

Part B Assessment Data Notes
2016–17 Reporting Year
Updated March 2020

This document provides information or data notes on the ways in which States and entities collected and reported data differently from the Office of Special Education Programs (OSEP) data formats and instructions. In addition, the data notes provide explanations of substantial changes from previous year’s submissions as well as other information that data users may find notable or of interest when reviewing and using these data.

Additional information and explanation related to the assessment data submitted via *EDFacts* for the purposes of the Consolidated State Performance Reports (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](#).

Alabama

Year to year note: The year to year increase in count and percent differences for students with disabilities participating and performing in regular assessments based on grade-level achievement standards with accommodations may be due to the natural disasters (Hurricanes Harvey and Irma) that took place across several states and territories in the southern part of the US, where there was an influx of students and families evacuating impacted areas.

Year to year note: The increase in students taking a regular assessment with accommodations for Mathematics (FS 175) appears to be correct. A review of the raw data received from the assessment vendor revealed that more student test records were received [in SY 2016-17] with a flag indicating accommodations than were received for SY 2015-16.

Alaska

The scale and score ranges for PEAKS are different than those used with previous summative assessments. Please note that Alaska canceled general and alternate assessment during the 2015-2016 school year.

American Samoa

Mathematics FS 185, and Reading/language Arts FS 178 and FS 188, Regular assessments based on grade-level achievement standards without accommodations: The data is correct. Based on Alternate Achievement Standards not grade-level standards. American Samoa reported 0 because all students with disabilities with IEPs received accommodation on statewide assessment.

Mathematics FS 175 and FS 185, Reading/language Arts FS 178 and FS 188, In the previous year only grades 3 and 5 took the statewide. The following year grades 7 and 10 were added on. Now grades 3,5,7 and 10 take the Statewide Assessment.

American Samoa added grade 7 for Reading/Language Arts SBA assessment.

Arizona

Year to year note: The Arizona Mathematics and ELA Standards were under review during the first half of the 2016–2017 school year, and their final approval wasn't reached until December 2016. Therefore, Arizona's state assessment, the Arizona Measurement of Readiness to Inform Teaching (AzMERIT), couldn't have aligned itself to a single set of standards with integrity, as over the course of the school year, there was more than one set of standards with which to align. This temporary, unavoidable misalignment may have contributed to the slight slippage in math and reading proficiency rates.

The increase in regular assessment without accommodations in high school is likely due to the ADE/Assessment section professional development focus on Universal Design for Learning, shifting the focus on what was previously considered accommodations for students with English Learner, Section 504, or IEP-determined needs to universal tools and features that are available for all students.

The decrease in alternate assessment participation from year to year is likely due to the 1% CAP new regulations to be implemented in 2017-2018 and the proactive work with LEAs undertaken by the ADE/Alternate Assessment team. The increase in regular assessment with accommodations from year to year is likely due to trainings jointly provided to LEA personnel by the ADE/Assessment and ESS sections highlighting possible instructional and testing accommodations. The ADE/Assessment section also developed guidance and highlighted universal tools, features, and allowable accommodations for students in written format, which was disseminated statewide.

Arkansas

Year to year note: Arkansas changed their assessment to ACT Aspire in 2015/16 school year. Under ACT Aspire, accommodations are available to all students not just those with special education or English learner flags. Therefore, more students accessed the universal accommodations. Additionally, as Arkansas migrated from an alternate portfolio to NCSC/MSAA the grade of assessment changed as well. Alternate math was assessed in 9th grade and the change of test moved the assessment to 11th grade. Therefore, the students who took an alternate assessment for math in 9th grade only assessed literacy in 11th grade resulting in fewer students needing to assess math in 11th grade for year 2015/16.

Connecticut

Data note for FS 175, FS 178, FS 185 and FS 188:

The year to year comparisons should vary due to increasing data quality control of the testing process, i.e. fewer "Common Core opt out" students in 16-17.

Florida

Data files will be missing a small amount of students that completed the FASA DataFolio assessment. This assessment does not have achievement level cut scores established yet by the State Board of Education (expected mid 2018).

Georgia

Year to year note: Georgia reported assessment data that revealed a year to year change of more than 20 (count difference) and 20% for 10th 11th and 12th grade Math for students who participated in the assessment without accommodations. GA Department of Education staff reviewed the data and found it to be accurate. Assessment participation is determined by the IEP team in each school, therefore an explanation of the year to year difference cannot be explicitly explained. However, Georgia has moved to more online assessment with accommodations 'built in' to the assessment which may result in fewer students requiring accommodations in the IEP.

Year to year note: Georgia reported assessment data that revealed a year to year change of more than 20 (count difference) and 20% for 10th grade Reading Language Arts for students who participated in the assessment without accommodations. GA Department of Education staff reviewed the data and found it to be accurate. Assessment participation is determined by the IEP team in each school, therefore an explanation of the year to year difference cannot be explicitly explained. However, Georgia has moved to more online assessment with accommodations 'built in' to the assessment which may result in fewer students requiring accommodations in the IEP.

Guam

Year to year note: Guam had an increase in students in the 3rd, 5th, and 8th grade, who took a regular assessment and received a valid score for Math. The number of eligible students whose IEPs state Participation in ACT Aspire increased as well, which attributed to the increase of students who took a regular assessment. Due to Guam's relative low population of Special Education students, an increase or decrease in an area has a high chance of being above 20% and therefore requiring an explanation in a data note.

Year to year note: Guam had an increase in students in the 3rd and 8th grade, who took a regular assessment and received a valid score for Reading. The number of eligible students whose IEPs state Participation in ACT Aspire increased as well, which attributed to the increase of students who took a regular assessment. Due to Guam's relative low population of Special Education students, an increase or decrease in an area has a high chance of being above 20% and therefore requiring an explanation in a data note.

Hawaii

A procedural change was made as to which students are identified as receiving accommodations. In the past the test proctor entered the accommodation data into the assessment system. Beginning with the SY 2016-17 assessments, the proctor collects the accommodation data and sends the accommodation data along with the test to the assessment office for verification. Verified accommodations are entered into the assessment system by the assessment office. This has reduced the number of accommodations, which were over-reported prior to SY 2016-17.

Idaho

Data note for FS 175, FS 185:

Data note is to address a year to year change of more than 20 (count difference) and 20% for Assessment Participation in Mathematics.

The number of students with disabilities participating in the regular math assessment with accommodations in 2016-2017 is a stark increase compared to 2015-2016. We attribute this to the ongoing professional development provided by the state in understanding the use of accommodations and supports on the assessment as this more closely aligns to the number of students with disabilities participating in the ELA assessment with accommodations. We are reviewing our training to ensure this increase is not over-identification and improper use of accommodations by students with disabilities and are working with our test vendor to ensure we capture this data point consistently and accurately.

Data note for FS 178 and FS 188:

Data note is to address a year to year change of more than 20 (count difference) and 20% for Academic Achievement in Reading/Language Arts.

We attribute the increase in students taking the assessment with accommodations (rather than without) to the ongoing professional development provided by the state in understanding the use of accommodations and supports on the assessment.

Also, as Idaho developed statewide entrance criteria for English learners, as required in ESSA, we note an increase over 2015-2016 in the number of recently arrived LEP students taking an English language proficiency assessment in lieu of the state's reading/language arts assessment. We are transitioning to a new calculated LEP status using the student's date of initial identification in an LEP program, rather than relying on districts to provide LEP status. This calculation ensures students are captured one time as an L1 and is consistent across all districts.

Indiana

Year to year note: Indiana didn't report ISTAR, Indiana's alternate assessment, as cut scores for the new assessment were not able to be achieved for 2015-16. Indiana's ISTAR alternate assessment data is submitted for 2016-17 and that's the reason for higher IDEA assessment count in 2016-17.

Kansas

Data note for FS 175:

Kansas has verified that the data is accurate as reported. In 2017 there was an increase in the number of districts that had students participating in the Math Regular assessment based on grade-level achievement standards with accommodations. In the 5th grade, Kansas had 21 districts report counts in 2017 that had reported 0 counts in 2016. In the 8th grade, Kansas had 39 districts report counts in 2017 that had reported 0 counts in 2016.

Data note for FS 178 and FS 188:

Kansas has verified that the data is accurate as reported. In 2017 there was an increase in the number of districts that had students participating in the Reading Regular assessment based on grade-level achievement standards with accommodations. In the 5th grade, Kansas had 21 districts report counts in

2017 that had reported 0 counts in 2016. In the 8th grade, Kansas had 38 districts report counts in 2017 that had reported 0 counts in 2016.

Kentucky

Year to year note: Because of an increase in Kentucky's minimum age for dropouts, more high school students participated in the math assessment in 2016-17 than in the previous year. Kentucky's math assessment is for Algebra II, which is typically taken by juniors or seniors.

Louisiana

Year to year note: Louisiana has reviewed and verified the data. Beginning in 2016-17 Louisiana implemented online testing for grades 5-8. Students in grades 3-4 continued to take assessments via a paper test. Louisiana believes the year to year change for students at the identified grades is related to the administration of these online assessments.

Massachusetts

Alternate assessments based on alternate achievement standards, FS 175, 178, 185 & 188: Alternative assessments: Students tested in this grade-level portfolio were eligible to earn all score levels (L1, L2, L3 or L4) when they independently demonstrated the grade-level knowledge and skills described in each assessed standard in their grade. The Department strongly encouraged collaboration between general and special educators in the creation of grade-level portfolios. These portfolios were scored by content experts in each subject required for assessment. We understand this is the final year this permitted value is allowed.

Year to year note: Year to year counts: Massachusetts rolled out new MCAS tests for grades 3-8 this year. A much higher percentage of students participating in 2016-2017 assessment exams did so online. This online testing allowed for several more types of accommodations, which contributed to the increase in the accommodation figures from the prior year. Also contributing to the increase, was the new online accommodation collection method. This allowed schools to enter accommodations more easily than the paper pencil reporting method that was previously used. This year's counts should be looked upon as a stepping stone to a new baseline. MA plans to phase in online testing so that computer-based tests are fully administered statewide by 2019. As more students convert to an online test method in upcoming school years, there may additional students with accommodations being reported. It is important to note, with the introduction of the new MCAS tests in MA in 2016-17, performance level counts and percentages from 2015-16 to 2016-17 cannot be compared.

Maryland

Year to year note: In 2016, Maryland began giving a new alternate assessment, the MSAA, which was a grade 11 assessment at the high school level. Maryland's previous alternate assessment, the Alt-MSA, was a grade 10 assessment at the high school level. In 2016, very few grade 11 students were required to take the MSAA because they had already taken the Alt-MSA in grade 10. However, in 2017, very few to none of the grade 11 students had taken the old Alt-MSA assessment, so they were all required to take the new grade 11 MSAA. Thus there is a significantly higher count/percent of HS students taking the alternate assessment in 2017.

Michigan

For the elementary school level differences – There are accommodations that are valid only for paper/pencil testers. With the increase in the number of students testing online, the number of paper/pencil accommodations will decrease causing the difference between the test cycles.

For the high school level differences – College Board administers the SAT for math and ELA. In SY 2016-17, College Board administered a redesigned SAT which would have resulted in the change in accommodations from the prior year.

Micronesia

Year to year note: ED noted an increase in 6th grade in 2016-2017 for CWD who participated in the regular statewide assessment with accommodations.

Based on the review of FSM assessment data for 2015-2016 and 2016-2017, all four FSM's LEAs had more 6th graders participated in the FSM National Minimum Competency Test with accommodations in 2016-2017. A contributing factor to this increase may be due to several trainings that FSM provided in the last four years resulting in the proper evaluations for eligibility determination and developing IEPs with appropriate accommodations for CWD.

Missouri

Year to year note: Due to end of course (EOC) assessment issues in 2016-17, the state requested, and was granted, a waiver from ESSA that it be allowed to report only participation data for the high school Algebra I and English II EOC assessments. As allowed by the waiver, proficiency data were not reported for Algebra I and English II, resulting in the large changes from the prior year for regular assessments based on grade-level achievement standards both with and without accommodations.

Year to year note: Decreases in grades 3-5 for the number "with accommodations" is due to the addition in 2016-17 of a universal tool S041 "Read Aloud (not including ELA reading passages) – Text-to-Speech" that allows test directions and certain test items to be read aloud to any students, without invalidating the assessment. This universal tool is not considered an accommodation, and the availability of it resulted in some students with disabilities not needing the full "read aloud" accommodation.

Year to year note: The increase in the number of 8th graders who took the ELA assessment with accommodations is due to a text-to-speech accommodation that was new in 2015-16 that allows the assessment to be read to the students in grades 6-8 without invalidating the assessment. This accommodation was added due to the "reading to learn" construct in grades 6-8, rather than the "learning to read" construct in grades 3-5. Because this accommodation no longer invalidates the ELA assessment, the use of the accommodation is likely to continue increasing.

Across file comparison, Mathematics, FS 175 & FS 185, Regular assessments based on grade-level achievement standards with accommodations, Grade 8, & Regular assessments based on grade-level achievement standards without accommodations, Grades 5, 7 & 8: Due to end of course (EOC) assessment issues in 2016-17, the state requested, and was granted, a waiver from ESSA that it be allowed to report only participation data for the high school Algebra I and English II EOC assessments. As allowed by the waiver, proficiency data were not reported, therefore, the participation and proficiency data do not match across the files.

Mississippi

Year to year note: The State implemented an improved method of determining students' enrollment and eligibility for participation at the time of testing based on monthly enrollment and course data the LEAs submit to the State. The year to year changes were expected.

Montana

Year to year note: It is noted in the Year to Year Data Quality Report for Montana that there were substantial changes in participation and proficiency counts for both reading and math. These changes are due to the following:

- Decrease in the number of students from both participation and proficiency in reading for use of nonstandard accommodations by multiple LEAs.
- Increase in the number of students counting as both participants and being assigned proficiency levels in math due to work by multiple divisions within the Montana Office of Public Instruction working with Districts on providing standard accommodations rather than the nonstandard ones that were reported during SY2015-2016.

North Carolina

North Carolina increased overall Average Daily Membership which contributed to the overall increase in students taking the Regular assessments based on grade-level achievement standards without accommodations.

Also, for 6th grade alone, the increase was substantial and contributed to the increase in all assessments in 6th grade including Regular assessments based on grade-level achievement standards without accommodations.

Counts reported for Alternate assessments based on modified achievement standards for grade 10 are a result of banked scores; these assessments were actually administered in a previous academic year, and the scores were held to be reported in the 10th grade for these students.

North Dakota

The 2016-17 North Dakota State Assessment (NDSA) data show an increase in the number of students with disability who completed the state assessment in math based on grade-level achievement standards with accommodations for whom a proficiency level was assigned. The increase, nearly 70%, compared to FFY 2015-16 data, is significant across all grade levels tested. Also, the data show a decrease in the number of students with disability who completed the same assessment without accommodations and received a valid score. The decrease, nearly 12%, compared to FFY2015-16 data, is only significant for grades 7 and 11. While the increase may have resulted from the increase in the number of students with disability statewide, it underscores the growing accommodation needs of students with disability in efforts to improve opportunities for enhancing students' quality instruction and NDSA access, based on grade-level achievement standards.

Year to year note for FS 178 and FS 188: The 2016-17 North Dakota State Assessment (NDSA) data show an increase in the number of students with disability who completed the state assessment in reading/language arts based on grade-level achievement standards with accommodations for whom a

proficiency level was assigned. The increase, nearly 65% compared to FFY 2015-16 data, is significant across all grade levels tested. Also, the data show a decrease in the number of students with disability who completed the same assessment without accommodations and received a valid score. The decrease, nearly 17% compared to FFY2015-16 data, is only significant for grades 6, 7, 8, and 11.

While the increase may have resulted from the increase in the number of students with disability statewide, it underscores the growing accommodation needs of students with disability in efforts to improve opportunities for enhancing students' quality instruction and NDSA access, based on grade-level achievement standards.

Nebraska

Nebraska started using the ACT assessment instead of state developed assessment in 2017.

New Hampshire

We had a new assessment team for 2016-2017 who worked with the schools to understand which accommodations were allowable and which weren't. The net effect was that far fewer students were tested with accommodations than the previous year.

Nevada

In files 175, 178, 185, and 188 the increases in the SY1617 number of students in grades 3 through 7 who took an assessment and received a valid score, when compared to the SY1516 number, is the result of student enrollment increases.

New Jersey

Alternate Assessment:

For grade 7 math DLM assigned an incident code for students when the reporting of valid reliable data could not be confirmed. Therefore, NJ could not report scores for these students.

General Assessments:

New Jersey administers the PARCC assessment. One of the strengths of the PARCC assessments is the accessibility and accommodation features. In NJ, districts are now utilizing accessibility features rather than accommodations for their students because many of the accommodations students needed on the old assessment program are now considered built-in accessibility features on PARCC.

Ohio

Data have been verified as correct. Ohio observed enrollment increases across all subgroups and all but one grade between SY 2015-2016 and SY 2016-2017. Particularly for students with disabilities, an increase of over 8% across all grade levels occurred. We would expect this to lead to an increase in the number of students testing with accommodations. The increase was most visible in grade HS, with an increase of 48%. However, the degree and percentage of change are less alarming when considered in the context of SY 2014-2015 numbers. While large changes were observed between SY 2015-2016 and SY 2016-2017, the changes are significantly smaller between SY 2014-2015 and SY 2016-2017.

Oregon

Year to year note: Data are accurate. The decrease in participation in the regular assessment with accommodations is thought to be the reason for the increase in participation in the regular assessment without accommodations. Oregon has continued to improve training and technical assistance offered to district staff regarding the regular assessment which changed in 2014-2015 to the SBAC. Specifically, additional training/guidance documents were developed and regional trainings were offered around the state. It is thought that these trainings and technical assistance have resulted in better decisions regarding which students should take the regular assessment with accommodations.

Year to year note: Data are accurate. The decrease in participation in the regular assessment with accommodations is thought to be the reason for the increase in participation in the alternate assessment. Oregon has continued to improve training and technical assistance offered to district staff regarding the regular assessment which changed in 2014-2015 to the SBAC. Specifically, additional training/guidance documents were developed, and regional trainings were offered around the state. It is thought that these trainings and technical assistance have resulted in better decisions regarding which students should take the regular assessment with accommodations or the alternate assessment.

South Dakota

Data Note for FS 175, FS 178, FS 185 and FS 188:

According to the assessment data quality report, we have a high percentage fluctuation in our counts of students with accommodations and without accommodations. When they are compared with the previous year submission by grade and subject area the different is significant, and this is correct. Last year we started a new process loading and identifying our accommodations in our SLDS, the percentage fluctuation is due to an over identification of the math accommodations and under identifications of ELA accommodations in last year data. When totals are compared as a whole, (adding Language Arts and Math totals), the fluctuation is only seven percent. This is due to the refining of our new accommodation loading-identification process in our SDLS system, the data submitted is correct. According to the assessment data quality report there is also a significant decrease in our alternate assessments based on alternate achievement standards in our fourth-grade counts, we also reviewed this data, and the data submitted is correct.

Tennessee

Year to year note: The number of students assessed in the math and reading/language arts alternate assessment in grades 3-8 increased by more than 20% because regular statewide assessments resumed in 2016-17. In 2015-16, math and reading/language arts assessments were limited to students who took alternate assessments based on alternate achievement standards as testing was cancelled for students in grades 3-8 scheduled to take regular math assessments with and without accommodations due to technical challenges in test administration. However, some districts suspended the completion of alternate assessments when the regular assessments were cancelled due to technical challenges in test administration. Thus, while some data was reported in the 2015-16 school year, it did not represent all districts, while the 2016-17 school year data did.

Utah

Year to year note for 175, 178, 185 and 188: Utah's current state-wide assessment (SAGE) includes Universal Design for Learning (UDL), which provides tools available to all users, some of which were previously accommodated through IEPs. It was discovered last year that many IEP teams were continuing to mark those as accommodations even though they were now available as universal tools. Through extensive TA provided throughout the state, IEP teams have been trained how to correctly indicate accommodations on IEPs for the SAGE, which has decreased the number of students taking regular assessments based on grade-level achievement standards with accommodations and increased the number of students taking regular assessments based on grade-level achievement standards without accommodations.

Vermont

Year to year note: The state did not have information on student accommodations prior to 2017. In 2016, all students were reported in the 'without accommodation' group because the state did not have access to that information. This information was reported in 2017 which results in a disjointed year to year comparison.

Virginia – Updated March 2020

Due to a data processing error, approximately 50,000 students primarily in Grades 5-8 were misclassified as not proficient in the Mathematics Achievement data, leading to lower calculated proficiency rates. To view VA's SY 2016-17 Mathematics Achievement data, please go to the Virginia Department of Education's Statistics & Reports website:

http://www.doe.virginia.gov/statistics_reports/index.shtml

Year to year note: There was a significant increase in regular assessments based on grade-level achievement standards with and without accommodations in math achievement and math participation from 15-16 to 16-17. This is attributed to VDOE's continued efforts to increase inclusion and participation of students with disabilities in the regular setting and as a result, the regular assessment for their grade. Students with disabilities have been increasingly exposed to and provided instruction on grade level curriculum and subsequently have been assessed using the grade level assessment.

West Virginia

Data Note for FS 175, FS 178 & FS 185:

In WV, students receiving accommodations has grown while students without accommodations has experienced a decrease. WVDE and the Office of Special Education have emphasized the importance of assistive technology via training both on-site and through guidance documents for students who require such accommodations. As a result, there has been growth in the use of assistive technology in the field. In addition, more funds are being utilized for technology, and programs like Second Launch, which provides free assistive technology that has been donated to the WVDE and available to counties at their request. Any student that accesses instruction via assistive technology during the school year, would also require the same accommodations on the state assessment. Finally, due to guidance regarding appropriate implementation of the administration of the alternate assessment, WV expected to see a decrease in the number of students taking the alternate assessment and an increase in students receiving accommodations in order to access the general summative assessment.