**Part B Assessment Data Notes**

**2020-21 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 ED*Facts*-wide assessment data and state notes are published in the [ED*Facts* public file documentation](https://www2.ed.gov/about/inits/ed/edfacts/data-files/index.html). 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](https://data.ed.gov/dataset/docs/idea-section-618-data-products-state-level-data-files)).

Note: ED recommends users of the SY 2020-21 Assessment Data review the data notes and state explanations to understand the full context of state, local, and school implementation of the statewide assessments. Due to the circumstances created by the COVID-19 pandemic, ED waived the reporting of the statewide assessments in the 2019-2020 school year and encouraged states to consider flexibilities regarding the timing, length, and type of administration of assessments in the 2020-2021 school year. Please be sure to review ED’s [letter](https://oese.ed.gov/files/2021/02/DCL-on-assessments-and-acct-final.pdf) regarding assessments for 2020-21. Statewide assessments were administered in most States in 2020-21 but, due to continued disruptions from the pandemic, rates of participation varied widely in schools throughout the country. Because assessment participation varied so widely, overall results for schools, districts and States may not be representative for those entities, and data for the school year 2020-2021 data may not be comparable with other years.

**Alabama**

- Children with disabilities who were English learners (ELs) and who were in the U.S. less than 12 months prior to the reading/language arts (RLA) state assessment can take either ACCESS for ELs or Alternate Assessment ACCESS for ELs.

- Local education agency (LEA) and school closures took place in March 2020 due to the COVID-19 pandemic. The state was still able to administer tests to children with disabilities. ELs took the English Language Proficiency (ELP) assessment prior to the closure.

**Arizona**

- Students who attend a special education private day school are not currently reported at the district or charter in the LEA level file. These students are reported in the State education agency (SEA) level file and account for the differences between both files. This process will be reviewed in future years to determine how it can be adjusted to account for this difference.

**Arkansas**

- 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 (ELA) assessment.

- The current regular assessment has a wide range of accessibility features available for all students. In prior years, these supports were called accommodations and were only available to students with individualized education programs (IEPs). Since these accessibility features are available for all students, they were not listed/selected in the personal needs profile for the assessment as general accommodations, and the testing company did not flag the accessibility features as special education accommodations. This does not mean that students didn’t have access to their accommodations, just that the assessment profile did not specifically identify them as a special education accommodation. Thus, resulting in a lower number of students being reported as being assessed with accommodations.

**Bureau of Indian Education**

- BIE uses the statewide assessment of 23 states.

**California**

- There was a reduction in statewide assessment participation in SY 2020-21 due to the novel coronavirus (COVID-19) pandemic, which made it not viable for many LEAs to administer the assessments. The proportion of students testing with accommodations was impacted by these changes. In addition, because the individualizations available for the alternate assessments require in-person administration, participation in these assessments was also low.

**Colorado**

- Participation in Colorado's state assessments varied widely within and across districts and student groups. Given the overall low and wide variance in participation, data from this assessment should not be used for all historical comparative purposes across districts, schools, student groups and/or years.

- Per Colorado's 2021 federal assessment waiver, the state's mathematics assessment was provided on a voluntary basis in grades 3, 5, and 7 in spring 2021. Student participation in this assessment was extremely low (less than 10%) and participants were not representative of the overall demographics or performance of the state. These data cannot be used for comparative purposes across districts, schools, student groups and/or years.

- Per Colorado's 2021 federal assessment waiver, the state's reading/language arts assessment was provided on a voluntary basis in grades 4, 6, and 8 in spring 2021. Student participation in this assessment was extremely low (less than 10%) and participants were not representative of the overall demographics or performance of the state. These data cannot be used for comparative purposes across districts, schools, student groups and/or years.

**Connecticut**

- All children who are limited English proficient must take both the ELP assessment and the statewide reading/language arts assessment. Students meeting the Every Student Succeeds Act (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.

**Delaware**

- Students are not able to take one assessment in lieu of the other, however the state does allow for a one-year exemption from the ELA assessment for students identified as English learners who have been enrolled in US schools for less than 12 cumulative months. All students identified as English learners, including those with disabilities, must take the annual ELP (ACCESS) assessment regardless of time in program.

**District of Columbia**

- DC received a waiver for math and reading/language arts assessments. DC does not have participation or achievement records to share.

**Federated States of Micronesia**

- Micronesia currently does not have an ELP 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 Federated State of Micronesia (FMS) National Minimum Competency Test.

**Florida**

- The Florida Standards Alternate Assessment (FSAA) 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.

- Florida's approved ESSA plan no longer allows for any EL to be exempt from state testing.

- Beginning with the SY 2018-19 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.

**Guam**

- Guam Department of Education (GDOE) is a unitary school system. It is both an SEA and LEA and submits only SEA-level files.

**Hawaii**

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| - The grades 3-8 Kaiapuni Assessment of Educational Outcomes (KAEO) assessments are written and administered in Hawaiian.  - Many of the 'accommodations' that were utilized in the past are now considered 'universal tools' or 'designated supports' on the Smarter Balanced assessments. Supports such as separate settings, scribe, and text-to-speech are now available for all students, so there are fewer 'accommodations' that are only allowed for students with disabilities.  **Idaho**   |  | | --- | | - Alternate assessments based on alternate achievement standards (ALTASSALTACH) proficiency was determined using Wyoming’s cut scores. ALTASSALTACH was field-tested in SY 2020-21; however, achievement levels had to be produced to meet the IDEA requirements. Wyoming cut scores are comparative but are not comparable to those of Idaho. Achievement standard for ALTASSALTACH is happening in August 2022.  - Due to COVID-19, remote testing was introduced for regular assessments based on grade-level achievement standards with accommodations (REGASSWACC) and regular assessments based on grade-level achievements standards without accommodations (REGASSWOACC). The results should be comparable those of in-person. | |

**Illinois**

- English Learners will be assessed annually for English proficiency and for ELA 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.

- Assessment data submitted were missing a proportion of the total records.

**Indiana**

- Mathematics and RLA end of course (EOC)/end of grade (EOG) assessments were moved to Grade 11 due to COVID-19 cancellation in SY 2019-20.

**Kentucky**

- First year EL students will take the ELP assessment, ACCESS, during the testing window. For the Kentucky Summative Assessment, first year EL students will take mathematics in the grade levels these assessments are given.

- Students can be directly accountable to a district or state based upon accountability rules.

**Maine**

- In a direct response to the COVID-19 global pandemic and the need expressed by their educators for immediate and actionable data to support student learning, Maine transitioned to utilizing the Northwest Evaluation Association (NWEA) assessment. Maine DOE is considering the initial statewide administration of the NWEA assessment in spring 2021 as a field test.

**Maryland**

- Maryland allows high school students to participate in the state assessment and the Math Scholastic Aptitude Test (SAT) to meet the high school testing requirements.

**Massachusetts**

- The four Massachusetts Comprehensive Assessment System (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.

**Michigan**

- Michigan had a large increase in students not participating in assessments due to covid.

- Unfortunately, the ongoing pandemic impacted student attendance in SY 2020-21, including for testing purposes. Accordingly, Michigan’s participation rates were drastically lower, which in turn affected performance counts as well.

**Minnesota**

- All children with disabilities who are ELs are expected to take the statewide assessments regardless of how long they have lived in the state.

- Minnesota experienced lower participation rates due to COVID 19; therefore, not all students were assessed in all subjects.

**Missouri**

- State assessments include a wide variety of universal supports for all students which reduces the need for additional accommodations for students with disabilities.

**Montana**

- In coordination with American College Testing (ACT), the state received student data on accommodations provided for the statewide 11th grade ACT assessment for the 2020-21 school year for 11th grade students who were identified as having a special education IEP, a plan under section 504, or who were identified as an EL.

**Nebraska**

- English Learners in the US less than 12 months prior to the RLA state assessment may be exempt (not automatically) from taking the RLA assessment. No matter when the student arrives, they must take the ELP assessment 21 (Rule 15 in Nebraska State Law).

**Nevada**

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

- Nevada was granted a waiver for 95% participation requirement by a United States Department of Education (ED) addendum. The largest district, Clark Co., had a low participation on testing.

**New Hampshire**

- Due to the global pandemic, participation on statewide assessments significantly varied from SY 2018-19 to SY 2020-21. NH received a waiver for 95% participation for accountability from ED.

**New Mexico**

- Due to concerns of COVID-19 spread, NM had opt-in assessment testing. This resulted in low participation rates, especially with our at-risk populations.

**North Carolina**

- State Board policy ACCT-021 (1)(D)(1), states that students identified as English Learners (ELs) shall participate in the statewide testing program using either the standard test administration or the standard test administration with accommodations. Effective SY 2017-18 and beyond, ELs must participate in state assessments beginning with their first year in a U.S. school; however, for the first year, the requirement is for participation and for reporting (e.g., NC School Report Card), not the accountability model. For year two, ELs' test scores will be included in the growth analysis for the accountability model. For year three and beyond, ELs' test scores will be included in growth and the achievement indicator of the accountability model.

- Math assessments given in Grade 10 are banked for reporting in Grade 11.

**North Dakota**

- With the flexibility provided through ESSA, districts were allowed to use either a locally selected high school assessment (the ACT) 11th grade) or the state assessment (10th grade).

**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 Ohio Test of English Language Acquisition (OTELA) in lieu of the Ohio Achievement Assessment. However, some of these students choose to take both assessments.

**Oklahoma**

- Disruptions to instruction in SY 2019-20 and SY 2020-21, due to the pandemic, resulted in non-uniform learning opportunities and affected students' access to assessment participation.

**Oregon**

- Oregon was granted a waiver by ED to administer the mathematics assessment to grades 4, 7, and 11 only. This accounts in part for the low counts/percentage of children with disabilities in grade 3 taking REGASSWACC.

- The high school participation rate in Oregon was low overall for all students. This impacted the counts/percentage of children with disabilities taking REGASSWACC.

**Puerto Rico**

- On August 27, 2021, ED approved a waiver of the requirements in section 1111(b)(2) of the ESEA for SY 2020-21 to administer statewide general and alternate assessments in reading/language arts, mathematics, and science. A waiver of sections 1111(h)(1)(C)(ii), (vii), and (xi) of the ESEA requiring the reporting of the assessment results was approved as well.

**Republic of the Marshall Islands**

- During SY 2020-21, the Republic of Marshall Islands (RMI) Assessment team canceled its implementation of the high school mathematics assessment due to printing errors on grades 10 & 12 mathematics tests which made quite a few test items unreadable. This resulted in the RMI Assessment team’s inability to assess many of the benchmarks of the test; therefore, a decision was made that RMI would not score and report results for mathematics high school assessment for SY 2020-21.

- All students are limited English proficient in RMI. RMI does not administer an ELP assessment. RMI is not required to report on ESEA.

- All students with disabilities were tested using REGASSWACC.

- RMI is ready to provide alternate assessments on all grades tested to all students who qualify for alternate assessment tests. No students qualified for alternate assessment tests during SY 2020-2021.

**Rhode Island**

- The one-year ELA exemption applies.

**South Dakota**

- The group of students creating the discrepancy between the counts reported at the SEA level and the LEA level are considered state level students because they are placed at facilities paid by auxiliary state placement programs. Their participation or proficiency cannot be associated with LEAs.

**Tennessee**

- The ELP assessment cannot be a substitute for the ELA achievement test, even for those students with disabilities who are limited English proficient (LEP) and have been in the US less than 12 months prior to the administration of the assessment.

- High school math results include Algebra I and Integrated Math I. 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 assessments are more likely to take the alternate assessment or the regular assessment without accommodations, than the regular assessment with accommodations.

- At the high school-level, the RLA alternate assessments based on alternate achievement standards is administered in grade 11.

- High school English results are limited to English II. Most high school students take the regular assessment with and without accommodations in grade 10. The alternate assessment is offered in grade 11. 11th graders who take the reading/language arts assessment are more likely to take the alternate assessment or the regular assessment without accommodations than the regular assessment with accommodations.

**Virgin Islands**

- Students were not tested this school year.

**Virginia**

- Based on regulations received from the ED in September 2006, a one-time exemption in reading is available for recently arrived limited English proficient students in grades 3 through 8. An LEP student in Virginia is considered to be recently arrived if he or she has attended schools in the United States for less than 12 months.

**Washington**

- For SY 2020-21 only, the 10th grade test was administered to 11th graders in fall 2021.

- For SY 2020-21 only, the 3rd grade test was administered to 4th graders in fall 2021.

- For SY 2020-21 only, the 4th grade test was administered to 5th graders in fall 2021.

- For SY 2020-21 only, the 5th grade test was administered to 6th graders in fall 2021.

- For SY 2020-21 only, the 6th grade test was administered to 7th graders in fall 2021.

- For SY 2020-21 only, the 7th grade test was administered to 8th graders in fall 2021.

- For SY 2020-21 only, the 8th grade test was administered to 9th graders in fall 2021.

**West Virginia**

- 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.