

IDEA PART B ASSESSMENT FOR SCHOOL YEAR 2014-2015

OSEP Data Documentation

June 2016

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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 EMAPS 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 Consolidated State Performance Report (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 CSPR.

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 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 assessments in mathematics for whom a proficiency level was assigned.
- DG584/C178 - The unduplicated number of students who completed the State assessments 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 assessments in mathematics.
- DG589/C188 - The unduplicated number of students enrolled during the period of the State assessments in reading/language arts.

This information is submitted to OSEP via ESS by the *EDFacts* 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 2014-2015 data to *EDFacts* no later than December 16, 2015. 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 *EDFacts* system after 8pm ET on April 13, 2016. 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 individualized education program (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 limited English proficient (LEP) students who have been in the U.S. less than 12 months in lieu of the reading/language arts assessment.

Grade level – Students should be 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.

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 as non-participants: 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 who took the assessment, received a valid score, and were assigned a proficiency level. (LEP students who, at the time of testing, were in the U.S. 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 standards appropriate to the student's grade level. 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 – Children having intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance (hereafter referred to as emotional disturbance); orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under IDEA according to an IEP. For purposes of this Assessment data collection, this population does not include children with disabilities 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 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 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.

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 the U.S. Department of Education (the Department). 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, OSEP 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 files 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 2014-2015 IDEA Part B Assessment File.

For the first edit check, OSEP 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.

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 mathematics 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.

Finally, there are situations in which additional information regarding the completeness of a State's data submission may lead OSEP to question the accuracy of the data. In these situations, OSEP may suppress the relevant counts from the public 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 part of the assessment data for the following States / entities:

- AS: Achievement data for multiple grade levels for reading and mathematics for the alternate assessment based on alternate standards was suppressed from the public file due to data quality concerns.
- DE: Participation and achievement data for multiple grade levels for reading for regular assessment without accommodation was suppressed from the public file due to data quality concerns.
- IN: Participation and achievement data for the HS grade level for mathematics for alternate assessment based on alternate standards and for reading for multiple assessment types was suppressed from the public due to data quality concerns.
- MH: Achievement data for multiple grade levels for reading and mathematics for multiple assessment types was suppressed from the public file due to data quality concerns.

- MT: Participation and achievement data for multiples grade levels for reading and mathematics for multiple assessment types was suppressed from the public file due to data quality concerns.
- MS: The number of students with disabilities reported as non-participants for multiple grade levels for reading was suppressed from the public file due to data quality concerns.
- NV: Participation and achievement data for all grade levels for reading and mathematics for all assessment types was suppressed from the public file due to data quality concerns.
- WY: The number of students with disabilities reported as non-participants for the HS grade level for reading was suppressed from the public file due to 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 using the public file.

4.0 File Structure

The following table provides the layout of the assessment file.

Number of Variables: 36

Extraction Date: The date the data were extracted from ED*Facts* 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.

Variable Name	Type
Year	Reference Year
State	State Name
Grade	The grade level the student was enrolled at the time of testing.

Variable Name	Type
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 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 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 achievement 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

Variable Name	Type
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
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

Variable Name	Type
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 Reading

5.0 Guidance for Using these Data - FAQs

1. Which students are reported?

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

- Both full academic year 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.

2. 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.

3. 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.

4. 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.

5. 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?”)

6. Who is considered to have a significant medical emergency?

Each State determines what constitutes a significant medical emergency¹.

7. 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.

¹ 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>.

8. 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.

9. What are the permitted values for States to report participation status in Mathematics (MATH) and Reading (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
- **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
- **PARTELP** - Participated – English language proficiency assessment
- **MEDEXEMPT** - Medical exemption
- **NPART** - Did not participate

10. What are the permitted values for States to report assessments achievement status in Mathematics (MATH) and Reading (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

11. What about recently-arrived LEP students?

If a State's policy permits, recently-arrived LEP students² can take the English language proficiency assessment (ELP) in lieu of the reading/language arts assessment.

12. 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.

13. How do fall testing States report their SY 2014-2015 assessment data?

Fall testing States will report their fall 2014 data as SY 2014-2015 assessment data.

6.0 Privacy Protections Used

Beginning in August 2012, the Department 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 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 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 assess 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

² Recently-arrived LEP students are LEP students who have been in the U.S. for less than 12 months.

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.

These assessment 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. 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 applied 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) were replaced with a bottom-coding of " ≤ 3 ".

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

Appendix A

Date of the Last State Level Submission

State	File 004	File 175	File 178	File 185	File 188
ALABAMA	4/13/2016	3/2/2016	4/13/2016	4/13/2016	4/13/2016
ALASKA	3/2/2016	2/9/2016	2/9/2016	2/9/2016	2/9/2016
AMERICAN SAMOA	4/13/2016	12/17/2015	12/17/2015	4/13/2016	4/13/2016
ARIZONA	3/2/2016	2/26/2016	2/26/2016	2/29/2016	2/29/2016
ARKANSAS	3/31/2016	4/4/2016	4/4/2016	2/3/2016	2/3/2016
BUREAU OF INDIAN EDUCATION	-	-	-	-	-
CALIFORNIA	4/5/2016	2/26/2016	2/26/2016	2/26/2016	2/26/2016
COLORADO	2/4/2016	12/14/2015	2/4/2016	1/19/2016	1/20/2016
CONNECTICUT	1/25/2016	1/25/2016	1/25/2016	1/25/2016	1/25/2016
DELAWARE	3/15/2016	1/14/2016	1/15/2016	3/16/2016	3/16/2016
DISTRICT OF COLUMBIA	4/13/2016	4/13/2016	4/13/2016	4/13/2016	4/13/2016
FEDERATED STATES OF MICRONESIA	11/26/2015	11/26/2015	12/14/2015	11/26/2015	11/26/2015
FLORIDA	4/5/2016	2/25/2016	4/5/2016	2/25/2016	2/25/2016
GEORGIA	1/28/2016	4/12/2016	4/12/2016	4/12/2016	4/12/2016
GUAM	12/14/2015	3/1/2016	12/14/2015	12/14/2015	12/14/2015
HAWAII	12/15/2015	2/26/2016	2/26/2016	2/26/2016	2/26/2016
IDAHO	12/10/2015	2/26/2016	2/26/2016	12/10/2015	12/16/2015
ILLINOIS	3/2/2016	3/4/2016	3/4/2016	3/4/2016	3/4/2016
INDIANA	4/6/2016	2/19/2016	2/19/2016	4/6/2016	4/6/2016
IOWA	12/8/2015	12/14/2015	12/14/2015	12/14/2015	12/14/2015
KANSAS	3/24/2016	3/17/2016	3/17/2016	2/23/2016	2/23/2016
KENTUCKY	2/8/2016	2/5/2016	2/8/2016	2/15/2016	2/15/2016
LOUISIANA	4/12/2016	3/2/2016	3/2/2016	3/2/2016	3/2/2016
MAINE	2/12/2016	12/15/2015	12/15/2015	12/15/2015	12/15/2015
MARYLAND	2/2/2016	1/21/2016	1/21/2016	1/21/2016	1/21/2016
MASSACHUSETTS	12/11/2015	12/8/2015	12/8/2015	12/9/2015	12/10/2015
MICHIGAN	1/25/2016	1/15/2016	1/15/2016	1/19/2016	1/19/2016
MINNESOTA	12/1/2015	12/4/2015	12/4/2015	12/4/2015	12/4/2015
MISSISSIPPI	4/13/2016	4/13/2016	4/13/2016	4/13/2016	4/13/2016
MISSOURI	3/2/2016	2/8/2016	2/8/2016	2/8/2016	12/15/2015
MONTANA	2/10/2016	2/5/2016	2/5/2016	2/23/2016	2/23/2016
NEBRASKA	12/10/2015	12/3/2015	12/3/2015	12/4/2015	12/4/2015
NEVADA	12/4/2015	12/1/2015	12/1/2015	12/3/2015	12/3/2015
NEW HAMPSHIRE	12/21/2015	12/21/2015	12/21/2015	12/21/2015	12/21/2015

State	File 004	File 175	File 178	File 185	File 188
NEW JERSEY	4/13/2016	4/12/2016	4/12/2016	4/12/2016	4/12/2016
NEW MEXICO	3/2/2016	3/2/2016	3/2/2016	4/11/2016	4/11/2016
NEW YORK	3/3/2016	3/2/2016	4/7/2016	3/3/2016	3/3/2016
NORTH CAROLINA	11/10/2015	11/30/2015	11/30/2015	11/30/2015	11/30/2015
NORTH DAKOTA	4/6/2016	3/22/2016	3/22/2016	4/1/2016	4/1/2016
NORTHERN MARIANAS	12/9/2015	2/2/2016	2/2/2016	12/9/2015	12/9/2015
OHIO	4/8/2016	4/8/2016	4/8/2016	4/8/2016	4/8/2016
OKLAHOMA	3/25/2016	2/29/2016	2/29/2016	2/29/2016	3/2/2016
OREGON	12/11/2015	12/11/2015	12/11/2015	12/11/2015	12/11/2015
PENNSYLVANIA	2/16/2016	11/19/2015	11/4/2015	2/16/2016	2/16/2016
PUERTO RICO	4/7/2016	10/7/2015	3/1/2016	10/23/2015	10/23/2015
REPUBLIC OF PALAU	12/10/2015	12/14/2015	12/14/2015	12/14/2015	12/14/2015
REPUBLIC OF THE MARSHALL ISLANDS	12/16/2015	12/16/2015	12/16/2015	12/16/2015	12/16/2015
RHODE ISLAND	4/12/2016	4/7/2016	4/6/2016	4/6/2016	4/6/2016
SOUTH CAROLINA	3/21/2016	2/24/2016	2/24/2016	2/24/2016	2/24/2016
SOUTH DAKOTA	2/26/2016	2/26/2016	2/26/2016	2/26/2016	2/24/2016
TENNESSEE	2/9/2016	12/12/2015	12/11/2015	12/10/2015	12/11/2015
TEXAS	12/16/2015	11/4/2015	11/4/2015	2/10/2016	2/10/2016
UTAH	12/16/2015	3/2/2016	3/2/2016	3/2/2016	3/2/2016
VERMONT	3/2/2016	3/11/2016	3/11/2016	3/11/2016	3/11/2016
VIRGIN ISLANDS	12/16/2015	12/18/2015	12/18/2015	12/18/2015	12/18/2015
VIRGINIA	4/7/2016	11/23/2015	4/5/2016	2/23/2016	2/23/2016
WASHINGTON	12/11/2015	2/12/2016	2/12/2016	2/12/2016	12/8/2015
WEST VIRGINIA	11/27/2015	4/11/2016	4/11/2016	4/8/2016	4/8/2016
WISCONSIN	3/2/2016	3/23/2016	3/23/2016	4/13/2016	4/12/2016
WYOMING	12/8/2015	4/11/2016	4/11/2016	4/11/2016	4/11/2016

- Data not submitted

Appendix B

State Metadata Survey Responses – Reasons Not Assessed

State	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	Assessment Comments
Alabama	✓			✓		✓	✓	Children with disabilities (IDEA) who were LEP and who were in the U.S. less than 12 months prior to the reading/language arts state assessment can take either ACCESS for ELLs or Alternate Assessment ACCESS for ELLs.
Alaska	✓			✓	✓	✓	✓	
American Samoa	✓	✓	✓	✓	✓	✓		
Arizona	✓			✓				All students take the state assessment.
Arkansas				✓	✓	✓	✓	
Bureau of Indian Education		✓	✓	✓	✓	✓		
California			✓		✓	✓	✓	
Colorado	✓					✓	✓	
Connecticut	✓			✓		✓		All children who are limited English proficient must take the English language proficient (ELP) assessment. Those that are in the country less than 12 months are exempt from taking statewide reading/language arts assessments. However, the ELP scores for these children are not used in lieu of the regular reading/language arts assessment scores for accountability reporting.

State	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	Assessment Comments
Delaware	✓	✓			✓	✓	✓	These students take the Access test.
District of Columbia					✓	✓	✓	
Federated States of Micronesia	✓			✓	✓	✓	✓	Micronesia currently does not have a English language proficient assessment. English is a second language for all our students. Every student in our school system, regardless of how long they are in the system, is required to participate in our standard-based assessment known as FSM National Minimum Competency Test.
Florida				✓	✓	✓	✓	In Florida, it is not based on when they enter the U.S., but when they enroll in the U.S.
Georgia	✓	✓		✓		✓	✓	
Guam	✓			✓		✓		All GDOE students, with and without disabilities, are required to take a district-wide Reading/Language Arts assessment.
Hawaii	✓	✓	✓	✓	✓	✓	✓	
Idaho					✓	✓	✓	
Illinois	✓				✓	✓	✓	Students with disabilities who are limited English proficient and who are in the U.S. less than 12 months prior to state assessment are not required to take the state assessment.
Indiana	✓			✓	✓	✓	✓	
Iowa	✓		✓	✓	✓	✓	✓	
Kansas	✓	✓	✓	✓	✓	✓	✓	

State	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	Assessment Comments
Kentucky	✓				✓	✓		
Louisiana				✓	✓	✓		
Maine					✓	✓	✓	
Maryland	✓				✓		✓	
Massachusetts				✓	✓	✓	✓	
Michigan	✓	✓	✓	✓	✓	✓	✓	
Minnesota	✓	✓	✓	✓	✓	✓	✓	
Mississippi	✓			✓		✓		
Missouri	✓			✓	✓	✓	✓	
Montana	✓	✓	✓	✓	✓	✓	✓	
Nebraska	✓		✓	✓	✓	✓	✓	
Nevada	✓					✓		All EL students, except those who qualify to take the NAA, take the state content assessments; for those who are in their first year in country, their results are not aggregated for accountability.
New Hampshire					✓	✓	✓	
New Jersey	✓			✓	✓	✓		
New Mexico	✓	✓		✓	✓	✓	✓	
New York	✓			✓		✓	✓	
North Carolina	✓			✓		✓	✓	SBE policy GCS-C-021

State	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	Assessment Comments
North Dakota	✓		✓		✓	✓	✓	
Northern Marianas	✓			✓		✓		
Ohio	✓		✓	✓	✓	✓	✓	Children with disabilities who are limited English proficient and have been in the U.S. fewer than twelve months are permitted to take the OTELA in lieu of the Ohio Achievement Assessment; However, some of these students choose to take both assessments.
Oklahoma	✓			✓	✓	✓	✓	
Oregon	✓		✓	✓	✓	✓	✓	
Pennsylvania	✓		✓	✓	✓	✓	✓	
Puerto Rico	✓	✓		✓	✓	✓		
Republic of Marshall Islands				✓		✓		All students are limited English proficient in RMI. RMI does not administer an English language proficient (ELP) assessment. RMI is not required to report on ESEA.
Republic of Palau				✓	✓	✓		Selected "No" because there wasn't any other option but this question seems to be referring to students in the U.S. at the time of the assessment. Even though English is our second language, all students are required to take the regular reading/language arts assessment in our state. Palau does not implement ESEA.
Rhode Island				✓	✓	✓	✓	
South Carolina	✓			✓	✓	✓	✓	
South Dakota	✓	✓		✓	✓	✓	✓	

State	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	Assessment Comments
Tennessee	✓			✓	✓	✓		The ELP cannot be a substitute for the RLA achievement test, even for those students with disabilities who are LEP and have been in the U.S. less than 12 months prior to the administration of the assessment.
Texas	✓			✓	✓	✓	✓	
Utah				✓	✓	✓	✓	See Utah Participation and Accommodations Policy http://www.schools.utah.gov/sars/DOCS/assessment/1415utahaccommodations.aspx
Vermont				✓	✓	✓	✓	
Virgin Islands	✓	✓	✓	✓	✓	✓	✓	
Virginia				✓	✓	✓	✓	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	✓	✓	✓	✓	✓	✓		
West Virginia	✓		✓	✓		✓		The students are required to take the ELP assessment annually. However, it does not currently count for their regular reading/language arts assessment or an alternative assessment.
Wisconsin	✓		✓	✓	✓	✓	✓	
Wyoming	✓	✓	✓	✓	✓			

Appendix C

State Metadata Survey Responses – Assessment Change From Prior Year

State	Grade(s)	Assessment Type(s)	Change from prior year	Comparable to prior year
Alabama	ALL	Mathematics Alternate Assessments	Yes	Yes
Alaska	ALL	Mathematics Regular Assessments	Yes	Yes
Alaska	ALL	Mathematics Alternate Assessments	Yes	Yes
American Samoa	ALL	Mathematics Regular Assessments	Yes	Yes
Arizona	3-8	Mathematics Regular Assessments	Yes	Yes
Arizona	HS	Mathematics Regular Assessments	Yes	Yes
Arizona	3-8	Mathematics Alternate Assessments	Yes	Yes
Arizona	HS	Mathematics Alternate Assessments	Yes	Yes
Arkansas	ALL	Mathematics Regular Assessments	Yes	Yes
Arkansas	ALL	Mathematics Alternate Assessments	Yes	Yes
Bureau of Indian Education	ALL	Mathematics Regular Assessments	Yes	Yes
Bureau of Indian Education	ALL	Mathematics Alternate Assessments	Yes	Yes
California	ALL	Mathematics Regular Assessments	Yes	Yes
California	ALL	Mathematics Alternate Assessments	Yes	Yes
Colorado	ALL	Mathematics Regular Assessments	Yes	Yes
Colorado	3-8	Mathematics Alternate Assessments	Yes	Yes
Colorado	HS	Mathematics Alternate Assessments	Yes	Yes
Connecticut	ALL	Mathematics Regular Assessments	Yes	Yes
Connecticut	ALL	Mathematics Alternate Assessments	Yes	Yes
Delaware	ALL	Mathematics Regular Assessments	Yes	Yes
District of Columbia	ALL	Mathematics Regular Assessments	Yes	Yes
District of Columbia	ALL	Mathematics Alternate Assessments	Yes	Yes
Florida	3-8	Mathematics Regular Assessments	Yes	Yes
Florida	HS	Mathematics Regular Assessments	Yes	Yes
Georgia	3-8	Mathematics Regular Assessments	Yes	Yes

State	Grade(s)	Assessment Type(s)	Change from prior year	Comparable to prior year
Guam	ALL	Mathematics Regular Assessments	Yes	Yes
Guam	3-8	Mathematics Alternate Assessments	Yes	Yes
Guam	HS	Mathematics Alternate Assessments	No	Yes
Hawaii	3-8	Mathematics Regular Assessments	Yes	Yes
Hawaii	HS	Mathematics Regular Assessments	Yes	Yes
Hawaii	HS	Mathematics Alternate Assessments	Yes	Yes
Idaho	3-8	Mathematics Regular Assessments	Yes	Yes
Idaho	HS	Mathematics Regular Assessments	Yes	Yes
Idaho	ALL	Mathematics Alternate Assessments	Yes	Yes
Illinois	ALL	Mathematics Regular Assessments	Yes	Yes
Illinois	ALL	Mathematics Alternate Assessments	Yes	Yes
Indiana	ALL	Mathematics Regular Assessments	Yes	Yes
Indiana	ALL	Mathematics Alternate Assessments	Yes	Yes
Iowa	ALL	Mathematics Alternate Assessments	Yes	Yes
Kansas	ALL	Mathematics Regular Assessments	Yes	Yes
Kansas	ALL	Mathematics Alternate Assessments	Yes	Yes
Louisiana	3-8	Mathematics Alternate Assessments	Yes	Yes
Maine	ALL	Mathematics Regular Assessments	Yes	Yes
Maine	ALL	Mathematics Alternate Assessments	Yes	Yes
Maryland	3-8	Mathematics Regular Assessments	Yes	Yes
Maryland	HS	Mathematics Regular Assessments	No	Yes
Massachusetts	3-8	Mathematics Regular Assessments	Yes	Yes
Michigan	3-8	Mathematics Regular Assessments	Yes	Yes
Michigan	HS	Mathematics Regular Assessments	Yes	Yes
Michigan	3-8	Mathematics Alternate Assessments	Yes	Yes
Mississippi	3-8	Mathematics Regular Assessments	Yes	Yes
Mississippi	HS	Mathematics Regular Assessments	Yes	Yes
Mississippi	ALL	Mathematics Alternate Assessments	Yes	Yes
Missouri	3-8	Mathematics Regular Assessments	Yes	Yes

State	Grade(s)	Assessment Type(s)	Change from prior year	Comparable to prior year
Missouri	HS	Mathematics Regular Assessments	Yes	Yes
Missouri	3-8	Mathematics Alternate Assessments	Yes	Yes
Missouri	HS	Mathematics Alternate Assessments	Yes	Yes
Montana	ALL	Mathematics Alternate Assessments	Yes	Yes
New Hampshire	ALL	Mathematics Regular Assessments	Yes	Yes
New Hampshire	3-8	Mathematics Alternate Assessments	No	Yes
New Jersey	ALL	Mathematics Regular Assessments	Yes	Yes
New Jersey	ALL	Mathematics Alternate Assessments	Yes	Yes
New Mexico	3-8	Mathematics Regular Assessments	Yes	Yes
New Mexico	HS	Mathematics Regular Assessments	Yes	Yes
New Mexico	3-8	Mathematics Alternate Assessments	Yes	Yes
New Mexico	HS	Mathematics Alternate Assessments	Yes	Yes
North Dakota	ALL	Mathematics Regular Assessments	Yes	Yes
North Dakota	ALL	Mathematics Alternate Assessments	Yes	Yes
Northern Marianas	ALL	Mathematics Regular Assessments	Yes	Yes
Northern Marianas	3-8	Mathematics Alternate Assessments	Yes	Yes
Ohio	3-8	Mathematics Regular Assessments	Yes	Yes
Oregon	ALL	Mathematics Regular Assessments	Yes	Yes
Oregon	ALL	Mathematics Alternate Assessments	Yes	Yes
Pennsylvania	3-8	Mathematics Regular Assessments	Yes	Yes
Rhode Island	ALL	Mathematics Regular Assessments	Yes	Yes
Rhode Island	ALL	Mathematics Alternate Assessments	Yes	Yes
South Carolina	ALL	Mathematics Regular Assessments	Yes	Yes
South Carolina	3-8	Mathematics Alternate Assessments	Yes	Yes
South Carolina	HS	Mathematics Alternate Assessments	Yes	Yes
South Dakota	ALL	Mathematics Regular Assessments	Yes	Yes
South Dakota	ALL	Mathematics Alternate Assessments	Yes	Yes
Tennessee	3-8	Mathematics Alternate Assessments	Yes	Yes
Texas	ALL	Mathematics Alternate Assessments	Yes	Yes

State	Grade(s)	Assessment Type(s)	Change from prior year	Comparable to prior year
Vermont	3-8	Mathematics Regular Assessments	Yes	Yes
Vermont	ALL	Mathematics Alternate Assessments	Yes	Yes
Virgin Islands	ALL	Mathematics Regular Assessments	Yes	Yes
Virgin Islands	ALL	Mathematics Alternate Assessments	Yes	Yes
Virginia	ALL	Mathematics Alternate Assessments	Yes	Yes
Washington	ALL	Mathematics Regular Assessments	Yes	Yes
Washington	ALL	Mathematics Alternate Assessments	Yes	Yes
West Virginia	ALL	Mathematics Regular Assessments	Yes	Yes
West Virginia	ALL	Mathematics Alternate Assessments	Yes	Yes
Wisconsin	3-8	Mathematics Regular Assessments	Yes	Yes
Wisconsin	HS	Mathematics Regular Assessments	Yes	Yes
Wyoming	ALL	Mathematics Alternate Assessments	Yes	Yes

State	Grade(s)	Assessment Type(s)	Change from prior year	Comparable to prior year
Alabama	ALL	Reading Alternate Assessments	Yes	Yes
Alaska	ALL	Reading Regular Assessments	Yes	Yes
Alaska	ALL	Reading Alternate Assessments	Yes	Yes
American Samoa	3-8	Reading Regular Assessments	Yes	Yes
American Samoa	HS	Reading Regular Assessments	Yes	Yes
Arizona	3-8	Reading Regular Assessments	Yes	Yes
Arizona	HS	Reading Regular Assessments	Yes	Yes
Arizona	3-8	Reading Alternate Assessments	Yes	Yes
Arizona	HS	Reading Alternate Assessments	Yes	Yes
Arkansas	ALL	Reading Regular Assessments	Yes	Yes
Arkansas	ALL	Reading Alternate Assessments	Yes	Yes
Bureau of Indian Education	ALL	Reading Regular Assessments	Yes	Yes
Bureau of Indian Education	ALL	Reading Alternate Assessments	Yes	Yes
California	3-8	Reading Regular Assessments	Yes	Yes

State	Grade(s)	Assessment Type(s)	Change from prior year	Comparable to prior year
California	HS	Reading Regular Assessments	Yes	Yes
California	3-8	Reading Alternate Assessments	Yes	Yes
California	HS	Reading Alternate Assessments	Yes	Yes
Colorado	ALL	Reading Regular Assessments	Yes	Yes
Colorado	ALL	Reading Alternate Assessments	Yes	Yes
Connecticut	ALL	Reading Regular Assessments	Yes	Yes
Connecticut	ALL	Reading Alternate Assessments	Yes	Yes
Delaware	ALL	Reading Regular Assessments	Yes	Yes
District of Columbia	ALL	Reading Regular Assessments	Yes	Yes
District of Columbia	ALL	Reading Alternate Assessments	Yes	Yes
Florida	3-8	Reading Regular Assessments	Yes	Yes
Georgia	ALL	Reading Regular Assessments	Yes	Yes
Guam	ALL	Reading Regular Assessments	Yes	Yes
Guam	3-8	Reading Alternate Assessments	Yes	Yes
Guam	HS	Reading Alternate Assessments	No	Yes
Hawaii	ALL	Reading Regular Assessments	Yes	Yes
Hawaii	HS	Reading Alternate Assessments	Yes	Yes
Idaho	3-8	Reading Regular Assessments	Yes	Yes
Idaho	HS	Reading Regular Assessments	Yes	Yes
Idaho	ALL	Reading Alternate Assessments	Yes	Yes
Illinois	ALL	Reading Regular Assessments	Yes	Yes
Illinois	ALL	Reading Alternate Assessments	Yes	Yes
Indiana	ALL	Reading Regular Assessments	Yes	Yes
Indiana	ALL	Reading Alternate Assessments	Yes	Yes
Iowa	ALL	Reading Alternate Assessments	Yes	Yes
Kansas	ALL	Reading Regular Assessments	Yes	Yes
Kansas	ALL	Reading Alternate Assessments	Yes	Yes
Louisiana	3-8	Reading Alternate Assessments	Yes	Yes
Maine	ALL	Reading Regular Assessments	Yes	Yes

State	Grade(s)	Assessment Type(s)	Change from prior year	Comparable to prior year
Maine	ALL	Reading Alternate Assessments	Yes	Yes
Maryland	3-8	Reading Regular Assessments	Yes	Yes
Massachusetts	3-8	Reading Regular Assessments	Yes	Yes
Michigan	3-8	Reading Regular Assessments	Yes	Yes
Michigan	HS	Reading Regular Assessments	Yes	Yes
Michigan	3-8	Reading Alternate Assessments	Yes	Yes
Mississippi	3-8	Reading Regular Assessments	Yes	Yes
Mississippi	HS	Reading Regular Assessments	Yes	Yes
Mississippi	ALL	Reading Alternate Assessments	Yes	Yes
Missouri	3-8	Reading Regular Assessments	Yes	Yes
Missouri	HS	Reading Regular Assessments	Yes	Yes
Missouri	3-8	Reading Alternate Assessments	Yes	Yes
Missouri	HS	Reading Alternate Assessments	Yes	Yes
Montana	ALL	Reading Alternate Assessments	Yes	Yes
New Hampshire	ALL	Reading Regular Assessments	Yes	Yes
New Jersey	ALL	Reading Regular Assessments	Yes	Yes
New Jersey	ALL	Reading Alternate Assessments	Yes	Yes
New Mexico	3-8	Reading Regular Assessments	Yes	Yes
New Mexico	HS	Reading Regular Assessments	Yes	Yes
New Mexico	ALL	Reading Alternate Assessments	Yes	Yes
North Dakota	ALL	Reading Regular Assessments	Yes	Yes
North Dakota	ALL	Reading Alternate Assessments	Yes	Yes
Northern Marianas	3-8	Reading Regular Assessments	Yes	Yes
Northern Marianas	HS	Reading Regular Assessments	Yes	Yes
Northern Marianas	3-8	Reading Alternate Assessments	Yes	Yes
Ohio	3-8	Reading Regular Assessments	Yes	Yes
Oregon	ALL	Reading Regular Assessments	Yes	Yes
Oregon	ALL	Reading Alternate Assessments	Yes	Yes
Pennsylvania	3-8	Reading Regular Assessments	Yes	Yes

State	Grade(s)	Assessment Type(s)	Change from prior year	Comparable to prior year
Rhode Island	ALL	Reading Regular Assessments	Yes	Yes
Rhode Island	ALL	Reading Alternate Assessments	Yes	Yes
South Carolina	ALL	Reading Regular Assessments	Yes	Yes
South Carolina	3-8	Reading Alternate Assessments	Yes	Yes
South Carolina	HS	Reading Alternate Assessments	Yes	Yes
South Dakota	ALL	Reading Regular Assessments	Yes	Yes
South Dakota	ALL	Reading Alternate Assessments	Yes	Yes
Tennessee	3-8	Reading Alternate Assessments	Yes	Yes
Texas	ALL	Reading Alternate Assessments	Yes	Yes
Vermont	ALL	Reading Regular Assessments	Yes	Yes
Vermont	ALL	Reading Alternate Assessments	Yes	Yes
Virgin Islands	ALL	Reading Regular Assessments	Yes	Yes
Virgin Islands	ALL	Reading Alternate Assessments	Yes	Yes
Virginia	3-8	Reading Alternate Assessments	Yes	Yes
Virginia	HS	Reading Alternate Assessments	Yes	Yes
Washington	ALL	Reading Regular Assessments	Yes	Yes
Washington	ALL	Reading Alternate Assessments	Yes	Yes
West Virginia	ALL	Reading Regular Assessments	Yes	Yes
West Virginia	ALL	Reading Alternate Assessments	Yes	Yes
Wisconsin	3-8	Reading Regular Assessments	Yes	Yes
Wisconsin	HS	Reading Regular Assessments	Yes	Yes
Wisconsin	ALL	Reading Alternate Assessments	Yes	Yes