Did You Know? MATHEMATICS

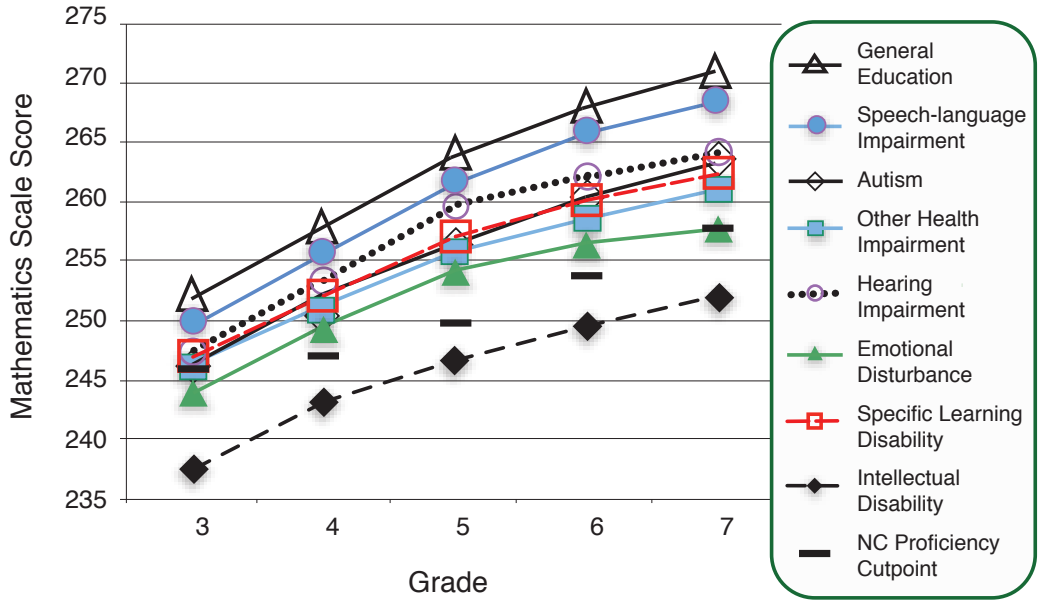
Research Note No. 3 – Jan. 2018

There are similar mathematics achievement growth rates among students in specific special education exceptionality groups in Grades 3 to 7 in the North Carolina (NC) state accountability system, yet there is substantial variation in the average level of mathematics achievement for these same student exceptionality groups.[1]

The good news: Despite the differences in average performance between special and general education students, *all student exceptionality groups have similar mathematics growth rates– thus achievement gaps are not increasing* over grades.

The challenge ahead: *We need to better understand the source of differences in average mathematics performance* among the specific exceptionality groups and *find ways to intervene to improve mathematics achievement for all students.*

Mathematics Achievement Growth in Specific Special Education Exceptionality Groups over Grades 3 to 7 (2003-2007)



- Across students in general and special education, average math growth is curvilinear, decelerating across grades and above the NC proficiency cutpoint at each grade for all groups except students with Intellectual Disabilities.
- Large differences in achievement exist among groups at each grade, but growth rates are quite similar across these student exceptionality groups.

[1] **For more information, see:**
Stevens, J. J., Schulte, A. C., Elliott, S. N., Nese, J. F. T., & Tindal, G. (2015). Growth and gaps in mathematics achievement of students with and without disabilities on a statewide achievement test. *Journal of School Psychology, 53*, 45-62. DOI: 10.1016/j.jsp.2014.11.001 or visit our website: www.ncaase.com.

Acknowledgement: This research was funded through the Institute of Education Sciences (IES) (http://ies.ed.gov) through a Cooperative Service Agreement establishing the National Center on Assessment and Accountability for Special Education – NCAASE (PR/Award Number R324C110004). The findings and conclusions expressed do not necessarily represent the views or opinions of the U.S. Department of Education.

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