**Part B Assessment Data Notes**

**2021-22 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 the Elementary and Secondary Education Act (ESEA) are available in the Part B Assessment data file documentation at: [Data Profiles - Department of Education Open Data Platform](https://data.ed.gov/dataset/docs/idea-section-618-data-products-state-level-data-files)).

**Alabama**

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

* After the first year of testing, analysis was completed on the use of accommodations provided and it was determined accommodations were not needed for the second year. It was determined that students didn’t need the additional time accommodation due to finishing the assessment within the standard time. The data are reflective of the Grades 3-8 Summative Assessment.

- The discrepancy is due to students being tested on the Alabama Comprehensive Assessment Program (ACAP) Alternate but whose individualized education program (IEP) status changed to “inactive” when data were matched to 9th month enrollment.

**Alaska**

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

* More students in Alaska participated in the statewide summative assessment, including students with disabilities and students taking the alternate assessment, than during school year (SY) 2020-21. This is attributed to more schools being open for in-person learning for more of the school year in SY 2021-22 than SY 2020-21.

**American Samoa**

- American Samoa does not submit data under Every Student Succeeds Act (ESSA). American Samoa only submits assessment data on children with disabilities to the US Department of Education.

- All American Samoa students with disabilities are tested with accommodations.

* American Samoa does not test students with and without disabilities in grades 6 for mathematics or reading.

- American Samoa does not test students with and without disabilities in grades 3 for mathematics.

* American Samoa does not test students with and without disabilities in grades 4 for reading.

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

* American Samoa was isolated from the world and from COVID-19 infections until the beginning of calendar year 2022 when borders rules were relaxed. In February 2022, COVID-19 infection reached epidemic status in American Samoa. Schools closed on February 21, 2022, and were reopened in May to June 2022 in hybrid mode. As a result, state-wide assessments for grades 3, 4, and 8 were cancelled. This explains the decrease in the number of students being assessed in SY 2021-2022.

**Arizona**

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

* Student participation is in line with the natural increase of students returning post COVID-19 in the state of Arizona.
* In SY 2020-21, Arizona received information from testing vendors that earmarked the assessments with universal features as accommodations. As such, this was corrected and now they are appropriately reported under the correct category for SY 2021-22.

- The difference between the number of valid scores reported at the SEA and LEA levels is due to students who are tuitioned to private schools, residential facilities, and non-traditional schools-like detention facilities. Those types of entities are represented at the state level and not the local education agency (LEA) level.

**Arkansas**

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

* 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 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; the assessment profile did not specifically identify them as a special education accommodation, resulting in a lower number of students being reported as being assessed with accommodations.

**Bureau of Indian Education**

- The Bureau of Indian Education (BIE) is currently implementing and reporting state assessments across the 23 states in which BIE schools are located per The Code of Federal Regulations Title 25.

**California**

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

* 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. In addition, because the individualizations available for the alternate assessments require in-person administration, participation in these assessments was also low. Statewide assessment administration returned to typical processes in SY 2021-22 which changed the percentages in all areas compared to SY 2020-21.

**Colorado**

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

* Per Colorado's SY 2020-21 federal assessment waiver, the state's mathematics assessment was provided on a voluntary basis in grades 3, 5, and 7, and the state’s reading/language arts (RLA) assessment was provided on a voluntary basis in grades 4, 6, and 8, in spring 2021. Extremely low student participation in the voluntary grade levels combined with lower than typical participation in other grade levels due to ongoing school disruptions caused by the COVID-19 pandemic resulted in lower than typical participation in state assessments overall and student demographic subgroups. In 2021, 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. In spring 2022, statewide participation in assessments returned to more typical patterns.

**Connecticut**

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

* The increases in counts of students assessed reflects a return to pre-pandemic levels of participation on statewide assessments with the return to full in-person learning.

**Florida**

- 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; therefore, 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):

* Due to COVID-19 the State Educational Agency (SEA) had a waiver in SY 2020-21 and did not require virtual students to test, causing the large discrepancy between SY 2020-21 and SY 2021-22 data. In addition to COVID-19, students testing in math in the 11th grade are students who are retaking the test.

**Guam**

* Guam only reports assessment data on children with disabilities (IDEA) to the US Department of Education.

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

* Due to the COVID-19 pandemic, the previous school year reported low numbers overall due to the low number of students who were receiving their education in-person; those were the students that participated in the assessment. For SY 2021-22, the reported numbers were much higher but still not at the levels they were before the COVID-19 pandemic. Many families continued to keep their children at home due to their fears of catching COVID-19. The Guam Department of Education (GDOE) continued to offer online learning to those families who kept their children at home. During the testing window, students who received in-person learning were tested; students who received online learning were encouraged to come to their school campuses so they could be tested in-person.

**Hawaii**

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

* In 2019, the "Streamlined Mode" accommodation was re-classified as a designated support per the Smarter Balanced Technical Report. In SY 2020-21, Hawaii schools were operating via a distance learning online platform as a result of the COVID-19 pandemic challenges, which impacted the administration and participation rates. In addition, the students’ modes of learning, instruction, and test-taking options were disrupted or altered during the school year, thus impacting the count and percentage of children with disabilities (CWDs) taking the assessment with accommodations. The COVID-19 impact challenges continued to linger in SY 2021-22, which likely impacted the count and percentage of CWDs taking the assessment with accommodations.
* In SY 2020-21, Hawaii schools were operating via a distance learning online platform as a result of the COVID-19 pandemic challenges. Furthermore, the U.S. Department of Education offered states a waiver from certain accountability requirements, which included the waiving of the 95% participation rate requirement, acknowledging that all states would have difficulty administering assessments due to the large proportion of students in blended or distance learning environments. Not all students were assessed during that period, based on students' needs and appropriate accommodations required. In SY 2021-22, all Hawaii public schools were fully opened for in-person learning with numerous lingering COVID-19 pandemic challenges, which likely had a negative impact on the participation rates, but not to the same extent as the previous year. This resulted in more students being assessed, and those being assessed required fewer accommodations.

**Indiana**

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

* Indiana transitioned from the local Indiana Statewide Testing for Educational Progress (ISTEP) 10 Grade 10 assessment to the Scholastic Aptitude Test (SAT) Grade 11 for our statewide high school (HS) assessment. Due to this transition, year-to-year comparison is not comparable.
* Only alternate testers test in 10th grade, as the regular assessment occurs in 11th grade as the SAT in Indiana. Due to this, all 10th grade testers will be special education.

**Kansas**

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

* Assessment participation in Kansas was down in SY 2020-21 due to the COVID-19 pandemic. Kansas experienced a decline in student enrollment in SY 2020-21, some LEAs remained in remote status a majority of SY 2020-21, and COVID-19 outbreaks caused other school closures which all impacted student assessment participation in SY 2020-21. In SY 2021-22, we have seen a return of student enrollment as well as assessment participation in all assessments.

**Maine**

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

* The Maine DOE assessment team reviewed and revised accessibility related documentation and classifications, reclassifying some former accommodations as designated features. This resulted in a large number of students no longer receiving accommodations as those supports are no longer deemed as accommodations but rather a designated feature.
* Maine has recently experienced an influx of new residents. If examining data as a cohort, the number of children between years remains steady and within expected parameters.

**Maryland**

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

* There were more students participating and met proficiency in the SY 2021- 22 assessments than in SY 2020-21. The SY 2020-21 assessments were retrospectively administered in early fall of 2021 and several local school systems did not fully participate.

**Michigan**

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

* The year-to-year swings are due to changes as a result of the pandemic. In SY 2020-21, assessment participation was low due to the pandemic and remote learning. In SY 2021-22, assessment participation increased due to the shift from remote learning to the classroom.

**Minnesota**

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

* IEP teams most likely considered a larger number of their students cognitively impacted enough to require those students to take the Minnesota Test of Academic Skills (MTAS) instead of the Minnesota Comprehensive Assessments (MCA) + accommodations.

**Mississippi**

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

* Variances are related to COVID-19.

**Missouri**

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

* The state assessments include universal tools that are available for all students, resulting in fewer additional accommodations needed for students with disabilities.

**Montana**

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

* The decreases in student rate from SY 2020-21 to SY 2021-22 are consistent with the overall enrollment changes the state has observed over the period of the COVID-19 pandemic. These changes may be attributable to parents homeschooling their children and other education factors that have been impacted by the pandemic. The students who tested with accommodations are one of the student groups that the state is aware has been most impacted by the pandemic. Montana received the federal accountability and participation waiver in March 2021. Students with significant cognitive disabilities may have been more vulnerable to the effects of the pandemic due to the learning conditions required for instruction and the medical needs that many of these children have. The Alternate test is administered in a 1:1 format and given the social distancing and pandemic-related effects, participation was impacted. When it was unsafe to participate in state assessments under the federal waiver, the Office of Public Instruction (OPI) allowed school districts to use the COVID-19 medical exemption which is included in the counts for non-participants.

**Nebraska**

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

* There were a high number of students not testing in SY 2020-21 due to COVID-19; the number of students tested in SY 2021-22 has increased as the counts returned to normal.

**Nevada**

- 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.

* The State provided the following response(s) to large Year to Year change(s):
* The year-to-year increase in the number of students with disabilities participating in all assessment types between SY 2020-21 and SY 2021-22 is the result of the return to full time in-person learning for SY 2021-22 after COVID-19 mitigation strategies closed many k-12 grade schools for SY 2020-21. Additionally, in correspondence dated May 17, 2021, the U.S. Department of Education approved a waiver for Nevada under the Elementary and Secondary Education Act (ESEA), specifically waiving accountability, school identification, and report card provisions related to accountability. The waiver correspondence encouraged the state “to prominently and in clear language provide information about the context of the data, including its limitations as a result of the pandemic. … [T]he results should include clearly worded context that such data are incomplete and, where applicable, are not representative of the make-up of the State, district, or school population.” This discussion makes clear that the data are incomplete and likely not representative of the make-up of the state’s population.

**New Hampshire**

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

* The previous year was during the pandemic, schools had to close, and many students were out with COVID-19. This year, schools were open for most, if not all of the year. Guidelines concerning how long students needed to be out of school due to COVID-19 changed and students were allowed to come back sooner. In addition, more students were vaccinated which allowed them to stay in school if they had no symptoms and were not in close contact with someone who had COVID-19.

**New Jersey**

- Some students taking an alternate assessment cannot be accounted at a LEA or school (SCH) level as they did not report the sending LEA when tested. These records are reported at the SEA level only.

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

* The Start Strong assessments in English language arts, math, and science were administered in fall 2021 to meet federal assessment administration requirements. The data submitted was aligned to reporting requirements for SY 2020-21, so data only included students that were enrolled during SY 2020-21 and the school/district, grade level, and student group status in the data represent the student’s enrollment as of June 2021, not as of fall 2021.
* The alternate assessment, Dynamic Learning Maps (DLM), is required to be administered in-person only, with no remote administration option, as the supports required to administer this assessment to its specific population of students must be completed in person. Due to COVID-19 restrictions, the participation rate for DLM in SY 2020-21 was lower than the one in SY 2021-22.

**New York**

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

* Due to COVID-19, assessments were not administered to all students in SY 2020-21. Students receiving entirely remote instruction were not required to be tested. This created a large increase in counts and participation rates between last year and this year.

**North Carolina**

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

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

* The reduction in students participating in SY 2021-22 is due to lack of testing in SY 2019-20 due to COVID-19. Many students who did not test in SY 2019-20 were in 11th grade in SY 2021-22 and do not have a test on record. North Carolina uses a cohort-based system in order to bank test scores from prior years depending on the student. For students who would have taken their 10th grade math assessment in SY 2019-20 but opted out due to the waiver, we did not have a score for them in 11th grade, resulting in the slippage.

**North Dakota**

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

* The year-to-year difference shows an increase in grade 4 of the alternate assessment. After review of the data, the state believes that enrollment numbers are returning to the pre-pandemic enrollment. Virtual learning and medically fragile students may be feeling more comfortable to return to in-person learning. The state saw an increase in participation and achievement in both the alternate and regular assessments.
* The Y2Y difference shows an increase in grades 3 and 4 of the alternate assessment and regular assessment without accommodation in achievement and participation. The decrease in grade 6 is suspected to be an error in the SY2020-21 data. It seems that the number has been doubled.
* After review of the data that increased, the state believes that enrollment numbers are returning to the pre-pandemic enrollment. Virtual learning and medically fragile students may be feeling more comfortable to return to in person learning. The state saw an increase in participation and achievement in both the alternate and regular assessments.

**Northern Marianas**

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

* The increase in student performance and participation in both reading and math assessments may be attributed to the growth in the population of students in each of those grade levels compared to the previous school year’s count.

**Ohio**

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

* Ohio's student enrollment dropped significantly between SY 2018-19 and SY 2021-22; thus, the number of students that would have potentially taken an alternate assessment has decreased. In addition, Ohio implemented the Alternate Assessment Decision-Making Tool in fall 2020. The tool is embedded in the state’s individualized education program documents and is required to be utilized when statewide testing is considered. This tool has improved the proper identification of students with disabilities who do/do not need to take alternate assessments, resulting in fewer students taking alternate assessments.

**Oklahoma**

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

* Oklahoma did not require testing for SY 2020-21 because of the COVID-19 pandemic. Additionally, Oklahoma had an assessment waiver in place. We believe this explains the large differences in assessment counts between SY 2020-21 and SY 2021-22.

**Oregon**

- At the school level, we exclude students who were in District Special Education programs. These students are reported at the LEA and SEA levels but not at the school level. The discrepancy between the counts of students at the state and school levels is equal to the number of District Special Education students at each grade and achievement level.

**Pennsylvania**

- As a result of our attribution rules, the sum of LEA results may differ from the state results because students may be included in the state results but not in the LEA results.

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

* The SY 2020-21 data is an outlier because of coronavirus exemption. Exemptions continue to affect high school rates substantially. PA banks end-of-course exams for high school to the 11th grade year. Accordingly, waivers from SY 2019-20 are also banked to grade 11. We expect to see this effect until SY 2023-24.

**Republic of Palau**

- Palau only submits assessment data on children with disabilities (IDEA) to the US Department of Education.

- All students who participated this school year’s assessments needed accommodation in order to participate in the statewide assessments.

**Republic of the Marshall Islands**

- The Republic of the Marshall Islands (RMI) does not submit ESSA data. RMI only submits assessment data on children with disabilities (IDEA) to the US Department of Education.

- In SY 2021-22 all students with disabilities participated in the MISAT (Marshall Islands Standardized Achievement Test) with accommodations.

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

* During SY 2020-21, RMI did not test high school students in mathematics, including students with IEPs; this was due to a very specific issue. Tests resumed normally in SY 2021-22. The following is the explanation provided in the data notes for this file last year: In SY 2020-21, the RMI assessment team canceled its implementation of the high school mathematics assessments due to printing errors on grades 10 and 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 the high school mathematics assessments for SY 2020-21.

**South Dakota**

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

* In the previous reporting cycle there were less participants due to COVID-19 impacts.

**Tennessee**

- At the high school level, the alternative math and reading language arts assessments based on alternate achievement standards are administered in 11th grade only.

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

* In SY 2021-22, to align ED*Facts* and Report Card reporting, Algebra I, Algebra II, Geometry, Integrated Math I, Integrated Math II, and Integrated Math III results were reported for the high school math assessment. By contrast, in SY 2020-21 only Algebra I and Integrated Math I were included in ED*Facts* high school math reporting. As a result, the number students with disabilities who took a regular math assessment with accommodations increased substantially for grades 9 through 12, with grade 9 registering the smallest increase and grade 11 the largest increase. The number of students with disabilities who took a high school math assessment without accommodations also rose sharply for grades 10 through 12 with grade 11 experiencing the greatest increase and grade 12 the smallest increase. By contrast, the number of students with disabilities who took the regular assessment without accommodations declined in grade 9.
* In SY 2021-22, to align ED*Facts* and Report Card reporting, English I and English II were reported for the high school RLA assessment. By contrast, in SY 2020-21, only English II was included in ED*Facts* high school RLA reporting. The impact of the inclusion of English I in high school RLA assessment reporting was greatest on grade 9. For grade 10, while a higher number of students with disabilities took a regular RLA assessment with accommodations, a lower number took a regular RLA assessment without accommodations. For grade 11, there were increases in both the regular RLA assessment with accommodations and regular assessment without accommodations. For grade 12, the additional assessment had a small impact on the number of regular assessments with accommodations but almost no impact on the number of assessments without accommodations.

**Texas**

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

* This year to year difference is expected in the post-Covid years. In SY 2020-21, immediately after the COVID-19 pandemic, we saw relatively low participation in the academic assessment. In SY 2021-22, there was an obvious increase in assessment participation statewide.
* Similar to the impact to assessment participation by the COVID-19 pandemic, proficiency rates were also affected. The second year into the post-COVID era, academic performance was seen recovered across the board. For reading/language arts achievement, increases in proficiency rates were seen in all grades and assessment types, except for the alternate assessment.

**Vermont**

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

* Performance and participation in state assessments were still affected by the COVID-19 pandemic at the time of testing.

**Virginia**

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

* SY 2020-21: Participation and achievement rates were lower due to the lingering impacts of COVID-19.
* SY 2021-22: For the mathematics alternate assessment based on alternate achievement standards, the lower achievement rates are due to a new assessment being administered.

**Washington**

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

* The fall 2021 assessment administration postponed from spring 2021 is an outlier with unique participation patterns unlike spring administrations in years not featuring a global pandemic.

**West Virginia**

- The students are required to take the English Language Proficiency (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):

* Upgrades and changes to the state information system, along with changes and improvements to the method of monitoring and recording accommodations, resulted in an increase in the true number of valid results for students with disabilities.

**Wisconsin**

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

* Wisconsin saw participation rates increase generally from SY 2020-21 to SY 2021-22 as LEAs continue to adjust after interruptions caused by the pandemic.

**Wyoming**

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

* In Wyoming, the counts are small enough that normal fluctuation causes a large change.