

Part B Assessment Data Notes

2018–19 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(s) to large Year to Year change(s):

- The year to year change is due to Alabama's use of Scantron and the increased accessibility features as well as additional accommodations.
- Accommodation count changed due to pull from the test records. There was no flag in the file to identify accommodations in SY 17-18, but in SY 18-19 an accurate pull was conducted.
- This data reflects the change in enrollment. Checked enrollment and saw that there was a decrease in total enrollment counts (approx. 2000) and a decrease in special education counts (approx. 100).

Alaska

- The State provided the following response(s) to large Year to Year change(s):

- Children must meet three criteria in order to be assessed using the alternate assessment:
 - The child must have a significant cognitive disability.
 - The student must be primarily instructed using the AK-DLM Essential Elements as content standards.
 - The student must require extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age appropriate curriculum.

In SY1819 a few large districts in AK had less children in 3rd grade meeting all three of the criteria for the alternate assessment. This had the effect of having a decrease statewide in the number children taking the alternate assessment.

Arizona

- The State provided the following response(s) to large Year to Year change(s):
 - The Arizona legislature fundamentally changed the way high school students can be assessed for the SY 18-19 school year. This change had an impact on the year-over-year numbers, statewide.
 - Regular assessments are only categorized under the HS grade designation, it is expected in Arizona to have no students reported under regular assessments with accommodations for grade 11.

Arkansas

- FS 188: Arkansas no longer allows students who are English Learners and were in the U.S. less than 12 months to skip an administration of the English Language Arts assessment.
- The State provided the following response(s) to large Year to Year change(s): We were not reporting grades 9 and 10 alternate assessment in SY 17-18 and due to change in assessment to DLM the SY 18-19 has alternate assessment for grades 9 and 10, as of SY 19-20 discontinued grade 11.
- FS 185 & FS 188: Grade 11 did not take the regular assessment. Grade 11 was the alternate assessment only. Regular assessment was given in grades 9-10.

Bureau of Indian Education

- The BIE is currently implementing and reporting state assessments across the 23 states' in which BIE schools are located per 25 CFR.

Colorado

- The State provided the following response(s) to large Year to Year change(s): In 2019, the vendor changed how the “accommodations used” data field is populated – as opposed to being populated on a schedule, the field is now populated for all students with an active and approved record in the vendor’s accommodations system at the time of testing. This change increased the number of students who were recorded as took the assessments with accommodations and decreased the number of students who were recorded as took the assessments without accommodations.

Connecticut

- FS 178 & FS 188: 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.
- FS 185 & FS 188, The State provided the following response(s) to large Year to Year change(s): Fewer students accessed accommodations in 3rd Grade mathematics. In 7th and 8th grade mathematics, the actual cohort of students participating increased, and the majority of the increase in student accessed

accommodations. In high school mathematics and reading language arts, SAT added an approved accommodation that accounts for the increase in students accessing accommodations and the decrease in those not accessing accommodations.

- FS 188: There are very few accommodations available in RLA due to the extensive designated supports available; therefore, it is not unexpected that the number is less than 20%.

Delaware

- The State provided the following response(s) to large Year to Year change(s): 2018 data did not count speech only disability students as students with disabilities. The 2019 data now includes the speech only students.

District of Columbia

- FS 185: Grade 11. The District of Columbia's ESEA waiver with the U.S. Department of Education indicates that the District of Columbia may permit a student who took advanced high school mathematics coursework in middle school to be assessed with the corresponding advanced high school assessments in place of the mathematics assessment for the grade in which the student is enrolled.

- FS 175, FS 178, FS 185 & FS 188: Differences between counts of participants and students included in achievement and performance reports across levels of reporting, is attributable to limiting the achievement universe by full academic year status at each level of reporting (SEA, LEA, and School), and removing 'New to US' students from the achievement universe for math and ELA, even though they contribute towards participation. If a student does not meet the full academic year requirements for each level of reporting, the student is not included in achievement reporting at that level, even if the student is counted as a participant.

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.

Florida

- The FSAA assessment system is comprised of two components, which are the Datafolio and the Performance Task. Students with the most significant cognitive disabilities who historically have scored the lowest possible scale score on the Performance Task instead participate in the Datafolio assessment, which has three achievement levels to better differentiate growth for this small population. Students who score in Level 3 on the Datafolio in one year may be assigned to participate in the Performance Task the following year.

- The State provided the following response(s) to large Year to Year change(s): Beginning with the SY 18-19 reporting cycle, several grades replaced computer-based testing with paper-based testing. Under the old computer-based tests, students were allowed to make various adjustments to the user interface — such as to color contrast and text size — which were treated as accommodations. With the move to paper-based testing, these features are no longer available, thus the number of students assessed with those particular computer-based accommodations declined.

Georgia

- The State provided the following response(s) to large Year to Year change(s): Georgia administered a new Alternate Assessment for the SY18-19 school year which impacted the proficiency rate.

Guam

- FS 185 & FS 188: In SY 18-19, Special Education students on Guam decreased in total students in 4th grade math and RLA. 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%.

Hawaii

- The grades 3-8 KAEO assessments are written and administered in Hawaiian.

Idaho

- The State provided the following response(s) to large Year to Year change(s): To comply with ESSA mandates, Idaho developed oversight and support activities to ensure that only those students with the most significant cognitive impairments qualify to take the IDAA. As a result of the oversight and support activities, which were informed by resources from the NCEO 1% Cap Community of Practice, Idaho's alternate assessment participation rates in all content areas decreased during the spring 2019 test administration. This shift of students who would have previously participated in the alternate assessment now participating in the regular assessment, consequently increased the number of students participating in the regular assessment with accommodations.

- FS 185: Often the eligibility determination is made for students in the primary grades, after significant intervention is provided. The process to determine what accommodations are necessary is informed by the accommodations provided to students in their classroom, and a review of the efficacy of the use of the accommodation on the assessment. The lower count/% of students taking the regular assessment with accommodations in grades 3 and 4 is reflective of this early stage in the process, and in High School, is reflective of the ongoing process of providing accommodations, and reviewing their effectiveness as part of the annual plan development. It also reflects the use of appropriate accommodations as available on the assessment in the grades assessed, so as not to interfere with the construct of the assessment.

Illinois

- English Learners will be assessed annually for English proficiency and for English language arts and mathematics. Illinois will assess newly arrived ELs, enrolled in their first year in US schools, in grades 3-12 in academic content areas: English language arts, mathematics and science. Data from the first-year assessments will not be included in accountability determination but serve solely for baseline purposes.

Maine

- The state has implemented math content standard review process during SY 19-20. Standards may be revised during this timeframe which may impact future assessment implementation and changes to achievement standards.

Maryland

- FS 185 & FS 188: Maryland allows high school students to participate in the state assessment and the SAT to meet the high school testing requirement. Because the New Meridian test and the SAT do not have a comparable number of proficiency levels, the state is reporting only 2 levels.

Massachusetts

- FS 175 & FS 178: The four MCAS-Alt levels (Progressing, Emerging, Awareness and INC) are in level 1 for state reporting but are assigned a scaled score between 455 and 500 for accountability purposes. Progressing students are considered proficient for accountability.

- FS 175 & FS 185: The 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(s) to large Year to Year change(s):

- There has been a decline in the without accommodations counts and an increase in the number of students taking assessments with accommodations. As Massachusetts has rolled out new MCAS tests in recent years, a much higher percentage of students participate in the assessment exams online. This online testing allows for several more types of accommodations, which contribute to the increase in the accommodation figures from the prior year. Also contributing to the increase is the online accommodation collection method. This allows 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 steppingstone 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 be additional students with accommodations being reported, and conversely to a reduction of students who are reported as without accommodations.
- Massachusetts redesigned its 10th grade MCAS assessment in 2019. This test's standards and scoring were different than what was used in prior years' assessments.

Michigan

- The State provided the following response(s) to large Year to Year change(s): The change in SY 18-19 from the MSTEP to the PSAT8 (regular assessment) caused a shift from WITHOUT accommodations to WITH accommodations. Specifically:

- In spring 2018 when students took the M-STEP in grade 8, there were 5 online and 6 p/p accommodations for ELA and 5 online and 7 p/p accommodations for math.
- In spring 2019 when students took the PSAT in grade 8 there were 52 accommodations (not including state allowed accommodations) for ELA and 49 accommodations (not including state allowed accommodations) for math.

So, based on the number of accommodations provided by College Board, there are more students taking the PSAT 8 assessment with accommodations than there were the previous year taking M-STEP grade 8.

- The percentage is just under 20%. Most of the CWDs are able to participate in the regular assessment without accommodations, particularly at the elementary level. The distribution of CWDs participation in

alternate and regular assessments both with and without accommodation have been relatively consistent for at least the past 3 years.

Minnesota

- There were more refusals in 2019 than 2018 causing a decrease in valid scores.

Mississippi

- FS 185 & FS 188, the State provided the following response(s) to large Year to Year change(s): The allowable accommodation codes were reviewed and revised between SY 17-18 and SY 18-19, resulting in the difference of students participating in regular assessments with and without accommodations.

Missouri

- FS 185 & FS 188, the State provided the following response(s) to large Year to Year change(s):
- Math and RLA Alternate Assessment: Participation in alternate assessments decreased across all grade levels from SY 17-18 to SY 18-19 due to ongoing technical assistance and monitoring (justifications) regarding alternate assessment eligibility criteria.
 - Math and RLA HS regular assessment with accommodations increase from prior year. The accommodations numbers may have been under-reported for SY 17-18. That, combined with some students moving from alternate assessments to regular assessments and needing additional accommodations, accounts for the increase seen in SY 18-19.

Montana

- The State provided the following response(s) to large Year to Year change(s): In coordination with ACT we received student data on accommodations provided for the statewide 11th grade ACT assessment for SY 18-19 for 11th grade students who were identified as having a special education IEP, a plan under section 504, or who were identified as an English Learner. These students were reported for the first time in SY 18-19.

Nebraska

- English Learners in the US less than 12 months prior to the reading/language arts state assessment may be exempt (not automatic) from taking the reading/language arts assessment and no matter when the student arrives, they must take the ELPA 21 (Rule 15 in Nebraska State Law).

- The State provided the following response(s) to large Year to Year change(s): A higher percentage of students were able to be tested without accommodations, which resulted in a higher than expected increase over the previous year.

Nevada

- 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.

- The most commonly needed tools and supports for students with disabilities (calculators, read aloud directions, headphones/noise buffers, specialized furniture or equipment, enlarged screens, color choices/contrasting colors/color overlay, individual/small group testing) are available to all students and are not identified as accommodations when provided to students with disabilities. A highly specialized,

15-item list of accommodations is available to students with disabilities if the need for such an accommodation is determined by the student's IEP team. These accommodations include such items as calculators with special features, Braille test materials, closed captioning, and video sign language, which are rarely needed by students with disabilities.

New Jersey

- The State provided the following response(s) to large Year to Year change(s):
 - The New Jersey Department of Education (NJDOE), in consultation with the State Board of Education, is no longer requiring districts to administer end-of-course statewide assessments in ELA and mathematics to students in grade 11 as of the Spring 2019 state assessment administration.

North Dakota

- The State provided the following response(s) to large Year to Year change(s), FS 185 & FS 188:
 - The North Dakota Part B Year to Year comparison of the number of children and youth with disabilities participating and/or receiving a valid score in the alternate assessment based on alternate achievement standards in Math shows significant changes at certain grade levels. Specifically, the number of 3rd grade and high school students taking the alternate assessment based on alternate achievement standards in Math increased by 33.3% and 44.4% respectively, while the number of 8th grade students decreased by 30.4%. A review of the SY 18-19 assessment data, however, indicated less than one percentage increase in the overall count of students taking the alternate assessment which appears to be a consistent trend. The significant increase at the 3rd grade may have resulted from the overall increase in the enrollment numbers of 3rd grade students participating in the state assessment for the first time. The increase at the high school may be due to the continuous impact of the changes in state's reporting from the 11th grade to the HS level.
 - The North Dakota Part B Year to Year comparison of the number of children and youth with disabilities participating and/or receiving a valid score in the alternate assessment based on alternate achievement standards in Reading/Language Arts shows significant changes at certain grade levels. The North Dakota Part B Year to Year comparison of the number of children and youth with disabilities participating in the alternate assessment based on alternate achievement standards in Reading/Language Arts shows significant changes at certain grade levels. Specifically, the number of 3rd grade and high school students taking the alternate assessment based on alternate achievement standards in RLA increased by 36.4% and 40.0% respectively, while the number of 8th grade students decreased by 31.4%. A review of the SY 18-19 assessment data, however, indicated less than one percentage increase in the overall count of students taking the alternate assessment which appears to be a consistent trend. The significant increase at the 3rd grade may have resulted from the overall increase in the enrollment numbers of 3rd grade students participating in the state assessment for the first time. The increase at the high school may be due to the continuous impact of the changes in state's reporting from the 11th grade to the HS level.
 - The North Dakota Part B Year to Year comparison of the number of 3rd grade students with disabilities participating in the regular assessments based on grade-level achievement standards in Math with accommodations shows 218 more students, representing an increase by 1353.3%. Indirectly related to this significant increase is a decrease of 20.8% in the number of 3rd grade students taking the regular assessments based on grade-level achievement standards in Math without accommodations. Other noteworthy changes include 21.1% increase in the count of 7th

grade students and a 21.3% decrease in the count of high school students taking the same assessment. Following an analysis that showed a significant decrease (90%) in the number of 3rd grade students who participated in the same subject and assessment type based on the SY 16-17 and SY 17-18 review, the NDDPI tasked its testing vendor to investigate such significant changes. The outcome of investigations informed the NDDPI to revise the business rules for identifying students taking assessments with or without accommodations. NDDPI believes the such changes are allowing the state to appropriately account for the number of students participating the regular assessment with or without accommodations.

- The North Dakota Part B Year to Year comparison of the number of 3rd grade students with disabilities participating in the regular assessments based on grade-level achievement standards in Math with accommodations shows 218 more students, representing an increase by 1353.3%. Following an analysis that showed a significant decrease (90%) in the number of 3rd grade students who participated in the same subject and assessment type based on the SY 16-17 and SY 17-18 review, the NDDPI tasked its testing vendor to investigate such significant changes. The outcome of investigations informed the NDDPI to revise the business rules for identifying students taking assessments with or without accommodations. NDDPI believes the such changes are allowing the state to appropriately account for the number of students participating the regular assessment with or without accommodations.
- The North Dakota Part B Year to Year comparison of the number of children and youth with disabilities participating in the regular assessments based on grade-level achievement standards in Reading/Language Arts without accommodations shows significant changes at certain grade levels. The review indicates significant increase of 29.2% in the number of 7th grade students. However, the number of high school students taking the regular assessments based on grade-level achievement standards without accommodations decreased by 23.8%. While the significant increase at the 7th grade may have resulted from the changes to the business rules for appropriately identifying students taking assessments with or without accommodations, the decrease in the number of high school students taking the regular assessments based on grade-level achievement standards without accommodations may be due to the increasing number of school districts using ACT for accountability which comes with less accommodations.

Ohio

- The content standards have not changed but the alternate assessments have changed for SY 19-20 from grade band tests to be grade level tests for grades 3-8 and high school end of course tests to be given once the student has completed the course work necessary to take the test, rather than all high school tests in grade 10. First operational tests are spring 2020 with standard setting in May/June 2020. State Board approval of the new performance standards (cut scores) in summer 2020 is the goal. For SY 19-20 and beyond, the state legislature eliminated Geometry for high school testing requirement for graduation so the Algebra I will be used for accountability purposes moving forward. The achievement standards have not changed, nor have the content standards.

- 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.

Oregon

- More Fewer children with disabilities (CWD) took the regular mathematics and English language arts assessments with accommodations in grade 11.
- Fewer children with disabilities (CWD) took the regular mathematics assessment with accommodations in grade 3.

Pennsylvania

- The State provided the following response(s) to large Year to Year change(s), FS 175: The decline in the proportion of students with disabilities earning proficient or advanced scores in mathematics may reflect a change in the scoring process for the assessment. A standards-setting procedure occurred for the alternate assessment in both English language arts and mathematics. Scoring shifted from three levels of complexity (A, B, and C) to two tiers (Tier 1 and Tier 2) to align with the science alternate assessment and ensure a coherent system of alternate assessment. While the content of the mathematics assessment remained constant, this change in scoring procedures may have resulted in fewer students earning proficient and advanced scores.

Puerto Rico

- The State provided the following response(s) to large Year to Year change(s):
 - Over the past two years, SAEE (SAEE by its acronym in Spanish) has worked to create and implement a new Manual of Reasonable Accommodations. SAEE believes implementation of the manual, including the related training, may have resulted in improved decision making by IEP teams with regard to the assignment of reasonable accommodations. This, in turn, resulted in a higher number of students with disabilities taking the regular assessment without accommodations (and similarly, a lower number of students with disabilities taking the regular assessment with accommodations).
 - FS 175 & FS 178: PRDE conducted an analysis of the SY 17-18 PR-Meta Assessment results in collaboration with outside experts from Pearson. As part of this analysis, the Puerto Rico Department of Education's Office of the Associate Secretariat for Special Education (SAEE by its acronym in Spanish) determined areas of need for training and technical assistance. One of the areas identified as in need of training and technical assistance was related to the alternate assessment, particularly at the HS level. As a result, the SAEE conducted intensive technical assistance related to the alternate assessment that targeted knowledge on grade standards, expectations, and included specific emphasis on the review and scoring of components of the Alternate Assessment portfolio. We believe the increase in proficiency data from SY 17-18 to SY 18-19 for HS was a result of these efforts.

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

- The alternative assessment changed some this year. Students are now tested by the grade-level of instruction instead of based on age. For the high school assessment, they are now also tested in the year they receive instruction for the high school course, instead of the age-equivalent grade of 11.
- The State provided the following response(s) to large Year to Year change(s), FS 185 & FS 188: In SY 17-18, the National Center and State Collaborative (NCSC) was administered in math and English language arts (ELA) grades 3-8. In SY 18-19, a new test, the South Carolina Alternate Assessment (SC-Alt), was developed and an operational field test was conducted in grades 3-8. The NCSC assessment was designed to be administered to students across the country with varying populations of students that take the alternate assessment. There are some states that have close to 2% of their population taking the alternate assessment while South Carolina has 0.72% of our population taking the alternate assessment. The SC-Alt was developed to meet the needs of students in SC. In addition, new standards were set for the alternate assessment.
- FS 188, Our state doesn't give an ELP assessment in lieu of the regular ELA, Math, or Science assessment.

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 response(s) to large Year to Year change(s): The alternate assessment with alternate achievement standards was not administered in grades 9, 10, and 12.
- FS185 & FS 188: Text to speech / human reader / signer accommodations were available in SY 18-19 but not in SY 17-18 increasing participation in regular M/RLA assessments with accommodations and decreasing participation in regular M/RLA assessments without accommodations.
- Most high school students take the regular assessment with and without accommodations in grades 9 and 10. The alternate assessment is administered in grade 11; 11th graders who take math and RLA assessments are more likely to take the alternate assessment or the regular assessment without accommodations than the regular assessment with accommodations.

Texas

- The State provided the following response(s) to large Year to Year change(s), FS 188: Students assessed with accommodations (REGASSWACC) for subject Reading/LA of all grades for all students increased by 22% from SY 17-18 to SY 18-19. In Spring 2019, TX added three new accessibility enhancements as the personal needs and preferences (PNP) options available in the STAAR Online Testing Platform. Additionally, TX started offering STAAR Spanish online with embedded accommodations. Furthermore, starting from 2018, TX expanded access to certain accommodation by allowing for additional local school committees (such as RTI and Student Assistance committees) to recommend certain accommodations such as oral administration, use of supplemental aids, and extra time (the most popular accommodations).

TX expects that students assessed with accommodations (REGASSWACC, or REGPARTWACC) in subject Reading/LA will keep growing for future years as we are seeing an increase in the number of inquiries regarding accommodations for students with reading difficulties.

Vermont

- Vermont was not able to report ED*Facts* SY 18019 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. The state explained the delay in file submission was not all LEAs have reported data to VTAOE via the Statewide Longitudinal Data System (SLDS). Until the full collection is complete, we cannot provide any data which is collected through the SLDS.

Virginia

- 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(s) to large Year to Year change(s), FS 175: Virginia administered new mathematics assessment in SY 18-19. After standard setting and initial assessments were taken, the state saw an increase of proficiency in many mathematics assessments.

Washington

- The State provided the following response(s) to large Year to Year change(s): Some fluctuation in accommodated testing figures reflects ongoing efforts between OSPI and our assessment vendor(s) to differentiate between accommodations being used as opposed to simply being made available for testing.

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 response(s) to large Year to Year change(s):

- A factor that is contributing to the change in special education enrollment is the current opioid epidemic.
- FS 175: WVDE has started a campaign to increase math proficiency called Math4life.
- FS 178: A factor that is contributing to the change is an increased number of students receiving special education services.