3-8	Mathematics Alternate Assessments	No	NA
Texas	Sec	Mathematics Alternate Assessments	No	NA
Texas	3-8	Mathematics Regular Assessments	No	NA
Texas	Sec	Mathematics Regular Assessments	No	NA
Utah	3-8	Mathematics Alternate Assessments	No	NA
Utah	Sec	Mathematics Alternate Assessments	No	NA
Utah	3-8	Mathematics Regular Assessments	No	NA
Utah	Sec	Mathematics Regular Assessments	No	NA
Vermont	3-8	Mathematics Alternate Assessments	No	NA
Vermont	Sec	Mathematics Alternate Assessments	No	NA
Vermont	3-8	Mathematics Regular Assessments	No	NA
Vermont	Sec	Mathematics Regular Assessments	No	NA
Virgin Islands	3-8	Mathematics Alternate Assessments	No	NA
Virgin Islands	Sec	Mathematics Alternate Assessments	No	NA
Virgin Islands	3-8	Mathematics Regular Assessments	No	NA
Virgin Islands	Sec	Mathematics Regular Assessments	No	NA
Virginia	3-8	Mathematics Alternate Assessments	No	NA
Virginia	Sec	Mathematics Alternate Assessments	No	NA
Virginia	3-8	Mathematics Regular Assessments	No	NA
Virginia	Sec	Mathematics Regular Assessments	No	NA
Washington	3-8	Mathematics Alternate Assessments	No	NA
Washington	Sec	Mathematics Alternate Assessments	No	NA
Washington	3-8	Mathematics Regular Assessments	No	NA
Washington	Sec	Mathematics Regular Assessments	No	NA
West Virginia	3-8	Mathematics Alternate Assessments	No	NA
West Virginia	Sec	Mathematics Alternate Assessments	No	NA
West Virginia	3-8	Mathematics Regular Assessments	No	NA
West Virginia	Sec	Mathematics Regular Assessments	No	NA
Wisconsin	3-8	Mathematics Alternate Assessments	No	NA
Wisconsin	Sec	Mathematics Alternate Assessments	No	NA

State	Grade(s)	Assessment Type(s)	Assessment Change from Prior Year?	Did Change Affect Comparability?
Wisconsin	3-8	Mathematics Regular Assessments	No	NA
Wisconsin	Sec	Mathematics Regular Assessments	No	NA
Wyoming	3-8	Mathematics Alternate Assessments	No	NA
Wyoming	Sec	Mathematics Alternate Assessments	No	NA
Wyoming	3-8	Mathematics Regular Assessments	No	NA
Wyoming	Sec	Mathematics Regular Assessments	No	NA

READING

State	Grade(s)	Assessment Type(s)	Assessment Change from Prior Year?	Did Change Affect Comparability?
Alabama	3-8	Reading Alternate Assessments	No	NA
Alabama	Sec	Reading Alternate Assessments	No	NA
Alabama	3-8	Reading Regular Assessments	No	NA
Alabama	Sec	Reading Regular Assessments	No	NA
Alaska	3-8	Reading Alternate Assessments	No	NA
Alaska	Sec	Reading Alternate Assessments	No	NA
Alaska	3-8	Reading Regular Assessments	Yes	Yes
Alaska	Sec	Reading Regular Assessments	Yes	Yes
American Samoa	3-8	Reading Alternate Assessments	No	NA
American Samoa	Sec	Reading Alternate Assessments	No	NA
American Samoa	3-8	Reading Regular Assessments	Yes	Yes
American Samoa	Sec	Reading Regular Assessments	No	NA
Arizona	3-8	Reading Alternate Assessments	No	NA
Arizona	Sec	Reading Alternate Assessments	No	NA
Arizona	3-8	Reading Regular Assessments	No	NA
Arizona	Sec	Reading Regular Assessments	No	NA
Arkansas	3-8	Reading Alternate Assessments	No	NA
Arkansas	Sec	Reading Alternate Assessments	No	NA
Arkansas	3-8	Reading Regular Assessments	No	NA
Arkansas	Sec	Reading Regular Assessments	No	NA
Bureau of Indian Education	3-8	Reading Alternate Assessments	No	NA
Bureau of Indian Education	Sec	Reading Alternate Assessments	No	NA
Bureau of Indian Education	3-8	Reading Regular Assessments	No	NA
Bureau of Indian Education	Sec	Reading Regular Assessments	No	NA
California	3-8	Reading Alternate Assessments	No	NA
California	Sec	Reading Alternate Assessments	No	NA
California	3-8	Reading Regular Assessments	No	NA
California	Sec	Reading Regular Assessments	No	NA
Colorado	3-8	Reading Alternate Assessments	No	NA
Colorado	Sec	Reading Alternate Assessments	No	NA
Colorado	3-8	Reading Regular Assessments	No	NA

State	Grade(s)	Assessment Type(s)	Assessment Change from Prior Year?	Did Change Affect Comparability?
Colorado	Sec	Reading Regular Assessments	No	NA
Connecticut	3-8	Reading Alternate Assessments	No	NA
Connecticut	Sec	Reading Alternate Assessments	No	NA
Connecticut	3-8	Reading Regular Assessments	No	NA
Connecticut	Sec	Reading Regular Assessments	No	NA
Delaware	3-8	Reading Alternate Assessments	No	NA
Delaware	Sec	Reading Alternate Assessments	No	NA
Delaware	3-8	Reading Regular Assessments	No	NA
Delaware	Sec	Reading Regular Assessments	No	NA
District of Columbia	3-8	Reading Alternate Assessments	No	NA
District of Columbia	Sec	Reading Alternate Assessments	No	NA
District of Columbia	3-8	Reading Regular Assessments	No	NA
District of Columbia	Sec	Reading Regular Assessments	No	NA
Federated States of Micronesia	3-8	Reading Alternate Assessments	No	NA
Federated States of Micronesia	Sec	Reading Alternate Assessments	No	NA
Federated States of Micronesia	3-8	Reading Regular Assessments	No	NA
Federated States of Micronesia	Sec	Reading Regular Assessments	No	NA
Florida	3-8	Reading Alternate Assessments	No	NA
Florida	Sec	Reading Alternate Assessments	No	NA
Florida	3-8	Reading Regular Assessments	No	NA
Florida	Sec	Reading Regular Assessments	No	NA
Georgia	3-8	Reading Alternate Assessments	No	NA
Georgia	Sec	Reading Alternate Assessments	No	NA
Georgia	3-8	Reading Regular Assessments	No	NA
Georgia	Sec	Reading Regular Assessments	No	NA
Guam	3-8	Reading Alternate Assessments	No	NA
Guam	Sec	Reading Alternate Assessments	No	NA
Guam	3-8	Reading Regular Assessments	No	NA
Guam	Sec	Reading Regular Assessments	No	NA
Hawaii	3-8	Reading Alternate Assessments	No	NA
Hawaii	Sec	Reading Alternate Assessments	No	NA
Hawaii	3-8	Reading Regular Assessments	No	NA
Hawaii	Sec	Reading Regular Assessments	No	NA
Idaho	3-8	Reading Alternate Assessments	No	NA
Idaho	Sec	Reading Alternate Assessments	No	NA
Idaho	3-8	Reading Regular Assessments	No	NA
Idaho	Sec	Reading Regular Assessments	No	NA
Illinois	3-8	Reading Alternate Assessments	No	NA
Illinois	Sec	Reading Alternate Assessments	No	NA
Illinois	3-8	Reading Regular Assessments	No	NA
Illinois	Sec	Reading Regular Assessments	Yes	Yes
Indiana	3-8	Reading Alternate Assessments	Yes	Yes
Indiana	Sec	Reading Alternate Assessments	Yes	Yes
Indiana	3-8	Reading Regular Assessments	No	NA
Indiana	Sec	Reading Regular Assessments	No	NA

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State	Grade(s)	Assessment Type(s)	Assessment Change from Prior Year?	Did Change Affect Comparability?
Iowa	3-8	Reading Alternate Assessments	No	NA
Iowa	Sec	Reading Alternate Assessments	No	NA
Iowa	3-8	Reading Regular Assessments	No	NA
Iowa	Sec	Reading Regular Assessments	No	NA
Kansas	3-8	Reading Alternate Assessments	No	NA
Kansas	Sec	Reading Alternate Assessments	No	NA
Kansas	3-8	Reading Regular Assessments	No	NA
Kansas	Sec	Reading Regular Assessments	No	NA
Kentucky	3-8	Reading Alternate Assessments	No	NA
Kentucky	Sec	Reading Alternate Assessments	No	NA
Kentucky	3-8	Reading Regular Assessments	No	NA
Kentucky	Sec	Reading Regular Assessments	No	NA
Louisiana	3-8	Reading Alternate Assessments	No	NA
Louisiana	Sec	Reading Alternate Assessments	No	NA
Louisiana	3-8	Reading Regular Assessments	No	NA
Louisiana	Sec	Reading Regular Assessments	No	NA
Maine	3-8	Reading Alternate Assessments	No	NA
Maine	Sec	Reading Alternate Assessments	No	NA
Maine	3-8	Reading Regular Assessments	No	NA
Maine	Sec	Reading Regular Assessments	No	NA
Maryland	3-8	Reading Alternate Assessments	No	NA
Maryland	Sec	Reading Alternate Assessments	No	NA
Maryland	3-8	Reading Regular Assessments	No	NA
Maryland	Sec	Reading Regular Assessments	No	NA
Massachusetts	3-8	Reading Alternate Assessments	No	NA
Massachusetts	Sec	Reading Alternate Assessments	No	NA
Massachusetts	3-8	Reading Regular Assessments	No	NA
Massachusetts	Sec	Reading Regular Assessments	No	NA
Michigan	3-8	Reading Alternate Assessments	No	NA
Michigan	Sec	Reading Alternate Assessments	No	NA
Michigan	3-8	Reading Regular Assessments	No	NA
Michigan	Sec	Reading Regular Assessments	No	NA
Minnesota	3-8	Reading Alternate Assessments	No	NA
Minnesota	Sec	Reading Alternate Assessments	No	NA
Minnesota	3-8	Reading Regular Assessments	No	NA
Minnesota	Sec	Reading Regular Assessments	No	NA
Mississippi	3-8	Reading Alternate Assessments	Yes	Yes
Mississippi	Sec	Reading Alternate Assessments	Yes	Yes
Mississippi	3-8	Reading Regular Assessments	No	NA
Mississippi	Sec	Reading Regular Assessments	No	NA
Missouri	3-8	Reading Alternate Assessments	No	NA
Missouri	Sec	Reading Alternate Assessments	No	NA
Missouri	3-8	Reading Regular Assessments	No	NA
Missouri	Sec	Reading Regular Assessments	No	NA
Montana	3-8	Reading Alternate Assessments	No	NA
Montana	Sec	Reading Alternate Assessments	No	NA
Montana	3-8	Reading Regular Assessments	No	NA
Montana	Sec	Reading Regular Assessments	No	NA
Nebraska	3-8	Reading Alternate Assessments	No	NA

IDEA PART B ASSESSMENT FOR SY 2016-2017

State	Grade(s)	Assessment Type(s)	Assessment Change from Prior Year?	Did Change Affect Comparability?
Nebraska	Sec	Reading Alternate Assessments	No	NA
Nebraska	3-8	Reading Regular Assessments	Yes	Yes
Nebraska	Sec	Reading Regular Assessments	Yes	Yes
Nevada	3-8	Reading Alternate Assessments	No	NA
Nevada	Sec	Reading Alternate Assessments	No	NA
Nevada	3-8	Reading Regular Assessments	No	NA
Nevada	Sec	Reading Regular Assessments	Yes	No
New Hampshire	3-8	Reading Alternate Assessments	No	NA
New Hampshire	Sec	Reading Alternate Assessments	No	NA
New Hampshire	3-8	Reading Regular Assessments	No	NA
New Hampshire	Sec	Reading Regular Assessments	No	NA
New Jersey	3-8	Reading Alternate Assessments	No	NA
New Jersey	Sec	Reading Alternate Assessments	No	NA
New Jersey	3-8	Reading Regular Assessments	No	NA
New Jersey	Sec	Reading Regular Assessments	No	NA
New Mexico	3-8	Reading Alternate Assessments	No	NA
New Mexico	Sec	Reading Alternate Assessments	No	NA
New Mexico	3-8	Reading Regular Assessments	No	NA
New Mexico	Sec	Reading Regular Assessments	No	NA
New York	3-8	Reading Alternate Assessments	No	NA
New York	Sec	Reading Alternate Assessments	No	NA
New York	3-8	Reading Regular Assessments	No	NA
New York	Sec	Reading Regular Assessments	No	NA
North Carolina	3-8	Reading Alternate Assessments	No	NA
North Carolina	Sec	Reading Alternate Assessments	No	NA
North Carolina	3-8	Reading Regular Assessments	No	NA
North Carolina	Sec	Reading Regular Assessments	No	NA
North Dakota	3-8	Reading Alternate Assessments	No	NA
North Dakota	Sec	Reading Alternate Assessments	No	NA
North Dakota	3-8	Reading Regular Assessments	No	NA
North Dakota	Sec	Reading Regular Assessments	No	NA
Northern Marianas	3-8	Reading Alternate Assessments	No	NA
Northern Marianas	Sec	Reading Alternate Assessments	No	NA
Northern Marianas	3-8	Reading Regular Assessments	No	NA
Northern Marianas	Sec	Reading Regular Assessments	No	NA
Ohio	3-8	Reading Alternate Assessments	No	NA
Ohio	Sec	Reading Alternate Assessments	No	NA
Ohio	3-8	Reading Regular Assessments	No	NA
Ohio	Sec	Reading Regular Assessments	No	NA
Oklahoma	3-8	Reading Alternate Assessments	Yes	No
Oklahoma	Sec	Reading Alternate Assessments	Yes	No
Oklahoma	3-8	Reading Regular Assessments	Yes	Yes
Oklahoma	Sec	Reading Regular Assessments	Yes	Yes
Oregon	3-8	Reading Alternate Assessments	No	NA
Oregon	Sec	Reading Alternate Assessments	No	NA
Oregon	3-8	Reading Regular Assessments	No	NA
Oregon	Sec	Reading Regular Assessments	No	NA
Pennsylvania	3-8	Reading Alternate Assessments	Yes	Yes
Pennsylvania	Sec	Reading Alternate Assessments	Yes	Yes

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State	Grade(s)	Assessment Type(s)	Assessment Change from Prior Year?	Did Change Affect Comparability?
Pennsylvania	3-8	Reading Regular Assessments	No	NA
Pennsylvania	Sec	Reading Regular Assessments	No	NA
Puerto Rico	3-8	Reading Alternate Assessments	No	NA
Puerto Rico	Sec	Reading Alternate Assessments	No	NA
Puerto Rico	3-8	Reading Regular Assessments	No	NA
Puerto Rico	Sec	Reading Regular Assessments	No	NA
Republic of Palau	3-8	Reading Alternate Assessments	No	NA
Republic of Palau	Sec	Reading Alternate Assessments	No	NA
Republic of Palau	3-8	Reading Regular Assessments	No	NA
Republic of Palau	Sec	Reading Regular Assessments	No	NA
Republic of the Marshall Islands	3-8	Reading Alternate Assessments	No	NA
Republic of the Marshall Islands	Sec	Reading Alternate Assessments	No	NA
Republic of the Marshall Islands	3-8	Reading Regular Assessments	No	NA
Republic of the Marshall Islands	Sec	Reading Regular Assessments	No	NA
Rhode Island	3-8	Reading Alternate Assessments	Yes	No
Rhode Island	Sec	Reading Alternate Assessments	Yes	No
Rhode Island	3-8	Reading Regular Assessments	No	NA
Rhode Island	Sec	Reading Regular Assessments	No	NA
South Carolina	3-8	Reading Alternate Assessments	No	NA
South Carolina	Sec	Reading Alternate Assessments	No	NA
South Carolina	3-8	Reading Regular Assessments	Yes	Yes
South Carolina	Sec	Reading Regular Assessments	Yes	Yes
South Dakota	3-8	Reading Alternate Assessments	No	NA
South Dakota	Sec	Reading Alternate Assessments	No	NA
South Dakota	3-8	Reading Regular Assessments	No	NA
South Dakota	Sec	Reading Regular Assessments	No	NA
Tennessee	3-8	Reading Alternate Assessments	No	NA
Tennessee	Sec	Reading Alternate Assessments	No	NA
Tennessee	3-8	Reading Regular Assessments	No	NA
Tennessee	Sec	Reading Regular Assessments	No	NA
Texas	3-8	Reading Alternate Assessments	No	NA
Texas	Sec	Reading Alternate Assessments	No	NA
Texas	3-8	Reading Regular Assessments	No	NA
Texas	Sec	Reading Regular Assessments	No	NA
Utah	3-8	Reading Alternate Assessments	No	NA
Utah	Sec	Reading Alternate Assessments	No	NA
Utah	3-8	Reading Regular Assessments	No	NA
Utah	Sec	Reading Regular Assessments	No	NA
Vermont	3-8	Reading Alternate Assessments	No	NA
Vermont	Sec	Reading Alternate Assessments	No	NA
Vermont	3-8	Reading Regular Assessments	No	NA
Vermont	Sec	Reading Regular Assessments	No	NA
Virgin Islands	3-8	Reading Alternate Assessments	No	NA
Virgin Islands	Sec	Reading Alternate Assessments	No	NA
Virgin Islands	3-8	Reading Regular Assessments	No	NA

State	Grade(s)	Assessment Type(s)	Assessment Change from Prior Year?	Did Change Affect Comparability?
Virgin Islands	Sec	Reading Regular Assessments	No	NA
Virginia	3-8	Reading Alternate Assessments	No	NA
Virginia	Sec	Reading Alternate Assessments	No	NA
Virginia	3-8	Reading Regular Assessments	No	NA
Virginia	Sec	Reading Regular Assessments	No	NA
Washington	3-8	Reading Alternate Assessments	No	NA
Washington	Sec	Reading Alternate Assessments	No	NA
Washington	3-8	Reading Regular Assessments	No	NA
Washington	Sec	Reading Regular Assessments	No	NA
West Virginia	3-8	Reading Alternate Assessments	No	NA
West Virginia	Sec	Reading Alternate Assessments	No	NA
West Virginia	3-8	Reading Regular Assessments	No	NA
West Virginia	Sec	Reading Regular Assessments	No	NA
Wisconsin	3-8	Reading Alternate Assessments	No	NA
Wisconsin	Sec	Reading Alternate Assessments	No	NA
Wisconsin	3-8	Reading Regular Assessments	No	NA
Wisconsin	Sec	Reading Regular Assessments	No	NA
Wyoming	3-8	Reading Alternate Assessments	No	NA
Wyoming	Sec	Reading Alternate Assessments	No	NA
Wyoming	3-8	Reading Regular Assessments	No	NA
Wyoming	Sec	Reading Regular Assessments	No	NA