

Part B Assessment Data Notes

2017-18 Reporting Year

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.

Other *EDFacts*-wide assessment data and state notes are published in the [EDFacts public file documentation](#). Additional information on changes to state assessments, achievement standards, and content standards from year to year as well as information on outlying areas and freely associated states implementation of ESEA are available in the data file documentation ([IDEA Section 618 Data Products: Collection Documents](#)).

Alabama

- 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.
- The State provided the following response to a larger Year to Year change: An explanation for the changes in students taking the regular assessment based on grade-level achievement standard with and without accommodations can be attributed to the implementation of a new assessment between Y1 (2016-17, ACT Aspire for grades 3-8 and HS) and Y2 (2017-18, Scantron for grades 3-8 and ACT with Writing for HS).
- Due to ALSDE decisions to utilize an adaptive formative assessment for the federally reported summative assessments and utilizing the ACT with Writing as the high school test, it became evident that the Scantron and ACT portals did not capture students who tested with accommodations.

Alaska

- The State provided the following responses to larger Year to Year changes:
 - The year to year counts are going to be significantly different between years (16-17 and 17-18) because there were no 10th graders assessed in ELA or MATH in 17-18.
 - Accommodations were built into the 17-18 assessment that were not present in 16-17. Therefore, fewer students needed additional accommodations in 17-18.

American Samoa

- FS 175, FS 178, FS 185 & FS 188: During this school year no students took assessment without accommodations.
- The State provided the following response to a larger Year to Year change: We work with a small number of students from year to year. The large depletion of data from year to year is due to this.

Arizona

- The State provided the following response to a larger Year to Year change: Two things may have impacted the number and performance of students with accommodations. ADE improved and increased trainings for schools and districts to better document the use of accommodations at the school and district level. So part of the difference may reflect not a true difference but a more accurate reporting of accommodations. Secondly, beginning in FY18 a number of modifications to testing that were previously labeled accommodations and were only limited to a small number of students were reclassified as tools and became available to all students in Arizona. This included Color Contrast, Mouse Pointer Size and Color, Print Size, and Text-to-Speech (for all sessions except Reading). These tools were still labeled accommodations in our ED Facts filing and should not have been. Once these tools are removed from the accommodations list Arizona's numbers should decrease.

Bureau of Indian Education

- Bureau of Indian Education (BIE) collects assessment data from 23 states, each maintaining their own accountability systems. BIE then combines the data collected from these states with their own data and streamlines the collection to submit to the Department of ED. The 173 BIE schools follow the accountability systems of the state in which they are located, as outlined in 25 CFR part 30.

California

- The State provided the following response to a larger Year to Year change: The State has increased the level of training provided on the use of accommodations, and as a result, the test examiners (primarily teachers), and IEP teams have become more knowledgeable in determining students' eligibility for accommodations and taking steps to insure they are provided at the time of testing.

Colorado

- The State provided the following responses to a larger Year to Year changes:

- In previous years there were several accommodations (including Text-to-Speech in Math) that were previously considered accommodations but are now actually considered accessibility features that do not require an IEP. So, starting in 2018, they were not counted as an accommodation. We have a large number of students using text-to-speech so the number of accommodated students dropped significantly and students without accommodations increased.
- There was a general increase in the number of students identified as having an IEP.
- The HS assessment changed to use the SAT, which has very different rules around accommodations than our previous HS assessment, so those numbers decreased. However, it also improved our HS participation significantly, which increased the numbers of student participating without accommodations above the number of students no longer using accommodations.

Connecticut

- 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 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.

District of Columbia

- The State provided the following response to a larger Year to Year change:

- Eligibility for participation in the alternative assessment is determined on a yearly basis. Changes in the rate of identification are reflective of the student populations being served in a given year.

Federated States of Micronesia

- Micronesia currently does not have an 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.

- FS 178 & FS 188: FSM does not test 4th grade students in its nationwide assessments on reading/language arts.

- The State provided the following responses to larger Year to Year changes:

- Based on FSM's review of its school year 2016-2017 and 2017-2018 proficiency data, some of the factors that contributed to the increase of 48% on the mathematics and reading/language arts performance for 8th grade alternate assessment based on alternate achievement standards are due to more trainings on the FSM AA-AAS and hiring of more assessment staff.
- Based on FSM's review of its school year 2016-2017 and 2017-2018 assessment data, most of the IEP students without accommodations in the 6th grade were absent during the administration of the FSM NMCT mathematics and reading/language arts in school year 2017-2018. The increases in the participation for 6th grade regular assessment with accommodations, 8th grade regular assessment with accommodations, and 10th grade without accommodations are the result of increases in the enrollment for each of these grades in school year 2017-2018.

Florida

- FS 185 & FS 188: Florida does allow a medical exemption however for this year, medical exemption data was not able to be reported in this file. Florida plans to include that subgroup in the file next year.

- The State provided the following response to a larger Year to Year change: Technical assistance is continually provided to district staff in determining which students need accommodations and how to better identify those accommodations.

Guam

- The State provided the following responses to larger Year to Year changes:

- A change in data that triggered the data check is a result of normal fluctuation of students that participated within our Statewide assessments.
- Guam had an increase in total students in 6th grade and a decrease in total students in 3rd grade. The number of eligible students whose IEPs state Participation in ACT Aspire or the Alternate Assessment changed based on that as well. 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%.
- Guam had a decrease in total students in 3rd grade and 8th grade. The number of eligible students whose IEPs state Participation in ACT Aspire or the Alternate Assessment changed based on that as

well. 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%.

Idaho

- The State provided the following responses to larger Year to Year changes:

- The state notes the use of accommodations in ELA and science increased due to the increasing number of students identified as eligible for special education services statewide.
- In the 2016-2017 school year, the state identified the accommodation use at the test level based on the codes provided by our assessment vendor. In the 2017-2018 school year, our vendor identified the accommodation use at the student and test subject level in coordination with the state department of education staff. This was changed to properly differentiate between accommodations available only to students with disabilities and tools or supports that are available to all students. In 2016-2017 we were not able to differentiate whether a tool was meant to be an accommodation, support, or universal tool. For example, text-to-speech passages in ELA and text-to-speech stimuli in mathematics both utilize the same code 'TDS_TTS_Stim' in our vendor supplied data file, although it is recognized as an accommodation on the ELA assessment and a designated support on the mathematics assessment. In the 2016-2017 school year, the state failed to identify the difference and counted and reported the code as a test with an accommodation for both ELA and mathematics. As a result, the number of students tested on regular assessment with accommodation in mathematics in the school year 2016-2017 was inflated.
- Idaho's overall population is growing, and with it, the number of students with disabilities is increasing year to year.

Iowa

- The State provided the following response to a larger Year to Year change: As teachers are learning more about which accommodations students need or do not need during instruction and assessment, IEP teams are determining what is appropriate for student assessment and what is not. This shift is represented in the assessment data

Kansas

- FS 175 & FS 178: S175-R03 Kansas gives participation credit to kids who start the assessment but don't finish enough of it to get a valid score. Therefore they are in participation counts but not performance. Note: The Department expects that students who are counted as participants are also included in the performance calculation.

Maryland

- With the Every Student Succeeds Act (ESSA) and the approved Maryland consolidated state plan, the new accountability system required extensive modifications to the state data systems. As a component of the new accountability system there were changes that were needed in the management of assessment data in the accountability, reporting and federal systems. Maryland made every effort to provide these files in a timely manner however was not able to submit all data by the file submission deadline.

Massachusetts

- The first year ELL students participate in MCAS exam, but may not receive a valid score. This process helps to familiarize ELL students with the test. If the student receives a proficient score or better they receive a valid score; if they do not receive a proficient score, they are flagged as 1st year ELL students

and considered as participating. The data reported matches the MCAS data reported on our Department's Profiles webpage.

- The State provided the following response to a larger Year to Year change: Massachusetts rolled out new MCAS tests last school year, with a much higher percentage of students participating in the assessment exams 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, and conversely to a reduction of students who are reported as without accommodations.

Michigan

- The State provided the following response to a larger Year to Year change: There was a shift from regular assessments based on grade-level achievement standards without accommodations to regular assessments based on grade-level achievement standards with accommodations but since the counts for regular assessments based on grade-level achievement standards without accommodations is so large, the percent change is relatively small. The driver of the change is in the HS grades and is because prior to spring 18, standard accommodations were based on whether the student used an accommodated form. Beginning in spring 18, we were able to determine the accommodation used. A student can use a standard accommodation without used an accommodated form causing an increase in the number of accommodations used from spring 17 to spring 18.

Mississippi

- The State provided the following responses to larger Year to Year changes:

- The Alternate Assessment based on Alternate Academic Standards assessment (MAAP-A in MS) was administered for the first time in 2016-17. Additional standard setting and evaluation of the assessment was performed prior to 2017-18, resulting in expected differences in proficiency outcomes.
- The allowable accommodation codes were reviewed and revised between 2016-17 and 2017-18, resulting in the difference of students participating in regular assessments with and without accommodations.

Missouri

- The State provided the following responses to larger Year to Year changes:

- Due to efforts to clarify alternate assessment eligibility requirements as a result of the ESEA 1% cap, alternate assessment participation rates decreased from 2016-17 to 2017-18. While all grade levels decreased by approximately 16%, grade 7 decreased by slightly more than 20%.
- High School Algebra 1 end-of-course proficiency data was not reported for 2016-17 (but was reported for 2017-18 resulting in a large increase in numbers.
- For High School end-of-course assessments, there are a very limited number of accommodations due to the availability of universal tools. Accommodations have been decreasing in recent years since things that used to be considered accommodations are now considered universal tools.
- This shift accounts for both the decrease in regular assessment with accommodations as well as the increase in regular assessments without accommodations.

Montana

- The State provided the following response to a larger Year to Year change: For the 17-18 Smarter Balanced administration, the SEA provided guidance that clarified the appropriate use of the Text-To-Speech accommodation as only for students who had specific IEP's or plans under section 504, and treating general education students who were provided this accommodation as nonparticipants in the English / Language Arts portion of the Smarter Balanced test.

- Montana uses the ACT college entrance test for 11th grade accountability in both math and reading/language arts. For the 17-18 administration of this test, we did not identify any students who received anything that would qualify as an accommodation for our other assessments (Smarter Balanced). With the recent peer review, we expect to address accommodations for the ACT in our guidance and we expect to report more students for this category in the 18-19 school year.

- FS 188: The SEA has been working with the districts in MT to raise the participation rates on the assessments across the board. MT will continue these efforts. We identified several schools with participation concerns from this test administration and the SEA is in the process of contacting these schools and troubleshoot the participation issue.

Nebraska

- The State provided the following response to a larger Year to Year change: New math assessment for the State of Nebraska caused a drop in math proficiency.

Nevada

- All EL students, except those who qualify to take the Nevada Alternate Assessment, take the state content assessments; for those who are in their first year in country, their results are not aggregated for accountability.

New Jersey

- The State provided the following response to a larger Year to Year change: There was an incident code error last year and NJ could not report scores for these students. Because of that NJ had lower proficiency for Grade 7 last year. Hence NJ has a year to year difference in participation data of grade 7 students in alternate assessment.

New Hampshire

- The State provided the following response to a larger Year to Year change: A business rule change in the definition of students with disabilities increased the number of students from 2016-2017 to 2017-2018.

New Mexico

- New Mexico was unable to submit all data by the deadline due to staff turnover in the state.

North Dakota

- The State provided the following responses to larger Year to Year changes:

- The 2017-18 North Dakota State Assessment (NDSA) data show an overall increase in the number of students with disabilities who completed the State assessment in Math with accommodations. The increase represents 26.6%, compared to 2016-17 data. Resulting indirectly from this increase is the overall decrease in the number that completed the same assessment without accommodations.

- The increase which is consistent across 4-8 grade levels tested (except for 3rd grade) and previous year's data may have resulted from a growing commitment by the North Dakota Department of Public Instruction to offer more opportunities to improve access to quality instructions for students with disabilities and their full participation in the NDSA. Also, the effects of data changes due to updates on business rules for determining the count of students taking assessments with or without accommodations may be impacting the continued increase in number of students participating in the regular assessment with accommodations. In addition, the effects of an observed decreasing number of students participating in the North Dakota Alternate Assessment (NDAA) and an increasing number of students with disabilities participating in the NDSA may be contributing to this trend.

However, an inconsistent decrease (90%), particularly with 3rd grade students who participated in the same subject and assessment type, was observed. While the NDDPI cannot specify, at this point, the reason for this inconsistent decrease, it is engaging with its testing vendor to investigate this. The other significant changes, specifically at the 11th and HS reporting grade levels in both Regular (with and without accommodations) and Alternate assessment participation are as a result of the NDDPI's shift from reporting at the 11th grade level to reporting at the HS level.

- The 2017-18 North Dakota State Assessment (NDSA) data show an overall increase in the number of students with disabilities who completed the regular state assessment in Reading/Language Arts with accommodations. The increase represents 55.49% , compared to 2016-17 data. Resulting indirectly from this increase is the overall decrease in the number that completed the same assessment without accommodations.
- The increase which is consistent across all grade levels tested and previous years' data may have resulted from a growing commitment by the NDDPI to offer more opportunities to improve access to quality instructions for students with disabilities and their full participation in the NDSA. Also, the effects of data changes due to updates on business rules for determining the count of students taking assessments with or without accommodations may be impacting the continued increase in number of students participating in the regular Reading/Language Arts assessment with accommodations. In addition, the effects of an observed decreasing number of students participating in the North Dakota Alternate Assessment (NDAA) and an increasing number of students with disabilities participating in the NDSA may be contributing to this trend.

Ohio

- 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 Achievement Assessment. However, some of these students choose to take both assessments.

- The State provided the following response to a larger Year to Year change: In some cases the increase or decrease becomes less substantial when compared to the prior year "cohort." For example, when 4th graders taking the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) in 2017 is compared to 5th graders taking the AASCD in 2018, the difference decreases. In most cases where the student count differs by 20, the percentages are significantly less than 20. Additionally, many observed increases or decreases in test administrations correspond to increases or decreases in enrollment.

Oklahoma

- The State provided the following response to a larger Year to Year change: The discrepancies reflect new assessment practices. In SY 2016-17, the state tests were issued in grade 10. In SY 2017-18, the state tests were issued in grade 11.

Oregon

- The State provided the following responses to larger Year to Year changes:

- The decrease in participation in the alternate assessments for grade 11 is thought to be due to changes in curriculum and instruction and corresponding trainings and technical assistance. Oregon has continued to improve training and technical assistance offered to district staff regarding the alternate assessment, grade 11 notwithstanding. Specifically, trainings and technical assistance 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 alternate assessment.
- The decrease in participation in the regular assessment with accommodations and the alternate assessment 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 Smarter Balanced Assessment Consortium and for the alternate assessment. 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.

Republic of Palau

- Palau does not implement ESEA.

Republic of the Marshall Islands

- 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

- The 1 year ELA Exemption Applies.

South Carolina

- FS 175, FS 178 & FS 185: This year, we modified our method of identifying students with accommodations. This led to more accurate reporting, but also led to more students being coded as 'with accommodations'. The change in counts is based on students previously coded as without accommodations now being coded as with accommodations. This was mainly due to making sure the ESL accommodations were included in those flagging a student as 'with accommodations'.

South Dakota

- The State provided the following responses to larger Year to Year changes:

- This is South Dakota's second year using the Statewide Longitudinal Data System (SLDS) to load and identify accommodations. This process is complex due to differentiating the allowable designated supports and individual accommodations. In 2017-2018 school year's data it was determined that under the "Reading/Language Arts" subject there were accommodations reported that should have been reported in the designated support category.
- In the area of mathematics, the increase in the accommodations in Mathematics is due to identifying designated supports that should have been reported as individual accommodations.

South Dakota is working closely with our assessment vendor and data system managers improve the file format and to enhance the reporting of students receiving individual accommodations opposed to designated supports. While improving the loading and reporting of data to accurately identify these elements, it has impacted the number of students reported in these categories.

Tennessee

- 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.
- The State provided the following responses to larger Year to Year changes:
 - The addition of Integrated Math I to high school math reporting, which was limited previously to Algebra I, increased the number of high school students and all students assigned performance levels in math.
 - The changes reflected two parallel trends related to the unavailability of the human reader/signer accommodation in reading/language arts (RLA) assessments in 2017-18: increasing participation in regular RLA assessments without accommodations and decreasing participation in regular RLA assessments with accommodations.

Texas

- The State provided the following response to a larger Year to Year change: Prior to the school year 2017-18, Texas reported Approaches Grade Level as the At or Above Proficiency Level in the EDFacts reports. From 2017-18, to align with the 2017-18 state accountability system under ESSA, Texas reported Meets Grade Level, which is one level higher than the Approaches GL, as the At or Above Proficiency Level. This reporting change regarding proficient level has resulted in lower proficiency rate students with disabilities for Mathematics and Reading/LA in 2017-18 compared to prior years.

Utah

- Currently, Utah administers high school assessments based on course and not based on grade level.

Vermont

- VT is in the first year of implementation of a new Statewide Longitudinal Data System. Data is still not available for reporting as VT Agency of Education collection staff are currently working with the field in cleaning the data.

Virgin Islands

- The Virgin Islands was not be able to report EDFacts SY 2017-18 Assessment files: FS175 Academic Achievement in Mathematics, FS178 Academic Achievement in Reading (Language Arts), FS185 Assessment Participation in Mathematics, and FS188 Assessment Participation in Reading/Language Arts due to the condition of their infrastructure following Hurricanes Irma and Maria.

Virginia

- 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. Due to this error, the state's Mathematics Achievement data have been suppressed. To view VA's SY 2017-18 Mathematics Achievement data, please go to the Virginia Department of Education's Statistics and Reports website: http://www.doe.virginia.gov/statistics_reports/index.shtml.

- Based on regulations 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.
- The State provided the following response to a larger Year to Year change: The significant increase in grade 3, 4, and 5 reading (regular assessment with accommodations) is due to the elimination of the Virginia Grade Level Alternative Assessment, which was not administered beginning with the 2017-2018 school year.

Washington

- The State provided the following responses to larger Year to Year changes:
 - Shifts in the figures likely reflect actual shifts in population sizes.
 - This year to year variation appears to be caused primarily by the high school census testing grade level shifting from 11 to 10.

West Virginia

- 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.
- The State provided the following responses to larger Year to Year changes:
 - In previous years students without a 504 plan or IEP were allowed to have accommodations on the summative test. This was the first administration of the test that was removed.

Wyoming

- A different test is now being administered so it will be hard to compare year to year.