

Part B Assessment Data Notes

2015-16 Reporting Year

This document provides information or data notes on the ways in which States and entities collected and reported data differently from the Office of Special Education Programs (OSEP) data formats and instructions. In addition, the data notes provide explanations of substantial changes from previous year's submissions as well as other information that data users may find notable or of interest when reviewing and using these data.

Additional information and explanation related to the assessment data submitted via *EDFacts* for the purposes of the Consolidated State Performance Reports (CSPR) are available at the following link: [Consolidated State Performance Reports](#).

Alaska

On April 1, 2016, the Alaska Department of Education & Early Development (DEED) announced that the state's general and alternate assessments in English language arts, mathematics, and science had been canceled. This decision was made because of unexplained technology errors and repeated interruptions in computer-based testing following a construction accident that severed a fiber-optic cable. The technical failure was statewide, resulting in no valid, reliable, usable data in Alaska's 54 school districts.

DEED was able to calculate crude estimates of the count and percentage of students who were able to complete part or all of each of the three content assessments. The caveats with these estimates are:

The figures should not be interpreted as participation rates, and they should not be compared to published participation rates from prior years. After the assessments had been canceled, DEED canceled the data collection that is used to determine enrollment on the first day of testing, which serves as the denominator of the participation rate calculation. Also, since no assessments were scored, no achievement levels were assigned. Therefore, zero students actually participated in the 2015-2016 assessments.

1. DEED has no information about the extent to which students scheduled to take the paper-based version of the assessment may have completed the assessment. DEED only has access to data for students scheduled to take the computer-based version of the assessment.
2. DEED has no data on how many items students answered. Estimates of the count and percentage of students who were able to complete part or all of each of the three content assessments are based on the test status from the vendor's assessment portal.
3. DEED has no data on students scheduled to take the alternate assessment.

Using unaudited data from the vendor's assessment portal:

- 7.8 percent of the students scheduled to take the mathematics content assessment completed at least one of the four stages, and 5.0 percent of the students scheduled to take the mathematics content assessment completed all four stages.

- 13.8 percent of the students scheduled to take the English language arts content assessment completed at least one of the four stages, and 8.2 percent of the students scheduled to take the English language arts content assessment completed all four stages.

Delaware

DOE for the SY 2014-2015 previously had a different method to count participation for all students completing state assessments. The count for 2015 includes students who did not receive a valid score for performance but were counted in participation. These counts cannot be compared with SY 2016 data because participation rates are again based on only eligible students who successfully completed an assessment and received a valid score for performance. These counts truly reflect the participation rates for DOE.

Florida

The achievement/proficiency data for Reading/Language Arts and Mathematics for all reported grades will not be available until after the state board approves new achievement levels for the new alternate assessment in May 2017.

Florida includes all students who participate in statewide testing, even those who are taking a legacy test or retaking a grade level test in the fall due to previous retention in order to meet graduation requirements. These data are not included in Florida's school grades system or in the proficiency file.

Indiana

The data reported for ISTAR, Indiana's alternate assessment, reflects the anticipated results from ISTAR for 2015-16 and are consistent with Indiana's pattern of data collection. The data for 2015-16 cannot be reported as cut scores for the new assessment were not able to be achieved for this school year. Indiana's Alternate Assessment took place, students were tested, but students were not graded and no proficiency levels were assigned. These students are included in the number of students enrolled but not in the number of students participating.

Children with disabilities (IDEA): Indiana's Alternate Assessment Based on Alternate Achievement Standards (ALTASSALTACH) assessment took place, students were tested but student were not graded so no proficiency levels were assigned. These students are included in #Student Enrolled but not in #Students Participating.

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 first year 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.

Montana

Montana has not yet identified performance levels for the ACT assessment. We plan to do so as soon as possible. We have reported the 11th grade students taking the ACT as participants, but no proficiency level data is available.

Montana switched the 11th grade assessment from the SBAC to the ACT for school year 2015-2016. Montana has not yet identified performance levels for the ACT assessment.

Most (95 percent) of the 11th grade students participated in the ACT assessment and were reported as participants with no performance level.

In addition, with the transition to the SBAC test for Grades 3-8, which has a multiplicity of universal supports as well as accommodations, we began to use only those pieces that the SBAC assessment labeled "accommodations" instead of mirroring what were defined as "accommodations" on the previous assessment. This resulted in a narrower definition of "accommodations," which resulted in fewer "accommodations" in the count.

The only 11th grade students who were assigned proficiency levels for the ELA and Math assessments were the students taking the alternate assessment (the Multi-State Alternate Assessments (MSAA)). The other 11th grade students participated in the ACT test, for which Montana does not at the current time have defined proficiency levels.

Nevada

Data submitted for 178 - Academic Achievement in Reading/Language Arts and 175 - Academic Achievement in Mathematics would only include the assessment results for the End of Course Assessment 1 in each academic area for Grades 9 – 10 and grades 3 – 8 would only include the scores on the Nevada Criterion Reference Test and would be aligned with the participation results as reported in 188 - Assessment Participation in Reading/Language Arts and 185 - Assessment Participation in Math.

North Dakota

The state of North Dakota does not use the "Modified Achievement Standards Assessment" in its alternate assessment submission for students, so zeroes are accurate.

Northern Marianas

As an outlying area, CNMI does not report to the Department under ESEA Title 1.

Republic of the Marshall Islands

The Republic of the Marshall Islands is not required to implement ESEA.

Republic of Palau

Palau is not required to implement ESEA.

Tennessee

No students with disabilities in grades 3-8 were reported as taking an assessment and receiving a valid score because Tennessee cancelled testing in 2015-16 for students in grades 3-8 scheduled to take regular math assessments with and without accommodations due to technical challenges in test administration.

Vermont

Vermont's Assessment, Smarter Balanced, does not identify students who were assessed using accommodations. Therefore, all students who took the regular assessment are reported in the REGASSWOACC category.