

PART B ASSESSMENT DATA NOTES

2014-15 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 or other changes that data users may find notable or of interest in the data from the previous year.

Alabama

Although there were no students reported for grade level 10 in FS 185 (Math Performance) and FS 188 (Reading Performance), grade level HS reflects a total of 60 for Math and 68 for Reading for students with disabilities for “no valid score”, which is the total number of students not participating in the assessment for all reasons. These total counts include the number of students with disabilities (IDEA) who were reported as Medically Exempt for assessment in math and reading as reported in FS 004. (C185, C188, C004)

California

California received a waiver to conduct field testing for a new alternate assessment based on alternate achievement standards. Due to the field testing permitted values being removed from C185 and C188 for the SY 2014-15 assessment data submission, California reported students with disabilities as participating in the field test alternate assessment based on alternate achievement standards in files C185 and C188. However since this is a field test, California reported no performance data on the students with disabilities field tested on the alternate assessment based on alternate achievement standards in C175 and C178. (C175, C178, C185, C188)

Delaware

Delaware reports the number of students who sat for the Smarter Balanced assessment. Given the computer adaptive nature of the assessment, only students that complete at least 6 items are considered to have participated in the assessment and only those that have completed at least 60% of the assessment items available are provided with a valid score. (C175, C178)

Florida

Florida implemented new statewide Florida Standards Assessments in English Language Arts (ELA) and Mathematics in 2015. To set achievement levels, these new assessments required a rigorous standard-setting process that included recommendations from educators, local educational agencies (LEAs), and business and community leaders, as well as a 90-day legislative review of the commissioner’s final recommendations based on stakeholder input. (C004)

Massachusetts

The reason Massachusetts reported a larger number of students in their participation files (N185) than were reflected in our assessment files (N175) is due to first year ELL students. The ELL students participate in the MCAS exams, but may not receive a valid score. This process helps to familiarize ELL students with the test. If the student receives a proficient score or better they receive a valid score; if they do not receive a proficient score, they are flagged as 1st year ELL students and considered as participating. The data reported matches the MCAS data reported on our Department's Profiles webpage. This explanation would also account for all of the discrepancies reported for ELL students in subgroups. (C175, C185)

Montana

The 2014-15 MT Smarter Balanced administration had technical problems. Some students listed as participants did not receive valid scores due to computer issues and are not included in this file. Due to computer issues with Measured Progress, our testing vendor, roughly 10% of the students who attempted to participate in the Smarter ELA assessment did not receive a valid score. (C175, C178, C185, C188)

North Carolina

Spec includes banked scores for student who took the assessment in 9th grade but we reported the results in the year they were in 10th grade, as required. (C175, C185)

Nebraska

In reference to files C175, C178, C185 and C188: A small discrepancy is found between the number participating in an assessment to those that received a valid score on the assessment at a particular grade level because some students are absent during the testing window, a parent chooses to not have their students take the assessment, or an accommodation is used that was not approved. (C175, C178, C185 C188)

New Hampshire

NH administered the Smarter Balance Assessment and PACE Assessment for the first time in SY 2014-2015. There was a smaller number of 4th grade students with disabilities who took the PACE regular assessment without accommodations but, due to an error in the administration of the test, achievement levels were not able to be determined. (C178, C188)