

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF
STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS

2009-2010 SCHOOL YEAR

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1820-0659. The time required to complete this information collection is estimated to average 60 hours per SEA, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Special Education Programs, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202.

For States that have been approved for ED Facts-only submission, the State ED Facts Coordinators will submit these data as specified by OSEP via the ED Facts system. All other States must submit electronic versions of the completed data forms to OSEP's data contractor at IDEAData_PartB@westat.com. OSEP will provide electronic Data Transmission Spreadsheets (DTS) in Microsoft Excel format to facilitate this process. States that are approved to submit these data through ED Facts only are not required to use the DTS. Nevertheless, all States will receive the DTS as a courtesy as they may assist in preparing the data for submission.

Authorization: P.L. 108-446, § 618 (a)(3); 34 CFR §§300.640, 300.644, 300.645

Due Date: February 1, 2011

Sampling Allowed: No

General Instructions

1. For ALL students with IEPs, report their participation in and performance on state assessments. This includes students with IEPs who were not enrolled for a full academic year and students with IEPs with limited English proficiency (LEP).
2. Use the same reading and math assessments as for State reporting under ESEA.
 - Provide (in Sections C and F, as directed) the name of each assessment used.
3. Report students by (1) content area, (2) grade level (3) assessment type, and (4) academic achievement level.

Content areas for this report are the same as reported in the reading/language arts and math sections for ESEA.

Grade levels are the same as reported for **ESEA**:

- For reading and math, grades 3, 4, 5, 6, 7, and 8, plus once during high school (identify the high school grade in which the assessments are typically administered).
- Decision rules used to assign a grade level are the same as for purposes of **ESEA** reporting.

Academic achievement levels are the same levels that States use for reporting under **ESEA**.

- Provide (in Sections C and F, as directed) the name of each achievement level.
 - Indicate (in Sections C and F, as directed) the lowest achievement level considered proficient under **ESEA**.
4. No sampling is permitted for this data collection.
 5. In providing data for this collection, the State is to submit complete and unsuppressed data.

Selected 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.

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 assessment performance to OSEP/ED due to problems in the testing process and/or changes in testing materials that resulted in a

score deemed by the State to not yield a valid evaluation of a student's level of achievement on grade-level content.

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.

Guidance - To be classified as limited English proficient, an individual must be A, B, C, and D. For C, an individual can be i or ii or iii. If C-ii, the individual must be I and II. For D, an individual must be denied i or ii or iii.

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>.

ESEA 1% cap – A State and LEA may include for AYP calculations the proficient and advanced scores of students with disabilities assessed on alternate academic achievement standards provided the number of those scores does not exceed 1.0 percent of all students assessed in the respective grades specified.

ESEA 2% cap – A State and LEA may include for AYP calculations the proficient and advanced scores of students with disabilities assessed on modified academic achievement standards provided the number of those scores does not exceed 2.0 percent of all students assessed in the respective grades specified.

ESEA adjusted 2% cap - Under the final regulations on modified academic achievement standards (34 CFR §200.13(c)(3)), in calculating Adequate Yearly Progress (AYP), a State's number of proficient and advanced scores of students with disabilities based on the modified academic achievement standards described in 34 CFR §200.1(e)(1) may exceed 2.0 percent of all students assessed in the grades specified if the number of proficient and advanced scores from assessments based on the alternate academic achievement standards described in 34 CFR §200.1(d) is less than 1.0 percent, provided the number of proficient and advanced scores from assessments based on modified and alternate academic achievement standards combined does not exceed 3.0 percent of all students assessed in the grades specified.

Out of grade level test –An assessment taken at a grade level below which the student is currently enrolled. Note that out of level testing is not in accordance with ESEA, as specified in 34 CFR §200.1(b)(2). This data element is included in this collection only to ensure that all students with IEPs are fully accounted. States are expected to eliminate this practice as required by statute.

Parental opt out - 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, or supplement to, 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.

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).

Specific Instructions, Sections A (Math) and D (Reading): Enrollment

In Sections A and D, report enrollment information by grade level of the student, for grades 3 through 8.

In the final row of the grade level column, specify the high school grade at which the assessment is typically given across the state. The grade specified must be greater than 8 and less than or equal to 12. Note that, within each content area (reading or math), this specified grade level should remain constant across the report of enrollment, participation, and performance data.

In column 1, report the total number of *students with IEPs* who were enrolled in the grade at a date as close as possible to the testing date (please record this date at the top of the table in the space provided). This count should include students who were enrolled for a full academic year as well as students who were not enrolled for a full academic year. This count should also include all LEP students with IEPs.

In column 2, report the total number of students who were enrolled in the grade at a date as close as possible to the testing date. This count includes students with IEPs and students without IEPs.

Specific Instructions, Sections B (Math) and E (Reading): Participation

In Sections B and E, report participation information by grade level of the student, for grades 3 through 8.

In the final row of the grade level column, specify the high school grade at which the assessment is most typically given across the state. The grade specified must be greater than 8 and less than or equal to 12. Note that this specified grade level should be the same as that reported in the corresponding sections (Sections A and D) for enrollment data.

In column 3, for each grade level, report the number of students with IEPs who participated in the *regular assessment based on grade level academic achievement standards*. Do NOT include students whose assessment results were invalid, students who took an out-of-level assessment, students who participated in an alternate assessment, or LEP students with IEPs who had been in the United States less than 12 months and took the English Language Proficiency Test (ELP) test.

In column 3A, for each grade level, report the subset of students with IEPs who participated in a regular assessment based on grade level academic achievement standards with accommodations. This is a subset of column 3.

Column 3B applies only to Section E (Reading). In column 3B, for each grade level, report those LEP students with IEPs who, at the time of the reading assessment, had been in the United States for less than 12 months and took the English Language proficiency (ELP) test in place of, or as a supplement¹ to, the regular reading assessment. Column 3B applies only to Section E (Reading).

In column 4, for each grade level, report the number of students with IEPs who took an *alternate assessment*. Do NOT include students whose assessment results were invalid or students who took an out-of-level test.

The following subsets of column 4 are mutually exclusive:

In column 4A, for each grade level, report the subset of students who participated in an alternate assessment *based on grade level academic achievement standards*. This is a subset of column 4.

In column 4B, for each grade level, report the subset of students who participated in an alternate assessment *based on modified academic achievement standards*. This is a subset of column 4.

In column 4C, for each grade level, report the subset of students who participated in an alternate assessment *based on alternate academic achievement standards*. This is a subset of column 4.

LOGIC CHECK: The sum of columns 4A, 4B, and 4C must equal column 4. That is, all students who obtained a valid result on an alternate assessment took either an alternate assessment based on grade level academic achievement standards, an alternate assessment based on modified academic achievement standards, or an alternate assessment based on alternate academic achievement standards.

The following reporting categories (columns 5 – 10) are to be mutually exclusive. No student should be reported in more than one of the following categories:

¹ Students appropriately reported in column 3B should NOT be duplicated in either column 3 or 3A, even when the ELP is a supplement to the regular reading assessment

In column 5, for each grade level, report the number of students with IEPs whose regular or alternate assessment results were invalid. See the definition of *invalid results* above. (DO NOT INCLUDE here students who took an out of level test. Those are to be reported in column 6.)

In column 6, for each grade level, report the number of students with IEPs who took an out of level test.

In column 7, for each grade level, report the number of students with IEPs who did not take any assessment due to parental opt out.

In column 8, for each grade level, report the number of students with IEPs who did not take any assessment because they were absent for reasons other than applicable to columns 7, 9, or 10.

In column 9, for each grade level, report the number of students with IEPs who did not take any assessment for some other reason (e.g., students expelled or suspended). Report in a Data Note the number of students in this category by grade and reason.

Students reported in columns 5 through 9, above, are counted as *not participating in accordance with ESEA*.

In column 10, for each grade level, report the number of students with IEPs that did not participate in an assessment due to a significant medical emergency (as **defined** by the State).

LOGIC CHECK: Within each grade level, the sum of the numbers reported in columns 3 (students who took a regular assessment based on grade level academic achievement standards), 4 (students who participated in an alternate assessment), 5 (students whose assessment results were invalid), 6 (students who took an out of level assessment), 7 (parental opt outs), 8 (absent), 9 (did not participate for other reasons), and 10 (medical emergency) should equal the number of students with IEPs reported in column 1. That is,

Column 1 = column 3 + column 4 + column 5 + column 6 + column 7 + column 8 + column 9 + column 10

Note that subset columns 3A, 3B, 4A, 4B, and 4C are NOT added separately into this total.

If, because the date of the enrollment count is different from the test date, the number reported in column 1 is legitimately greater than or less than the sum of columns 3, 4, 5, 6, 7, 8, 9, and 10 provide an explanation for this discrepancy.

Specific Instructions, Sections C (Math) and F (Reading): Performance

In Sections C and F, report performance information by assessment type and grade level of the student, for grades 3 through 8.

In these sections, only students with IEPs who took an assessment in accordance with ESEA and obtained a valid score (i.e., students reported in Sections B and E columns 3 and 4) are to be reported by achievement level. (Note that the scores of LEP students who, at the time of the reading/language arts assessment, were in the United States for less than 12 months and took the English Language Proficiency (ELP) test in place of the regular reading/language arts assessment (reported in Column 3B) are not to be included in the performance section). Students who were accounted for in Sections B and E columns 5, 6, 7, 8, 9 and 10 should NOT be reported in this section.

In the final row of the grade level column, specify the high school grade at which the assessment is most typically given across the state. The grade specified must be greater than 8 and less than or equal to 12. The specified grade level should be the same as reported in the corresponding sections (Sections A/D and B/E) for enrollment and participation data, respectively.

For each grade level listed (in rows of table), enter the name of the assessment. This should be the same assessment used for **ESEA** reporting purposes. Beginning with the column immediately following the test name, enter the name of each achievement level used by your state.

Achievement level names must be entered from lowest to highest academic achievement level. In the first (left most) achievement column, enter the counts of students scoring in the lowest academic achievement level. In the second achievement column, enter the counts of students scoring in the next lowest academic achievement level. And so forth,... for each successive column until counts for your State's highest academic achievement level are entered. Do not leave blank columns between achievement levels. If your State uses fewer than six (6) achievement levels, leave blank only those Achievement Level columns to the right of your State's highest academic achievement level.

Column set 11A -- For each academic achievement level identified in column set 11A, and for each grade level listed, report the number of students with IEPs who participated in a regular assessment based on grade level academic achievement standards and obtained a valid score. Also report these students according to the State achievement level attained.

In the space provided just below the table, you are required to enter the name of the lowest academic achievement level that your State considers proficient on this assessment for purposes of AYP as reported under **ESEA**.

For each grade level listed, use the appropriate space in the column labeled '11A ROW TOTAL' (toward right-hand side of row) to enter the total count of students with valid scores from the regular assessment based on grade-level academic achievement standards. For any grade level listed (row), the sum of counts entered for each academic achievement level is expected to equal the Row Total.

- Do NOT include the scores of LEP students who, at the time of the reading assessment, were in the United States for *less than 12 months and took the English Language Proficiency (ELP) test in place of the regular reading assessment*. These students (reported in column 3B) are NOT to be reported within any of the listed Achievement Levels.
- Do NOT include the scores of students whose assessment results were invalid; those students (reported in column 5) are NOT to be reported within any of the listed Achievement Levels.
- Do NOT include the scores of students who took out of level tests (reported in column 6).

LOGIC CHECK: Within each grade level, the total number of students reported by State achievement level on the regular assessment (row total for 11A) must be equal to the number of students reported in column 3 (regular assessment at grade level) minus the LEP students who took an English Language Proficiency (ELP) test in place of the regular reading assessment (column 3B). That is:

11A achievement level A + level B + level C + ... level X = column 3 – column 3B

Column set 11B -- For each academic achievement level identified in column set 11B, and for each grade level listed, report the number of students with IEPs who participated in an alternate assessment based on grade level academic achievement standards and obtained a valid score. Also report these students according to the State achievement level attained.

In the space provided just below the table, you are required to enter the name of the lowest academic achievement level that your State considers proficient on this assessment for purposes of AYP as reported under **ESEA**.

For each grade level listed, use the appropriate space in the column labeled '11B ROW TOTAL' (toward right-hand side of row) to enter the total count of students with valid scores from the alternate assessment based on grade-level academic achievement standards. For any grade level listed (row), the sum of counts entered for each academic achievement level is expected to equal the Row Total.

- Do NOT include the scores of students whose alternate assessment was based on modified academic achievement standards (column 4B).
- Do NOT include the scores of students whose alternate assessment was based on alternate academic achievement standards (column 4C).
- Do NOT include the scores of students whose assessment results were invalid; those students (reported in column 5) are NOT to be reported within any of the listed Achievement Levels.
- Do NOT include the scores of students who took out-of-level tests (column 5).

LOGIC CHECK: Within each grade level, the total number of students reported by State achievement level on the alternate assessment based on grade level academic achievement standards (row total for 11B) must be equal to the number of students reported in column 4A (alternate assessment based on grade level academic achievement standards). That is:

11B achievement level A + level B + level C ... + level X = column 4A

Column set 11C -- For each academic achievement level identified in column set 11C, and for each grade level listed, report the number of students with IEPs who participated in an alternate assessment based on modified academic achievement standards and obtained a valid score. Also report these students according to the State achievement level attained.

In the space provided just below the table, you are required to enter the name of the lowest academic achievement level that your State considers proficient on this assessment for purposes of AYP as reported under **ESEA**.

For each grade level listed, use the appropriate space in the column labeled '11C ROW TOTAL' (toward right-hand side of row) to enter the total count of students with valid scores from the alternate assessment based on modified academic achievement standards. For any grade level listed (row), the sum of counts entered for each academic achievement level is expected to equal the Row Total.

In right-most column of column set 11C ('Students Included Within the **ESEA** 2% Cap'), for each grade level, enter the number of students with IEPs whose score of 'proficient' or 'advanced' on the alternate assessment based on modified academic achievement standards was counted as proficient for purposes of

AYP, under the ‘two percent’ provision. This entry represents a duplicate count, as the ‘Number of Students Included Within the **ESEA 2% Cap**’ entered here would be a subset of the ‘11C Row Total.’ See definitions for **ESEA 2% cap** and **Adjusted 2% cap**.

NOTE: If in 2007-08 your state exceeded the 2% cap (only allowed if the state did not include the maximum number of cases under the 1% cap), use your 2007-08 adjusted cap rather than 2% when determining the number of proficient and advanced scores based on modified academic achievement standards. Note that the combined percentage of students participating in alternate assessments based on modified AND alternate achievement standards whose scores are counted as proficient may not exceed 3%.

- Do NOT include the scores of students whose alternate assessment was based on grade level academic achievement standards (column 4A).
- Do NOT include the scores of students whose alternate assessment was based on alternate academic achievement standards (column 4C).
- Do NOT include the scores of students whose assessment results were invalid; those students (reported in column 5) are NOT to be reported within any of the listed Achievement Levels.
- Do NOT include the scores of students who took out-of-level tests (column 6).

LOGIC CHECK: Within each grade level, the total number of students reported by State achievement level on the alternate assessment based on modified academic achievement standards (row total for 11C) must be equal to the number of students reported in column 4B (alternate assessment based on modified academic achievement standards). That is:

11C achievement level A + level B + level C ... + level X = column 4B

Column set 11D -- For each academic achievement level identified in column set 11D, and for each grade level listed, report the number of students with IEPs who participated in an alternate assessment based on alternate academic achievement standards and obtained a valid score. Also report these students according to the State achievement level attained.

In the space provided just below the table, you are required to enter the name of the lowest academic achievement level that your State considers proficient on this assessment for purposes of AYP as reported under **ESEA**.

For each grade level listed, use the appropriate space in the column labeled ‘11D ROW TOTAL’ (toward right-hand side of row) to enter the total count of students with valid scores from the alternate assessment based on alternate academic achievement standards. For any grade level listed (row), the sum of counts entered for each academic achievement level is expected to equal the Row Total.

In right-most column of column set 11D (‘Students Included Within the **ESEA 1% Cap**’), for each grade level, enter the number of students with IEPs whose score of ‘proficient’ or ‘advanced’ on the alternate assessment based on alternate academic achievement standards was counted as proficient for purposes of AYP, under the ‘one percent’ provision. This entry represents a duplicate count, as the ‘Number of Students Included Within the **ESEA 1% Cap**’ entered here would be a subset of the ‘11D Row Total.’ See definition for **ESEA 1% cap**.

- Do NOT include the scores of students whose alternate assessment was based on grade level academic achievement standards (column 4A).
- Do NOT include the scores of students whose alternate assessment was based on modified academic achievement standards (column 4B).
- Do NOT include the scores of students whose assessment results were invalid; those students (reported in column 5) are NOT to be reported within any of the listed Achievement Levels.
- Do NOT include the scores of students who took out-of-level tests (column 6).

LOGIC CHECK: Within each grade level, the total number of students reported by State achievement level on the alternate assessment based on alternate academic achievement standards (row total for 11D) must be equal to the number of students reported in column 4C (alternate assessment based on alternate academic achievement standards). That is:

11D achievement level A + level B + level C ... + level X = column 4C

NOTE: DO NOT REPORT DATA ON PAGES 9 AND 18. THESE PAGES WILL BE CALCULATED BASED ON THE COUNTS REPORTED ON PREVIOUS PAGES. THESE PAGES ARE INCLUDED TO PROVIDE STATES WITH LOGIC CHECKS ON THEIR DATA.

ADDITIONAL LOGIC CHECKS:

Within each grade level listed, the total calculated for column 13 should equal the number of students with IEPs who were enrolled in the grade (column 1). If column 13 does not equal column 1, the State must provide an explanation for the difference.

In addition, within each grade level listed, the total calculated for column 13 should equal the sum of the numbers reported in columns 3 (students who participated in a regular assessment based on grade level academic achievement standards), 4 (students who participated in an alternate assessment), 5 (students whose assessment results were invalid), 6 (students who participated in an out of level assessment), 7 (parental opt outs), 8 (absent), 9 (did not participate for other reasons), and 10 (medical emergencies).

That is,

Column 1 = Column 13 = Column 3 + Column 4 + Column 5 + Column 6 + Column 7 + Column 8 + Column 9 + Column 10

TABLE 6
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2009-10

STATE: _____

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT¹

DATE OF ENROLLMENT COUNT: _____

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		
4		
5		
6		
7		
8		
HIGH SCHOOL (SPECIFY GRADE: _____)		

¹ At a date as close as possible to the State's **ESEA** testing window.

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO PARTICIPATED IN REGULAR ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS	
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMMODATIONS (3A)
3		
4		
5		
6		
7		
8		
HIGH SCHOOL (SPECIFY GRADE: _____)		

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO PARTICIPATED IN AN ALTERNATE ASSESSMENT			
	TOTAL (4)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON MODIFIED ACADEMIC ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (4C)
3				
4				
5				
6				
7				
8				
HIGH SCHOOL (SPECIFY GRADE: _____)				

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS NOT PARTICIPATING IN ACCORDANCE WITH ESEA					MEDICAL EMERGENCIES (10)
	STUDENTS WHOSE ASSESSMENT RESULTS WERE INVALID ¹ (5)	STUDENTS WHO TOOK AN OUT OF LEVEL TEST (6)	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT			
			PARENTAL OPT OUTS (7)	ABSENT (8)	DID NOT PARTICIPATE FOR OTHER REASONS ² (9)	
3						
4						
5						
6						
7						
8						
HIGH SCHOOL (SPECIFY GRADE: _____)						

¹Invalid results are assessment results that cannot be used for reporting assessment performance to OSEP/ED due to problems in the testing process and/or changes in testing materials that resulted in a score deemed by the State to not yield a valid evaluation of a student's level of achievement on grade-level content..

² In a separate listing, report the number of students who did not **participate in** an assessment for other reasons by grade and specific reason.

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

REGULAR ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (11A)								
GRADE LEVEL	TEST NAME	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	11A ROW TOTAL ¹
3								
4								
5								
6								
7								
8								
HIGH SCHOOL (SPECIFY GRADE: _____)								

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

¹ The total number of students reported by achievement level in 11A is to equal the number reported in column 3.

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (11B)								
GRADE LEVEL	TEST NAME	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	11B ROW TOTAL ¹
3								
4								
5								
6								
7								
8								
HIGH SCHOOL (SPECIFY GRADE: _____)								

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

¹ The total number of students reported by achievement level in 11B is to equal the number reported in column 4A.

STATE: _____

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON MODIFIED ACADEMIC ACHIEVEMENT STANDARDS (11C)									
GRADE LEVEL	TEST NAME	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	11C ROW TOTAL ¹	Number of Students Included Within the ESEA 2% Cap ^{2,3}
3									
4									
5									
6									
7									
8									
HIGH SCHOOL (SPECIFY GRADE: _____)									

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

¹ The total number of students reported by achievement level in 11C is to equal the number reported in column 4B.

² Include all students whose assessment counted as proficient because they fell within the ESEA 2 % cap.

³ Use 2% adjusted cap, in accordance with ESEA provisions, if applicable. See page 8 of attached instructions.

STATE: _____

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (11D)									
GRADE LEVEL	TEST NAME	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	11D ROW TOTAL ¹	Number of Students Included Within the ESEA 1% Cap ^{2,3}
3									
4									
5									
6									
7									
8									
HIGH SCHOOL (SPECIFY GRADE: _____)									

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

¹ Include all students whose assessment counted as proficient because they fell within the ESEA 1% cap.

² The total number of students reported by achievement level in 11D is to equal the number reported in column 4C.

STATE: _____

SECTION C. SUMMARY OF THE PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL REPORTED FOR COLUMN 11A (FROM PAGE 5) ¹	TOTAL REPORTED FOR COLUMN 11B (FROM PAGE 6) ¹	TOTAL REPORTED FOR COLUMN 11C (FROM PAGE 7) ¹	TOTAL REPORTED FOR COLUMN 11D (FROM PAGE 8) ¹	NO VALID SCORE ^{1,2} (12)	TOTAL ^{1,3} (13)
3						
4						
5						
6						
7						
8						
HIGH SCHOOL (SPECIFY GRADE: _____)						

¹states should not report data on this page. These data will be calculated from the reported data after the counts are submitted. Please review for errors.

² Column 12 is calculated by summing the numbers reported in column 5 plus column 6 plus column 7 plus column 8 plus column 9 plus column 10.

³ Column 13 should equal the number of students with IEPs reported in column 1 of Section A. If the number of students is not the same, provide an explanation. Column 13 should always equal the sum of the number of students reported in columns 3 plus column 4 plus column 5 plus column 6 plus column 7 plus column 8 plus column 9 plus column 10.

TABLE 6
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2009-10

STATE: _____

SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT¹

DATE OF ENROLLMENT COUNT: _____

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		
4		
5		
6		
7		
8		
HIGH SCHOOL (SPECIFY GRADE: _____)		

¹At a date as close as possible to the State's **ESEA** testing window.

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO PARTICIPATED IN REGULAR ASSESSMENT ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS		
	TOTAL (3)	SUBSET (OF 3) WHO PARTICIPATED IN THE ASSESSMENT WITH ACCOMMODATIONS (3A)	LEP STUDENTS IN US < 12 MONTHS WHOSE ENGLISH LANGUAGE PROFICIENCY (ELP) TEST REPLACED REGULAR READING ASSESSMENT (3B)
3			
4			
5			
6			
7			
8			
HIGH SCHOOL (SPECIFY GRADE: _____)			

¹ Report those LEP students who, at the time of the reading assessment, were in the United States for less than 12 months and participated **in** the English Language Proficiency (ELP) test in place of the regular reading assessment.

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO PARTICIPATED IN AN ALTERNATE ASSESSMENT			
	TOTAL (4)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON MODIFIED ACADEMIC ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (4C)
3				
4				
5				
6				
7				
8				
HIGH SCHOOL (SPECIFY GRADE: _____)				

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS NOT PARTICIPATING IN ACCORDANCE WITH ESEA					MEDICAL EMERGENCIES (10)
	STUDENTS WHOSE ASSESSMENT RESULTS WERE INVALID ¹ (5)	STUDENTS WHO TOOK AN OUT OF LEVEL TEST (6)	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT			
			PARENTAL OPT OUTS (7)	ABSENT (8)	DID NOT PARTICIPATE FOR OTHER REASONS ² (9)	
3						
4						
5						
6						
7						
8						
HIGH SCHOOL (SPECIFY GRADE: _____)						

¹Invalid results are assessment results that cannot be used for reporting assessment performance to OSEP/ED due to problems in the testing process and/or changes in testing materials that resulted in a score deemed by the State to not yield a valid evaluation of a student's level of achievement on grade-level content..

² In a separate listing, report the number of students who did not **participate in** an assessment for other reasons by grade and specific reason.

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

REGULAR ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (11A)								
GRADE LEVEL	TEST NAME	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	11A ROW TOTAL ¹
3								
4								
5								
6								
7								
8								
HIGH SCHOOL (SPECIFY GRADE: _____)								

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

¹ The total number of students reported by achievement level in 11A is to equal the number reported in column 3.

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (11B)								
GRADE LEVEL	TEST NAME	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	11B ROW TOTAL ¹
3								
4								
5								
6								
7								
8								
HIGH SCHOOL (SPECIFY GRADE: _____)								

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

¹ The total number of students reported by achievement level in 11B is to equal the number reported in column 4A.

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON MODIFIED ACADEMIC ACHIEVEMENT STANDARDS (11C)									
GRADE LEVEL	TEST NAME	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	11C ROW TOTAL ¹	Number of Students Included Within the ESEA 2% Cap ^{2,3}
3									
4									
5									
6									
7									
8									
HIGH SCHOOL (SPECIFY GRADE: _____)									

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

¹ The total number of students reported by achievement level in 11C is to equal the number reported in column 4B.

² Include all students whose assessment counted as proficient because they fell within the ESEA 2 % cap.

³ Use 2% adjusted cap, in accordance with ESEA provisions, if applicable. See page 8 of attached instructions.

STATE: _____

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (11D)									
GRADE LEVEL	TEST NAME	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	_____ Achievement Level	11D ROW TOTAL ¹	Number of Students Included Within the ESEA 1% Cap ^{2,3}
3									
4									
5									
6									
7									
8									
HIGH SCHOOL (SPECIFY GRADE: _____)									

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

¹ Include all students whose assessment counted as proficient because they fell within the ESEA 1% cap.

² The total number of students reported by achievement level in 11D is to equal the number reported in column 4C.

STATE: _____

SECTION F. SUMMARY OF THE PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL REPORTED FOR COLUMN 11A (FROM PAGE 13) ¹	TOTAL REPORTED FOR COLUMN 11B (ON PAGE 14) ¹	TOTAL REPORTED FOR COLUMN 11C (ON PAGE 15) ¹	TOTAL REPORTED FOR COLUMN 11D (ON PAGE 15) ¹	NO VALID SCORE ^{1,2} (12)	TOTAL ^{1,3} (13)
3						
4						
5						
6						
7						
8						
HIGH SCHOOL (SPECIFY GRADE: _____)						

¹ STATES SHOULD NOT REPORT DATA ON THIS PAGE. THESE DATA WILL BE CALCULATED FROM THE REPORTED DATA AFTER THE COUNTS ARE SUBMITTED. PLEASE REVIEW FOR ERRORS.

² Column 12 is calculated by summing the numbers reported in column 5 plus column 6 plus column 7 plus column 8 plus column 9 plus column 10.

³ Column 13 should equal the number of students with IEPs reported in column 1 of Section A. If the number of students is not the same, provide an explanation. Column 13 should always equal the sum of the number of students reported in columns 3 plus column 4 plus column 5 plus column 6 plus column 7 plus column 8 plus column 9 plus column 10.