

2007-08 Assessment Data Collection

OSEP's Overlapping Part B and Part C
IDEA Data Meetings

June 10, 2008

Training Components

- Regulatory foundation
- Data collection requirements
- FAQ's
- Additional resources

Regulatory Requirements IDEA

Requires that:

all children with disabilities be included in all general State and district wide assessment programs...with appropriate accommodations and alternate assessments where necessary, as indicated in their IEPs. **(300.160(a))**

State Public Reporting Requirements.....

- Participation of SWD in general (regular) assessments
- Participation of SWD provided accommodations to participate in general assessments
- Participation of SWD in alternate assessments (on grade-level, alternate or modified academic achievement standards)
- Performance of SWD on general assessments and on alternate assessments

(300.160(f))

Public Reporting Issues

- State Report Cards
- District Report Cards
- District Profiles
- State Websites



Reporting Assessment Data in Table 6

Table 6 Data Collection Requirements

For all students with IEPs in the grades assessed:

- Enrollment data
- Participation data
- Performance data

Enrollment data is Reported By:

- Content Area (Reading and Math)
- Grade

Enrollment (Section A Math, and Section D, Reading)

Report number of:

- Students with IEPs enrolled in the grades assessed
- All students enrolled in the grades assessed

Enrollment numbers should be obtained on a date as close as possible to the testing date

Enrollment and Table 6 Reporting

Account for all students with IEPs reported in column 1. The total number in column 1 should equal the sum of:

1. Column 3 (#students participating in general assessments),
2. Column 4 (#students participating in alternate assessments), and
3. Columns 5 through 9 (#non-participating students).

Students with IEPs Enrolled in Private Schools

Students with IEPs publicly placed in private schools and corrections facilities must be included in Table 6 column 1.

Students with IEPs parentally placed in private schools or other facilities should not be included in Table 6 column 1.

(34 CFR 300.132(c))



Reporting Participation Data in Table 6

Participation

Participants are students who took an assessment and obtained a valid score.

Non participants are students who did not take an assessment, or took an assessment but did not obtain a valid score.

Participation (Sections B and E)

Report each student with an IEP in only 1 of 5 major assessment groupings:

- Regular assessment on grade level academic achievement standards
- Alternate assessment on grade level academic achievement standards
- Alternate assessment on modified academic achievement standards
- Alternate assessments on alternate academic achievement standards
- Non-participant

Participating Should Match # With IEPs enrolled

Ensure that the number reported in the participation section of Table 6 equals the number of students enrolled with IEPs.

General Assessments

Report:

Number participating in a general assessment on grade level academic achievement standards (column 3)

- Subset of column 3 taking the assessment with accommodations (column 3a)
- (for Reading only) Subset of column 3 who were LEP students enrolled in a US school <12 months whose score on an English Language Proficiency Test substituted for the score obtained on a general reading assessment (column 3b)

Alternate Assessments

Report: Number participating in any alternate assessment (column 4) and:

- Subset of 4 participating in an alternate assessment on grade level academic achievement standards (column 4a)
- Subset of 4 participating in an alternate assessment on modified academic achievement standards (column 4b)
- Subset of 4 participating in an alternate assessment on alternate academic achievement standards (column 4c)

Students with LEP Status

- All students with IEPs who have LEP status must be included in Table 6 reporting.
- If a student with IEP and LEP status has been enrolled in a US school for less than 12 months, the State may administer a substitute English Language Proficiency (ELP) assessment in place of the general assessment, to the student.

Students with LEP Status

- Both reading and math participation and performance should be reported for all LEP students with IEPs.
- If an LEP student enrolled in a US school for less than 12 months took a substitute ELP assessment in place of the general reading assessment, report this in Column 3b.

Non-Participants

In columns B5 and B9, report by grade level, the number of students with IEPs who:

- Obtained invalid scores
- Took an out-of-grade-level assessment
- Parental exemptions
- Were not assessed due to absence
- Were not assessed for other reasons*

*Provide a list of “other reasons” when reported in this column.



Reporting Performance Data in Table 6

Performance

Include students who took an assessment and received a valid score.

States must identify the lowest achievement level considered proficient (passing) under NCLB.

Performance (Sections C and F)

Report performance separately for:

- General on grade level academic achievement standards
- Alternate on grade level academic achievement standards
- Alternate on modified academic achievement standards
- Alternate on alternate academic achievement standards

Note: For each grade provide the name of the assessment

Achievement levels

- Defined by the State
- Must be the same as for NCLB
- Report the name of each achievement level
- Report the achievement levels from lowest to highest, left to right
- Report the name of the lowest achievement level considered proficient (passing).

More on Invalid Scores

Test scores may be invalidated when any of the following conditions occurred during assessment:

- Student received an accommodation or test modification not allowed by the State because it invalidated the construct being measured.
 - IEP Team has authority to provide an accommodation not approved by the state and that results in an invalid score.
- Student was not administered all sections of an assessment.
- A testing irregularity occurred and the student did not subsequently re-take the assessment.

Invalid Scores, Participation and Performance

- If a student did not receive a valid score, the student must be reported as a non-participant.
- Do not include the performance of non-participants in the performance sections.



Frequently Asked Questions (FAQs)

FAQ: We do not administer assessments to students with IEPs in every grade. Should we report the number of students with IEPs in every grade in column 1?

Answer: Report the number of students with IEPs only in the grades assessed (grades 3- 8 and one high school grade).

FAQ: If a student does not complete all items on a test, is the student's score invalid?

Answer: Not necessarily. The State should follow the plan for reporting assessment results described in the State's NCLB accountability workbook.

FAQ: We allow students who fail an assessment to retake it. How do we report this information?

Answer: The State should report only one score per student in a subject (the first, or a subsequent score). Follow the plan for reporting assessment results described in your State's NCLB accountability workbook.

FAQ: Why does it matter in which order my State reports achievement levels when reporting performance.

Answer: If States do not list achievement levels from highest to lowest, left to right, the data will be incorrectly analyzed.

FAQ: Why is it flagged as an error when we do not report assessment results for students enrolled less than a full academic year?

Answer: States must report participation and performance for all students with IEPs enrolled in the grades assessed, not just those enrolled for a full academic year.

FAQ: Why is an explanation required when reporting a zero in Column 3A (# students taking assessments with accommodations)?

Answer: This is a data validity check. If reporting a zero in 3A, States must explain why no students were provided accommodations.

States must provide accommodations for students with disabilities when needed to access an assessment.

Additional Resources

<http://www.IDEAdata.org>

IDEA regulations:

<http://idea.ed.gov/explore/view/p/%2Croot%2Cregs%2C>

NCLB regulations:

<http://www.ed.gov/policy/elsec/leg/esea02/index.html>

OESE website:

<http://www.ed.gov/about/offices/list/oese/index.html>



Questions?