

# **IDEA PART B ASSESSMENT FOR SCHOOL YEAR 2013-2014**

OSEP Data Documentation

December 2015

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## 1.0 Introduction

### 1.1 Purpose

The purpose of this document is to provide information necessary to appropriately use state level data files on IDEA Part B Assessment from the Office of Special Education Programs (OSEP). The accompanying data file provides data at the state level and should not be used to calculate national totals.

### 1.2 OSEP Background

OSEP, within the Office of Special Education and Rehabilitative Services (OSERS), is dedicated to improving results for infants, toddlers, children and youth with disabilities ages birth through 21 by providing leadership and financial support to assist states and local districts.

Section 618 of the Individuals with Disabilities Education Act (IDEA) requires that each State submit data about the infants and toddlers, birth through age 2, who receive early intervention services under Part C of IDEA and children with disabilities, ages 3 through 21, who receive special education and related services under Part B of IDEA. There are 12 data collections authorized under Section 618: under Part B: (1) Child Count; (2) Educational Environments; (3) Personnel; (4) Exiting; (5) Discipline; (6) Assessment; (7) Dispute Resolution; and (8) Maintenance of Effort Reduction and Coordinated Early Intervening Services; and under Part C: (9) Child Count; (10) Settings; (11) Exiting; and (12) Dispute Resolution. These data are collected via an EDFacts system (i.e., EDEN Submission System (ESS) or the EDFacts Metadata and Process System (EMAPS)). Information related to the Section 618 data collected via the ESS can be found in the EDFacts Series - EDFacts Special Education/IDEA 2011-12 Study the ED Data Inventory (<http://datainventory.ed.gov/Search?seriesID=196&searchTerm=EDFacts&searchType=Exact>). Information related to the IDEA Section 618 data collected via the ESS can be found in the IDEA Section 618 entry in the ED Data Inventory (<http://datainventory.ed.gov/Search?seriesID=1324&searchTerm=IDEA%20Section%20618&searchType=Exact>). This data documentation deals only with Part B Assessment data collection and file.

### 1.3 CSPR

Beginning with the 2011-2012 assessment data collection, OSEP coordinated with the Office of Elementary and Secondary Education (OESE) to collect and review a consolidated set of assessment files. States submit all of the assessment data in one set of files via ESS and OSEP uses those data files for the purposes of IDEA

Section 618 and OESE uses those data files for the purposes of the Consolidated State Performance Report (CSPR).

#### 1.4 Field Testing

In June 2013, the Department of Education offered states the opportunity to request ESEA Flexibility<sup>1</sup>. Under the flexibility request, states participating in field testing could request a “double testing” waiver for one year. This allowed students to only have to take one assessment in a content area. Students who participated in the state field testing are counted as having participated in the state assessment, but their scores are not reported. In order to capture the flexibility in the 2013-14 school year, six new variables (3 Math, 3 RLA) were created in the participation files (185/188) to identify the number of students participating in field testing but did not have a report score. These categories were:

- *Field testing of regular assessment based on grade level academic achievement standards-with or without accommodations*
- *Field testing of alternate assessment based on alternate academic achievement standards*
- *Field testing of alternate assessment based on grade-level academic achievement standards*

Since no state opted to field test alternate assessment based on grade-level academic achievement standards, this variable was removed from both the math and RLA reporting categories in the Assessment public file.

In SY 2013-14, 15 states received double testing flexibility due to the implementation of the field test aligned to college and career ready standards. Instead of testing students on both the state assessment and field test, the states were approved to only administer the field test to all or a sample of their students in grades 3-8 and high school. States were also exempted from reporting field test results for EDFacts via performance files (175 and 178).

ED urges caution when using and interpreting the SY 2013-14 state mathematics and reading/language arts assessment data for the states that implemented field testing during SY 2013-14. Appendix C provides the list of states who participated in the field testing flexibility. For more information about field testing within a specific state, please review that state’s Department of Education of website.

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<sup>1</sup> <http://www2.ed.gov/policy/elsec/guid/secletter/130618.html>

## 2.0 OSEP Part B Assessment Data

### 2.1 State Data

States are required to report the assessment data under Title 1, Part A, Subsection 618 of the *Individuals with Disabilities Education Act* (IDEA).

Part B Assessment Data comes from five separate files:

- DG491/C004 - The number of children with disabilities (IDEA) who did not participate in and/or did not receive a valid score on the state assessments.
- DG583/C175 - The unduplicated number of students who completed the state assessment in mathematics for whom a proficiency level was assigned.
- DG584/C178 - The unduplicated number of students who completed the state assessment in reading/language arts for whom a proficiency level was assigned.
- DG588/C185 - The unduplicated number of students enrolled during the period of the state assessment in mathematics.
- DG589/C188 - The unduplicated number of students who were enrolled during the period of the state assessment in reading/language arts.

This information is submitted to OSEP via ESS by the ED Facts Coordinator and/or the IDEA Part B data managers in each of the 60 IDEA Part B reporting entities.

States were required to submit SY 13 -14 data to ED Facts no later than December 17, 2014. OSEP reviews the data for quality issues and provides feedback to states/entities. States or entities are given the opportunity to address the data quality issues prior to the data being published. Finalized data was extracted from the ED Facts system on April 15, 2015. Please see Appendix A for the specific date each state/ entity submitted these data.

### 2.2 Definitions

*Alternate assessment* – A way to measure the performance of students who are unable to participate in regular assessments even with accommodations. The student's IEP team makes the determination of whether a student is able to take the regular assessment.

*Alternate assessment based on alternate academic achievement standards* - A way to measure the academic achievement of students with the most significant cognitive

disabilities. These assessments may yield results that measure the achievement standards that the State has defined under 34 CFR §200.1(d).

*Alternate assessment based on grade level academic achievement standards* - A way to measure the academic achievement of students with disabilities based on the same grade-level achievement standards measured by the State's regular assessments. Such assessments are available to students who the IEP team determines cannot participate in all or part of the State assessments under paragraph 34 CFR §200.6(a)(1), even with appropriate accommodations. These assessments must yield results for the grade in which the student is enrolled in at least reading/language arts, mathematics, and, beginning in the 2007-08 school year, science, except as provided in 34 CFR §200.6(a)(2)(ii)(B).

*Alternate assessment based on modified academic achievement standards* - A way to measure the academic achievement of students with disabilities who access the general grade-level curriculum, but whose disabilities have precluded them from achieving grade-level proficiency and who (as determined by the IEP team) are not expected to achieve grade-level proficiency within the year covered by the IEP.

*Assessment type* – Types of assessments are: regular; alternate based on grade level academic achievement standards; alternate based on modified academic achievement standards; and alternate based on alternate academic achievement standards.

*English Language Proficiency Assessment* - May be taken by LEP students who have been in the U.S. less than 12 months in lieu of the reading/language arts assessment.

*Field testing of regular assessment based on grade level academic achievement standards-with or without accommodations*- Students who participated in a field test in lieu of the current state assessment, pursuant to a double-testing flexibility waiver approved by the Secretary.

*Field testing of alternate assessment based on alternate academic achievement standards*- Students who participated in a field test in lieu of the current state assessment, pursuant to a double-testing flexibility waiver approved by the Secretary.

*Field testing of alternate assessment based on grade-level academic achievement standards*- Students who participated in a field test in lieu of the current state assessment, pursuant to a double-testing flexibility waiver approved by the Secretary.

*Grade level* – The grade (K through 12) assigned to the student by the school system in which the student is enrolled.

*Invalid results* – Assessment results that cannot be used for reporting and/or aggregation due to problems in the testing process (e.g., student does not take all portions of the assessment, student does not fill out the answer sheet appropriately, student receives accommodations or modifications that threaten test validity) and/or changes in testing materials that resulted in a score that is deemed by the State to not yield a valid evaluation of the student’s level of achievement on grade-level content. The students whose test results are determined to be invalid are counted as nonparticipants.

*LEP students* – In coordination with the State’s definition based on Title 9 of ESEA, Limited English Proficient students are students:

(A) who are aged 3 through 21;

(B) *who are enrolled or preparing to enroll in an elementary school or a secondary school;*

(C) *(Who is i or ii or iii)*

(i) who were not born in the United States or whose native languages are languages other than English;

(ii) *(Who is I and II)*

(I) who are a Native American or Alaska Native, or a native resident of the outlying areas; and

(II) who come from an environment where languages other than English have a significant impact on their level of language proficiency; or

(iii) who are migratory, whose native language are languages other than English, and who come from an environment where languages other than English is dominant; and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individuals *(who is denied i or ii or iii)*

(i) the ability to meet the State’s proficient level of achievement on State assessments described in § 1111(b)(3);

(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) the opportunity to participate fully in society.

*Medical emergency exemption* – In cases where a student cannot be assessed at any time during the testing window due to a significant medical emergency (e.g., a student is hospitalized due to an accident), the medical emergency should be documented and the State has the option of omitting the student from the participation rate calculation for AYP reporting under ESEA. States are responsible for determining what constitutes a significant medical emergency. States are expected to provide sufficiently wide testing “windows” that, if a student misses an assessment due to brief absence for medical reasons, the student can take a make-up test. For further guidance on this issue see

<http://www.ed.gov/policy/elsec/guid/stateletters/prates.html>.

*Non-participant* – Students in the following categories are coded non-participant: Assessment results were invalid, participated in out-of-level test, parental opt-outs, absent, medical exemption, and did not participate for other reasons.

*Out of grade level test* – An assessment taken at a grade level below which the student is currently enrolled. Students who are tested out-of-level, for the purpose of this data collection, are considered to be nonparticipants.

*Parental Exemptions* - In States where permitted for all students, parents of students with disabilities can determine that their child will not participate in either the regular or alternate State assessment. These students are not counted as participants.

*Participants* – Students with IEPs who took the assessment and received a valid score. (LEP students who, at the time of testing, were in the US for less than 12 months and took the English Language Proficiency test as substitute for the reading/language arts assessment are also considered participants in that reading assessment.)

*Regular assessment based on grade level academic achievement standards* – An assessment designed to measure the student's knowledge and skills in a particular subject matter based on academic achievement content for the grade in which the student is enrolled. See ESEA, Section 1111(b)(3).

- Regular assessments based on grade level academic achievement standards can be taken with or without accommodations.

*Students with IEPs* – For purposes of this Assessment data collection, this population consists of students served under IDEA, not students who are parentally placed in private schools and served through services plans, in accordance with 34 CFR §300.132(c).



### 3.0 Data Quality

OSEP reviews and evaluates the timeliness, completeness, and accuracy of the data submitted by States to meet the reporting requirements under Section 618 of the Individuals with Disabilities Education Act (IDEA). OSEP identifies a Section 618 data submission as timely if the State has submitted the required data to the appropriate data submission system (i.e., ESS or EMAPS) on or before the original due date. The due dates for the IDEA Section 618 data are:

- The first Wednesday in the month of November for Part B Personnel, Part B Exiting, Part B Discipline, Part B Dispute Resolution, Part C Exiting, and Part C Dispute Resolution data collections.
- The first Wednesday in the month in April for Part B Child Count, Part B Educational Environments, Part C Child Count, and Part C Settings data collections.
- During the third week in December for Part B Assessment data collection. This due date is aligned with the due date for the assessment data reported by States for the Consolidated State Performance Reports (CSPR).
- The first Wednesday in the month of May for the Part B Maintenance of Effort Reduction and Coordinated Early Intervening Services data collection.

OSEP identifies a Section 618 data submission as complete if the State has submitted data for all applicable fields, file specifications, category sets, subtotals, and grand totals for a specific Section 618 data collection. Additionally, OSEP evaluates if the data submitted by the State match the information in metadata sources such as the EMAPS State Supplemental Survey-IDEA and the EMAPS Assessment Metadata Survey.

OSEP identifies a Section 618 data submission as accurate if the State has submitted data that meets all the edit checks for the specific data collection. The edit checks for each Section 618 data collection are identified in the Part B Data Edits and Part C Data Edits documents available to States in OMB Max. The majority of these edit checks are incorporated into the business rules in ESS and EMAPS. Specific business rules or edit checks are outlined in the EDFacts Business Rules Guide and the EMAPS user guides on [www.ed.gov/edfacts](http://www.ed.gov/edfacts).

OSEP reviews the data notes and explanations States provide in relation to the submission of the Section 618 data to better understand if and how the State is meeting the reporting instructions and requirements for the specific data collection.

In rare occasions, some data may need to be suppressed in the public release file due to data quality issues.

### 3.1 Coordinated Review

States submitted a consolidated set of assessment data files through the ESS to meet the reporting requirements for OSEP and OESE. After the close date, OSEP and OESE conducted a coordinated review of the submitted assessment data. OSEP reviews this set of assessment data files for the purposes of IDEA Section 618 and OESE reviews this set of assessment data files for the purposes of the CSPR. The review includes the following areas: timeliness of the data submission, completeness of the data files, and accuracy of the data. Through the coordinated review, the states receive one set of data quality comments or inquiries associated with the assessment data from ED. For states that have missing or inaccurate data, there are opportunities to resubmit their data files and have them reviewed prior to publication.

### 3.2 Thresholds

In order to assure data quality of the IDEA Assessment data file, we evaluated the data for two primary edit checks: (1) does the number of students with disabilities participating in an assessment (i.e., those who took an assessment, received a valid assessment, and had a performance level assigned) equal the number of students with disabilities reported in the performance data (i.e. sum of number proficient and the number not proficient); and (2) does the total number of students with disabilities who were reported as not participating in the statewide assessments by reason in file 004 equal the number of students with disabilities who were reported as not participating in file 188 and 185. If a state's IDEA assessment data did not meet either (or both) of the edit checks, we applied thresholds to determine whether the data quality was adequate enough for the purposes of public reporting of the 2013-2014 Public Assessment File.

For the first edit check, we evaluated the performance and participation files (File Spec 175, 178, 185, 188) using a 1 percentage point threshold. The threshold determination was applied to each subject area, grade, and assessment type (e.g., grade 4 alternate assessment based on alternate achievement standards in reading in state X). If the discrepancy between the performance and participation counts resulted in more than a one percentage point increase or decrease in the percent proficient, the number of students with disabilities who scored at or above proficient on the assessment and the number of students with disabilities who took that type of assessment were suppressed from the public file. For data that violated the one percentage point threshold, we applied an asterisk to the corresponding cell in the

public file. We identified the states whose data violated the edit check but was below the one percentage threshold in a note at the bottom of the data file.

For the second edit check, we evaluated the non-participation file (File Spec 004) using a five percentage point threshold. The threshold determination was applied to each subject area and grade (e.g., students who did not participate in grade 4 Math assessments in state X). If the discrepancy between the non-participate counts reported in file 004 and file 185 or 188 resulted in more than a five percentage point increase or decrease in the percent of students with disabilities not participating in the assessments, the number of students with disabilities reported as non-participants were suppressed from the public file. For data that violated the five percentage point threshold, we applied an asterisk to the corresponding cell in the public file noting questionable data quality. We identified the states whose data violated the edit check but was below the five percentage threshold in a note at the bottom of the data file.

The following symbols were used to indicate data that were suppressed due to data quality concerns in the data file:

\* Data suppressed for data quality

### 3.3 Suppression

OSEP identified data quality concerns with all or part the assessment data for the following states:

- WA: The number of students with disabilities who scored at or above proficient on the assessment and the number of students with disabilities who took that type of assessment were suppressed for at least 1 subject area, grade, and assessment type due to significant data quality concerns.
- IL, MA, TN and WA: Participation and performance data for at least 1 subject area, grade, and assessment types was noted as having minor data quality concerns.
- AL: The number of students with disabilities reported as non-participants was suppressed from the public file for at least 1 subject and grade due to significant data quality concerns.
- ID, MS, NY, CNMI, OK, TN, UT, WA, and WV: Non participant data for at least 1 subject and grade was noted as having minor data quality concerns.

### 3.4 Data Notes

States and entities have the option to provide additional information to OSEP related to the data quality issues or changes. This information has been compiled and accompanies the data files for data users. Please review the Assessment Data Notes document when evaluating any state or entity data.

#### 4.0 File Structure

The following table provides the layout of the assessment file.

Number of Variables: 40

Extraction Date: The date the data were extracted from EDFacts Data Warehouse (EDW).

Updated: The date of when changes were made to the text, format or template of the file; if no changes have occurred this line will be blank.

Revised: The date of when updates were made to the data; if no changes have occurred this line will be blank.

<b>Variable Name</b>	<b>Type</b>
Year	Reference Year
State	State Name
Grade	The grade level the student was enrolled at the time of testing.
Math IEP Regular Assessment with Accommodations	Number of children with disabilities (IDEA) who took the regular assessment with accommodations in Math
Math IEP Regular Assessment without Accommodations	Number of children with disabilities (IDEA) who took the regular assessment without accommodations in Math
Math IEP Alternate Assessment Alternate Std Achievement Total	Number of children with disabilities (IDEA) who took the alternate assessment based on alternate achievement standards in Math
Math IEP Alternate Assessment Grade Level Std Achievement Total	Number of children with disabilities (IDEA) who took the alternate assessment based on grade level achievement standards in Math
Math IEP Alternate Assessment Modified Std Achievement Total	Number of children with disabilities (IDEA) who took the alternate assessment based on modified achievement standards in Math
Math IEP Field Testing Regular Assessment	Number of children with disabilities (IDEA) who took the field test regular assessment with or without accommodations in Math
Math IEP Field Testing Alternate Assessment Alternate Std Achievement Total	Number of children with disabilities (IDEA) who took the field test alternate assessment based on alternate achievement standards in Math
Math IEP No Assessment Absent	Number of children with disabilities (IDEA) who did not take the statewide assessment in Math due to being absent
Math IEP No Assessment Other Reasons	Number of children with disabilities (IDEA) who did not take the statewide assessment in Math due to other reasons
Math IEP Medical Emergencies	Number of children with disabilities (IDEA) who did

<b>Variable Name</b>	<b>Type</b>
	not take the statewide assessment in Math due to Medical Emergencies
Math IEP Assessment Score Invalid	Number of children with disabilities (IDEA) who did not receive a valid score on the statewide assessment in Math
Math IEP No Assessment Parental Exemptions	Number of children with disabilities (IDEA) who did not take the statewide assessment in Math due to parental exemptions
Math IEP out of Level Assessment Total	Number of children with disabilities (IDEA) who participate in out of level testing in Math
ProfandAbove_Math Regular Assessment with Accommodations Grade Level Standards	Number of children with disabilities (IDEA) at or above proficient on the regular assessment with accommodations in Math
ProfandAbove_Math Regular Assessment without Accommodations Grade Level Standards	Number of children with disabilities (IDEA) at or above proficient on the regular assessment without accommodations in Math
ProfandAbove_Math Alternate Assessment Alternate Standards	Number of children with disabilities (IDEA) at or above proficient on the alternate assessment based on alternate achievement standards in Math
ProfandAbove_Math Alternate Assessment Grade Level Standards	Number of children with disabilities (IDEA) at or above proficient on the alternate assessment based on grade level standards in Math
ProfandAbove_Math Alternate Assessment Modified Standards	Number of children with disabilities (IDEA) at or above proficient on the alternate assessment based on modified achievement standards in Math
Reading IEP Regular Assessment with Accommodations	Number of children with disabilities (IDEA) who took the regular assessment with accommodations in Reading
Reading IEP Regular Assessment without Accommodations	Number of children with disabilities (IDEA) who took the regular assessment without accommodations in Reading
Reading IEP Alternate Assessment Alternate Std Achievement Total	Number of children with disabilities (IDEA) who took the alternate assessment based on alternate achievement standards in Reading
Reading IEP Alternate Assessment Grade Level Std Achievement Total	Number of children with disabilities (IDEA) who took the alternate assessment based on grade level achievement standards in Reading
Reading IEP Alternate Assessment Modified Std Achievement Total	Number of children with disabilities (IDEA) who took the alternate assessment based on modified achievement standards in Reading
Reading IEP, LEP students Using ELP In Lieu of Reading Assessment	Number of LEP children with disabilities (IDEA) who had been in the U.S. for less than 12 months and took the English language proficiency assessment (ELP) in lieu of the reading/language arts assessment.

<b>Variable Name</b>	<b>Type</b>
Reading IEP Field Testing Regular Assessment	Number of children with disabilities (IDEA) who took the field test regular assessment with or without accommodations in Reading
Reading IEP Field Testing Alternate Assessment Alternate Std Achievement Total	Number of children with disabilities (IDEA) who took the field test alternate assessment based on alternate achievement standards in Reading
Reading IEP No Assessment Absent	Number of children with disabilities (IDEA) who did not take the statewide assessment in Reading due to being absent
Reading IEP No Assessment Other Reasons	Number of children with disabilities (IDEA) who did not take the statewide assessment in Reading for other reasons
Reading IEP Medical Emergencies	Number of children with disabilities (IDEA) who did not take the statewide assessment in Reading due to Medical Emergencies
Reading IEP Assessment Score Invalid	Number of children with disabilities (IDEA) who did not receive a valid score on the statewide assessment in Reading
Reading IEP No Assessment Parental Exemptions	Number of children with disabilities (IDEA) who did not take the statewide assessment in Reading due to parental exemptions
Reading IEP out of Level Assessment Total	Number of children with disabilities (IDEA) who participate in out of level testing in Reading
ProfandAbove_Reading Regular Assessment with Accommodations Grade Level Standards	Number of children with disabilities (IDEA) at or above proficient on the regular assessment with accommodations in Reading
ProfandAbove Reading Regular Assessment without Accommodations Grade Level Standards	Number of children with disabilities (IDEA) at or above proficient on the regular assessment without accommodations in Reading
ProfandAbove_Reading Alternate Assessment Alternate Standards	Number of children with disabilities (IDEA) at or above proficient on the alternate assessment based on alternate achievement standards in Reading
ProfandAbove_Reading Alternate Assessment Grade Level Standards	Number of children with disabilities (IDEA) at or above proficient on the alternate assessment based on grade level achievement standards in Reading
ProfandAbove_Reading Alternate Assessment Modified Standards	Number of children with disabilities (IDEA) at or above proficient on the alternate assessment based on modified achievement standards in Math

## 5.0 Guidance for Using these data-FAQs

### Which students are reported?

Include all students enrolled during the testing window. This means include:

- Both full academic year (FAY) and not full academic year students

- Students who did not participate in the assessment
- Students who did not participate in the assessment due to significant medical emergencies
- LEP students who have been in the U.S. less than 12 months and took the English Language Proficiency (ELP) assessment in lieu of the reading/language arts assessment.

### **Who is considered a participant?**

A participant is a student who:

- Took the assessment,
- Received a valid score, and
- Was assigned a proficiency level

This includes students who participated in regular assessments with or without accommodations; or alternate assessments including those based on grade level, modified, and alternate academic standards. Both students who were there for a full academic year and those not there for a full academic year are also included in this file.

### **How are High School data reported?**

Data reported by specific grade levels (9, 10, 11, and 12 for mathematics and reading/language arts) or high school (HS) will be used for reporting results of statewide assessments in high school. Data reported for specific grades in high school has been collapsed into one reporting grade called High School in the data file.

### **At what grade levels are students reported?**

Students are reported at the same grade level in which the student is enrolled, as close to the testing window as possible. The grade is assigned to the student by the school system in which the student is enrolled.

### **What are the permitted values for reasons for not participating in an assessment?**

The permitted values are:

- EXEMPT – Parental exemption, this is also referred to as “parental opt-out”.
- ABSENT– Absent during the testing window
- EXPOTHER – Did not participate for other reasons



- NOTNCLB –Student took an out-of-grade level assessment (See definition in section 2.2).
- NOSCORE –Student who received an invalid score (See definition in section 2.2)
- MEDICAL – Did not take assessment due to a significant medical emergency (see questions “Who is considered to have a significant medical emergency?” and “What if my state doesn’t have a policy for exempting students due to significant medical emergency?”)

### **Who is considered to have a significant medical emergency?**

Each state determines what constitutes a significant medical emergency<sup>2</sup>.

### **What if a state doesn’t have a policy for exempting students due to significant medical emergency?**

If the state doesn’t have such a policy, states are instructed not to report any students as having a significant medical emergency. In these situations, all students should be reported as either participating or not participating.

### **Are students who were not present for the full academic year reported?**

Yes. Both students who were enrolled for the full academic year and those who were not enrolled for the full academic year are reported in this file. These data are used by a variety of sources, many of which do not differentiate on full year academic status.

### **What are the permitted values for states to report participation status (MATH) & (RLA)?**

The Permitted values are:

- **REGPARTWOACC** - Participated – regular assessment based on grade-level achievement standards without accommodations
- **REGPARTWACC** - Participated – regular assessment based on grade-level achievement standards with accommodations

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<sup>2</sup> In cases where a student cannot be assessed at any time during the testing window due to a significant medical emergency (e.g., a student is hospitalized due to an accident), the medical emergency should be documented and the State has the option of omitting the student from the participation rate calculation for AYP reporting under ESEA. States are responsible for determining what constitutes a significant medical emergency. States are expected to provide sufficiently wide testing “windows” that, if a student misses an assessment due to brief absence for medical reasons, the student can take a make-up test. For further guidance on this issue see <http://www.ed.gov/policy/elsec/guid/stateletters/prates.html>.

- **ALTPARTGRADELVL** - Participated – alternate assessment based on grade-level achievement standards
- **ALTPARTMODACH** - Participated – alternate assessment based on modified achievement standards
- **ALTPARTALTACH** - Participated – alternate assessment based on alternate achievement standards
- **FLDTSTREGPART** - Participated in field test of regular assessment
- **FLDTSTALTPART** - Participated in field test of alternate assessment based on alternate achievement standards
- **FLDTSTGRDPART** - Participated in field test of alternate assessment based on grade-level achievement standards
- **PARTELP** - Participated – English language proficiency assessment
- **MEDEXEMPT** - Medical exemption
- **NPART** - Did not participate

**What are the permitted values for states to report assessments administered (Math) & (RLA)?**

The permitted values are:

- **REGASSWOACC** - Regular assessments based on grade-level achievement standards without accommodations
- **REGASSWACC** - Regular assessments based on grade-level achievement standards with accommodations
- **ALTASSGRADELVL** - Alternate assessments based on grade-level achievement standards
- **ALTASSMODACH** - Alternate assessments based on modified achievement standards
- **ALTASSALTACH** - Alternate assessments based on alternate achievement standards

### **What about recently-arrived LEP students?**

If a state's policy permits, recently-arrived LEP students<sup>3</sup> can take the English language proficiency assessment (ELP) in lieu of the reading/language arts assessment.

### **What if a state assigns non-participants to the lowest level of proficiency?**

Those students are not reported in the performance data in this file (for reporting academic achievement results).

### **Who is included in the field testing permitted values?**

If the Secretary approved a state's double-testing flexibility waiver, those students approved to be assessed on the field test in lieu of the current state assessment should be counted in the appropriate "field testing" permitted values. Students counted in these permitted values should not be included in FS175 Academic Achievement in Mathematics file and/or the FS178 Academic Achievement in Reading (Language Arts) file. For more information on double-testing flexibility, please refer to a state's approved double-testing flexibility waiver application.

### **Which students are excluded from the children with disabilities (IDEA) subgroup?**

- Children with disabilities (IDEA) who are parentally-placed in private schools and served through services plans
- Children with disabilities (IDEA) who exited special education within the past two years.

### **How do fall testing states report their SY 2013-14 assessment data?**

Fall testing states will report their fall 2013 data as SY 2013-14 assessment data.

## 5.1 Privacy Protections Used

Beginning in August 2012, the US Department of Education established a Disclosure Review Board (DRB) to review proposed data releases by the Department's principal offices (e.g., OSERS/OSEP) through a collaborative technical assistance process so that the Department releases as much useful data as possible, while

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<sup>3</sup> Recently-arrived LEP students are LEP students who have been in the U.S. for less than 12 months.

protecting the privacy of individuals and the confidentiality of their data, as required by law.

The DRB worked with OSEP to develop appropriate disclosure avoidance plans for the purposes of the Section 618 data releases that are derived from data protected by The Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA) and to help prevent the unauthorized disclosure of personally identifiable information in OSEP's public IDEA Section 618 data file releases.

The DRB applied the FERPA standard for de-identification to assesses whether a "reasonable person in the school community who does not have personal knowledge of the relevant circumstances" could identify individual students in tables with small size cells (34 CFR §99.3 and §99.31(b)(1)). The "reasonable person" standard was used to determine whether the data have been sufficiently redacted prior to release such that a "reasonable person" (i.e., a hypothetical, rational, prudent, average individual) in the school community would not be able to identify a student with any reasonable certainty. School officials, including teachers, administrators, coaches, and volunteers, are not considered in making the reasonable person determination since they are presumed to have inside knowledge of the relevant circumstances and of the identity of the students.

The data do not contain any individual-level information, are aggregated across disability categories, and are aggregated to the state (or entity) level. While the aggregation of these data to the State (or entity) level is typically sufficient to prevent re-identification of individual students within the data, additional data on assessment proficiency are collected and published by other offices within the Department of Education. Consequently, the DRB had determined that application of some disclosure avoidance methodologies will be necessary to prevent re-identification in cases involving small counts.

OSEP will apply bottom-coding for all counts for students proficient or higher (regardless of state or entity size) by grade, and by assessment type. All values for these counts that are less than or equal to 3 (0, 1, 2, and 3) will be replaced with a bottom-coding of  $\leq 3$  (or equivalent).

No row or column totals will be reported at the state (or entity) level, or nationally for counts of students proficient or higher by grade, and by assessment type.

It is the opinion of the DRB that these protections, combined with the aggregation of these data to the states or entity level, will be sufficient to mitigate the risk of re-identification across all existing ED releases of related assessment data.

## Appendix A

### Date of the Last State Level Submission

State	File 004	File 175	File 178	File 185	File 188
ALABAMA	12/17/2014	03/05/2015	03/05/2015	04/15/2015	04/15/2015
ALASKA	12/09/2014	12/08/2014	12/08/2014	12/08/2014	12/8/2014
AMERICAN SAMOA	12/17/2014	12/17/2014	12/17/2014	12/17/2014	12/17/2014
ARIZONA	11/17/2014	09/05/2014	09/05/2014	09/25/2014	09/25/2014
ARKANSAS	12/04/2014	11/25/2014	12/15/2014	11/25/2014	12/14/2014
BUREAU OF INDIAN AFFAIRS	-	-	-	-	-
CALIFORNIA	02/20/2015	02/20/2015	02/20/2015	02/20/2015	02/20/2015
COLORADO	12/08/2014	08/27/2014	08/28/2014	11/17/2014	11/17/2014
CONNECTICUT	04/09/2015	04/15/2015	04/15/2015	04/15/2015	04/15/2015
DELAWARE	10/30/2014	02/10/2015	02/10/2015	02/10/2015	02/10/2015
DISTRICT OF COLUMBIA	04/14/2015	08/29/2014	08/29/2014	04/15/2015	04/14/2015
FEDERATED STATES OF MICRONESIA	11/20/2014	02/22/2015	11/20/2014	11/20/2014	11/20/2014
FLORIDA	11/14/2014	04/15/2015	02/27/2015	04/15/2015	04/10/2015
GEORGIA	02/24/2015	03/04/2015	02/26/2015	02/26/2015	02/26/2015
GUAM	12/14/2014	04/09/2015	04/09/2015	12/08/2014	12/08/2014
HAWAII	02/26/2015	12/08/2014	12/08/2014	11/07/2014	11/07/2014
IDAHO	02/11/2015	02/05/2015	04/03/2015	02/05/2015	04/03/2015
ILLINOIS	12/03/2014	03/24/2015	03/24/2015	10/29/2014	10/29/2014
INDIANA	12/15/2014	02/04/2015	02/04/2015	02/05/2015	02/05/2015
IOWA	02/11/2015	01/28/2015	01/28/2015	01/31/2015	02/10/2015
KANSAS	-	-	-	-	-
KENTUCKY	12/15/2014	12/01/2014	12/01/2014	12/05/2014	12/01/2014
LOUISIANA	12/16/2014	12/15/2014	12/16/2014	12/10/2014	12/10/2014
MAINE	12/08/2014	12/08/2014	12/08/2014	12/08/2014	12/08/2014
MARYLAND	12/05/2014	10/22/2014	10/22/2014	11/24/2014	11/24/2014
MASSACHUSETTS	03/03/2015	12/02/2014	12/08/2014	12/11/2014	12/10/2014
MICHIGAN	12/04/2014	11/18/2014	11/19/2014	03/10/2015	03/10/2015
MINNESOTA	12/02/2014	03/03/2015	03/03/2015	03/03/2015	03/03/2015
MISSISSIPPI	04/03/2015	03/04/2015	03/05/2015	03/04/2015	03/05/2015
MISSOURI	02/24/2015	02/25/2015	02/25/2015	03/04/2015	03/04/2015
MONTANA	11/13/2014	03/04/2015	03/04/2015	03/04/2015	03/04/2015

<b>State</b>	<b>File 004</b>	<b>File 175</b>	<b>File 178</b>	<b>File 185</b>	<b>File 188</b>
NEBRASKA	12/10/2014	12/16/2014	12/16/2014	12/16/2014	12/16/2014
NEVADA	04/09/2015	12/15/2014	12/15/2014	12/11/2014	12/11/2014
NEW HAMPSHIRE	11/04/2014	11/04/2014	11/04/2014	11/04/2014	11/04/2014
NEW JERSEY	10/28/2014	03/04/2015	03/04/2015	10/29/2014	10/28/2014
NEW MEXICO	04/14/2015	03/03/2015	03/03/2015	03/05/2015	03/05/2015
NEW YORK	10/28/2014	02/20/2015	02/20/2015	02/20/2015	02/20/2015
NORTH CAROLINA	10/13/2014	02/27/2015	02/27/2015	02/27/2015	02/27/2015
NORTH DAKOTA	02/10/2015	03/04/2015	03/04/2015	03/04/2015	03/04/2015
NORTHERN MARIANAS	12/11/2014	2/22/2015	02/22/2015	02/22/2015	02/22/2015
OHIO	10/01/2014	10/06/2014	10/06/2014	10/06/2014	10/06/2014
OKLAHOMA	04/06/2015	03/04/2015	03/04/2015	03/04/2015	04/06/2015
OREGON	11/20/2014	02/06/2015	02/06/2015	02/17/2015	11/24/2014
PENNSYLVANIA	11/17/2014	02/10/2015	02/10/2015	02/10/2015	02/10/2015
PUERTO RICO	12/12/2014	01/30/2015	01/30/2015	01/30/2015	01/30/2015
REPUBLIC OF PALAU	12/14/2014	12/11/2014	12/11/2014	12/11/2014	12/11/2014
REPUBLIC OF THE MARSHALL ISLANDS	12/16/2014	12/15/2014	12/15/2014	12/15/2014	12/15/2014
RHODE ISLAND	12/08/2014	03/03/2015	03/03/2015	09/19/2014	09/19/2014
SOUTH CAROLINA	03/02/2015	03/03/2015	03/03/2015	03/03/2015	03/03/2015
SOUTH DAKOTA	12/15/2014	12/15/2014	12/15/2014	12/15/2014	12/15/2014
TENNESSEE	04/15/2015	04/14/2015	04/15/2015	04/13/2015	03/10/2015
TEXAS	11/05/2014	10/14/2014	10/14/2014	10/14/2014	10/14/2014
UTAH	04/08/2015	03/19/2015	03/18/2015	03/18/2015	03/18/2015
VERMONT	12/08/2014	12/15/2014	12/16/2014	12/17/2014	12/16/2014
VIRGIN ISLANDS	12/12/2014	12/12/2014	12/12/2014	04/14/2015	04/14/2015
VIRGINIA	12/09/2014	12/09/2014	02/25/2015	03/3/2015	03/03/2015
WASHINGTON	12/22/2014	12/02/2014	12/31/2014	12/18/2014	12/15/2014
WEST VIRGINIA	12/12/2014	03/19/2015	03/19/2015	04/08/2015	04/08/2015
WISCONSIN	12/15/2014	09/18/2014	09/18/2014	09/22/2014	10/14/2014
WYOMING	04/13/2015	03/04/2015	03/04/2015	04/13/2015	04/13/2015

- Data not submitted

Appendix B

**State Meta-data Survey Responses**

State	Grade HS assessment administered	Reasons not assessed: invalid results	Reasons not assessed: out-of-level test	Reasons not assessed: parental opt out	Reasons not assessed: absent	Reasons not assessed: other reasons	Medical emergency exemption	Limited English proficiency prior to assessment	LEP take the regular reading/language assessment	Include LEP children in perf. and acct. reporting	Assessment Comments
Alabama	11	✓			✓		✓	✓	✓	✓	LEP students with disabilities may choose to participate in the regular reading/language arts assessments. However, LEP students during his/her first 12 months of enrollment in U.S. schools are not required to participate in the reading test(s) of the Alabama Reading and Mathematics Test+ (ARMT+ ), EXPLORE, PLAN, or the Alabama Alternate Assessment (AAA). These students may defer the reading test of the Alabama High School Graduation Exam (AHSGE) until the first administration of the next school year and the language test until the next administration. LEP students must participate in any End-of-Course assessments for which they are enrolled in and receiving course credit. Also, these LEP students are required to take ACCESS for ELLs or Alternate ACCESS for ELLs whether or not they participate in a reading assessment. Participation in ACCESS for ELLs or Alternate ACCESS for ELLs satisfies the reading participation requirement for accountability purposes for those students in their first 12 months of enrollment in a U.S. school who do not participate in the regular reading/language arts assessments.
Alaska	10	✓	✓		✓	✓	✓	✓	✓	✓	Districts can choose to opt the child out for AYP purposes or not.

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State	Grade HS assessment administered	Reasons not assessed: invalid results	Reasons not assessed: out-of-level test	Reasons not assessed: parental opt out	Reasons not assessed: absent	Reasons not assessed: other reasons	Medical emergency exemption	Limited English proficiency prior to assessment	LEP take the regular reading/language assessment	Include LEP children in perf. and acct. reporting	Assessment Comments
American Samoa	10	✓	✓	✓	✓	✓	✓	✓	✓	✓	Although American Samoa is a US territory; it is totally a different environment based on the LEP question and its timeline. Students in AS live here and they are LEP because their first language is Samoan. Please consider that Pacific outlying islands have their own first language and English is their second language.
Arizona	10	✓			✓			✓	✓		In Arizona, all students must be tested if they are enrolled in a public school. Arizona does not have preset conditions for a student to not take an assessment. However, Arizona does collect and federally report data on students who had invalid test scores and also those who were absent on the day of the assessment. Further, while significant medical emergency is not permitted as an exemption, students with a significant medical emergency can be appealed out for AYP during the AYP appeals process. Finally, while all LEP students are required to participate in assessments, LEP students who have been in the United States for less than one year are exempted in the performance part of AYP.
Arkansas	11				✓	✓	✓	✓	✓		Grade levels for HS Math could include students from 7th through 12th grade; most students are 9th and 10th grade (algebra and geometry). HS Literacy is given in 11th grade. LEP CWD would be included in AYP for Math Assessment but not for Reading.



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State	Grade HS assessment administered	Reasons not assessed: invalid results	Reasons not assessed: out-of-level test	Reasons not assessed: parental opt out	Reasons not assessed: absent	Reasons not assessed: other reasons	Medical emergency exemption	Limited English proficiency prior to assessment	LEP take the regular reading/language assessment	Include LEP children in perf. and acct. reporting	Assessment Comments
Bureau of Indian Affairs	10	✓	✓	✓	✓	✓	✓		✓	✓	BIE does not serve migrant children or non-Indians generally. Through SY2010-11, BIE-funded schools administer assessments to high school students based on the requirements of each of the state in which each school respectively is located. This is typically Grade 10, but also includes Grade 9 in some states and Grade 11 in others.
California	10			✓			✓	✓	✓		
Colorado	10	✓						✓	✓	✓	Children who are LEP with disabilities are included in accountability reporting if they are not expelled and are not new to their school after October 1. State law requires all students participate in state assessments. Some students may not count towards participation if the assessment was invalidated or the student is absent during the entire test window.
Connecticut	10					✓	✓	✓	✓	✓	
Delaware	10				✓	✓	✓	✓		✓	
District of Columbia	10					✓	✓	✓	✓	✓	Per our accountability workbook, students who have been in the US for less than 12 months may be exempted from the ELA/Reading portion of the DC CAS so long as they take the ACCESS for ELLs assessment the same spring as the DC CAS reading from which they have been exempted. If such a student does not take the ACCESS or the DC CAS, they are considered nonparticipants for reading/ELA. These students are included in reporting. If the n size of such a population is sufficiently low, their scores are not reported at a disaggregated level, per our reporting and accountability rules.

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State	Grade HS assessment administered	Reasons not assessed: invalid results	Reasons not assessed: out-of-level test	Reasons not assessed: parental opt out	Reasons not assessed: absent	Reasons not assessed: other reasons	Medical emergency exemption	Limited English proficiency prior to assessment	LEP take the regular reading/language assessment	Include LEP children in perf. and acct. reporting	Assessment Comments
Florida	9				✓	✓	✓	✓	✓	✓	High school assessment occur in both grades 9 and 10; Florida does not have exemptions except for medical emergencies and LEAs must submit a waiver request for those cases; decisions about LEP children with disabilities participation are made by the IEP/LEP committee,
Georgia	11	✓			✓		✓	✓	✓	✓	The Georgia Flexibility Waiver permits high school students to participate in End of Course Test at multiple grade levels.
Guam	9				✓		✓	✓	✓		LEP children with disabilities (IDEA) may take the regular assessment with or without accommodations as determined by their IEP Team. Guam DOE does not report performance and accountability reporting for all students for AYP purposes.
Hawaii	10	✓	✓	✓	✓	✓	✓	✓	✓	✓	All students are included in participation counts. For proficiency percentage purposes, the full academic year requirement is applied. Hawaii does not allow out of grade testing.
Idaho	10					✓	✓	✓			
Illinois	11	✓			✓		✓	✓		✓	
Indiana	10	✓	✓		✓	✓	✓	✓	✓	✓	
Iowa	11	✓		✓	✓	✓	✓	✓		✓	
Kansas	11			✓			✓	✓		✓	

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State	Grade HS assessment administered	Reasons not assessed: invalid results	Reasons not assessed: out-of-level test	Reasons not assessed: parental opt out	Reasons not assessed: absent	Reasons not assessed: other reasons	Medical emergency exemption	Limited English proficiency prior to assessment	LEP take the regular reading/language assessment	Include LEP children in perf. and acct. reporting	Assessment Comments
Kentucky	10	✓	✓	✓	✓	✓	✓	✓			Kentucky tests in grades 10-12 with different contents per grade. We chose the 10th grade only because there was not an option to choose more than one. All students are permitted to use the normal accommodations and participate. Of the options provided, Other is the most common selected. On the last question the use of the word "Shall" is problematic as it has specific meaning. The Reading test is not required but is allowed. The Math test is a requirement. LEP students are counted for participation but not for AYP.
Louisiana	10				✓	✓	✓	✓	✓		
Maine	11	✓			✓	✓	✓	✓	✓	✓	First year LEP student may take the ACCESS English Language Proficiency Assessment in place of the regular reading/language arts assessment.
Marshall Islands	10				✓		✓	✓	✓	✓	
Maryland	10	✓			✓	✓		✓			The state medical exemption was removed for 2014 but may be reinstated in 2015.
Massachusetts	10				✓	✓	✓	✓		✓	
Michigan	11	✓	✓	✓	✓	✓	✓	✓		✓	yes, only for participation if enrolled for less than full academic year
Micronesia	10	✓			✓	✓	✓		✓	✓	Our State doesn't not report students under LEP. However, our state assesses every student who is in the tested grades. Micronesia's nationwide assessment is standard-based designed to be administered to every student to determine their present level of understanding on math & language arts, regardless of the length of educational instructions they had received.

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State	Grade HS assessment administered	Reasons not assessed: invalid results	Reasons not assessed: out-of-level test	Reasons not assessed: parental opt out	Reasons not assessed: absent	Reasons not assessed: other reasons	Medical emergency exemption	Limited English proficiency prior to assessment	LEP take the regular reading/language assessment	Include LEP children in perf. and acct. reporting	Assessment Comments
Minnesota	10	✓	✓	✓	✓	✓	✓	✓	✓		
Mississippi	10	✓			✓		✓	✓	✓	✓	LEAs may request that these children be excluded from the AYP/AMO calculations.
Missouri	11	✓			✓	✓	✓	✓	✓		High school assessments are end-of-course exams which are taken at the time of course completion, which spans all high school grade levels.
Montana	10	✓	✓	✓	✓	✓	✓	✓			
Nebraska	11	✓		✓	✓	✓	✓	✓			
Nevada	11	✓					✓	✓	✓	✓	
New Hampshire	11					✓	✓	✓			LEP students are required to take the RLA assessment when they've been in the US for greater than 12 months prior to the test.
New Jersey	11	✓			✓		✓	✓	✓	✓	Juniors and Seniors are required to take the HSPA in Language Arts Literacy (LAL); however, children in other tested grades are exempt from taking the LAL portion of the general assessment.
New Mexico	11	✓	✓	✓	✓	✓	✓	✓			1. New Mexico administers high school assessments in grades 10 and 11. 2. Feb. 2012, NM was granted an ESEA flexibility waiver by the US Dept. of Education. NM's school growth targets (SGT) have replaced AMOS. 3. Additional conditions under which a student with a disability (IDEA) may not take the assessment in accordance with ESEA in your state include: students who tested using an unauthorized modification or accommodation; testing irregularity.
New York	12	✓			✓	✓	✓	✓			
North Carolina	10	✓			✓		✓	✓	✓	✓	The scores for first year LEP students who score below 4.0 on the state English/Language reading test are not included in proficiency.

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State	Grade HS assessment administered	Reasons not assessed: invalid results	Reasons not assessed: out-of-level test	Reasons not assessed: parental opt out	Reasons not assessed: absent	Reasons not assessed: other reasons	Medical emergency exemption	Limited English proficiency prior to assessment	LEP take the regular reading/language assessment	Include LEP children in perf. and acct. reporting	Assessment Comments
North Dakota	11	✓		✓		✓	✓	✓			
Northern Marianas	11				✓		✓	✓	✓	✓	
Ohio	10	✓		✓	✓	✓	✓	✓	✓		The test taken by these students is at the discretion of the district.
Oklahoma	10				✓		✓	✓		✓	
Oregon	11	✓		✓	✓	✓	✓	✓			First year LEP students with disabilities must take an English Language Proficiency Assessment (ELPA) instead of the regular reading/language arts assessment. They are included as participants in reading (ELPA) and math (regular or alternate assessment), but not for performance.
Palau	10				✓	✓	✓		✓	✓	Palau statewide assessment is administered to both grades 10 and 12. All Palauan students are English learners. English is our second language.
Pennsylvania	11			✓		✓	✓	✓		✓	Included in AYP for Math
Puerto Rico	11	✓	✓		✓	✓	✓	✓			
Rhode Island	11					✓	✓	✓			
South Carolina	10	✓	✓		✓	✓	✓	✓	✓		These LEP students may participate with or without accommodations as appropriate
South Dakota	11	✓	✓		✓	✓	✓	✓	✓	✓	If these LEP children take the annual test of English language proficiency (ACCESS), that constitutes participation for purposes of accountability for reading/language arts. They are still required to take the math assessment to indicate participation but the results of the math test are not used for achievement purposes.
Tennessee	10	✓			✓	✓	✓	✓	✓	✓	
Texas	10	✓	✓		✓	✓		✓			

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State	Grade HS assessment administered	Reasons not assessed: invalid results	Reasons not assessed: out-of-level test	Reasons not assessed: parental opt out	Reasons not assessed: absent	Reasons not assessed: other reasons	Medical emergency exemption	Limited English proficiency prior to assessment	LEP take the regular reading/language assessment	Include LEP children in perf. and acct. reporting	Assessment Comments
Utah	10				✓	✓	✓	✓			Utah Assessment Participation and Accommodations Policy 2010-11. Appendix G
Vermont	11				✓	✓	✓	✓			As a result of Vermont's adoption of the Common Core State Standards (CCSS) in English Language Arts, Mathematics, and the Next Generation Science Standards (NGSS), Vermont is currently transitioning to a new set of statewide assessments, including new alternate assessments. Instead of the Vermont Alternate Assessment Portfolio (VTAAP) option, Vermont will be implementing the Dynamic Learning Maps (DLM) alternate assessment beginning in the fall of 2014 in the content areas of reading and math. The Science VTAAP will continue to be administered until a new general science assessment is developed to measure the Next Generation Science Standards (NGSS). For the 2013-2014 school year, Vermont will administer the DLM field test which should result in participation but not assessment results this year.
Virgin Islands	11	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Virginia	11				✓	✓	✓	✓	✓	✓	SUPTS. MEMO NO. 248; December 1, 2006 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.
Washington	10	✓	✓	✓	✓	✓	✓	✓	✓	✓	

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State	Grade HS assessment administered	Reasons not assessed: invalid results	Reasons not assessed: out-of-level test	Reasons not assessed: parental opt out	Reasons not assessed: absent	Reasons not assessed: other reasons	Medical emergency exemption	Limited English proficiency prior to assessment	LEP take the regular reading/language assessment	Include LEP children in perf. and acct. reporting	Assessment Comments
West Virginia	11	✓		✓	✓		✓	✓	✓	✓	
Wisconsin	10			✓		✓		✓			The category "did not participate for other reasons" includes absenteeism, chronic truancy, medical emergency, family moves during test window, in U.S. less than 12 months (reading), invalid test scores. LEP students who have been in the U.S. less than 12 months are not required to take the reading assessment. LEP students who have been in the U.S. for less than 12 months may take the regular reading assessment. If LEP students who have been in the U.S. less than 12 months take the reading assessment, the results are included with the results for all other students who took the reading assessment.
Wyoming	11	✓	✓	✓	✓	✓	✓	✓	✓	✓	

## Appendix C

### 2013-14 Field Testing Status

<b>State</b>	<b>Grades</b>	<b>Assessment type(s)</b>	<b>Census or Sample</b>
California	Grades 3-8	Regular assessments	Census
Connecticut	All grades	Regular assessments	Census
Idaho	All grades	Regular and alternate assessments	Census
Illinois	All grades	Regular and alternate assessments	Sample
Iowa	All grades	Regular assessments (Reading/Language Arts only)	Sample
Maryland	All grades	Regular assessments	Sample
Massachusetts	All grades	Regular assessments	Sample
Mississippi	All grades	Alternate assessments	Sample
Montana	All grades	Regular assessments	Census
Nevada	All grades	Regular and alternate assessments	Sample
Oregon	All grades	Regular assessments	Sample
South Dakota	All grades	Regular and alternate assessments	Census
Vermont	All grades	Regular assessments	Sample
Washington	All grades	Regular assessments	Sample
Wyoming	All grades	Alternate assessments	Sample