

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Massachusetts

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT¹

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	X	X
4	12354	73930
5	X	X
6	13065	77610
7	X	X
8	13407	79596
HIGH SCHOOL (SPECIFY GRADE: __10__)	11345	75205

¹At a date as close as possible to the testing date.

* Massachusetts tests grades 4,6,8, and 10 in Mathematics.

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SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C)
3	X	X	X	X
4	11454	11241	N/A	72
5	X	X	X	X
6	12158	12080	N/A	3
7	X	X	X	X
8	12544	11593	N/A	13
HIGH SCHOOL (SPECIFY GRADE: ____10____)	10431	9474	N/A	329

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

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SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT		
	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)
3	N/A	N/A	N/A
4	N/A	N/A	N/A
5	N/A	N/A	N/A
6	N/A	N/A	N/A
7	N/A	N/A	N/A
8	N/A	N/A	N/A
HIGH SCHOOL (SPECIFY GRADE: ___10___)	N/A	N/A	N/A

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

* Massachusetts does not administer "out of grade level" assessments to students.

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

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5B)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ³ (5C)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ⁴ (5D)
3	X	X	X	X	X
4	805	38	756	0	11
5	X	X	X	X	X
6	842	24	816	0	2
7	X	X	X	X	X
8	729	20	707	0	2
HIGH SCHOOL (SPECIFY GRADE: _____10_____)	669	53	616	0	0

³ NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

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

GRADE LEVEL	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	PARENTAL EXEMPTIONS (6)	ABSENT (7)	NOT ASSESSED FOR OTHER REASONS ⁵ (8) *
3	X	X	X
4	N/A	20	75
5	X	X	X
6	N/A	17	48
7	X	X	X
8	N/A	57	77
HIGH SCHOOL (SPECIFY GRADE: <u>10</u>)	N/A	155	90

⁵ Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

*Students may receive a medical exemption or may receive an exemption if they first enrolled in a U.S. school after October 1. The student may receive an exemption if first enrolled after Oct 1 and cannot engage meaningfully in the MCAS process due to limited English proficiency.

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	Advanced Achievement Level ¹	Proficient Achievement Level	Needs Improvement Achievement Level	Warning* Achievement Level	Failing* Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9A ROW TOTAL ²
3		X	X	X	X	X					X
4		329	1505	5741	3807	X					11382
5		X	X	X	X	X					X
6		273	1056	3518	7308	X					12155
7		X	X	X	X	X					X
8		156	825	3343	8207	X					12531
HIGH SCHOOL (SPECIFY GRADE: 10)		471	1812	3914	X	3905					10102

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Proficient

¹ Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3C).

² The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.

*The lowest achievement level in grades 4, 6, and 8 is Warning. The lowest achievement level in grade 10 is Failing.

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

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Awareness Achievement Level ³	Emerging Achievement Level	Progressing Achievement Level	Incomplete Portfolio* Achievement Level	Proficient Achievement Level	Needs Improvement Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL ⁴
3		X	X	X	X	X	X				X
4		1	0	31	1	0	5				38
5		X	X	X	X	X	X				X
6		0	1	16	0	0	7				24
7		X	X	X	X	X	X				X
8		0	0	15	0	0	5				20
HIGH SCHOOL (SPECIFY GRADE: __10__)		0	0	45	2	2	4				53

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Progressing

³ Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

⁴ The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5D that includes students whose assessment scored on grade level standards was invalid.

* Portfolio Incomplete is a valid performance level on the Alternate Assessment. Students receive 25 points on the Proficiency Index used to calculate AYP.

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

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	Awareness Achievement Level ⁵	Emerging Achievement Level	Progressing Achievement Level	Incomplete Portfolio* Achievement Level	Proficient Achievement Level	Needs Improvement Achievement Level	Achievement Level	Achievement Level	Achievement Level	9C ROW TOTAL ⁶
3		X	X	X	X	X	X				X
4		21	116	568	51	0	0				756
5		X	X	X	X	X	X				X
6		32	106	627	51	0	0				816
7		X	X	X	X	X	X				X
8		22	97	539	49	0	0				707
HIGH SCHOOL (SPECIFY GRADE: __10__)		19	100	429	68	0	0				616

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Progressing

⁵ Include all students whose assessment counted in the lowest achievement level because of the NCLB cap plus all students who received a score but changes to the assessment invalidated their score.

⁶ The total number of students reported by achievement level in 9C is to equal the number reported in column 4 plus the number reported in column 5B minus the number reported in columns 4B and that portion of 5D that includes students whose alternate assessment scored on alternate standards was invalid.

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

GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 4)	TOTAL FOR COLUMN 9B (ON PAGE 5)	TOTAL FOR COLUMN 9C (ON PAGE 6)	NO VALID SCORE ⁷ (10)	TOTAL ⁸ (11)
3	X	X	X	X	X
4	11382	38	756	178	12354
5	X	X	X	X	X
6	12155	24	816	70	13065
7	X	X	X	X	X
8	12531	20	707	149	13407
HIGH SCHOOL (SPECIFY GRADE: ___10___)	10102	53	616	574	11345

⁷ The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

⁸ The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide an explanation.

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SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT¹

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	11758	74001
4	12354	73930
5	X	X
6	X	X
7	13224	78690
8	X	X
HIGH SCHOOL (SPECIFY GRADE: ___10___)	11343	75205

¹At a date as close as possible to the testing date.

*Massachusetts tests grade 3 in Reading and grades 4, 7 and 10 in English Language Arts.

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SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C)
3	10963	10511	N/A	1
4	11467	11843	N/A	115
5	X	X	X	X
6	X	X	X	X
7	12282	11875	N/A	170
8	X	X	X	X
HIGH SCHOOL (SPECIFY GRADE: ___10___)	10464	9677	N/A	482

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² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

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SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT		
	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)
3	N/A	N/A	N/A
4	N/A	N/A	N/A
5	N/A	N/A	N/A
6	N/A	N/A	N/A
7	N/A	N/A	N/A
8	N/A	N/A	N/A
HIGH SCHOOL (SPECIFY GRADE: ____10____)	N/A	N/A	N/A

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

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

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5B)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ³ (5C)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ⁴ (5D)
3	718	25	693	0	0
4	789	36	745	0	8
5	X	X	X	X	X
6	X	X	X	X	X
7	815	13	800	0	2
8	X	X	X	X	X
HIGH SCHOOL (SPECIFY GRADE: ____10____)	648	34	614	0	0

³ NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

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

GRADE LEVEL	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	PARENTAL EXEMPTIONS (6)	ABSENT (7)	NOT ASSESSED FOR OTHER REASONS ⁵ (8) *
3	N/A	25	52
4	N/A	9	89
5	X	X	X
6	X	X	X
7	N/A	35	92
8	X	X	X
HIGH SCHOOL (SPECIFY GRADE: ___10___)	N/A	112	119

⁵ Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

*Students may receive a medical exemption or may receive an exemption if they first enrolled in a U.S. school after October 1. The student may receive an exemption if first enrolled after Oct 1 and cannot engage meaningfully in the MCAS process due to limited English proficiency.

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	Advanced Achievement Level ¹	Proficient Achievement Level	Needs Improvement Achievement Level	Warning* Achievement Level	Failing* Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9A ROW TOTAL ²
3		0	3762	5305	1895	X					10962
4		166	2404	5903	2879	X					11352
5		X	X	X	X	X					X
6		X	X	X	X	X					X
7		68	3374	5990	2680	X					12112
8		X	X	X	X	X					X
HIGH SCHOOL (SPECIFY GRADE: <u>10</u>)		173	2114	4588	X	3107					9982

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Proficient

¹ Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3C).

² The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.

*The lowest achievement level in grades 4, 6, and 8 is Warning. The lowest achievement level in grade 10 is Failing.

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

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Awareness Achievement Level ³	Emerging Achievement Level	Progressing Achievement Level	Incomplete Portfolio* Achievement Level	Proficient Achievement Level	Needs Improvement Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL ⁴
3		0	0	16	0	0	9				25
4		0	1	28	2	0	5				36
5		X	X	X	X	X	X				X
6		X	X	X	X	X	X				X
7		0	0	11	1	0	1				13
8		X	X	X	X	X	X				X
HIGH SCHOOL (SPECIFY GRADE: ___10___)		0	1	24	6	1	2				34

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Progressing

³ Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

⁴ The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5D that includes students whose assessment scored on grade level standards was invalid.

* Portfolio Incomplete is a valid performance level on the Alternate Assessment. Students receive 25 points on the Proficiency Index used to calculate AYP.

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

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	Awareness Achievement Level ⁵	Emerging Achievement Level	Progressing Achievement Level	Incomplete Portfolio* Achievement Level	Proficient Achievement Level	Needs Improvement Achievement Level	Achievement Level	Achievement Level	Achievement Level	9C ROW TOTAL ⁶
3		28	53	587	25	0	0				693
4		18	106	558	63	0	0				745
5		X	X	X	X	X	X				X
6		X	X	X	X	X	X				X
7		19	93	622	66	0	0				800
8		X	X	X	X	X	X				X
HIGH SCHOOL (SPECIFY GRADE: ____10____)		12	87	431	84	0	0				614

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Progressing

⁵ Include all students whose assessment counted in the lowest achievement level because of the NCLB cap plus all students who received a score but changes to the assessment invalidated their score.

⁶ The total number of students reported by achievement level in 9C is to equal the number reported in column 4 plus the number reported in column 5B minus the number reported in columns 4B and that portion of 5D that includes students whose alternate assessment scored on alternate standards was invalid.

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GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 4)	TOTAL FOR COLUMN 9B (ON PAGE 5)	TOTAL FOR COLUMN 9C (ON PAGE 6)	NO VALID SCORE ⁷ (10)	TOTAL ⁸ (11)
3	10962	25	693	78	11758
4	11352	36	745	221	12354
5	X	X	X	X	X
6	X	X	X	X	X
7	12112	13	800	299	13224
8	X	X	X	X	X
HIGH SCHOOL (SPECIFY GRADE: ___10___)	9982	34	614	713	11343

⁷ The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

⁸ The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide an explanation.