

Did You Know?

READING & MATHEMATICS

Research Note No. 12 – May 2018

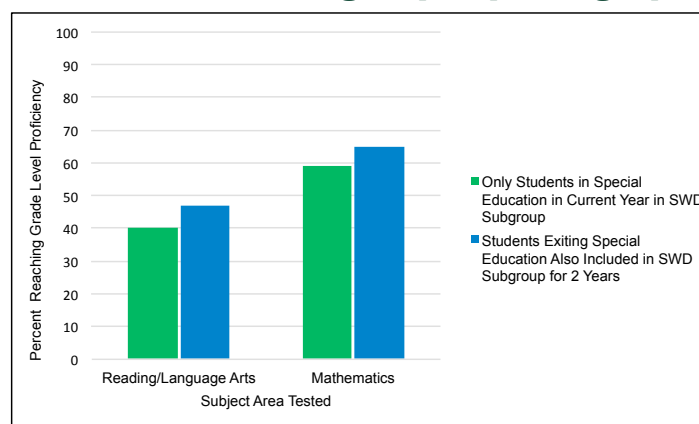
Allowing students to “count” in the students with disabilities subgroup (SWD) for two years after exiting special education increased the percent of students with disabilities reaching proficiency in reading and mathematics in about 85% of schools.¹

One dilemma in examining disaggregated achievement outcomes is how to report outcomes for subgroups where group membership may change as a result of achievement performance (e.g., SWD, English Language Learners). When higher achieving students are more likely to exit a subgroup and lower achieving students are more likely to remain or to enter the subgroup, results based on annual membership for the subgroup may be biased downward. **DYK #11** examined how this issue affected *student level* reports of achievement. This DYK examines how this issue affects *school level* reports.

The good news: When schools use a longer time horizon to track achievement outcomes for SWD, students who exit special education are better reflected in school accountability reports, giving “credit” to students and schools for SWD success.

The challenge ahead: Schools can gain a more nuanced view of how subgroups are faring by using multiple ways to disaggregate their achievement data, especially for subgroups where achievement can play a role in student subgroup membership.

School-level Mean Percent of the SWD Subgroup Meeting Grade Level Proficiency Standards Under Two Subgroup Reporting Options



- Federal regulations regarding how to comprise the SWD subgroup have varied across the past decade, sometimes allowing states the option of including students in the SWD subgroup for up to two years after they have exited special education.
- We examined the impact of two reporting alternatives on school-level achievement proficiency for the SWD subgroup in 1,111 elementary schools in one state.
- Although the results may differ depending on states' tests and grade level proficiency cut-points, this study illustrates the importance of decisions about how subgroups are comprised.

¹ For more information, see:

Murr, N. S. (2014). Examining options for disaggregation of achievement outcomes for students with disabilities under No Child Left Behind. <https://repository.lib.ncsu.edu/bitstream/handle/1840.16/9308/etd.pdf?sequence=2> or visit our website: www.ncaase.com.

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