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School Practices and Accountability for Students With Disabilities

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American Institutes for Research

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The research team for this study consists of key staff from American Institutes for Research. The organization and key staff members do not have financial interests that could be affected by findings from the study. None of the members of the Technical Working Group, convened by the research team to provide advice and guidance, have financial interests that could be affected by findings from the study.

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Executive Summary

Study Background and Research Questions

Changes to federal education law—in particular, the Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act (ESEA)—have created a national conversation about accountability for students with disabilities. With the 1997 amendments, the IDEA required states to include students with disabilities in state and district assessments and to report their participation and performance. The ESEA, as reauthorized in 2001, further required states to measure and report the academic performance of all students and identified separate student subgroups, including a students with disabilities (SWD) subgroup, for the purpose of determining whether schools make adequate yearly progress (AYP).¹ A student subgroup is included in determining a school’s AYP status only if it meets or exceeds the minimum subgroup size established by the state, which means that some schools are not accountable for the SWD subgroup. It is possible that school practices for students with disabilities vary with the school’s accountability for this subgroup. As part of its work to conduct a congressionally mandated national assessment of how well the IDEA is achieving its purposes (IDEA 2004, P.L. 108-446, Section 664[b]), the U.S. Department of Education’s Institute of Education Sciences (IES) contracted with American Institutes for Research (AIR) to investigate variation in school practices through the *Study of School Accountability for Students With Disabilities*.

The purpose of the study is to provide policy-relevant information about the education of students with disabilities by examining their inclusion in school accountability systems, and the use of school practices that may relate to their educational outcomes, in both schools that are accountable and schools that are not accountable for the performance of the SWD subgroup. The hypothesis underlying the study is that school-level accountability for the SWD subgroup may lead schools to adopt different school and instructional practices with the goal of improving the educational outcomes for this student population. While this study does not assess the effectiveness of these practices, the description of differences in school practices may identify topics for further research.

This report presents descriptive findings focusing on school practices related to staffing, student support, instructional time, educational placements, teacher collaboration, and professional development in schools explicitly held accountable for the performance of the SWD subgroup (i.e., “SWD-accountable schools”) and schools that are not accountable for the performance of the SWD subgroup (i.e., “non-SWD-accountable schools”). Relying primarily on school survey data, this report addresses the following descriptive research questions:

- How do school characteristics and staffing differ between SWD-accountable and non-SWD-accountable schools?
- How do school programs and student support strategies differ between SWD-accountable and non-SWD-accountable schools?
- How do instructional time and settings differ between SWD-accountable and non-SWD-accountable schools?

¹ The No Child Left Behind Act of 2001 (NCLB, P.L. 107-110).

- How do teacher collaboration and professional development differ between SWD-accountable and non-SWD-accountable schools?

Data Sources, Sample, and Analytic Methods

The research questions in this report were addressed through descriptive analyses of data from school surveys developed for this study, supplemented with data from the U.S. Department of Education *EDFacts* data system (2005–06 to 2009–10) and the Common Core of Data (2009–10 and 2010–11). To collect information on school practices, we developed two web-based surveys—one for the principal and one for a “special education designee” from each school, a staff member identified by the principal as knowledgeable about the school’s special education program.² The surveys asked about school practices that occurred in 2010–11 or, for certain practices that are typically implemented over an extended time period, between 2005–06 and 2010–11.

The survey was administered between April 2011 and November 2011 to a sample of public schools in 12 states: public elementary schools in 11 states and public middle schools in 8 states. States were selected that had at least 50 eligible schools that were accountable for the SWD subgroup in 2005–06 and in at least one of the two subsequent years. Within each of these states, we sampled all eligible SWD-accountable schools. In each state with at least 30 eligible schools that were never accountable for the SWD subgroup between 2005–06 and 2007–08, we also sampled up to 350 never-accountable schools. The sampling frame was defined by data from 2005–06 to 2007–08 because 2005–06 was the first year and 2007–08 was the most recent year for which the *EDFacts* data needed to identify school accountability status were available at the time of sample selection. We achieved a response rate of 87 percent for the principal survey and 82 percent for the special education designee survey at the elementary school level, and 86 percent for the principal survey and 80 percent for the special education designee survey at the middle school level.

“Always-accountable schools” in this report refers to schools that were consistently accountable for the SWD subgroup from 2005–06 through 2007–08. “Never-accountable-schools” refers to schools that were not accountable for the SWD subgroup in any of the three years.

To provide a clear contrast between SWD-accountable and non-SWD-accountable schools, we restricted the analysis sample to schools that were consistently accountable for the SWD subgroup from 2005–06 through 2007–08 (described below as “always-accountable schools”) and schools that were not accountable for the SWD subgroup in any of the three years (described below as “never-accountable schools”).³ For each group of schools, we calculated the simple average of the practice measures by school level, based on data from each sample state as well as data combined across states. For states where both SWD-accountable and non-SWD-accountable schools were

² At the conclusion of the principal survey, the principal was asked to identify the special education designee, who was then asked to complete a survey that collected information on the school’s implementation of instructional practices. Of the special education designee respondents, 70 percent were special education teachers, and the remainder identified themselves as regular education teachers, administrators, or “other.”

³ We also required that schools included in the survey analyses were classified as regular public schools from 2005–06 through 2009–10, had the same school-level designation (i.e., elementary or middle), and were operational for all five years. Although special education schools and alternative/vocational schools were included in the original sampling frame, we did not obtain a sufficient number of surveys to report on these school types and therefore restricted the analysis sample to regular schools.

surveyed (seven states in the elementary school sample and five states in the middle school sample), we tested the statistical significance of the differences in school practice between the two types of school within each state, as well as the average differences across states with both types of schools.

Summary of Findings

Below, we summarize the key findings for each of the research questions addressed in this report. Unless otherwise noted, the school practices discussed below were implemented in 2010–11, and the differences presented are statistically significant differences between always-accountable and never-accountable schools.

How do school characteristics and staffing differ between SWD-accountable schools and non-SWD-accountable schools? To provide context for the analyses of school practices, we examined descriptive differences between SWD-accountable and non-SWD-accountable schools in school characteristics, district programs, and staffing—features that might relate to the types of practices implemented by schools in order to address the needs of students with disabilities.

- Because accountability for the SWD subgroup depends on having a number of students with disabilities greater than or equal to the minimum subgroup size, we expected SWD-accountable schools to be larger, on average, than non-SWD-accountable schools, and to have a higher proportion of their students identified as having disabilities. Because we expected SWD-accountable schools to be larger than non-SWD-accountable schools, their student characteristics might also differ from those of non-SWD-accountable schools.
- **At both the elementary and middle school levels, always-accountable schools were larger** (differences of 112 and 324 students, respectively) **and had a higher percentage of students identified with disabilities** (differences of 4.6 and 1.3 percentage points, respectively), compared with never-accountable schools (Exhibit 4-1).
- **Always-accountable schools had a lower percentage of students who were non-White or Hispanic at the elementary school level** (by 15.4 percentage points), **and a higher percentage of students eligible for free or reduced-price lunch at the middle school level** (by 6.3 percentage points), compared with never-accountable schools (Exhibit 4-1). Differences in the percentage of students who were non-White or Hispanic and in the percentage of students eligible for free and reduced-price lunch were not statistically significant at the middle and elementary school levels, respectively.
- **At the elementary school level, always-accountable schools were less likely than never-accountable schools to be in urban settings** (by 16.3 percentage points) and more likely to be located in suburban, town, or rural locations (by 6.0, 6.0, and 4.2 percentage points, respectively). **At the middle school level, always-accountable schools were more likely than never-accountable schools to be urban** (by 7.0 percentage points) and less likely to be in towns or rural settings (by 5.4 and 7.1 percentage points, respectively, Exhibit 4-1).
- If they serve more students with disabilities than are served by non-SWD-accountable schools, SWD-accountable schools might be expected to use special programs for these students. Some districts may set up educational programs in a central location to serve students with disabilities with similar needs. Whether schools sent students to these district

programs, and whether schools operated a central program, may have played a role in the types of strategies that schools implemented for students with disabilities.

- **Always-accountable schools were more likely than never-accountable schools to have students attending a central district program for students with disabilities** (differences of 7.2 percentage points for elementary schools and 18.3 percentage points for middle schools, Exhibit 4-2).
- **Always-accountable schools were more likely than never-accountable schools to house a central district program for students with disabilities** (differences of 8.8 percentage points for elementary schools and 7.7 percentage points for middle schools, Exhibit 4-2).
- If they serve more students with disabilities than are served by non-SWD-accountable schools, SWD-accountable schools might have fewer staff members for each student with a disability. To make it possible to compare staffing levels across schools of different sizes, we computed the number of staff per 100 students with disabilities. Although the findings show that always-accountable schools had lower levels of staffing per student with a disability, it is possible that they achieved greater efficiency with these staff by grouping larger numbers of students with disabilities together for services.
- **Compared with never-accountable schools, always-accountable schools had more special education teachers per 100 students with disabilities** (differences of 1.1 and 1.6 special education teachers at the elementary and middle school levels, respectively, Exhibit 4-3).
- **Compared with never-accountable schools, always-accountable schools had fewer staff of various types per 100 students with disabilities** (Exhibit 4-3), including fewer:
 - regular education teachers, with differences of 14.6 and 8.5 teachers per 100 students with disabilities at the elementary and middle school levels, respectively;
 - related service providers, with differences of 1.2 and 0.9 providers per 100 students with disabilities at the two school levels, respectively;
 - classroom paraprofessionals, with differences of 3.9 and 1.6 paraprofessionals per 100 students with disabilities at the two school levels, respectively; and
 - one-on-one paraprofessionals assigned to students with disabilities, with differences of 0.8 and 0.6 paraprofessionals per 100 students with disabilities, at the two school levels, respectively.

How do school programs and student support strategies differ between SWD-accountable schools and non-SWD-accountable schools? To improve SWD subgroup outcomes and meet AYP performance targets, SWD-accountable schools may focus on strengthening teaching and learning for all students, including students with disabilities, by adopting new instructional programs or curricula in reading/English language arts or in mathematics, or some other whole-school comprehensive reform program. Alternatively, SWD-accountable schools may adopt more targeted strategies of intervention and support for students with particular needs.

- Across the eight strategies examined, the survey results indicate that always-accountable schools were more likely to implement six strategies at one or both school levels.
 - **Compared with never-accountable elementary schools, always-accountable elementary schools were more likely to adopt new reading/English language arts and mathematics programs or curricula** between 2005–06 and 2010–11, with differences of 13.2 percentage points for reading and 13.1 percentage points for mathematics. There were no significant differences in the adoption of these programs at the middle school level (Exhibit 5-1).
 - **Always-accountable schools were more likely to adopt reading across the curriculum than were never-accountable schools** between 2005–06 and 2010–11 at both the elementary and middle school levels (differences of 11.0 and 13.3 percentage points, respectively).
 - **Always-accountable schools were more likely to use, to some extent or to a great extent, a tiered instructional intervention system and instructional and assistive technology at the elementary school level** (differences of 11.8 and 10.3 percentage points, respectively), **and a Positive Behavior Interventions and Supports (PBIS) system at both the elementary and middle school levels** (differences of 5.3 and 10.5 percentage points, respectively), relative to never-accountable schools. There were no significant differences in the implementation of a tiered instructional intervention system or the provision of instructional and assistive technology at the middle school level (Exhibit 5-2).
 - There were no significant differences, at either school level by SWD subgroup accountability, in the implementation of two other comprehensive or targeted strategies we examined: whole-school comprehensive school reform (Exhibit 5-1) and test preparation instruction (Exhibit 5-2).

How do instructional time and settings differ between SWD-accountable schools and non-SWD-accountable schools? Schools might respond to being held accountable for SWD subgroup performance by increasing the amount of instructional time for all students and by targeting students with disabilities in particular for extended instructional opportunities. In addition, SWD-accountable schools might focus on educating students with disabilities in regular education settings to provide students with disabilities with more access to the general education curriculum than do non-SWD-accountable schools. As detailed below, the two types of schools did not differ significantly in the amount of instructional time for students with disabilities, but they did differ in the instructional settings for students with disabilities.

- The survey results were mixed for the hypothesis that always-accountable schools might be expected to provide more instructional time as a strategy for improving outcomes for students with disabilities.
 - **Always-accountable middle schools were more likely than never-accountable middle schools to provide two or three hours per day (versus one hour) of mathematics instruction in grades 6–8**, with a difference of 7.2 percentage points. **Always-accountable elementary schools were less likely than never-accountable elementary schools to provide three hours per day (versus one or two hours) of reading instruction in grades 1–2 and grades 3–5** (differences of 9.3 and 5.3

percentage points by grade span, respectively). There were no significant differences by SWD-accountability status in the percentages of schools providing two or three hours per day (versus one hour) of instruction for elementary school grades 1–2 or 3–5 in mathematics or middle school grades 6–8 in reading (Exhibit 6-1).

- **Always-accountable elementary schools were more likely than never-accountable elementary schools to use extended instructional time** (e.g., after-school programs), with a difference of 11.2 percentage points and more likely to use block scheduling, with a difference of 4.8 percentage points (Exhibit 6-2).
- However, **always-accountable middle schools were less likely than never-accountable middle schools to use block scheduling** (a difference of 9.3 percentage points) (Exhibit 6-2). There were no significant differences between always- and never-accountable schools at the middle school level in the use of extended instructional time (Exhibit 6-2) and, at either school level, use of double dosing in English language arts or mathematics (Exhibit 6-2) or the percentage of students with disabilities receiving extended instructional time (Exhibit 6-3).
- The survey results provided support for the hypothesis that always-accountable schools may put greater emphasis on placing students with disabilities in regular education classrooms.
- **Always-accountable schools were more likely than never-accountable schools to deliberately move students with disabilities from self-contained settings to regular education classrooms** between 2005–06 and 2010–11. The differences were 15.8 and 16.7 percentage points for the elementary and middle school levels, respectively (Exhibit 6-4).
- **Compared with never-accountable middle schools, always-accountable middle schools had a higher percentage of students with disabilities spending 80 percent or more of the school day in regular education** (with a difference of 6.3 percentage points) (Exhibit 6-5). This finding is consistent with always-accountable middle schools being more focused than never-accountable middle schools on serving students with disabilities in regular classrooms. At the elementary school level, schools did not differ by SWD-accountability status in the extent to which students with disabilities were served in regular classrooms.
- **At both school levels, always-accountable schools had a higher percentage of students with disabilities instructed in regular education classrooms co-taught by regular education and special education teachers and a lower percentage of students with disabilities taught in resource rooms** (Exhibits 6-6 and 6-7). The differences for the co-taught setting were 9.9 percentage points in mathematics and 9.3 percentage points in reading for elementary schools and 23.1 percentage points in mathematics and 21.5 percentage points in reading for middle schools. The differences for the resource room were 7.8 percentage points in mathematics and 8.8 percentage points in reading for elementary schools and 7.6 percentage points in mathematics and 7.9 percentage points in reading for middle schools. This finding is consistent with always-accountable schools being more focused than never-accountable schools on serving students with disabilities in regular classrooms.

- **Compared with never-accountable middle schools, always-accountable middle schools had a lower percentage of students with disabilities taught in regular education classrooms with no or minimal supports or with substantial supports**, in both mathematics and reading (Exhibits 6-6 and 6-7). The differences for the regular education classroom with no or minimal supports were 8.7 percentage points in mathematics and 5.2 percentage points in reading. For the regular education classroom with substantial supports, the differences were 5.5 percentage points in mathematics and 6.2 percentage points in reading. Although this is not consistent with always-accountable schools being more focused than never-accountable schools on serving students with disabilities in regular classrooms, these results are offset by the percentages of students with disabilities instructed in co-taught regular education classrooms.
- The percentage of students with disabilities in elementary schools instructed in each of three other settings (regular classrooms without substantial supports, regular classrooms with substantial supports, and self-contained classrooms) did not differ significantly for either mathematics or reading by schools' accountability for the SWD subgroup. The percentage of students with disabilities in middle schools educated in self-contained classrooms did not differ significantly for either mathematics or reading by the schools' SWD-accountability status (Exhibits 6-6 and 6-7).

How do teacher collaboration and professional development differ between SWD-accountable schools and non-SWD-accountable schools? Schools might respond to being held accountable for SWD subgroup performance by implementing strategies to improve teachers' capacity to provide instruction to students with disabilities.

- Findings from the surveys show that compared with never-accountable schools, always-accountable schools were more likely to use team teaching at both school levels, use student achievement data to inform instruction at the elementary school level, and use common teacher planning time at the middle school level. Always-accountable schools were also more likely to offer greater amounts of professional development (PD) and coaching related to instructing students with disabilities at both school levels.
- **Always-accountable schools were more likely than never-accountable schools to use team teaching to some extent or to a great extent**, with differences of 20.6 percentage points for elementary schools and 34.2 percentage points for middle schools (Exhibit 7-1).
- **Always-accountable schools were more likely than never-accountable schools to use student achievement data, to some extent or to a great extent, to inform instruction at the elementary schools level** (a difference of 2.7 percentage points) (Exhibit 7-1). Middle schools did not differ significantly by SWD-accountability status in the use of student achievement data.
- **Always-accountable schools were more likely than never-accountable schools to use common teacher planning to some extent or to a great extent at the middle school level** (a difference of 6.0 percentage points) (Exhibit 7-1). Elementary schools did not differ significantly by SWD-accountability status in the use of common teacher planning.

- **At both school levels, always-accountable schools were more likely than never-accountable schools to provide, during the last 12 months, three or more days of PD related to instructing students with disabilities to regular education and special education teachers.** The differences were 7.9 and 5.2 percentage points for regular education teachers and special education teachers, respectively, at the elementary school level and 15.6 and 9.1 percentage points, respectively, at the middle school level (Exhibit 7-2).
- **At both school levels, always-accountable schools were also more likely than never-accountable schools to provide at least monthly coaching related to instructing students with disabilities to regular education and special education teachers.** The differences were 11.5 and 10.1 percentage points for regular education teachers and special education teachers, respectively, at the elementary school level and 17.0 and 12.6 percentage points, respectively, at the middle school level.

Conclusion

For this study, we examined differences in school characteristics and instructional practices in schools that were always SWD-accountable and schools that were never SWD-accountable between 2005–06 and 2007–08. Consistent with the subgroup accountability requirement based on the minimum subgroup size, we found that always-accountable schools on average had a larger enrollment, compared with never-accountable schools. Always-accountable schools also had a higher percentage of students identified as having disabilities, were more likely to have students attending a central district program for students with disabilities, and had more special education teachers but fewer other staff per 100 students with disabilities, compared with never-accountable schools.

With respect to programs and student support strategies, always-accountable schools were more likely than never-accountable schools to adopt new reading and mathematics instructional programs, implement a tiered instructional intervention, and provide instructional and assistive technology at the elementary school level and to adopt reading across the curriculum and implement PBIS at both school levels. Findings from this study also indicate that the two types of schools used their instructional time differently, with always-accountable schools being more likely to provide a greater amount of mathematics instruction (in middle school grades 6–8), less reading instruction (in elementary school grades 1–2 and 3–5), and extended instructional time and block scheduling at the elementary school level. Furthermore, students with disabilities in schools with different SWD-accountability status appeared to have different educational experiences in terms of instructional settings, with always-accountable schools favoring co-taught settings. At both the elementary and middle school levels, team teaching, professional development, and coaching were more evident in always-accountable schools than in never-accountable schools. At least some of these differences might be attributable to the differences in school characteristics, such as school size, student need, and available staffing, rather than to SWD-accountability status. Other factors may also have contributed to the differences between the two sets of schools.

Chapter 1: Introduction

Changes to federal education law—in particular, the Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act (ESEA)—have created a national conversation about schools’ accountability for the academic performance of students with disabilities. With the 1997 amendments, the IDEA required states to include students with disabilities in state and district assessments and to report their participation and performance. The ESEA, as reauthorized in 2001, further required states to measure and report the academic performance of all students and identified separate student subgroups, including a students with disabilities (SWD) subgroup, for the purpose of determining whether schools make adequate yearly progress (AYP).⁴ Because certain student subgroups in the tested grades in some schools might be too small to reliably measure their overall achievement, states have set their own minimum subgroup sizes to determine whether a school should be held accountable for the performance of a given subgroup. A student subgroup is included in determining a school’s AYP status only if it meets or exceeds the minimum subgroup size established by the state.⁵ The minimum size for the SWD subgroup in 2009–10 ranged from a low of 5 students in Maryland to a high of 100 students in California, contributing to variation across states in the percentage of schools accountable for the performance of the SWD subgroup.⁶

In addition to making student performance more transparent, the ESEA also established consequences for states, districts, and schools for not achieving adequate progress. Schools that fail to make AYP for two consecutive years are identified as “in need of improvement” and are to receive technical assistance from their district and state to support their improvement efforts. Subsequent failure to make AYP results in increasingly intensive interventions, including corrective action and school restructuring. Once identified for improvement, a school must make AYP for two consecutive years to exit improvement status.

As part of its work to conduct a congressionally mandated national assessment of how well the IDEA is achieving its purposes (IDEA 2004, P.L. 108-446, Section 664[b]), the U.S. Department of Education’s Institute of Education Sciences (IES) contracted with American Institutes for Research (AIR) to conduct the *Study of School Accountability for Students With Disabilities*. The purpose of the study is to provide policy-relevant information about the education of students with disabilities by examining their inclusion in school accountability systems and the use of school practices that may relate to their educational outcomes in schools that are accountable and schools that are not accountable for the performance of the SWD subgroup. While this study does not assess the effectiveness of these practices, the description of differences in school practices may identify topics for further research.

⁴ The No Child Left Behind Act of 2001 (NCLB, P.L. 107-110).

⁵ For a fuller review of ESEA accountability provisions that relate to students with disabilities, please see Harr-Robins et al. (2013).

⁶ See Harr-Robins et al. (2013), Appendix B. According to this report, 35 percent of schools with relevant data in 44 states and the District of Columbia (DC) were accountable for SWD subgroup performance in 2009–10, representing 59 percent of the students with disabilities enrolled in these states. The percentage of schools accountable for students with disabilities varied from 7 percent in one state to 100 percent in another, with half of the states having between 16 percent and 93 percent of their schools designated as SWD-accountable.

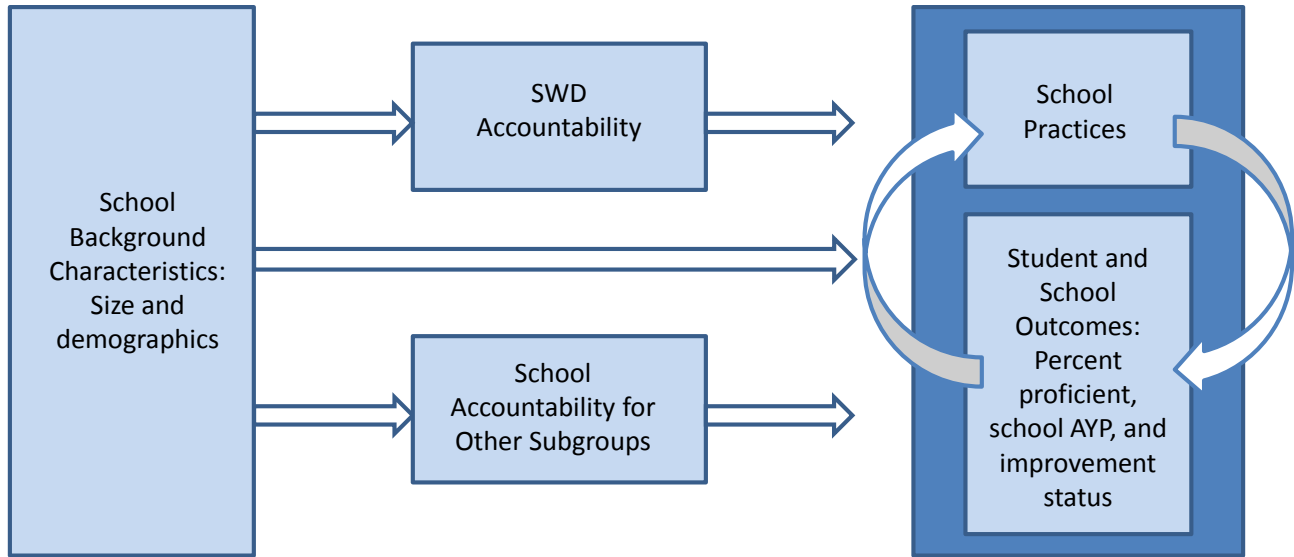
The final results of the study are presented in two reports. The first report, *The Inclusion of Students With Disabilities in School Accountability Systems: An Update* (Harr-Robins et al., 2013) provides descriptive information on school-level accountability, AYP performance, and school improvement status of schools accountable for SWD subgroup performance under Title I of the ESEA, as well as schools not accountable for SWD subgroup performance. It relies primarily on extant data from *EDFacts*, a database compiled by the U.S. Department of Education. This second report presents descriptive findings focusing on school practices related to staffing, student support, instructional time, educational placements, teacher collaboration, and professional development in schools accountable and schools not accountable for the SWD subgroup, relying primarily on survey data. Below, we describe the logic model underlying the study and the research questions addressed in this report.

Logic Model

Exhibit 1-1 depicts the study's logic model, which illustrates the relationships among school background characteristics, school accountability status, school practices, and student and school outcomes. In this logic model, we hypothesize that a school's background characteristics—its size and student demographics—may influence whether the school is held accountable for student subgroups, including students with disabilities. Because school accountability status for a subgroup depends on the minimum subgroup size, we would expect larger schools to be more likely to be held accountable, all else being equal. Moreover, as school demographic composition shifts, a school may go in and out of accountability from one year to the next (Harr-Robins et al., 2013).

The logic model also hypothesizes that school background characteristics are likely to have a direct effect on school practices and outcomes, including the percentage of proficient students, school AYP performance, and school improvement status (Kim & Sunderman, 2005; Krieg & Storer, 2006; Taylor, O'Day, & Le Floch, 2010). We further hypothesize that a school's accountability status may influence the practices it adopts, which in turn may affect student and school outcomes (Dee, Jacob, & Schwartz, 2012; McMurrer, 2007; Rouse, Hannway, Goldhaber, & Figlio, 2007). At the same time, a school's outcomes may influence the subsequent practices the school adopts, as the school responds to supports and sanctions. Thus, practices and outcomes form a kind of "feedback loop." These hypotheses reflect key premises of the ESEA school accountability provisions—in particular, that clear definitions and targets for desired academic outcomes will provide both incentives for and indicators of improvement and that identification of districts and schools not meeting their improvement targets will help focus assistance and interventions in places where they are most needed (Taylor, O'Day, & Le Floch, 2010).

Exhibit 1-1. Logic Model for the Relationships Among School Accountability, School Practices, and Student and School Outcomes



Research Questions

To inform readers on how accountability for the SWD subgroup relates to school practices, this report addresses the following descriptive research questions:

- How do school characteristics and staffing differ between SWD-accountable and non-SWD-accountable schools?
- How do school programs and student support strategies differ between SWD-accountable and non-SWD-accountable schools?
- How do instructional time and settings differ between SWD-accountable and non-SWD-accountable schools?
- How do teacher collaboration and professional development differ between SWD-accountable and non-SWD-accountable schools?

The remainder of this report is organized into six chapters. Chapter 2 describes the study design, including data sources, sample, and analysis methods. Chapter 3 provides a larger context for the school practice findings by examining subgroup accountability, AYP, and school improvement status based on extant data. Survey-based findings about the research questions for this study are presented in Chapters 4 through 7.

Chapter 2: Study Design

To address the research questions about practices in SWD-accountable and non-SWD-accountable schools, the study team analyzed school survey data collected from a sample of public schools in 12 selected states: public elementary schools in 11 states and public middle schools in 8 states. To provide a broader context for the school practice results, we also examined accountability-related school characteristics—such as accountability for other student subgroups and adequate yearly progress (AYP)—of schools in 29 states with the data required for the analysis, which we refer to as the “ED*Facts* sample.” This chapter provides a description of the data sources, the survey sample and response rates, and the analytic methods used to address the research questions.

Data Sources

The primary data sources for this study were school surveys developed specifically for this study. In addition, we used extant data (ED*Facts* and Common Core of Data) to examine school accountability and demographic characteristics for contextual purposes.

Surveys

To collect information on school practices, we developed two web-based surveys—a principal survey and a special education designee survey. The surveys were administered online by NORC at the University of Chicago between April and November 2011. Although the survey sample was defined based on schools’ SWD-accountability status from 2005–06 to 2007–08 (as explained below), in most cases the survey asked about practices that occurred in 2010–11. We focused on asking about practices in 2010–11 for two reasons. First, the survey was not administered until spring 2011, and we believed it might be difficult for respondents to recall what had happened in prior years, particularly if there was staff turnover. Second, if school accountability status affects school practices, as depicted in our logic model, it may take several years for the full impact to appear. For some practices, such as the adoption of new curricula and whole-school reform programs, we asked about their adoption between 2005–06 and 2010–11, because these practices are typically implemented over an extended period of time.

The surveys included items on practices that research and policy suggest might improve outcomes for all students, as well as those that target students with disabilities. Practices were selected for the survey based on consultation with IES, Technical Working Group members, and study team members with expertise in special education practices.⁷ The principal survey collected information on professional development for regular education teachers, instructional time, and staffing. At the conclusion of the survey, the principal was asked to identify a school staff member who was knowledgeable about the school’s special education program. This staff nominee, known as the “special education designee,” was then asked to complete a survey collecting information on the school’s implementation of practices for all students, as well as those specific to students with disabilities, including the extent to which these practices were implemented, information on professional development for special education teachers, and the characteristics of students with disabilities, such as their disabilities and educational placements.⁸ Of the special education designee

⁷ See Appendix A for copies of the principal and special education designee surveys.

⁸ The principal and special education designee surveys did not include any items in common.

respondents, 70 percent were special education teachers, and the remainder identified themselves as regular education teachers, administrators, or “other.”

EDFacts and Common Core of Data

Additional data used in this study came from *EDFacts*, a U.S. Department of Education (ED) initiative to collect and place K–12 performance data at the center of policy, management, and budget decisions. For this study, we used the following types of data from *EDFacts* for elementary and middle schools in the survey sample and in the *EDFacts* sample:

- Data on schools’ SWD-accountability status in 2005–06 through 2007–08
- Data on school accountability for the economically disadvantaged subgroup and the English language learner (ELL) subgroup in 2009–10
- Data on school improvement status and adequately yearly progress (AYP) performance in 2009–10

Another extant data source for the study is the 2010–11 Common Core of Data (CCD), which provided information on school demographic characteristics—including school level, locale, poverty level, and minority concentration—for schools in the survey sample to provide context for the school practice results.

Determining “SWD Accountability”

For a school to be held accountable for the performance of a particular student subgroup, generally the number of students in that subgroup who are tested in a given subject needs to meet or exceed the minimum subgroup size (called “minimum n”) established by the state.⁹ To identify schools accountable for SWD performance, we used *EDFacts* data on the annual measurable objectives (AMOs) for mathematics or reading, which are yearly targets for the percentages of students required to score proficient or above on state assessments. For the purpose of this study, schools that met or did not meet the performance AMO for the SWD subgroup in either subject based on *EDFacts* data were designated as “SWD-accountable schools”; schools that reported no students with disabilities or too few such students to be accountable for the SWD subgroup for both reading and mathematics performance AMOs were designated as “non-SWD-accountable schools.”¹⁰

Survey Sample

Because of shifts in SWD-accountability status that can occur from year to year, we selected the survey sample based on schools’ SWD-accountability status over a three-year period (instead of a single year). See Exhibit 2-1 for the steps taken to draw the survey sample. First, we defined

⁹ A school could be accountable for the performance of a subgroup in mathematics only or reading only, or both, depending on the number of students tested in each subject and the state’s minimum subgroup size. The minimum group size applies to students in the tested grades, not the school’s total enrollment. Note that some states have different minimum n requirements for performance and participation rates; thus, a school could be accountable for SWD subgroup participation but not necessarily for SWD subgroup performance, and vice versa.

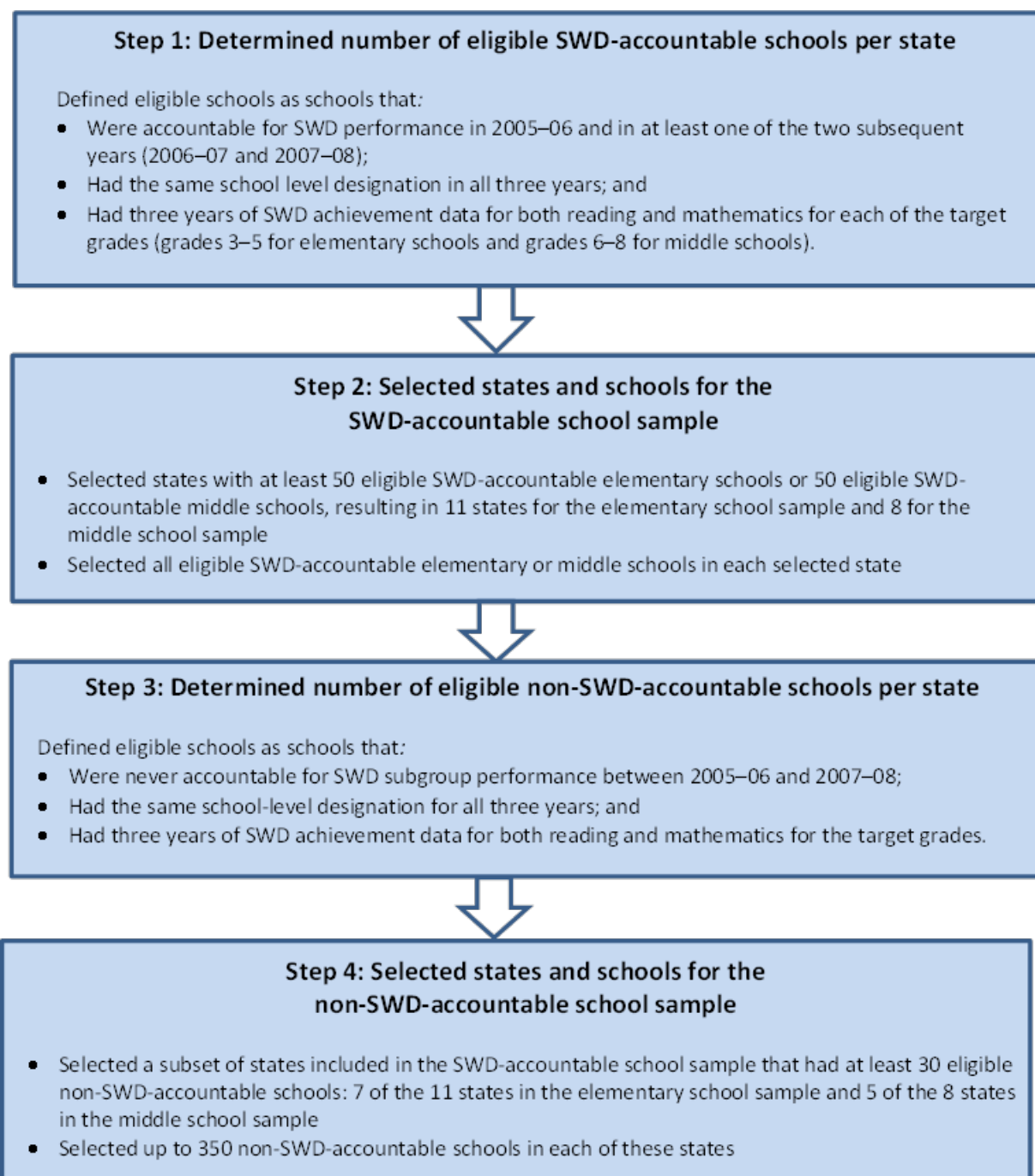
¹⁰ Schools that reported no students or too few students to be accountable for the SWD subgroup for one subject and that were missing data on the AYP performance target for the other subject were also designated as “non-SWD-accountable.”

eligible SWD-accountable schools as elementary or middle schools that were accountable for SWD performance in 2005–06 and in at least one of the two subsequent years (2006–07 and 2007–08).¹¹ The sampling frame was defined by data from 2005–06 to 2007–08 because 2005–06 was the first year and 2007–08 was the most recent year for which the *EDFacts* data needed to identify school accountability status were available when we drew the sample. Because the survey sample was defined based on accountability data from three years, we further restricted the sample to schools that had the same school-level designation (elementary or middle) during the three years.¹²

¹¹ We did not include high schools in the survey sample because the percentage of high schools that were accountable for the SWD subgroup was relatively low given that there is only one tested grade in high schools for accountability purposes (i.e., 23 percent in 2009–10; see Harr-Robins et al., 2013).

¹² For the purpose of this study, we defined elementary schools as schools in which the lowest grade served was prekindergarten, kindergarten, 1, 2, or 3, and we defined middle schools as schools in which the lowest grade served was grade 4, 5, 6, or 7. We excluded PK–2 schools because these schools do not include any of the tested grades required by the ESEA (i.e., grades 3–8 and testing at least once between grades 10 and 12).

Exhibit 2-1. Steps in Sampling States and Schools for the School Practice Survey



When we drew the survey sample, we were planning to conduct achievement analyses for the states in the survey sample to align with the school practice analyses. Therefore, we required the eligible schools to have three years of achievement data for both reading and mathematics for each of the target grades (grades 3–5 for elementary schools and grades 6–8 for middle schools). The achievement analyses were subsequently dropped because of concerns about inconsistent

measurement of reading and mathematics proficiency for students with disabilities over the corresponding time period.

After identifying eligible SWD-accountable schools, we selected a total of 12 states with at least 50 eligible schools at either school level: 11 states for the elementary school sample and 8 states for the middle school sample (Exhibit 2-2 provides the list of states). Within each of these states, we included all eligible SWD-accountable schools in the survey sample, with the exception of districts where, at the request of the district, we subsampled half of the eligible SWD-accountable schools to reduce response burden.

We also surveyed a sample of non-SWD-accountable schools to enable us to examine how school practices differed for SWD-accountable and non-SWD-accountable schools. We defined eligible non-SWD-accountable schools in the sample states as those that were never accountable for SWD subgroup performance between 2005–06 and 2007–08, had the same school-level designation for all three years, and had three years of SWD achievement data for both reading and mathematics for the target grades. When drawing the sample, we also eliminated schools that were not operational in 2009–10 based on preliminary CCD data available at the time. Because our sample was restricted to schools that had SWD achievement data from 2005–06 to 2007–08 for both reading and mathematics for the target grades (grades 3–5 for elementary schools and grades 6–8 for middle schools), all non-accountable schools in our sample enrolled at least some students with disabilities in each of the three years, even though they were not accountable for the performance of the SWD subgroup in those years.

States were included in the sample of non-accountable schools if they had at least 30 eligible non-SWD-accountable schools.¹³ Seven of the 11 states in the elementary school sample and 5 of the 8 states in the middle school sample met this criterion. Because it was resource prohibitive to survey all the eligible non-SWD-accountable schools from these states, we sampled up to 350 non-SWD-accountable schools in each of these states. From the non-SWD-accountable schools sampled, we subsequently removed non-Title I schools in states that did not subject those schools to the same accountability sanctions as the Title I schools. As a result, some states had fewer than 30 non-SWD-accountable schools in the final sample.¹⁴

“Always-accountable schools” in this report refers to schools that were consistently accountable for the SWD subgroup from 2005–06 through 2007–08. “Never-accountable-schools” refers to schools that were not accountable for the SWD subgroup in any of the three years.

To define the final analysis sample, we restricted the survey sample in several ways. As noted above, the sample of the SWD-accountable schools included schools that were accountable in 2005–06 and in at least one of the two subsequent years. To clarify the contrast between SWD-accountable and non-SWD-accountable schools, we restricted the analysis sample to schools that were consistently accountable for the SWD subgroup from 2005–06 through 2007–08 (i.e., “always-accountable schools”) and schools that were not accountable for students with disabilities

¹³ We chose a lower threshold for the sample of non-accountable schools (compared with the threshold for accountable schools) because some states had very few non-accountable schools and we sought to retain as many states as possible while still having sufficient schools in each state to present state-level results.

¹⁴ These states in the sample were Florida, Minnesota, North Carolina, North Dakota, and Virginia.

in any of the three years (i.e., “never-accountable schools”). We further required that schools included in the survey analyses were operational over the full 5-year period from 2005–06 through 2009–10, were classified as regular schools over the period, and retained the same school-level designation (i.e., elementary or middle).¹⁵ See Exhibit B-1 for the total population of schools that met the accountability definitions used to draw the sample, the number of schools that met the three-year SWD achievement criteria, and the number of schools in the final survey sample and final analysis sample.

Exhibit 2-2 shows the number of schools eligible for survey analysis at the elementary and middle school levels, by state and overall. The final analysis sample included 1,953 always-accountable schools and 1,603 never-accountable schools at the elementary school level, and 1,036 always-accountable schools and 479 never-accountable schools at the middle school level. Overall, the response rate was 87 percent and 86 percent for the principal survey and 82 percent and 80 percent for the special education designee survey at the two school levels, respectively. See Exhibits B-2 and B-3 for state-level response rates.

Exhibit 2-2. Number of Elementary and Middle Schools Eligible for Survey Analysis, by State and by SWD-Accountability Status Between 2005–06 and 2007–08

| States | Elementary Schools Eligible for Survey Analysis | | Middle Schools Eligible for Survey Analysis | |
|----------------|---|------------------------|---|------------------------|
| | Always-SWD-Acct Schools | Never-SWD-Acct Schools | Always-SWD-Acct Schools | Never-SWD-Acct Schools |
| California | 104 | 331 | 186 | 313 |
| Florida | 435 | 154 | 106 | 16 |
| Georgia | 237 | 328 | 194 | 54 |
| Iowa | 54 | 0 | 85 | 0 |
| Kansas | 51 | 0 | - | - |
| Maryland | 679 | 0 | 151 | 0 |
| Massachusetts | 62 | 323 | 162 | 0 |
| Minnesota | 149 | 44 | - | - |
| North Carolina | 78 | 249 | 34 | 19 |
| North Dakota | 70 | 0 | - | - |
| Virginia | 34 | 174 | - | - |
| Wisconsin | - | - | 118 | 77 |
| Total | 1,953 | 1,603 | 1,036 | 479 |

EXHIBIT READS: There were 104 always-accountable elementary schools in California eligible for survey analysis.

SOURCE: 2010–11 Principal Survey and Special Education Designee Survey; U.S. Department of Education *EDFacts* data, 2005–06 through 2007–08.

Analysis Methods

To address the research questions about school practices for always-accountable and never-accountable schools, we calculated the averages for the two groups of schools by school level,

¹⁵ Although special education schools and alternative/vocational schools were included in the original sampling frame, we did not obtain a sufficient number of surveys to report out on these school types.

based on data from each individual state as well as data combined across states that had both types of schools in the analysis sample (seven states in the elementary school sample and five states in the middle school sample). This report presents differences in school practices between always-accountable and never-accountable schools across states with both types of schools. Results for individual states are provided in the appendices. Unless otherwise noted, differences between always-accountable and never-accountable schools discussed in the report are differences that were statistically significant at the .05 level.

To provide context for findings about the practices of always-accountable and never-accountable schools in the survey sample, we examined patterns of SWD-accountability status for a larger sample of schools over the same time period used to define the SWD-accountability status for the survey sample (2005–06 to 2007–08). Specifically, we examined the number and percentage of always-accountable schools, never-accountable schools, and other schools (i.e., “sometimes-accountable schools”) over the three-year time period, by state and school level. This set of analyses was based on 25,271 elementary schools and 6,889 middle schools in 29 states that reported the relevant *EDFacts* data (i.e., the *EDFacts* sample).

Because accountability for other student subgroups may relate to the adoption of school practices, we examined the extent to which schools in the three SWD-accountability categories in the 29 states were accountable for the economically disadvantaged subgroup and the ELL subgroup in 2009–10, the most recent year for which the relevant *EDFacts* data were available at the time of the analysis. Furthermore, we calculated the percentages of schools that were identified for school improvement and the percentages of schools that met AYP in 2009–10 separately for schools in each SWD-accountability category. The number of states included in these analyses dropped to 28, as Indiana did not report school improvement status and California did not report AYP data to *EDFacts* for that year. Because all the *EDFacts* analyses were based on the population of relevant schools across all states with available data (rather than a sample of schools), tests of statistical significance were not performed.

Caveat

This study is intended to provide descriptive results only. Although the logic model for this study hypothesizes that the SWD-accountability status of a school may influence its practices and programs, the findings from this descriptive study do not support causal conclusions about the relationships between SWD-accountability and school practices. Where differences were observed between always-accountable and never-accountable schools, these differences might be at least partly explained by factors other than SWD-accountability status, such as school size, student demographics, or district policy.

Chapter 3: Accountability Context for School Practices

A school's SWD-accountability status is determined by the number of students with disabilities in the tested grades and the minimum subgroup size. Therefore, it is not a permanent status, and it may fluctuate over time as school demographic composition shifts.¹⁶ Before we discuss the findings from the survey, we provide, in this chapter, a broader context for the survey analyses by presenting the percentages of schools that were always accountable, sometimes accountable, and never accountable for the SWD subgroup between 2005–06 and 2007–08 across the 29 states in the *EDFacts* sample.

As shown in our logic model (see Chapter 1), both SWD accountability and accountability for other subgroups may affect the practices that schools adopt. Thus, in this chapter, we present the percentage of schools always, sometimes, and never accountable for students with disabilities that are also accountable for other student subgroups, specifically the economically disadvantaged subgroup and the English language learner subgroup. We show results for 2009–10, the most recent year for which the relevant *EDFacts* data were available at the time of analysis.

Our logic model also hypothesizes that school outcomes—including whether schools make adequate yearly progress (AYP) and their school improvement status—may influence the adoption of certain school practices. Thus, we examined the percentage of schools that made AYP and the percentage of schools that were identified for school improvement in 2009–10, both for schools that were always accountable and schools that were never accountable.

School Accountability for the SWD Subgroup

Three-fifths (60 percent) of elementary schools and 27 percent of middle schools were never accountable for the SWD subgroup between 2005–06 and 2007–08.

Exhibit 3-1 presents the number and percentage of public schools by SWD-accountability status from 2005–06 and 2007–08 in the 29 states in the *EDFacts* sample. At the elementary school level, three-fifths of schools (60 percent) were never accountable for the SWD subgroup over the three-year period, 15 percent were accountable for all three years, and 24 percent were accountable in some (but not all) years. At the middle school level, more schools fell into the always-accountable category (44 percent) than the sometimes-accountable category (29 percent) or never-accountable category (27 percent), which might be due to the fact that middle schools tended to be larger than elementary schools and therefore were more likely to meet the minimum n requirement for accountability (Harr-Robins et al., 2013).

¹⁶ Our previous report (Harr-Robins et al., 2013) showed that in the 31 states with the relevant data, 56 percent of the schools were not accountable for the SWD subgroup in any year between 2006–07 and 2009–10, 23 percent were accountable in all four years, and the remaining schools moved in and out of SWD accountability.

Exhibit 3-1. Number and Percentage of All Public Elementary and Middle Schools by SWD-Accountability Status From 2005–06 to 2007–08 (29 States)

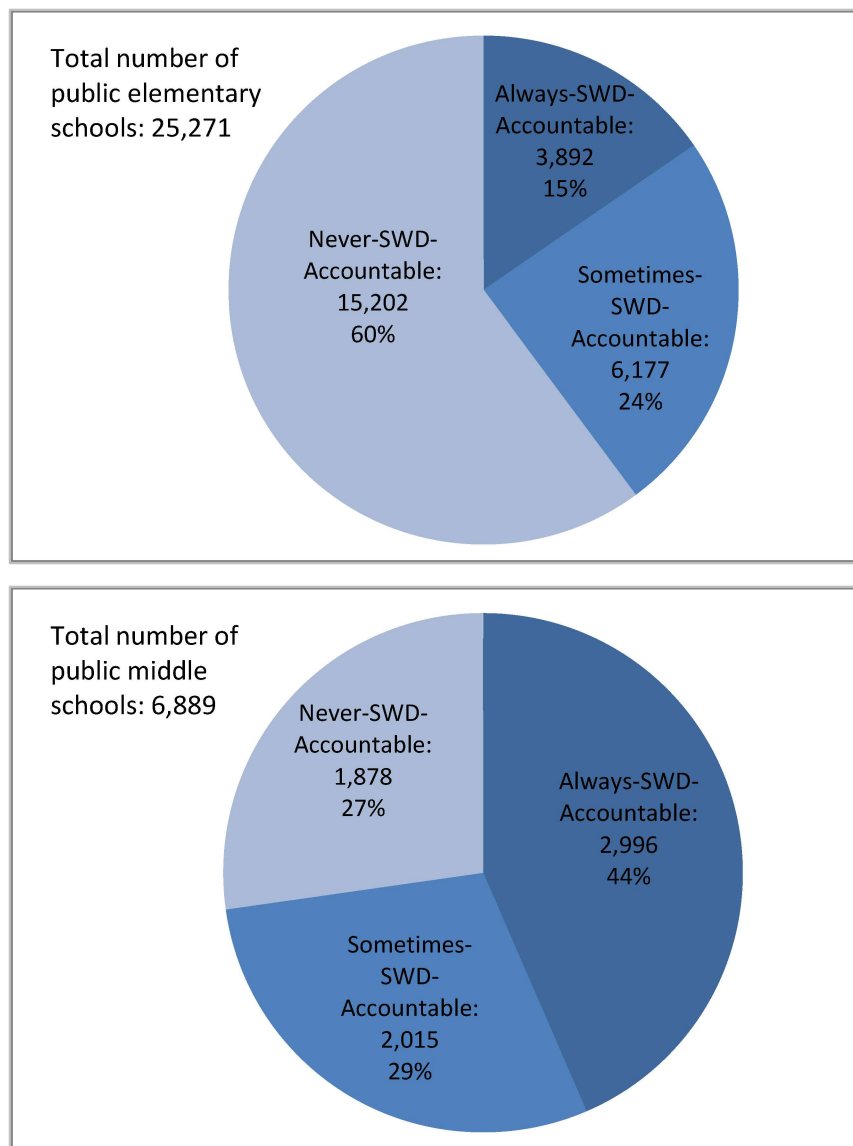


EXHIBIT READS: Among the 25,271 public elementary schools in the 29 states in the *EDFacts* sample, 15,202 (60 percent) were never accountable for the performance of the SWD subgroup from 2005–06 to 2007–08. Among the 6,889 public middle schools in the same states, 1,878 (27 percent) were never accountable for the SWD subgroup during those three years.

SOURCE: U.S. Department of Education *EDFacts* data, 2005–06 through 2007–08.

The percentages of schools that were always-, sometimes-, or never-accountable between 2005–06 and 2007–08 varied across the 29 states in the *EDFacts* sample.

Exhibits 3-2 and 3-3 break down the results above by state. The distribution of schools across the three SWD-accountability categories varied across the 29 states in the *EDFacts* sample.¹⁷ At the elementary school level, the percentage of always-accountable schools ranged from zero percent in

¹⁷ Montana is not displayed in the figure because of small cell sizes.

Washington to 99 percent in Maine. At the middle school level, the percentage of always-accountable schools ranged from 4 percent in Washington to 100 percent in Maine.

Exhibit 3-2. Percentage of All Public Elementary Schools, by State and SWD-Accountability Status From 2005–06 to 2007–08 (29 States,* Sorted by the Percentage of Always-SWD-Accountable Schools)

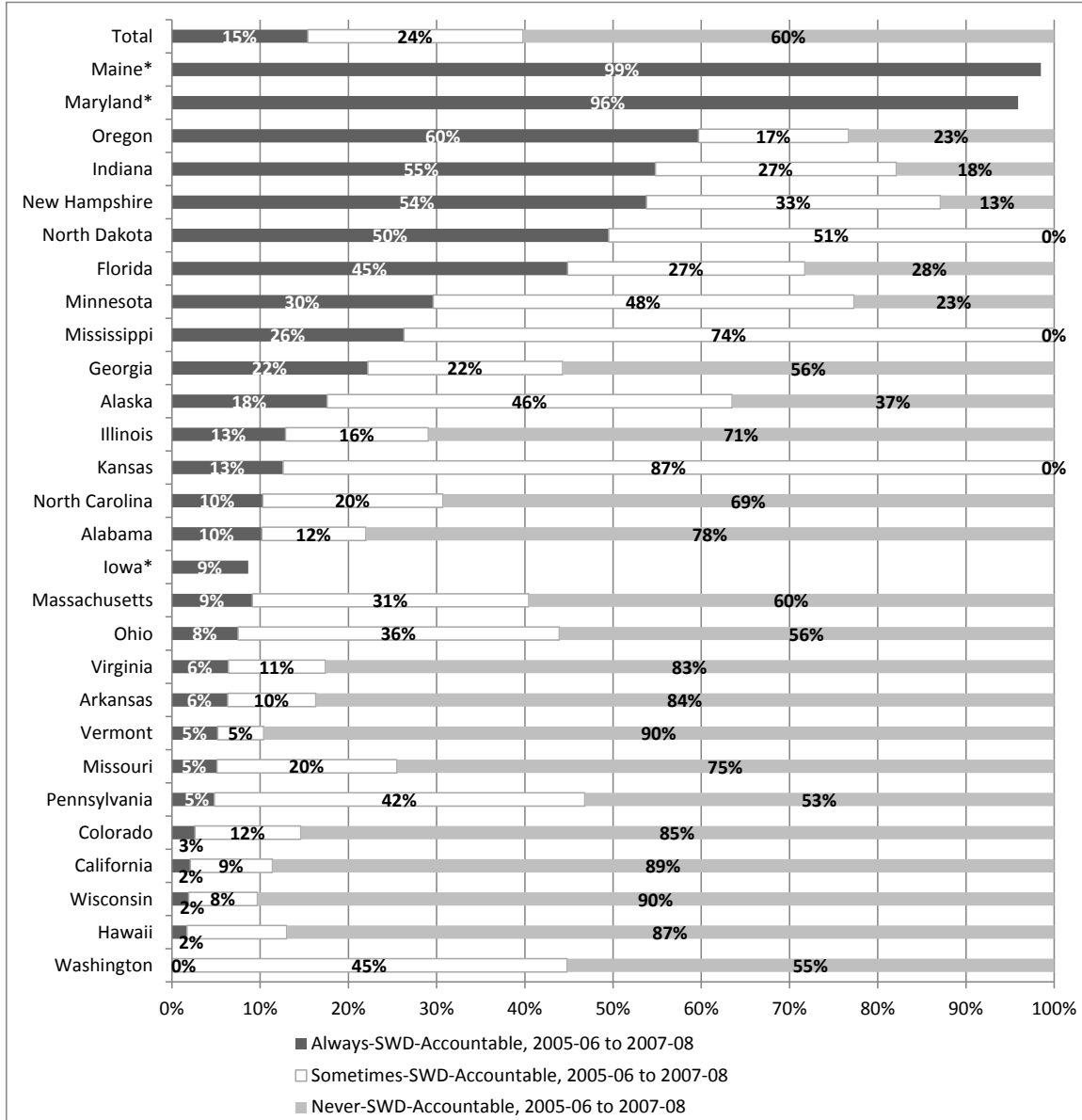


EXHIBIT READS: Of all public elementary schools in the 29 states with the relevant data, 15 percent were always SWD-accountable, 24 percent were sometimes SWD-accountable, and 60 percent were never SWD-accountable from 2005–06 to 2007–08.

SOURCE: U.S. Department of Education *EDFacts* data, 2005–06 through 2007–08 and 2009–10.

NOTES: * indicates states with suppressed SWD-accountability categories because of small reporting ns. Data for Montana are not shown in this exhibit because of small cell sizes. In Montana, 87 percent of elementary schools were never SWD-accountable during the three years.

The number of elementary schools included in this analysis is 25,271 in total, ranging from 159 to 5,294 across the 29 states (including Montana).

Exhibit 3-3. Percentage of All Public Middle Schools, by State and SWD-Accountability Status From 2005–06 to 2007–08 (29 States, Sorted by the Percentage of Always-SWD-Accountable Schools)

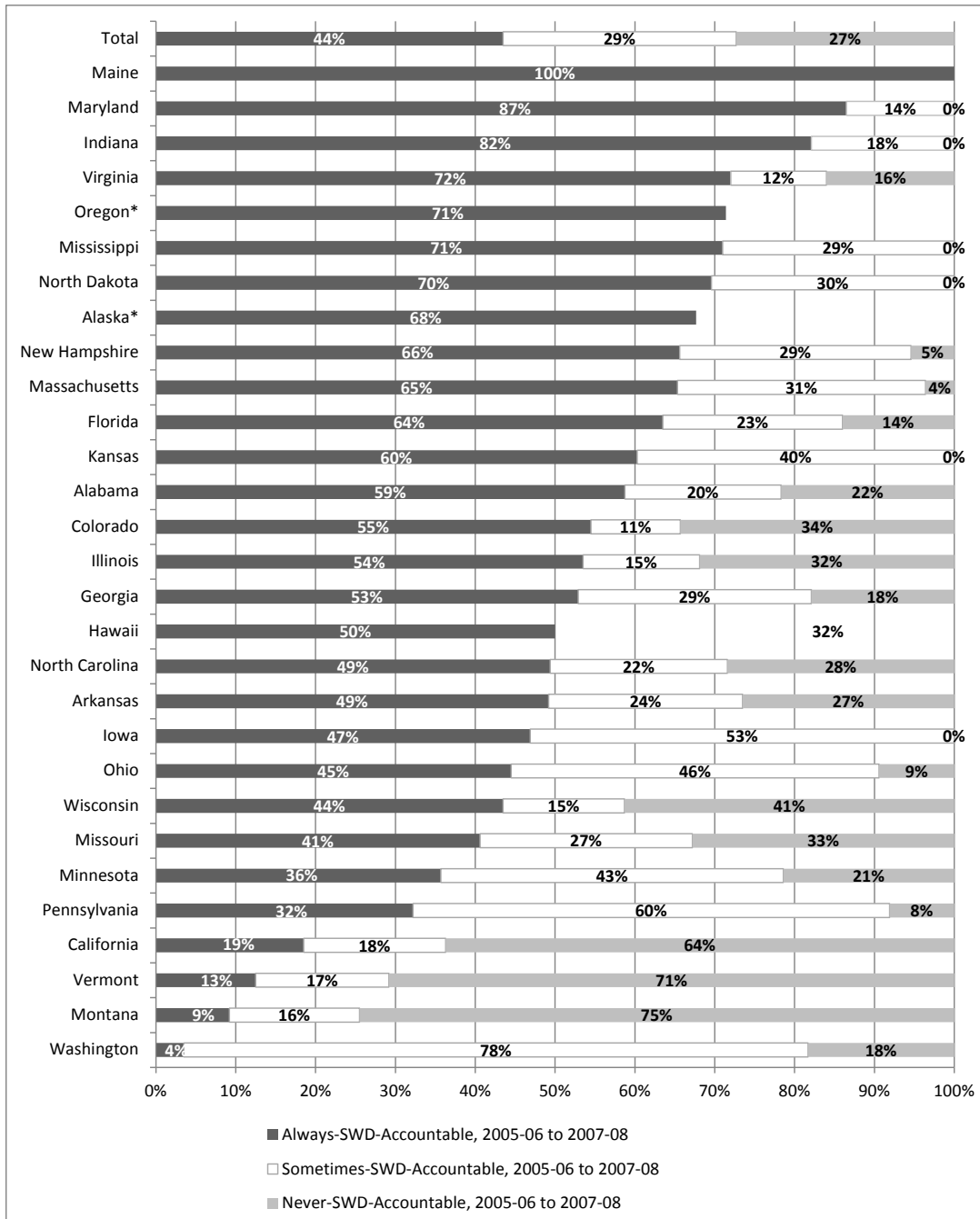


EXHIBIT READS: Of all public middle schools in the 29 states with the relevant data, 44 percent were always SWD-accountable, 29 percent were sometimes SWD-accountable, and 27 percent were never SWD-accountable from 2005–06 to 2007–08.

SOURCE: U.S. Department of Education *EDFacts* data, 2005–06 through 2007–08.

NOTES: * indicates states with suppressed SWD-accountability categories because of small reporting ns.

The number of middle schools included in this analysis is 6,889 in total, ranging from 23 to 1,303 across the 29 states.

SWD-accountability status remained stable for 85 percent or more of always-accountable schools and never-accountable schools.

The previous exhibits depict the distribution of schools across the three SWD-accountability categories (always-accountable, sometimes-accountable, and never-accountable) based on data from the three years that were used to draw the survey sample (2005–06 to 2007–08). Using the most recent year of data available, Exhibit 3-4 shows the percentage of schools in the three SWD-accountability categories in the EDFacts sample that were accountable for the SWD subgroup in 2009–10. It indicates that SWD-accountability status remained stable for 85 percent or more of always-accountable schools and never-accountable schools. Of the schools that were always accountable for the SWD subgroup from 2005–06 to 2007–08, 85 percent of elementary schools and 92 percent of middle schools were accountable for the SWD subgroup in 2009–10 in the 29 states examined. Of the never-accountable schools, 7 percent of elementary schools and 9 percent of middle schools were accountable in 2009–10. Of the sometimes-accountable schools, 49 percent of elementary schools and 69 percent of middle schools were accountable in 2009–10.

Exhibit 3-4. Number and Percentage of Public Elementary and Middle Schools Accountable for the SWD Subgroup in 2009–10, by SWD-Accountability Status From 2005–06 to 2007–08 (29 States)

| | Elementary Schools | | Middle Schools | |
|-----------------------------------|--|---|--|---|
| | Number of schools that were accountable for the SWD groups from 2005–06 to 2007–08 | Percentage of schools that were accountable for the SWD subgroup in 2009–10 | Number of schools that were accountable for the SWD groups from 2005–06 to 2007–08 | Percentage of schools that were accountable for the SWD subgroup in 2009–10 |
| Always-SWD-accountable schools | 3,892 | 85.3 | 2,996 | 91.7 |
| Sometimes-SWD-accountable schools | 6,177 | 48.7 | 2,015 | 69.4 |
| Never-SWD-accountable schools | 15,202 | 6.7 | 1,878 | 8.5 |

EXHIBIT READS: Among schools that were always accountable for the SWD subgroup from 2005–06 to 2007–08, 3,892 (85 percent) were accountable for the SWD subgroup in 2009–10.

SOURCE: U.S. Department of Education EDFacts data, 2005–06 through 2007–08 and 2009–10.

See Appendix C for results by state.

School Accountability for Other Subgroups

Elementary and middle schools that were always-accountable between 2005–06 and 2007–08 were more likely than never-accountable schools to be accountable for the economically disadvantaged subgroup in 2009–10, and more likely to be accountable for the English language learner subgroup.

As suggested in our logic model, school practices may be affected not only by schools' accountability for the SWD subgroup but also by accountability for other subgroups. If schools implement practices based on the student subgroups for which they are accountable, these practices may have an influence not only on the targeted subgroups but also on other subgroups as well, in part because many students may be included in multiple subgroups (e.g., both the SWD subgroup and the economically disadvantaged subgroup). Therefore, in addition to SWD accountability, we

also examined school accountability for two other student subgroups: the economically disadvantaged subgroup and the English language learner (ELL) subgroup in 2009–10. Because SWD-accountable schools may be larger, on average, than non-SWD-accountable schools, we would expect accountability for the SWD subgroup to be associated with higher rates of accountability for other subgroups of students as well. Consistent with this hypothesis, 96 percent of elementary and middle schools that were always-accountable between 2005–06 and 2007–08 were accountable for the economically disadvantaged subgroup in 2009–10, compared with 76 percent of never-accountable schools (Exhibit 3-5). The percentage of schools that were always-SWD-accountable between 2005–06 and 2007–08 that were accountable for the ELL subgroup in 2009–10 was 38 percent for elementary schools and 33 percent for middle schools, higher than the corresponding percentage of never-accountable elementary and middle schools accountable for the ELL subgroup—28 percent and 32 percent, respectively (Exhibit 3-5).

Exhibit 3-5. Percentage of Public Elementary and Middle Schools Accountable for the Economically Disadvantaged Subgroup and the English Language Learner Subgroup in 2009–10, by SWD-Accountability Status From 2005–06 to 2007–08 (29 States)

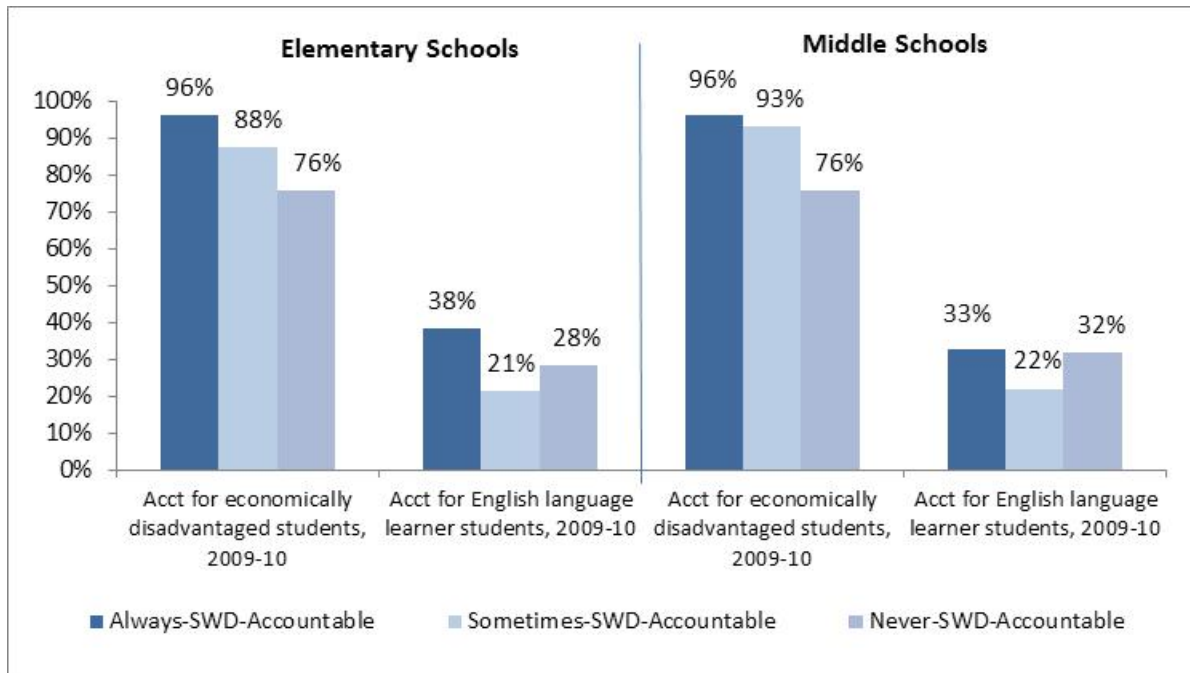


EXHIBIT READS: Among public elementary schools that were always SWD-accountable from 2005–06 to 2007–08, 96 percent were also accountable for the economically disadvantaged subgroup in 2009–10.

SOURCE: U.S. Department of Education *EDFacts* data, 2005–06 through 2007–08 and 2009–10.

NOTES: Sample size for elementary schools = 3,857–3,892 always-accountable schools, 6,032–6,177 sometimes-accountable schools, and 14,762–15,202 never-accountable schools.

Sample size for middle schools = 2,985–2,996 always-accountable schools, 2,002–2,015 sometimes-accountable schools, and 1,860–1,878 never-accountable schools.

See Appendix C for results by state.

School Improvement Status and AYP Performance

Always-accountable schools were more likely to be identified for school improvement in 2009–10 and less likely to make AYP than were never-accountable schools.

In addition to being held accountable for particular subgroups, failing to make AYP and being identified for school improvement may influence the practices schools adopt. Not making AYP and being identified for school improvement may lead schools to pay closer attention to the student subgroups for which they are accountable and to make changes in their instructional practices to improve student outcomes. To provide the context for findings about 2010–11 school practices, we examined schools' AYP performance and school improvement status in the prior year (2009–10). At both the elementary and middle school levels, always-accountable schools were more likely to be identified for school improvement and less likely to make AYP than were sometimes-accountable and never-accountable schools (Exhibit 3-6). At the elementary school level, 28 percent of always-accountable schools were identified for school improvement in 2009–10, compared with 25 percent of sometimes-accountable schools and 18 percent of never-accountable schools.¹⁸ The percentage of schools making AYP in 2009–10, however, was lower for always-accountable schools (56 percent) than for sometimes-accountable schools (61 percent) and never-accountable schools (72 percent).

Exhibit 3-6. Percentage of Public Elementary and Middle Schools That Were Identified for School Improvement and Percentage of Schools That Made AYP in 2009–10, by SWD-Accountability Status From 2005–06 to 2007–08 (28 States)

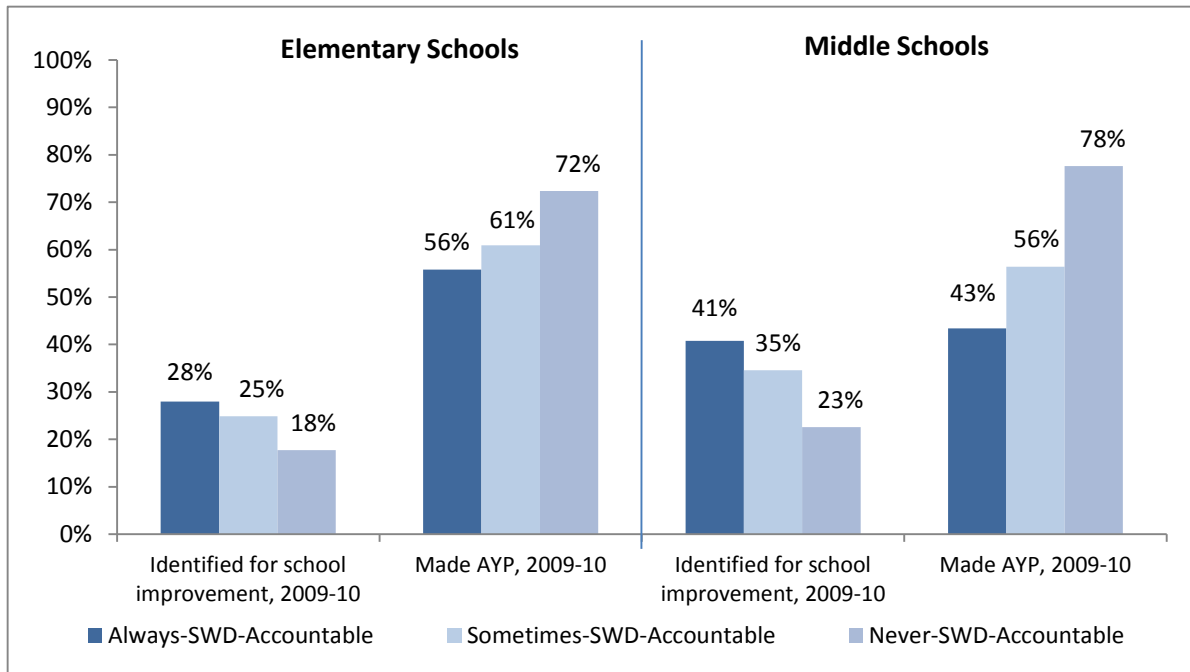


EXHIBIT READS: Among public elementary schools that were always SWD-accountable from 2005–06 to 2007–08, 28 percent were identified for school improvement in 2009–10.

¹⁸ The 2009–10 school improvement status was derived from 2008–09 EDEfacts data and was based on 2008–09 AYP performance.

SOURCE: U.S. Department of Education *EDFacts* data, 2005–06 through 2009–10.

NOTES: *EDFacts* data on 2009–10 school improvement status (which was based on 2008–09 AYP) for Indiana and 2009–10 AYP performance for California were not available at the time of the analysis.

School improvement status sample size for elementary schools = 3,547 always-accountable schools, 6,005 sometimes-accountable schools, and 15,086 never-accountable schools.

AYP sample size for elementary schools = 3,780 always-accountable schools, 5,683 sometimes-accountable schools, and 10,507 never-accountable schools.

School improvement status sample size for middle schools = 2,973 always-accountable schools, 2,010 sometimes-accountable schools, and 1,877 never-accountable schools.

AYP sample size for middle schools = 2,754 always-accountable schools, 1,783 sometimes-accountable schools, and 1,047 never-accountable schools.

See Appendix C for results by state.

Compared with elementary schools, middle schools demonstrated larger differences in schools' AYP performance and improvement status by schools' SWD-accountability category. For instance, nearly twice as many always-accountable middle schools were identified for school improvement in 2009–10 as were never-accountable middle schools (41 percent versus 23 percent). Less than half (43 percent) of always-accountable middle schools made AYP in 2009–10, compared with 78 percent of never-accountable middle schools. Differences across schools in AYP performance and improvement status might lead to different decisions about the types of instructional practices that schools adopt.

Summary

To provide a broader context for the analyses of 2010–11 school practices, this chapter examined school accountability for the SWD subgroup, accountability for the economically disadvantaged student subgroup, and accountability for the ELL subgroup in 2009–10 for three groups of schools: schools that were always SWD-accountable, sometimes SWD-accountable, and never accountable between 2005–06 and 2007–08. It also presented the percentages of schools identified for school improvement and the percentages of schools that made AYP in 2009–10.

- Sixty percent of elementary schools were never accountable for the SWD subgroup between 2005–06 and 2007–08, 15 percent were accountable for all three years, and 24 percent were accountable in some (but not all) years. At the middle school level, 44 percent of the schools were always SWD-accountable, and 29 percent and 27 percent of the schools were sometimes SWD-accountable and never SWD-accountable, respectively.
- The percentage of schools in the three SWD-accountability categories varied across the 29 states in the *EDFacts* sample. The percentage of always-accountable schools, for example, ranged from zero in one state to 99 percent in another at the elementary school level and from 4 percent to 100 percent at the middle school level.
- SWD-accountability status remained stable for 85 percent or more of always-accountable schools and never-accountable schools. Of the always-accountable schools, 85 percent of elementary schools and 92 percent of middle schools were accountable in 2009–10. Seven percent of never-accountable elementary schools and 9 percent of never-accountable middle schools were accountable for the SWD subgroup in 2009–10.

- Ninety-six percent of always-accountable elementary and middle schools were accountable for the economically disadvantaged subgroup in 2009–10, compared with 76 percent of never-accountable schools.
- Thirty-eight percent of always-accountable elementary schools and 33 percent of always-accountable middle schools were accountable for the ELL subgroup in 2009–10, compared with 28 percent of never-accountable elementary schools and 32 percent of never-accountable middle schools.
- Always-accountable schools were more likely to be identified for school improvement than were never-accountable schools. At the elementary school level, 28 percent of always-accountable schools were identified for school improvement in 2009–10, compared with 18 percent of never-accountable schools. At the middle school level, nearly twice as many always-accountable schools were identified for school improvement than were never-accountable schools (41 percent versus 23 percent).
- Always-accountable schools were less likely to make AYP than were never-accountable schools. Among always-accountable schools, 56 percent at the elementary school level and 43 percent at the middle school level made AYP in 2009–10, compared with more than 70 percent of never-accountable schools (72 percent and 78 percent at the elementary and middle school levels, respectively).

Chapter 4: School Characteristics and Staffing in SWD-Accountable and Non-SWD-Accountable Schools

In this chapter, we present findings to address the research question, *How do school characteristics and staffing differ between SWD-accountable and non-SWD-accountable schools?* In discussing the survey findings here and in Chapters 5 through 7, we use the term “always-accountable schools” to refer to schools that were always accountable for the SWD subgroup from 2005–06 to 2007–08, and we use the term “never-accountable schools” to refer to schools that were never accountable for the SWD subgroup during those three years.

To provide context for the analyses of school practices, we examined descriptive differences between always-accountable and never-accountable schools in school characteristics (such as total enrollment and percentage of students receiving free or reduced-price lunch), district programs for students with disabilities, and staffing. Because of the minimum subgroup size requirements, we expect SWD-accountable schools to be larger in size, which might also be associated with differences in student characteristics, location, and staffing. These characteristics in turn might relate to the types of practices implemented in 2010–11, which are examined in Chapters 5 through 7.

School Characteristics

Always-accountable schools differed significantly from never-accountable schools in school size, student composition, and locale at both the elementary and middle school levels.

Because accountability for the SWD subgroup depends on having a number of students with disabilities greater than or equal to the minimum subgroup size, SWD-accountable schools might be expected to be larger than non-SWD-accountable schools and to have a higher proportion of their students identified as having disabilities. Related to the size difference, SWD-accountable schools might also differ from non-SWD-accountable schools in their student composition and locale. Exhibit 4-1 displays the average total enrollment, the percentage of students identified as having a disability, the percentage of students eligible for free or reduced-price lunch, the percentage of students who were non-White, as well as school locale. As expected, on average, always-accountable schools had larger enrollments than had never-accountable schools. This size pattern was observed for both elementary and middle schools, with differences of 112 students and 324 students, respectively.

Always-accountable schools enrolled, on average, a higher percentage of students identified with a disability than did never-accountable schools, with differences of 4.6 percentage points at the elementary school level and 1.3 percentage points at the middle school level. These findings confirm that accountability for the SWD subgroup was significantly associated with both school size and the concentration of students with disabilities.

At the elementary school level, always-accountable schools had a lower percentage of students who were non-White or Hispanic (by 15.4 percentage points); were less likely to be in urban locations (by 16.3 percentage points); and were more likely to be in suburban, town, or rural settings (by 6.0, 6.0, and 4.2, percentage points, respectively) than were never-accountable schools. In contrast, at

the middle school level, always-accountable schools had a higher percentage of students eligible for free or reduced-price lunch (by 6.3 percentage points), were more likely to be in urban locations (by 7.0 percentage points), and were less likely to be located in towns or rural settings (by 5.4 and 7.1 percentage points, respectively) than were never-accountable schools. The percentage of students who were eligible for free or reduced-price lunch did not differ significantly at the elementary school level, and the percentage of students who were non-White or Hispanic did not differ significantly at the middle school level between the two types of schools.

Exhibit 4-1. Characteristics of Elementary and Middle Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| Measure | Always-SWD-Accountable Schools | | Never-SWD-Accountable Schools | | Difference (mean) | p value |
|--|--------------------------------|------|-------------------------------|------|-------------------|---------|
| | Sample size | Mean | Sample size | Mean | | |
| Elementary Schools (7 states) | | | | | | |
| Total enrollment | 1,099 | 642 | 1,598 | 529 | 112* | 0.000 |
| % of students identified with a disability | 855 | 14.9 | 1,242 | 10.2 | 4.6* | 0.000 |
| % of students eligible for free or reduced-price lunch | 1,098 | 61.0 | 1,598 | 61.0 | 0.0 | 0.975 |
| % non-White or Hispanic students | 1,099 | 51.9 | 1,598 | 67.4 | -15.4* | 0.000 |
| % urban schools | 1,099 | 23.3 | 1,603 | 39.6 | -16.3* | 0.000 |
| % suburban schools | 1,099 | 43.2 | 1,603 | 37.2 | 6.0* | 0.010 |
| % schools in towns | 1,099 | 11.2 | 1,603 | 5.1 | 6.0* | 0.000 |
| % rural schools | 1,099 | 22.3 | 1,603 | 18.1 | 4.2* | 0.014 |
| Middle Schools (5 states) | | | | | | |
| Total enrollment | 637 | 914 | 475 | 590 | 324* | 0.000 |
| % of students identified with a disability | 487 | 14.0 | 329 | 12.7 | 1.3* | 0.008 |
| % of students eligible for free or reduced-price lunch | 637 | 60.1 | 475 | 53.8 | 6.3* | 0.000 |
| % of non-White or Hispanic students | 637 | 60.5 | 475 | 58.7 | 1.7 | 0.374 |
| % urban schools | 637 | 31.7 | 477 | 24.7 | 7.0* | 0.010 |
| % suburban schools | 637 | 37.2 | 477 | 31.7 | 5.5 | 0.056 |
| % schools in towns | 637 | 11.1 | 477 | 16.6 | -5.4* | 0.011 |
| % rural schools | 637 | 19.9 | 477 | 27.1 | -7.1* | 0.005 |

EXHIBIT READS: On average, always-accountable elementary schools in 7 states enrolled 642 students, compared with 529 students for never-accountable elementary schools in those states. The difference between the two groups of schools was 112 students, which was statistically significant ($p < .001$).

SOURCE: 2009–10 and 2010–11 Common Core of Data; 2010–11 Principal and Special Education Designee Surveys; U.S. Department of Education EDFacts data, 2005–06 through 2009–10.

NOTES: The averages for always-accountable schools and never-accountable schools were averages across schools in the sample states. The differences of the two averages may not equal the tabulated differences because of rounding. Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

See Appendix D for standard errors and results by state.

Central District Programs for Students With Disabilities

Always-accountable schools were more likely to have students attending a central district program for students with disabilities and more likely to house such a program than were never-accountable schools.

If they serve more students with disabilities than are served by non-SWD-accountable schools, SWD-accountable schools might be expected to use or even house special programs for these students. To provide information on how programs for students with disabilities are organized, the special education designee survey gathered information from the study schools on whether their districts offered central district programs for students with disabilities and where these programs were housed. Some districts may set up educational programs in a central location to serve students with disabilities with similar needs. For example, a district may establish a program for students with autism within a regular public school in order to provide more specialized services to a larger number of students. Whether or not schools in the survey sample sent students to these other programs, or the extent to which schools operated a central program, may have played a role in the types of strategies that they implemented for students with disabilities.

Exhibit 4-2 presents the percentage of schools that had students attending a district program for students with disabilities outside their school and the percentage of schools that housed a central SWD program. Always-accountable schools at both the elementary and middle school levels were more likely than never-accountable schools to have students attending such a central program, with differences of 7.2 and 18.3 percentage points, respectively.

At both school levels, a higher percentage of always-accountable schools than never-accountable schools housed a central program for students with disabilities, with differences of 8.8 percentage points for elementary schools and 7.7 percentage points for middle schools. As a consequence, always-accountable schools might have been able to provide more specialized services to students with disabilities than was possible in never-accountable schools because of potential economies of scale in always-accountable schools.

Exhibit 4-2. Characteristics of District Programs for Students With Disabilities in Elementary and Middle Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| Measure | Always-SWD-Accountable Schools | | Never-SWD-Accountable Schools | | Difference (percent) | p value |
|--|--------------------------------|---------|-------------------------------|---------|----------------------|---------|
| | Sample size | Percent | Sample size | Percent | | |
| Elementary Schools (7 states) | | | | | | |
| % of schools that had students attending a central district program for students with disabilities | 871 | 35.0 | 1,283 | 27.8 | 7.2* | 0.003 |
| % of schools that housed a central district program for students with disabilities | 872 | 28.6 | 1,285 | 19.8 | 8.8* | 0.000 |
| Middle Schools (5 states) | | | | | | |
| % of schools that had students attending a central district program for students with disabilities | 501 | 32.1 | 351 | 13.9 | 18.3* | 0.000 |
| % of schools that housed a central district program for students with disabilities | 501 | 19.4 | 352 | 11.7 | 7.7* | 0.002 |

EXHIBIT READS: On average, 35.0 percent of always-accountable elementary schools in 7 states had students attending a central district program for students with disabilities, compared with 27.8 percent of never-accountable elementary schools in those states. The difference between the two groups of schools was 7.2 percentage points, which was statistically significant ($p < .01$).

SOURCE: 2010–11 Special Education Designee Survey; U.S. Department of Education EDEd data, 2005–06 through 2007–08; 2009–10 Common Core of Data.

NOTES: The averages for always-accountable schools and never-accountable schools were averages across schools in the sample states. The differences of the two averages may not equal the tabulated differences because of rounding. Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

See Appendix D for standard errors and results by state.

Staffing

Always-accountable schools had more special education teachers but fewer other staff per 100 students with disabilities than never-accountable schools had.

School staffing is another factor that might differ across SWD-accountable and non-SWD-accountable schools, facilitating or hindering the implementation of strategies adopted by schools to improve student achievement. If they serve more students with disabilities than are served by non-SWD-accountable schools, SWD-accountable schools might have fewer staff members for each student with a disability. In order to compare staffing levels across schools of different sizes, we computed the number of staff per 100 students with disabilities. Higher values of this variable mean larger staff-to-SWD ratios. As Exhibit 4-3 shows, the number of special education teachers per 100 students with disabilities was higher for always-accountable schools than for never-accountable schools at both the elementary and middle school levels (differences of 1.1 and 1.6 teachers, respectively). However, compared with never-accountable schools, always-accountable schools had lower numbers of regular education teachers per 100 students with disabilities at both school levels (differences of 14.6 and 8.5 teachers at the elementary and middle school levels, respectively). Compared with never-accountable schools, always-accountable schools also had fewer related service providers per 100 students with disabilities at both the elementary and middle school levels (differences of 1.2 and 0.9 providers, respectively). These differences might reflect economies of scale

(e.g., staff were distributed across a larger group of students with disabilities)—that is, it might be more efficient for schools with larger numbers of students with disabilities to support students with disabilities with smaller numbers of staff by grouping students with disabilities together for services.

Exhibit 4-3. Average Number of Staff per 100 Students With Disabilities in Elementary and Middle Schools in 2010–11, by Staff Type and SWD-Accountability Status Between 2005–06 and 2007–08

| Measure | Always-SWD-Accountable Schools | | Never-SWD-Accountable Schools | | Difference (mean) | <i>p</i> value |
|---|--------------------------------|------|-------------------------------|------|-------------------|----------------|
| | Sample size | Mean | Sample size | Mean | | |
| Elementary Schools (7 states) | | | | | | |
| Special education teachers | 850 | 7.4 | 1,238 | 6.3 | 1.1* | 0.000 |
| Regular education teachers | 849 | 39.0 | 1,237 | 53.6 | -14.6* | 0.000 |
| Related service providers ^a | 850 | 5.4 | 1,237 | 6.6 | -1.2* | 0.000 |
| Classroom paraprofessionals | 847 | 11.0 | 1,238 | 14.9 | -3.9* | 0.000 |
| One-on-one paraprofessionals assigned to students with disabilities | 848 | 2.4 | 1,236 | 3.3 | -0.8* | 0.000 |
| Middle Schools (5 states) | | | | | | |
| Special education teachers | 484 | 7.7 | 329 | 6.1 | 1.6* | 0.000 |
| Regular education teachers | 483 | 38.3 | 329 | 46.7 | -8.5* | 0.000 |
| Related service providers ^a | 484 | 3.8 | 328 | 4.7 | -0.9* | 0.000 |
| Classroom paraprofessionals | 484 | 6.0 | 329 | 7.6 | -1.6* | 0.000 |
| One-on-one paraprofessionals assigned to students with disabilities | 483 | 1.6 | 329 | 2.2 | -0.6* | 0.003 |

EXHIBIT READS: On average, always-accountable elementary schools in 7 states had 7.4 special education teachers per 100 students with disabilities, compared with 6.3 special education teachers for never-accountable elementary schools in those states. The difference between the two types of schools was 1.1 teachers, which was statistically significant ($p < .001$).

SOURCE: 2010–11 Principal Survey; U.S. Department of Education *EDFacts* data, 2005–06 through 2007–08; 2009–10 Common Core of Data.

NOTES: ^a Related service providers include speech therapists, physical therapists, occupational therapists, school psychologists, and guidance counselors.

The averages for always-accountable schools and never-accountable schools were averages across schools in the sample states. The differences of the two averages may not equal the tabulated differences because of rounding. Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

See Appendix D for standard errors and results by state.

Classroom aides are another type of school staff who may support the instruction of students with disabilities. Relative to never-accountable schools, always-accountable schools at both the elementary and middle school levels had a lower number of classroom paraprofessionals (differences of 3.9 and 1.6, respectively) and a lower number of one-on-one paraprofessionals (differences of 0.8 and 0.6, respectively) per 100 students with disabilities (Exhibit 4-3).

Summary

This chapter examined how school characteristics and staffing differed between schools that were always accountable for the SWD subgroup and schools that were never accountable for the SWD subgroup between 2005–06 and 2007–08.

- For both elementary and middle schools, always-accountable schools had a larger enrollment and a higher percentage of students identified with a disability than had never-accountable schools.
- Compared with never-accountable schools, always-accountable schools had a lower percentage of students who were non-White or Hispanic at the elementary school level and a higher percentage of students eligible for free or reduced-price lunch at the middle school level.
- Always-accountable elementary schools were more likely to be in suburban, town, or rural settings than were never-accountable elementary schools. Always-accountable middle schools were more likely to be in urban locations than were never-accountable middle schools.
- At both school levels, always-accountable schools were more likely to have students attending a central district program for students with disabilities and more likely to house such a program than were never-accountable schools.
- Compared with never-accountable schools, always-accountable schools had more special education teachers, but fewer other staff (i.e., regular education teachers, related service providers, classroom paraprofessionals, and one-on-one paraprofessionals), per 100 students with disabilities.

Chapter 5: School Programs and Student Support Strategies in SWD-Accountable and Non-SWD-Accountable Schools

In this chapter, we present findings to address the research question, *How do school programs and student support strategies differ between SWD-accountable and non-SWD-accountable schools?*

To improve SWD subgroup outcomes and meet AYP performance targets, SWD-accountable schools may seek to strengthen teaching and learning for all students including students with disabilities, or they may take a more targeted approach and implement practices specifically designed for students with disabilities. As suggested by the logic model, being explicitly held accountable for the SWD subgroup over a period of time (as well as being held accountable for other student subgroups) might prompt schools, more so for SWD-accountable schools than for non-SWD-accountable schools, to adopt new instructional programs or curricula, a whole-school comprehensive reform program, or direct interventions and supports for students with particular needs. The focus of the findings presented in this chapter is on school programs and student support strategies that generally apply to all students, not just students with disabilities, within a school.

School Programs

Compared with never-accountable elementary schools, always-accountable elementary schools were more likely to adopt new instructional programs.

Being explicitly held accountable for the SWD subgroups and possibly other student subgroups, SWD-accountable schools might be expected to improve the outcomes of students with disabilities by implementing school-wide changes, such as new curricula or whole-school comprehensive reform. Using data from the special education designee survey, we examined the adoption of such school-wide programs in both always-accountable schools and never-accountable schools. Because these efforts may be rolled out over an extended period of time, we asked designees whether these strategies were implemented over a five-year period (from 2005–06 to 2010–11).

At both the elementary and middle school levels, the majority of always-accountable and never-accountable schools in the survey sample adopted new instructional programs or curricula in reading/English language arts (ELA) and in mathematics over the five-year time period (Exhibit 5-1). Less than half of the schools implemented reading across the curriculum or a comprehensive school reform program.

Consistent with our hypothesis, always-accountable elementary schools were more likely to adopt new reading/ELA and mathematics programs or curricula than were never-accountable elementary schools (differences of 13.2 and 13.1 percentage points, respectively). Always-accountable schools were also more likely than never-accountable schools to implement reading across the curriculum at both school levels (differences of 11.0 and 13.3 percentage points, respectively). There were no significant differences between the two types of school in the adoption of new reading/ELA or mathematics instructional programs at the middle school level, or in the adoption of a comprehensive school reform program, at either the elementary or the middle school level.

Exhibit 5-1. Percentage of Elementary and Middle Schools That Implemented Specified School Programs Between 2005–06 and 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| Measure | Always-SWD- Accountable Schools | | Never-SWD- Accountable Schools | | Difference (percent) | <i>p</i> value |
|--|------------------------------------|---------|-----------------------------------|---------|-------------------------|----------------|
| | Sample size | Percent | Sample size | Percent | | |
| Elementary Schools (7 states) | | | | | | |
| Adoption of new instructional programs or curricula in reading/ELA | 892 | 69.8 | 1,308 | 56.6 | 13.2* | 0.000 |
| Adoption of new instructional programs or curricula in mathematics | 892 | 76.7 | 1,308 | 63.6 | 13.1* | 0.000 |
| Adoption of reading across the curriculum | 892 | 37.6 | 1,308 | 26.5 | 11.0* | 0.000 |
| Adoption of a whole-school comprehensive reform program | 892 | 9.5 | 1,308 | 9.7 | -0.2 | 0.917 |
| Middle Schools (5 states) | | | | | | |
| Adoption of new instructional programs or curricula in reading/ELA | 514 | 62.3 | 358 | 59.4 | 2.9 | 0.396 |
| Adoption of new instructional programs or curricula in mathematics | 514 | 57.6 | 358 | 56.3 | 1.3 | 0.697 |
| Adoption of reading across the curriculum | 514 | 46.7 | 358 | 33.3 | 13.3* | 0.000 |
| Adoption of a whole-school comprehensive reform program | 514 | 12.1 | 358 | 12.9 | -0.8 | 0.715 |

EXHIBIT READS: On average, 69.8 percent of 892 always-accountable elementary schools in 7 states adopted new instructional programs or curricula in reading/ELA, compared with 56.6 percent of 1,308 never-accountable elementary schools in those states. The difference between the two groups of schools was 13.2 percentage points, which was statistically significant ($p < .01$).

SOURCE: 2010–11 Special Education Designee Survey; U.S. Department of Education ED Facts data, 2005–06 through 2007–08; 2009–10 Common Core of Data.

NOTES: The averages for always-accountable schools and never-accountable schools were averages across schools in the sample states. The differences of the two averages may not equal the tabulated differences because of rounding. Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

See Appendix E for standard errors and results by state.

Student Support Strategies

SWD-accountable schools were more likely to use, to some extent or to a great extent, student interventions—tiered instruction and instructional and assistive technology at the elementary level and behavior interventions at both school levels—than were never-accountable schools.

Schools might also respond to being held accountable for the SWD subgroup by implementing strategies that provide direct support to students, including those with disabilities. Using data from the special education designee survey, we examined four strategies to provide such student support:

tiered instruction, Positive Behavioral Interventions and Supports (PBIS),¹⁹ test preparation instruction, and instructional and assistive technology. For each of these strategies, we asked the respondent whether the school implemented the strategy in 2010–11 and, if so, to what extent (i.e., to a limited extent, to some extent, or to a great extent).²⁰

The majority of always-accountable and never-accountable elementary and middle schools implemented all four strategies (Exhibit 5-2). The survey results provided some evidence that SWD-accountable schools were more likely to implement student supports than were non-SWD-accountable schools. Always-accountable elementary schools were more likely to use a tiered instructional intervention system targeting at-risk students to some extent or to a great extent than were never-accountable elementary schools (a difference of 11.8 percentage points). Always-accountable elementary schools were also more likely than never-accountable elementary schools to implement PBIS to some extent or to a great extent (a difference of 5.3 percentage points) and to provide instructional and assistive technology (a difference of 10.3 percentage points). Among other factors, one possible explanation for these differences is the fact that always-accountable elementary schools were less likely to make AYP and more likely to be identified for school improvement in 2009–10 than were never-accountable elementary schools (see Chapter 3). As a result, always-accountable elementary schools might have been more likely to implement systematic ways to identify and support struggling students in an effort to improve outcomes. There was no significant difference between always-accountable and never-accountable elementary schools in the use of test preparation instruction.

At the middle school level, always-accountable schools were more likely than never-accountable schools to implement PBIS to some extent or to a great extent (a difference of 10.5 percentage points). This may be associated with the fact that always-accountable middle schools were much larger than their never-accountable counterparts (a difference of 324 students, Exhibit 4-1). Given their larger student populations, always-accountable middle schools might have a greater need to implement approaches to improve students' behavior outcomes. Other factors may also have contributed to the difference in the use of PBIS between the two sets of schools. There were no statistically significant differences between always- and never-accountable middle schools in the implementation of a tiered instructional intervention system, in the use of test preparation instruction, or in the provision of instructional or assistive technology.

¹⁹ PBIS is “a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students” (<http://www.pbis.org>).

²⁰ The respondent was asked about the targeted students (i.e., *all students, including students with disabilities; certain subgroups, including students with disabilities; or students with disabilities only*) for each strategy in an earlier survey question. The survey then asked about the extent to which the strategy was used with the targeted students and presented the following three response options: *limited extent*: some teachers/subjects or infrequent/informal use; *some extent*: several teachers/subjects or frequent use; *great extent*: all teachers/subjects or consistently regular use.

Exhibit 5-2. Percentage of Elementary and Middle Schools That Used Specified Student Support Strategies, to Some Extent or to a Great Extent in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| Measure | Always-SWD-Accountable Schools | | Never-SWD-Accountable Schools | | Difference (percent) | <i>p</i> value |
|---|--------------------------------|---------|-------------------------------|---------|----------------------|----------------|
| | Sample size | Percent | Sample size | Percent | | |
| Elementary Schools (7 states) | | | | | | |
| Tiered instructional intervention system targeting students at risk | 881 | 90.4 | 1,302 | 78.5 | 11.8* | 0.000 |
| Positive Behavioral Interventions and Supports system | 882 | 63.0 | 1,302 | 57.7 | 5.3* | 0.039 |
| Test preparation instruction | 879 | 78.0 | 1,300 | 77.5 | 0.5 | 0.828 |
| Instructional and assistive technology | 874 | 79.3 | 1,295 | 69.0 | 10.3* | 0.000 |
| Middle Schools (5 states) | | | | | | |
| Tiered instructional intervention system targeting students at risk | 510 | 73.1 | 355 | 67.1 | 6.0 | 0.059 |
| Positive Behavioral Interventions and Supports system | 511 | 65.4 | 355 | 54.9 | 10.5* | 0.002 |
| Test preparation instruction | 510 | 73.5 | 351 | 70.1 | 3.4 | 0.276 |
| Instructional and assistive technology | 508 | 70.7 | 353 | 68.2 | 2.4 | 0.452 |

EXHIBIT READS: On average, 90.4 percent of 881 always-accountable elementary schools in 7 states implemented a tiered instructional intervention system targeting students at risk to some or to a great extent, compared with 78.5 percent of 1,302 never-accountable elementary schools in those states. The difference between the two groups of schools was 11.8 percentage points, which was statistically significant ($p < .01$).

SOURCE: 2010–11 Special Education Designee Survey; U.S. Department of Education *EDFacts* data, 2005–06 through 2007–08; 2009–10 Common Core of Data.

NOTES: The averages for always-accountable schools and never-accountable schools were averages across schools in the sample states. The differences of the two averages may not equal the tabulated differences because of rounding. Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

See Appendix E for standard errors and results by state.

Summary

This chapter examined how school programs and student support strategies differed between schools that were always SWD-accountable and schools that were never SWD-accountable between 2005–06 and 2007–08.

- Compared with never-accountable elementary schools, always-accountable elementary schools were more likely to adopt new reading/ELA or mathematics instructional programs. Always-accountable schools were more likely to adopt reading across the curriculum than were never-accountable schools at both school levels.
- Always-accountable elementary schools were more likely to use, to some extent or to a great extent, a tiered instructional intervention system, PBIS, and instructional or assistive

technology, relative to never-accountable elementary schools. At the middle school level, always-accountable schools were more likely than never-accountable schools to implement PBIS to some extent or to a great extent.

Chapter 6: Instructional Time, Structure, and Settings in SWD-Accountable and Non-SWD-Accountable Schools

In this chapter, we present findings to address the research question, *How do instructional time and settings differ between SWD-accountable and non-SWD-accountable schools?*

Schools might respond to being held accountable for SWD performance by increasing the amount of instructional time for all students and targeting students with disabilities in particular for extended instructional opportunities. Drawing on data from both the principal survey and the special education designee survey, we examine the amount of instructional time in mathematics and reading, as well as the structure of instructional time (such as the use of block scheduling) in both always-accountable and never-accountable schools.

With respect to instructional settings (such as self-contained or regular education classrooms), always-accountable schools might focus more than never-accountable schools do on educating students with disabilities in regular education settings to provide students with disabilities with more access to the general education curriculum in order to help them, as a subgroup, meet state academic proficiency standards. To explore this hypothesis, we examined the percentages of students with disabilities educated in various settings for mathematics and reading instruction in both types of school.

Instructional Time and Structure

Compared with never-accountable schools, always-accountable schools were more likely to offer a greater amount of mathematics instruction for middle school grades 6–8 and less likely to offer a greater amount of reading instruction for elementary school grades 1–2 or 3–5.

Accountability for student subgroups might be expected to result in schools increasing the amount of time devoted to instruction in an effort to improve student outcomes. The survey data provided some support for this expectation for mathematics, but not reading. Because there might be differences in instructional time by grade and subject, the survey asked about the hours per day of instruction for different grade spans (grades 1–2, 3–4, and 6–8) for mathematics and reading separately. As Exhibit 6-1 shows, the percentage of schools that provided two or three hours per day (versus one hour) of mathematics instruction for grades 6–8 was significantly higher for always-accountable middle schools than for never-accountable middle schools (a difference of 7.2 percentage points).²¹ For reading, however, the percentage of schools providing three hours per day (versus one or two hours) of instruction in grades 1–2 and grades 3–5 was significantly lower for always-accountable elementary schools than for never-accountable elementary schools (differences of 9.3 percentage points for grades 1–2 and 5.3 percentage points for grades 3–5). There were no significant differences by SWD-accountability status in the percentages of schools providing two or

²¹ For each grade span and subject, we divided the schools into two groups (based on the number of instructional hours reported) in such a way that the number of schools in the two groups was as similar as possible. Therefore, the specific measure of instructional time analyzed differed for different grade spans and subjects. We excluded responses of four or more hours per day for each subject (less than 0.05 percent of the respondents).

three hours per day (versus one hour) of instruction for elementary school grades 1–2 or 3–5 in mathematics or middle school grades 6–8 in reading.

Exhibit 6-1. Percentage of Elementary and Middle Schools by the Amount of Instructional Time Students Received in Mathematics and Reading in 2010–11, by Grade and SWD-Accountability Status Between 2005–06 and 2007–08

| Measure | Always-SWD-Accountable Schools | | Never-SWD-Accountable Schools | | Difference (percent) | p value |
|---|--------------------------------|---------|-------------------------------|---------|----------------------|---------|
| | Sample size | Percent | Sample size | Percent | | |
| Mathematics – % of schools with 2 or 3 hours per day of instructional time (versus 1 hour) | | | | | | |
| Grades 1–2 in elementary schools (7 states) | 898 | 24.5 | 1,355 | 27.0 | -2.5 | 0.254 |
| Grades 3–5 in elementary schools (7 states) | 953 | 32.2 | 1,365 | 33.2 | -1.0 | 0.691 |
| Grades 6–8 in middle schools (5 states) | 541 | 27.9 | 376 | 20.7 | 7.2* | 0.011 |
| Reading – % of schools with 3 hours per day of instructional time (versus 1 or 2 hours) | | | | | | |
| Grades 1–2 in elementary schools (7 states) | 890 | 20.9 | 1,331 | 30.2 | -9.3* | 0.000 |
| Grades 3–5 in elementary schools (7 states) | 945 | 17.8 | 1,345 | 23.1 | -5.3* | 0.015 |
| Reading – % of schools with 2 or 3 hours per day of instructional time (versus 1 hour) | | | | | | |
| Grades 6–8 in middle schools (5 states) | 534 | 46.3 | 372 | 48.6 | -2.3 | 0.494 |

EXHIBIT READS: On average, 24.5 percent of 898 always-accountable elementary schools in 7 states had 2 or 3 hours per day (versus 1 hour) of mathematics instructional time for grades 1–2, compared with 27.0 percent of 1,355 never-accountable elementary schools in those states. The difference between the two groups of schools was 2.5 percentage points, which was not statistically significant ($p > .05$).

SOURCE: 2010–11 Principal Survey; U.S. Department of Education *EDFacts* data, 2005–06 through 2007–08; 2009–10 Common Core of Data.

NOTES: The averages for always-accountable schools and never-accountable schools were averages across schools in the sample states. The differences of the two averages may not equal the tabulated differences because of rounding. Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

See Appendix F for standard errors and results by state.

Compared with never-accountable schools, always-accountable schools were more likely to offer extended instructional time and block scheduling at the elementary school level but less likely to offer block scheduling at the middle school level.

As schools undertake efforts to improve student outcomes, they may structure their instructional time in different ways depending on their focus for improvement, guided in part by their SWD-accountability status. In the survey, special education designees were asked about the implementation of three instructional, time-related strategies that would generally apply to all students: extended instructional time, block scheduling, and double dosing. To improve student outcomes, schools might offer additional instructional time beyond the school day (i.e., extended time) to struggling students through after-school or Saturday programs. Schools also might expand the time spent on a given subject within the regular school day by using block scheduling (i.e.,

fewer classes for longer periods of time) or engage in double dosing (i.e., doubling the amount of time spent on a subject).

Based on the survey, extended instructional time was a commonly used strategy, adopted by at least three-quarters of both always-accountable and never-accountable schools in the survey sample (Exhibit 6-2). At the elementary school level (but not the middle school level), always-accountable schools were more likely to implement extended instructional time than were never-accountable schools (a difference of 11.2 percentage points). Compared with never-accountable schools, always-accountable schools were also more likely to adopt block scheduling at the elementary school level (a difference of 4.8 percentage points) but less likely to adopt the practice at the middle school level (a difference of 9.3 percentage points). There were no significant differences in double dosing in ELA/mathematics between the two types of school at either the elementary or the middle school level.

Exhibit 6-2. Percentage of Elementary and Middle Schools That Used Specified Instructional Time Strategies in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| Measure | Always-SWD-Accountable Schools | | Never-SWD-Accountable Schools | | Difference (percent) | p value |
|--------------------------------------|--------------------------------|---------|-------------------------------|---------|----------------------|---------|
| | Sample size | Percent | Sample size | Percent | | |
| Elementary Schools (7 states) | | | | | | |
| Extended instructional time | 892 | 86.2 | 1,308 | 75.0 | 11.2* | 0.000 |
| Block scheduling | 892 | 30.9 | 1,308 | 26.2 | 4.8* | 0.041 |
| Double dosing in ELA/mathematics | 892 | 37.9 | 1,308 | 38.3 | -0.4 | 0.884 |
| Middle Schools (5 states) | | | | | | |
| Extended instructional time | 514 | 83.3 | 358 | 80.7 | 2.6 | 0.331 |
| Block scheduling | 514 | 35.2 | 358 | 44.4 | -9.3* | 0.006 |
| Double dosing in ELA/mathematics | 514 | 57.4 | 358 | 61.8 | -4.4 | 0.191 |

EXHIBIT READS: On average, 86.2 percent of 892 always-accountable elementary schools in 7 states implemented extended instructional time, compared with 75.0 percent of 1,308 never-accountable elementary schools in those states. The difference between the two groups of schools was 11.2 percentage points, which was statistically significant ($p < .001$).

SOURCE: 2010–11 Special Education Designee Survey; U.S. Department of Education *EDFacts* data, 2005–06 through 2007–08; 2009–10 Common Core of Data.

NOTES: The averages for always-accountable schools and never-accountable schools were averages across schools in the sample states. The differences of the two averages may not equal the tabulated differences because of rounding. Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

See Appendix F for standard errors and results by state.

There were no significant differences between always-accountable and never-accountable schools in the percentage of students with disabilities receiving extended instructional time.

We also examined the percentage of students with disabilities receiving extended instructional time. Because always-accountable schools were explicitly accountable for the outcomes of this student subgroup, they might be expected to provide extended instructional opportunities (e.g., after-school tutoring) to a larger percentage of students with disabilities than were provided by never-

accountable schools. Across subjects and school levels, the percentages of students with disabilities receiving extended instructional time ranged from 14.4 percent to 17.7 percent for always-accountable schools, and from 12.4 percent to 17.2 percent for never-accountable schools (Exhibit 6-3). There were no statistically significant differences between always- and never-accountable schools in either subject or school level.

Exhibit 6-3. Average Percentage of Students With Disabilities in Elementary and Middle Schools Receiving Extended Instructional Time in Mathematics and Reading in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| Measure | Always-SWD-Accountable Schools | | Never-SWD-Accountable Schools | | Difference (percent) | p value |
|--------------------------------------|--------------------------------|---------|-------------------------------|---------|----------------------|---------|
| | Sample size | Percent | Sample size | Percent | | |
| Elementary Schools (7 states) | | | | | | |
| Mathematics | 727 | 15.6 | 1,147 | 15.6 | 0.0 | 0.968 |
| Reading | 727 | 17.7 | 1,147 | 17.2 | 0.4 | 0.709 |
| Middle Schools (5 states) | | | | | | |
| Mathematics | 427 | 16.7 | 283 | 13.6 | 3.0 | 0.053 |
| Reading | 426 | 14.4 | 282 | 12.4 | 2.0 | 0.177 |

EXHIBIT READS: On average, 15.6 percent of students with disabilities in 727 always-accountable elementary schools in 7 states received extended instructional time in mathematics, compared with 15.6 percent of students with disabilities in 1,147 never-accountable elementary schools in those states. There was no difference between the two groups of schools ($p > .05$).

SOURCE: 2010–11 Special Education Designee Survey; U.S. Department of Education ED*Facts* data, 2005–06 through 2007–08; 2009–10 Common Core of Data.

NOTES: The averages for always-accountable schools and never-accountable schools were averages across schools in the sample states. The differences of the two averages may not equal the tabulated differences because of rounding.

See Appendix F for standard errors and results by state.

Instructional Settings

Under the Individuals with Disabilities Education Act (IDEA), school districts are required to provide a continuum of alternative educational placements to meet the needs of students with disabilities. At the school level, this could be instruction in the regular education classroom, resource room (where students with disabilities may be pulled out of the regular education classroom for supplemental instruction), or self-contained classroom (in which students with disabilities may spend most of their school day). An overarching provision in the IDEA is the least restrictive environment (LRE) principle, which specifies that students with disabilities be educated, to the maximum extent appropriate, with children who are non-disabled.

Always-accountable schools were more likely than never-accountable schools to deliberately move students with disabilities from self-contained settings to regular education classrooms.

Being accountable for SWD subgroup performance may contribute to differences in instructional settings. In efforts to improve access to the general education curriculum and SWD subgroup outcomes, SWD-accountable schools may put greater emphasis on placing students with disabilities in regular education classrooms. Consistent with this hypothesis, the survey data show that while

the majority of always-accountable and never-accountable schools engaged in deliberate efforts to transfer students with disabilities from self-contained classrooms to regular education classrooms between 2005–06 and 2010–11, such efforts were more common among always-accountable schools, with differences of 15.8 and 16.7 percentage points for elementary and middle schools, respectively (Exhibit 6-4).

Exhibit 6-4. Percentage of Elementary and Middle Schools That Deliberately Moved Students With Disabilities From Self-Contained Classrooms to Regular Education Classrooms Between 2005–06 and 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| Measure | Always-SWD-Accountable Schools | | Never-SWD-Accountable Schools | | Difference (percent) | p value |
|-------------------------------|--------------------------------|---------|-------------------------------|---------|----------------------|---------|
| | Sample size | Percent | Sample size | Percent | | |
| Elementary Schools (7 states) | 892 | 73.7 | 1,308 | 57.8 | 15.8* | 0.000 |
| Middle Schools (5 states) | 514 | 80.4 | 358 | 63.7 | 16.7* | 0.000 |

EXHIBIT READS: On average, 73.7 percent of 892 always-accountable elementary schools in 7 states deliberately moved students with disabilities from self-contained classrooms to regular education classrooms between 2005–06 and 2010–11, compared with 57.8 percent of 1,308 never-accountable elementary schools in those states. The difference between the two groups of schools was 15.8 percentage points, which was statistically significant ($p < .001$).

SOURCE: 2010–11 Special Education Designee Survey; U.S. Department of Education EDEdFacts data, 2005–06 through 2007–08; 2009–10 Common Core of Data.

NOTES: The averages for always-accountable schools and never-accountable schools were averages across schools in the sample states. The differences of the two averages may not equal the tabulated differences because of rounding. Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

See Appendix F for standard errors and results by state.

The remainder of this chapter looks at specific placement settings. In interpreting the results, the reader should keep in mind that always-accountable schools in the survey sample had a larger SWD population than had never-accountable schools; therefore, certain placement configurations might be more efficient and appropriate for meeting the needs of students with disabilities for always-accountable schools. Always-accountable schools, for instance, might be more likely than never-accountable schools to have separate settings for students with disabilities, given their larger enrollment.

Compared with never-accountable middle schools, always-accountable middle schools had a higher percentage of students with disabilities spending 80 percent or more of the school day in regular education.

Using the percentage time categories required by federal IDEA reporting, Exhibit 6-5 presents the percentages of students with disabilities spending less than 40 percent of the school day and the percentages of students with disabilities spending 80 percent or more of the school day in regular education (more and less restrictive placements, respectively).²² On average, more than half of students with disabilities in both always-accountable and never-accountable schools spent at least 80 percent of the school day in regular education. However, always-accountable middle schools had

²² The third percentage time category (40 percent to 79 percent of the school day in regular education) was excluded from this table to ease reader interpretation of the results.

a higher percentage of students with disabilities spending at least 80 percent of the school day in regular education, compared with never-accountable middle schools (a difference of 6.3 percentage points). This finding suggests that, at the middle school level, always-accountable schools were more likely to educate their students with disabilities in less restrictive settings than were never-accountable schools. Such a difference was not found at the elementary school level, and there were no statistically significant differences by SWD-accountability status in the percentage of students with disabilities spending less than 40 percent of the school day in regular education at either school level.

Exhibit 6-5. Percentage of Students With Disabilities in Elementary and Middle Schools by Time Spent in Regular Education Classrooms in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| Measure | Always-SWD-Accountable Schools | | Never-SWD-Accountable Schools | | Difference (percent) | p value |
|--|--------------------------------|---------|-------------------------------|---------|----------------------|---------|
| | Sample size | Percent | Sample size | Percent | | |
| Elementary Schools (7 states) | | | | | | |
| Less than 40% of the school day in regular education | 524 | 22.5 | 905 | 19.7 | 2.9 | 0.110 |
| 80% or more of the school day in regular education | 524 | 62.8 | 905 | 62.0 | 0.8 | 0.703 |
| Middle Schools (5 states) | | | | | | |
| Less than 40% of the school day in regular education | 272 | 19.4 | 212 | 21.7 | -2.3 | 0.288 |
| 80% or more of the school day in regular education | 272 | 59.5 | 212 | 53.2 | 6.3* | 0.030 |

EXHIBIT READS: On average, 22.5 percent of students with disabilities in 524 always-accountable elementary schools in 7 states spent less than 40 percent of the school day in regular education settings, compared with 19.7 percent of students with disabilities in 905 never-accountable elementary schools in those states. The difference between the two groups of schools was 2.9 percentage points, which was not statistically significant ($p > .05$).

SOURCE: 2010–11 Special Education Designee Survey; U.S. Department of Education *EDFacts* data, 2005–06 through 2007–08; 2009–10 Common Core of Data.

NOTES: The averages for always-accountable schools and never-accountable schools were averages across schools in the sample states. The differences of the two averages may not equal the tabulated differences because of rounding. Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

See Appendix F for standard errors and results by state.

Although the percentage time categories are common metrics used for data collections conducted annually by the federal government, they are broad measures. For example, students with disabilities spending 80 percent or more of their school day in regular education could be supported in a variety of ways. To collect more detailed information, the special education designee survey asked about the percentages of students with disabilities who received mathematics and reading instruction in different types of classroom settings. Exhibits 6-6 and 6-7 show the results by subject for five types of settings: regular education with no support or minimal support, regular education with substantial support, co-taught settings, resource room, and self-contained classroom.²³

²³ “Other” was included as a sixth category in the survey, but it is excluded here to ease interpretation of the results.

Exhibit 6-6. Average Percentage of Students With Disabilities in Elementary and Middle Schools Receiving Mathematics Instruction in Different Types of Classroom Settings in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| Measure | Always-SWD-Accountable Schools | | Never-SWD-Accountable Schools | | Difference (percent) | p value |
|--|--------------------------------|---------|-------------------------------|---------|----------------------|---------|
| | Sample size | Percent | Sample size | Percent | | |
| Elementary Schools (7 states) | | | | | | |
| Regular education classroom, taught by regular education teacher with no or minimal support/accommodations | 500 | 22.8 | 791 | 24.2 | -1.4 | 0.482 |
| Regular education classroom, taught by regular education teacher with substantial support/accommodations | 500 | 23.2 | 791 | 24.7 | -1.5 | 0.443 |
| Regular education classroom, co-taught by regular education and special education teachers | 500 | 22.4 | 791 | 12.5 | 9.9* | 0.000 |
| Resource room | 500 | 16.7 | 791 | 24.5 | -7.8* | 0.000 |
| Self-contained classroom | 500 | 14.1 | 791 | 13.5 | 0.6 | 0.680 |
| Middle Schools (5 states) | | | | | | |
| Regular education classroom, taught by regular education teacher with no or minimal support/accommodations | 316 | 15.7 | 213 | 24.4 | -8.7* | 0.000 |
| Regular education classroom, taught by regular education teacher with substantial support/accommodations | 316 | 16.7 | 213 | 22.2 | -5.5* | 0.014 |
| Regular education classroom, co-taught by regular education and special education teachers | 316 | 37.5 | 213 | 14.4 | 23.1* | 0.000 |
| Resource room | 316 | 13.8 | 213 | 21.4 | -7.6* | 0.000 |
| Self-contained classroom | 316 | 15.7 | 213 | 15.6 | 0.1 | 0.958 |

EXHIBIT READS: On average, 22.8 percent of students with disabilities in 500 always-accountable elementary schools in 7 states received mathematics instruction in a regular classroom, taught by a regular education teacher with no or minimal support/accommodations, compared with 24.2 percent of students with disabilities in 791 never-accountable elementary schools in those states. The difference between the two groups of schools was 1.4 percentage points, which was not statistically significant ($p > .05$).

SOURCE: 2010–11 Special Education Designee Survey; U.S. Department of Education EDFacts data, 2005–06 through 2007–08; 2009–10 Common Core of Data.

NOTES: The averages for always-accountable schools and never-accountable schools were averages across schools in the sample states. The differences of the two averages may not equal the tabulated differences because of rounding. Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

See Appendix F for standard errors and results by state.

Exhibit 6-7. Average Percentage of Students With Disabilities in Elementary and Middle Schools Receiving Reading Instruction in Different Types of Classroom Settings in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| Measure | Always-SWD-Accountable Schools | | Never-SWD-Accountable Schools | | Difference (percent) | p value |
|--|--------------------------------|---------|-------------------------------|---------|----------------------|---------|
| | Sample size | Percent | Sample size | Percent | | |
| Elementary Schools (7 states) | | | | | | |
| Regular education classroom, taught by regular education teacher with no or minimal support/accommodations | 502 | 20.6 | 787 | 21.6 | -0.9 | 0.627 |
| Regular education classroom, taught by regular education teacher with substantial support/accommodations | 502 | 23.8 | 787 | 23.2 | 0.6 | 0.761 |
| Regular education classroom, co-taught by regular education and special education teachers | 502 | 21.9 | 787 | 12.6 | 9.3* | 0.000 |
| Resource room | 502 | 18.5 | 787 | 27.4 | -8.8* | 0.000 |
| Self-contained classroom | 502 | 14.2 | 787 | 14.0 | 0.2 | 0.891 |
| Middle Schools (5 states) | | | | | | |
| Regular education classroom, taught by regular education teacher with no or minimal support/accommodations | 311 | 15.4 | 214 | 20.6 | -5.2* | 0.013 |
| Regular education classroom, taught by regular education teacher with substantial support/accommodations | 311 | 16.7 | 214 | 22.8 | -6.2* | 0.006 |
| Regular education classroom, co-taught by regular education and special education teachers | 311 | 36.9 | 214 | 15.4 | 21.5* | 0.000 |
| Resource room | 311 | 15.1 | 214 | 23.0 | -7.9* | 0.001 |
| Self-contained classroom | 311 | 15.2 | 214 | 16.6 | -1.4 | 0.415 |

EXHIBIT READS: On average, 20.6 percent of students with disabilities in 502 always-accountable elementary schools in 7 states received reading instruction in a regular classroom, taught by a regular education teacher with no or minimal support/accommodations, compared with 21.6 percent of students with disabilities in 787 never-accountable elementary schools in those states. The difference between the two groups of schools was 0.9 percentage points, which was not statistically significant ($p > .05$).

SOURCE: 2010–11 Special Education Designee Survey; U.S. Department of Education EDEdFacts data, 2005–06 through 2007–08; 2009–10 Common Core of Data.

NOTES: The averages for always-accountable schools and never-accountable schools were averages across schools in the sample states. The differences of the two averages may not equal the tabulated differences because of rounding. Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

See Appendix F for standard errors and results by state.

At both the elementary and middle school levels, students with disabilities in always-accountable schools were more likely to be instructed in co-taught classrooms and less likely to be instructed in resource rooms than were students with disabilities in never-accountable schools.

As Exhibits 6-6 and 6-7 show, findings for both mathematics and reading suggest different instructional setting experiences for students with disabilities in SWD-accountable schools and students with disabilities in non-SWD-accountable schools. For both mathematics and reading, students with disabilities in always-accountable schools were more likely to be instructed in co-taught classrooms at both the elementary school level (differences of 9.9 and 9.3 percentage points, by subject, respectively) and the middle school level (differences of 23.1 and 21.5 percentage points, by subject, respectively), compared with students with disabilities in never-accountable schools. Students with disabilities in always-accountable schools were also less likely to be educated in resource rooms at both the elementary school level (differences of 7.8 and 8.8 percentage points for mathematics and reading, respectively) and the middle school level (differences of 7.6 and 7.9 percentage points, by subject, respectively), compared with students with disabilities in never-accountable schools.

In addition, students with disabilities in always-accountable middle schools were less likely to be taught in regular education classrooms by regular education teachers with no or minimal support/accommodations (differences of 8.7 and 5.2 percentage points for mathematics and reading, respectively) or by regular education teachers with substantial support/accommodations (differences of 5.5 and 6.2 percentage points, by subject, respectively), compared with students with disabilities in never-accountable middle schools. This is likely due to the proportion of students with disabilities instructed in co-taught settings. The two types of schools did not differ significantly for either subject in the average percentage of students with disabilities taught in self-contained classrooms at either the elementary or middle school level or in the average percentage of students with disabilities served in regular education classrooms taught by regular education teachers, with or without support/accommodations at the elementary school level.

These differences between always- and never-accountable schools in the placement of students with disabilities might be related to differences in the size and needs of the SWD population served by always- and never-accountable schools. It may be more efficient, for example, for always-accountable schools to offer co-taught settings because of their larger number of students with disabilities. Other factors may also have contributed to placement differences between the two sets of schools.

Summary

This chapter examined how instructional time, structure, and settings differed between schools that were always accountable for the SWD subgroup and schools that were never accountable for the subgroup between 2005–06 and 2007–08.

- Always-accountable schools might be expected to provide more instructional time as a strategy for improving outcomes for students with disabilities. However, there were mixed results for instructional time.
 - Compared with never-accountable schools, always-accountable schools were more likely to offer a greater amount of mathematics instruction for middle school grades 6–8 and less likely to offer a greater amount of reading instruction for elementary school grades 1–2 and 3–5.

- Compared with never-accountable schools, always-accountable schools were more likely to offer extended instructional time opportunities (e.g., after-school programs) and block scheduling at the elementary school level but less likely to offer block scheduling at the middle school level.
- There were no significant differences in the percentage of students with disabilities receiving extended instructional time between always- and never-accountable schools at either school level.
- To improve access to the general education curriculum and SWD outcomes, always-accountable schools may put greater emphasis on placing students with disabilities in regular education classrooms. The survey results provided support for this hypothesis.
 - At both the elementary and middle school levels, always-accountable schools were more likely than never-accountable schools to deliberately move students with disabilities from self-contained settings to regular education classrooms.
 - Compared with never-accountable middle schools, always-accountable middle schools had a higher percentage of students with disabilities spending 80 percent or more of the school day in regular education.
 - At both the elementary and middle school levels, students with disabilities in always-accountable schools were more likely to be instructed in co-taught regular education classrooms and less likely to receive instruction in resource rooms for both mathematics and reading, compared with students with disabilities in never-accountable schools.

Chapter 7: Teacher Collaboration and Professional Development in SWD-Accountable and Non-SWD-Accountable Schools

This chapter reviews findings for the fourth research question: *How do teacher collaboration and professional development differ between SWD-accountable and non-SWD-accountable schools?*

In addition to adopting school improvement programs and student support strategies, and making changes to instructional time and settings, schools also might respond to being held accountable for SWD performance by implementing strategies to improve teachers' capacity to provide instruction to students with disabilities. To accomplish this, schools might increase the degree of teacher collaboration to improve instructional practice and provide targeted professional development (PD) and coaching to regular education and special education teachers on topics related to students with disabilities.

Always-accountable schools were more likely to use team teaching to some extent or to a great extent than were non-SWD-accountable schools.

The special education designee survey asked about the extent to which the school engaged in three activities related to teacher collaboration: team teaching, the use of student achievement data to systematically inform instruction (which often involves teachers meeting to discuss the interpretation of data), and common planning time. At both school levels, always-accountable schools were more likely to use team teaching to some extent or to a great extent, with differences of 20.6 percentage points for elementary schools and 34.2 percentage points for middle schools. The greater use of team teaching in always-accountable schools may be due to size differences between always- and never-accountable schools, as it may be more efficient and practical for schools with larger numbers of students with disabilities to pair teachers together. Teachers in a majority of both always-accountable and never-accountable schools used student data to inform instruction and common planning time to some extent or to a great extent at both school levels (Exhibit 7-1). Always-accountable schools were more likely than never-accountable schools to use student achievement data to some or to a great extent at the elementary school level (a difference of 2.7 percentage points) and more likely to use common teacher planning time to some or to a great extent at the middle school level (a difference of 6.0 percentage points).

Exhibit 7-1. Percentage of Elementary and Middle Schools That Used Specified Teacher Collaboration Strategies in 2010–11, to Some Extent or to a Great Extent, by SWD-Accountability Status Between 2005–06 and 2007–08

| Measure | Always-SWD-Accountable Schools | | Never-SWD-Accountable Schools | | Difference (percent) | p value |
|---|--------------------------------|---------|-------------------------------|---------|----------------------|---------|
| | Sample size | Percent | Sample size | Percent | | |
| Elementary Schools (7 states) | | | | | | |
| Team teaching model | 889 | 49.7 | 1,308 | 29.1 | 20.6* | 0.000 |
| Use of student achievement data to inform instruction | 888 | 95.3 | 1,308 | 92.5 | 2.7* | 0.035 |
| Common teacher planning time | 888 | 77.1 | 1,308 | 80.3 | -3.2 | 0.123 |
| Middle Schools (5 states) | | | | | | |
| Team teaching model | 514 | 67.1 | 357 | 32.9 | 34.2* | 0.000 |
| Use of student achievement data to inform instruction | 514 | 89.5 | 357 | 85.8 | 3.7 | 0.109 |
| Common teacher planning time | 514 | 80.2 | 357 | 74.1 | 6.0* | 0.039 |

EXHIBIT READS: On average, 49.7 percent of 889 always-accountable elementary schools in 7 states used team teaching to some extent or to a great extent, compared with 29.1 percent of 1,308 never-accountable elementary schools in those states. The difference between the two groups of schools was 20.6 percentage points, which was statistically significant ($p < .001$).

SOURCE: 2010–11 Special Education Designee Survey; U.S. Department of Education EDEdFacts data, 2005–06 through 2007–08; 2009–10 Common Core of Data.

NOTES: The averages for always-accountable schools and never-accountable schools were averages across schools in the sample states. The differences of the two averages may not equal the tabulated differences because of rounding. Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

See Appendix G for standard errors and results by state.

Always-accountable schools provided teachers with more professional development opportunities than never-accountable schools provided.

We also examined the percentage of schools providing teachers with specified amounts of PD and coaching related to educating students with disabilities. Supporting the hypothesis that SWD-accountability may be associated with greater PD efforts related to students with disabilities, the survey results showed that in-service training opportunities were more evident in always-accountable schools than in never-accountable schools (Exhibit 7-2). For regular education teachers, always-accountable schools were more likely to provide, during the past 12 months, three or more days of PD (differences of 7.9 percentage points for elementary schools and 15.6 percentage points for middle schools) and monthly coaching or mentoring (differences of 11.5 percentage points for elementary schools and 17.0 percentage points for middle schools) related to educating students with disabilities than were never-accountable schools. For special education teachers, always-accountable schools at both the elementary and middle school levels were also more likely than never-accountable schools to provide, during the past 12 months, at least three days of PD related to instructing students with disabilities (differences of 5.2 and 9.1 percentage points, respectively) and to provide at least monthly coaching or mentoring on educating students with disabilities (differences of 10.1 and 12.6 percentage points, respectively). The greater amount of PD and coaching focusing on students with disabilities provided by always-accountable schools might be due to the larger number of students with disabilities in those schools, as well as the fact that these schools were explicitly accountable

for the performance of this subgroup and were less likely to make AYP, thereby making this student population a focus of concern.

Exhibit 7-2. Percentage of Elementary and Middle Schools by the Amount of Professional Development (PD) and Coaching Provided During the Past 12 Months, by SWD-Accountability Status Between 2005–06 and 2007–08

| Measure | Always-SWD-Accountable Schools | | Never-SWD-Accountable Schools | | Difference (percent) | p value |
|--|--------------------------------|---------|-------------------------------|---------|----------------------|---------|
| | Sample size | Percent | Sample size | Percent | | |
| Elementary Schools (7 states) | | | | | | |
| 3+ days of PD to regular education teachers for working with students with disabilities | 967 | 37.9 | 1,393 | 29.9 | 7.9* | 0.001 |
| Monthly coaching or mentoring for regular education teachers to work with students with disabilities | 967 | 56.3 | 1,392 | 44.8 | 11.5* | 0.000 |
| 3+ days of PD to special education teachers for working with students with disabilities | 884 | 40.7 | 1,299 | 35.6 | 5.2* | 0.042 |
| Monthly coaching or mentoring for special education teachers to work with students with disabilities | 884 | 42.9 | 1,299 | 32.8 | 10.1* | 0.000 |
| Middle Schools (5 states) | | | | | | |
| 3+ days of PD to regular education teachers for working with students with disabilities | 557 | 43.6 | 387 | 28.0 | 15.6* | 0.000 |
| Monthly coaching or mentoring for regular education teachers to work with students with disabilities | 557 | 59.6 | 388 | 42.6 | 17.0* | 0.000 |
| 3+ days of PD to special education teachers for working with students with disabilities | 513 | 39.6 | 357 | 30.4 | 9.1* | 0.005 |
| Monthly coaching or mentoring for special education teachers to work with students with disabilities | 513 | 46.0 | 355 | 33.4 | 12.6* | 0.000 |

EXHIBIT READS: On average, 37.9 percent of 967 always-accountable elementary schools in 7 states offered, during the last 12 months, three or more days of PD to regular education teachers for working with students with disabilities, compared with 29.9 percent of 1,393 never-accountable elementary schools in those states. The difference between the two groups of schools was 7.9 percentage points, which was statistically significant ($p < .01$).

SOURCE: 2010–11 Principal and Special Education Designee Surveys; U.S. Department of Education *EDFacts* data, 2005–06 through 2007–08; 2009–10 Common Core of Data.

NOTES: The averages for always-accountable schools and never-accountable schools were averages across schools in the sample states. The differences of the two averages may not equal the tabulated differences because of rounding. Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

See Appendix G for standard errors and results by state.

Summary

This chapter examined how teacher collaboration and professional development practices differed between schools that were always accountable for SWD subgroup performance and schools that were never accountable for the subgroup between 2005–06 and 2007–08.

- Always-accountable schools at both school levels were more likely to use team teaching to some extent or to a great extent than were non-SWD-accountable schools. Always-accountable schools were more likely than non-SWD-accountable schools to use, to some extent or a great extent, student data to inform instruction at the elementary level and common teacher planning time at the middle school level.
- There was evidence that always-accountable schools provided more PD opportunities than did never-accountable schools. At both the elementary and middle school levels, always-accountable schools were more likely than never-accountable schools to provide regular education and special education teachers with three or more days of PD during the past 12 months and at least monthly coaching related to instructing students with disabilities.

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Appendix A: Principal and Special Education Designee Surveys

School Improvement Status and Outcomes for Students with Disabilities Study

Principal Survey

Prepared by:

American Institutes for Research

Prepared for:

U.S. Department of Education

Contract No. ED-04-CO-0025/0013

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0879. The time required to complete this information collection is estimated to average 15 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. The obligation to respond to this collection is voluntary. Confidentiality is ensured (P.L. 107-279, Title I, Part E, Sec.183) and the security of the data collected is compliant with the Privacy Act of 1974 as amended (5 U.S.C. 552a). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1850-0879. Note: Please do **not** return the completed survey to this address.

Dear Principal:

Thank you for participating in a survey for the School Improvement Status and Outcomes for Students with Disabilities Study. This study will examine the inclusion of students with disabilities in school accountability systems, school practices that may affect the outcomes of students with disabilities, and achievement trends of these students over time.

Your participation is important and appreciated, but you do have the right not to participate in the study or withdraw from the study at any time. You may also skip any question that you do not wish to answer. You will face no penalty or loss of benefits to which you are entitled if you refuse to participate in this study. Below are answers to some general questions concerning your participation.

What is the purpose of this survey?

The purpose of the survey is to provide policy-relevant information about the education of students with disabilities by examining school practices that may affect the education outcomes of these students.

Who is conducting this survey?

This study was commissioned by the Department of Education's Institute of Education Sciences, and is administered by the American Institutes for Research (AIR) and NORC at the University of Chicago.

Why should you participate in this survey?

By responding to this survey, you can help policy makers, educators and researchers to better understand how schools are working to improve outcomes for students with disabilities.

Will your responses be kept confidential?

Your responses are protected from disclosure by federal statute (P.L. 107-279, Title I, Part E, Sec.183). Responses to data collection are voluntary and will be used only for broadly descriptive and statistical purposes. The reports prepared for the study will summarize findings across the sample and will not associate responses with a specific school or individual. In no instances will data that relate to or describe identifiable characteristics of individuals or individual schools be disclosed or used in identifiable form, except as required by law.

How will your information be reported?

The information you provide will be combined with the information provided by others in statistical reports. No individual data that link your name, address, or telephone number with your responses will be included in the statistical reports.

For more information about this study you can contact the research team at SWD@norc.org or call the study's toll-free number at 1-800-609-2911.

Thank you for your cooperation in this very important effort!

INSTRUCTIONS SCREEN

This survey will take no more than 15 minutes to complete and comprises 13 questions:

| Section | Questions |
|---------------------------------------|--------------------|
| Part A: Background | Questions 1 – 5 |
| Part B: School Improvement Strategies | Question 6 |
| Part C: Professional Development | Questions 7 and 8 |
| Part D: Instructional Time | Questions 9 and 10 |
| Part E: Staff | Questions 11 – 13 |

Move **forward** or **backward** one question at a time by clicking on the **Next** or **Previous** buttons at the bottom of every screen. (DO NOT use your browser's Back or Forward buttons.)

If you need to exit the survey prior to completion, please click on the "**Save & Exit**" button at the bottom of any screen. All responses that you have already provided will be securely stored, and you can resume the survey at your convenience.

If you exit the survey **without** clicking the "**Save & Exit**" button, you will need to wait ten minutes before you can re-enter the survey. Again, all responses that you provided to that point are saved.

If at any time you need to log back into the survey, you will need your PIN and Password.

CONFIRMATION SCREEN:

Thank you again for taking part in this very important study. In the event that we need to reach you, please confirm the following contact information we have for you:

[School Name]
 [Principal Name]
 [Mailing Address]
 [City, State, zip]
 [Telephone]
 [Email Address]

Is this information correct?

[Radio Buttons]

Yes

No → [IF NO, correct with appropriate information].

Part A. Background

1. What is your role?
Principal / assistant principal / head of school / dean / other administrator (specify) / teacher
2. For how many years have you worked at this school? (Please count 2010–11 as one year)
_____ Years
3. For how many years have you worked as a school principal/administrator/teacher? _____ Years
4. What is the total student enrollment in your school as of 2010–11?
_____ Students
5. Is your school accountable for the performance of the students with disabilities subgroup for the purpose of determining your school's adequate yearly progress (AYP) status for the 2010–11 school year? Yes / No / Don't know

Part B. School Improvement Strategies

6. Have any of the following school improvement strategies or interventions been implemented in your school over the past six years (2005–06 to 2010–11)?

| Strategies/interventions | No | Yes | Don't know |
|---|-------------|-------------|-------------|
| a. Notifying parents of school improvement status | [check box] | [check box] | [check box] |
| b. Developing a joint school improvement plan with the state/district | [check box] | [check box] | [check box] |
| c. Offering students the opportunity to transfer to a non-identified school, with transportation provided | [check box] | [check box] | [check box] |
| d. Offering students supplemental educational services (e.g., tutoring) from a state-approved provider | [check box] | [check box] | [check box] |
| e. Implementing a new research-based curriculum or instructional program | [check box] | [check box] | [check box] |
| f. Extending the school day | [check box] | [check box] | [check box] |
| g. Extending the school year | [check box] | [check box] | [check box] |
| h. Significantly decreasing management authority at the school level | [check box] | [check box] | [check box] |
| i. Replacing the principal | [check box] | [check box] | [check box] |
| j. Restructuring the internal organization of the school | [check box] | [check box] | [check box] |
| k. Appointing an outside expert to advise the school | [check box] | [check box] | [check box] |
| l. Planning for restructuring to take place the following year | [check box] | [check box] | [check box] |
| m. Replacing all or most of the school staff (which may include the principal) | [check box] | [check box] | [check box] |
| n. Reopening the school as a public charter school | [check box] | [check box] | [check box] |
| o. Entering in a contract with a private entity to operate the school (e.g., private management company) | [check box] | [check box] | [check box] |
| p. Turning school operations over to the state (state takeover) | [check box] | [check box] | [check box] |

Part C. Professional Development

7. Thinking about the **majority of regular education teachers** in your school, how much professional development (not including coaching or mentoring) did they receive from your school or district on the following topics during the past 12 months?

| Topic | None | Less than 1 day (less than 6 hours) | 1–2 days (6–17 hours) | 3–4 days (18–29 hours) | 5–10 days (30–60 hours) | More than 10 days (more than 60 hours) | <i>Is this less than, the same as, or more than last year?</i> |
|--|------|-------------------------------------|-----------------------|------------------------|-------------------------|--|--|
| a. Implementing specific instructional approaches or curricula aimed at improving the achievement of <i>all students</i> | 0 | 1 | 2 | 3 | 4 | 5 | - Less - Same - More |
| b. Implementing specific instructional approaches or curricula aimed <i>specifically</i> at improving the achievement of <i>students with disabilities</i> | 0 | 1 | 2 | 3 | 4 | 5 | - Less - Same - More |

8. Thinking about the **majority of regular education teachers** in your school, how frequently did they receive coaching or mentoring on the following topics during the past 12 months?

| Topic | Never | Less than monthly | Monthly | Weekly | Daily | <i>Is this less than, the same as, or more than last year?</i> |
|--|-------|-------------------|---------|--------|-------|--|
| a. Implementing specific instructional approaches or curricula aimed at improving the achievement of <i>all students</i> | 0 | 1 | 2 | 3 | 4 | - Less - Same - More |
| b. Implementing specific instructional approaches or curricula aimed <i>specifically</i> at improving the achievement of <i>students with disabilities</i> | 0 | 1 | 2 | 3 | 4 | - Less - Same - More |

Part D. Instructional Time

9. For the current school year (2010–11), what is the average instructional time per day that students in your school spent on mathematics and English/language arts? Please round to the nearest hour.

| | No students in these grades | Mathematics | English/language arts/reading | <i>Is this less than, the same as, or more than last year?</i> |
|---------------------------|-----------------------------|-------------|-------------------------------|--|
| a. Students in grades 1–2 | [checkbox] | ___ hours | ___ hours | - Less - Same - More |
| b. Students in grades 3–5 | [checkbox] | ___ hours | ___ hours | - Less - Same - More |
| c. Students in grades 6–8 | [checkbox] | ___ hours | ___ hours | - Less - Same - More |

10. For the current school year (2010–11), how many students in your school receive extended-day instruction (e.g., after-school or Saturday tutoring)?

- a. For reading: ____ Students
- b. For mathematics: ____ Students

Part E. Staff

11. For the current school year (2010–11), please indicate the total number of full-time equivalent (FTE) staff in each of the following positions (e.g., if there are two 0.5 FTE staff, this would be reported as 1 FTE). Please round to the nearest 2 decimal places.

| Type of staff | Total # FTE | <i>Is this less than, the same as, or more than last year?</i> |
|---|-------------|--|
| a. Regular education classroom teachers | ____# | Less / Same / More |
| b. Special education teachers (includes teachers of self-contained, inclusion, and resource classes) | ____# | Less / Same / More |
| c. Administrative leadership | ____# | Less / Same / More |
| d. Related service providers (e.g., speech therapists, physical therapists, occupational therapists, school psychologists, guidance counselors) | ____# | Less / Same / More |
| e. Classroom paraprofessionals | ____# | Less / Same / More |
| f. One-on-one paraprofessionals assigned to students with disabilities | ____# | Less / Same / More |
| g. Literacy specialists/coaches | ____# | Less / Same / More |
| h. Mathematics specialists/coaches | ____# | Less / Same / More |

12. For each of the following positions, please indicate how many of your staff members are ***new to the position in 2010–11***, and of these, how many are new due to the ***addition of a new position*** or new because they are ***replacing previous staff***. Please report the positions as full-time equivalents (FTE) (e.g., if there are two 0.5 FTE positions, this would be reported as 1 FTE). Please round to the nearest 2 decimal places.

| Type of staff | Total # new FTE | # FTE: new position in school | # FTE: replacement for previous staff |
|---|-----------------|-------------------------------|---------------------------------------|
| a. Regular education classroom teachers | ____# | ____# | ____# |
| b. Special education teachers (includes teachers of self-contained, inclusion, and resource classes) | ____# | ____# | ____# |
| c. Administrative leadership | ____# | ____# | ____# |
| d. Related service providers (e.g., speech therapists, physical therapists, occupational therapists, school psychologists, guidance counselors) | ____# | ____# | ____# |
| e. Classroom paraprofessionals | ____# | ____# | ____# |
| f. One-on-one paraprofessionals assigned to students with disabilities | ____# | ____# | ____# |
| g. Literacy specialists/coaches | ____# | ____# | ____# |
| h. Mathematics specialists/coaches | ____# | ____# | ____# |

13. Please indicate how many regular education teachers and special education teachers in your school hold full certification or provisional certification ***in their field of teaching in 2010–11***. Please report the numbers as full-time equivalents (FTE) (e.g., if there are two 0.5 FTE staff, this would be reported as 1 FTE). Please round to the nearest 2 decimal places.

| Type of staff | # FTE: fully certified | # FTE: provisionally certified |
|--|------------------------|--------------------------------|
| a. Regular education classroom teachers | ____# | ____# |
| b. Special education teachers (includes teachers of self-contained, inclusion, and resource classes) | ____# | ____# |

FINAL SCREEN:

Thank you again for your participation in this very important study!

Before you submit this survey, please nominate a Special Education designee at your school to complete an online survey, similar to the one you just completed. That survey would not take more than 30 minutes to complete.

The person you nominate should have knowledge of the following issues in relation to Special Education at your school:

- The composition of the students with disabilities population in your school
- The special education services provided to students with disabilities in your school
- School practices (including school improvement strategies, instructional practices, and teacher professional development) that may affect the education of students with disabilities in your school

Designee Name: [field]

Email Address: [field]

Designee Telephone Number (school or home, if known): [field]

Thank you for completing this survey!

School Improvement Status and Outcomes for Students with Disabilities Study

Special Education Designee Survey

Prepared by:

American Institutes for Research

Prepared for:

U.S. Department of Education

Contract No. ED-04-CO-0025/0013

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0879. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. The obligation to respond to this collection is voluntary. Confidentiality is ensured (P.L. 107-279, Title I, Part E, Sec.183) and the security of the data collected is compliant with the Privacy Act of 1974 as amended (5 U.S.C. 552a). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1850-0879. Note: Please do **not** return the completed survey to this address.

Dear Special Education Designee:

Thank you for participating in a survey for the School Improvement Status and Outcomes for Students with Disabilities Study. This study will examine the inclusion of students with disabilities in school accountability systems, school practices that may affect the outcomes of students with disabilities, and achievement trends of these students over time.

Your participation is important and appreciated, but you do have the right not to participate in the study or withdraw from the study at any time. You may also skip any question that you do not wish to answer. You will face no penalty or loss of benefits to which you are entitled if you refuse to participate in this study. Below are answers to some general questions concerning your participation.

What is the purpose of this survey?

The purpose of the survey is to provide policy-relevant information about the education of students with disabilities by examining school practices that may affect the education outcomes of these students.

Who is conducting this survey?

This study was commissioned by the Department of Education's Institute of Education Sciences, and is administered by the American Institutes for Research (AIR) and NORC at the University of Chicago.

Why should you participate in this survey?

By responding to this survey, you can help policy makers, educators and researchers to better understand how schools are working to improve outcomes for students with disabilities.

Will your responses be kept confidential?

Your responses are protected from disclosure by federal statute (P.L. 107-279, Title I, Part E, Sec.183). Responses to data collection are voluntary and will be used only for broadly descriptive and statistical purposes. The reports prepared for the study will summarize findings across the sample and will not associate responses with a specific school or individual. In no instances will data that relate to or describe identifiable characteristics of individuals or individual schools be disclosed or used in identifiable form, except as required by law.

How will your information be reported?

The information you provide will be combined with the information provided by others in statistical reports. No individual data that link your name, address, or telephone number with your responses will be included in the statistical reports.

For more information about this study you can contact the research team at SWD@norc.org or call the study's toll-free number at 1-800-609-2911.

Included in the letter you were sent is a gift code and instructions on how to redeem a \$20 gift certificate from Amazon.com. Please accept this as a token of our appreciation for taking the time to complete this survey.

INSTRUCTIONS SCREEN

This survey will take no more than 30 minutes to complete and comprises 18 questions:

| Section | Questions |
|---------------------------------------|-------------------------|
| Part A: Background | Questions 1 and 2 |
| Part B: School Improvement Strategies | Questions 3 through 8 |
| Part C: Professional Development | Question 9 |
| Part D: Special Education Population | Questions 10 through 14 |
| Part E: Instructional Time | Questions 15 and 16 |
| Part F: Assessment | Questions 17 and 18 |

You may need to review student records or special education data in order to answer some of the questions in Parts D, E, and F of this survey. Data include the number of special education students in your school by disability category and by educational placement, the number declassified from special education, the number receiving extended-day instruction, and the percentage taking certain types of state assessments (e.g., regular assessment with accommodations, alternative assessments).

You may find it more efficient to complete the survey if you have these data on hand before beginning the survey.

If you are unable to answer a particular question, we encourage you to continue with the rest of the survey.

Move **forward** or **backward** one question at a time by clicking on the **Next** or **Previous** buttons at the bottom of every screen. (DO NOT use your browser's Back or Forward buttons.)

If you need to exit the survey prior to completion, please click on the "**Save & Exit**" button at the bottom of any screen. All responses that you have already provided will be securely stored, and you can resume the survey at your convenience.

If you exit the survey **without** clicking the "**Save & Exit**" button, you will need to wait ten minutes before you can re-enter the survey. Again, all responses that you provided to that point are saved.

If at any time you need to log back into the survey, you will need your PIN and Password, which will be displayed on the screen after you click "**Save & Exit**."

CONFIRMATION SCREEN

Thank you again for taking part in this very important study. Please confirm that we have the correct information for you and your school:

[School Name]
 [Teacher Name]
 [Mailing Address]
 [City, State, zip]
 [School Telephone #]
 [Email Address]

Is this information correct?

[Radio Buttons]

Yes

No → [IF NO, correct with appropriate information].

Part A. Background

1. What is your current position?
 Special education teacher / Regular education teacher / Administrator (specify) / Other (specify)
2. For how many years have you worked at this school? (please count 2010–11 as one year)
 _____ Years

Part B. School Improvement Strategies

3.1. In the current school year (2010–11), is your school using the following strategies? *Please mark all that apply.*

| Strategy | |
|--|--------|
| a. Tiered instructional intervention system targeting students at risk (e.g., response to intervention, pre-referral program) | Yes/No |
| b. Positive Behavior Interventions and Supports (PBIS) system | Yes/No |
| c. Extended instructional time (e.g., before school, after school, on weekends, within the school day, during the summer, including supplemental educational services) | Yes/No |
| d. Block scheduling | Yes/No |
| e. Double dosing in ELA/mathematics | Yes/No |
| f. Ability grouping (i.e., providing instruction to different groups of students with varying achievement levels) | Yes/No |
| g. Test preparation instruction | Yes/No |
| h. Instructional and assistive technology | Yes/No |

3.2. In the current school year (2010–11), you indicated that your school is using the following strategies:

| Strategy | Which students are targeted? | Did your school start this in response to a change in your AYP or identification status? | To what extent is the strategy is being used with the targeted students? | Compared to three years ago (2007–08), is the extent to which this strategy is used <i>less, the same, or more?</i> |
|--|--|--|--|---|
| a. Tiered instructional intervention system targeting students at risk (e.g., response to intervention, pre-referral program) | All students, including students with disabilities Certain subgroups, including SWD SWD only | Yes No Don't know | To a limited extent: some teachers/subjects, or infrequent/informal use To some extent: several teachers/subjects, or frequent use To a great extent: all teachers/subjects, or consistently regular use | Less now than before About the same More now than before Don't know |
| b. Positive Behavior Interventions and Supports (PBIS) system | [same as above] | [same as above] | [same as above] | [same as above] |
| c. Extended instructional time (e.g., before school, after school, on weekends, within the school day, during the summer, including supplemental educational services) | [same as above] | [same as above] | [same as above] | [same as above] |
| d. Block scheduling | [same as above] | [same as above] | [same as above] | [same as above] |
| e. Double dosing in ELA/mathematics | [same as above] | [same as above] | [same as above] | [same as above] |
| f. Ability grouping (i.e., providing instruction to different groups of students with varying achievement levels) | [same as above] | [same as above] | [same as above] | [same as above] |
| g. Test preparation instruction | [same as above] | [same as above] | [same as above] | [same as above] |
| h. Instructional and assistive technology | [same as above] | [same as above] | [same as above] | [same as above] |

4.1. In the current school year (2010–11), are teachers in your school engaged in the following activities? *Please mark all that apply.*

| Strategy | Are teachers currently using this strategy? |
|--|---|
| a. Using student achievement data to systematically inform instruction | Yes/No |
| b. Team teaching model (e.g., a regular education and a special education teacher co-teaching a class) | Yes/No |
| c. Collaboration through common planning time | Yes/No |

4.2. In the current school year (2010–11), you indicated that teachers in your school are currently using the following strategies:

| Strategy | What teachers are included? | Did your school start using this in response to your AYP or identification status? | To what extent is the strategy being used? <i>To a limited extent:</i> some teachers/subjects, or infrequent/informal use <i>To some extent:</i> several teachers/subjects, or frequent use <i>To a great extent:</i> all teachers/subjects, or consistently regular use | Compared to three years ago (2007–08), is the extent to which this strategy is used <i>less, the same, or more?</i> |
|--|--|--|---|---|
| a. Using student achievement data to systematically inform instruction | All teachers, including special education teachers Regular education teachers only Special education teachers only | Yes No Don't know | To a limited extent: some teachers/subjects, or infrequent/informal use To some extent: several teachers/subjects, or frequent use To a great extent: all teachers/subjects, or consistently regular use | Less now than before About the same More now than before Don't know |
| b. Team teaching model (e.g., a regular education and a special education teacher co-teaching a class) | [same as above] | [same as above] | [same as above] | [same as above] |
| c. Collaboration through common planning time | [same as above] | [same as above] | [same as above] | [same as above] |

5.1. Over the past six years (2005–06 to 2010–11), has your school adopted the following programs or strategies?

| Strategy | Has your school adopted this program or strategy over the past six years (2005–06 to 2010–11)? |
|--|--|
| a. Adopted a whole-school comprehensive reform program (e.g., America's Choice, Success for All, Talent Development) Name of model: _____ | - Yes - No - Don't know |
| b. Adopted new instructional programs or curricula in reading/language arts/English | [same as above] |
| c. Adopted new instructional programs or curricula in mathematics | [same as above] |
| d. Adopted reading across the curriculum | [same as above] |
| e. Engaged in deliberate efforts to move students with disabilities from self-contained to regular education classrooms | [same as above] |

5.2. You indicated that your school adopted the following programs or strategies over the past six years (2005–06 to 2010–11).

| Strategy | Did your school adopt this program or strategy in response to your AYP or identification status? | Is your school continuing to use this program or strategy in the current year (2010–11)? |
|---|--|--|
| a. Adopted a whole-school comprehensive reform program (<u>program name from Item a in Q5.1</u>) | - Yes - No - Don't know | - Yes - No |
| b. Adopted new instructional programs or curricula in reading/language arts/English | [same as above] | [same as above] |
| c. Adopted new instructional programs or curricula in mathematics | [same as above] | [same as above] |
| d. Adopted reading across the curriculum | [same as above] | [same as above] |
| e. Engaged in deliberate efforts to move students with disabilities from self-contained to regular education classrooms | [same as above] | [same as above] |

6. Of the strategies that you selected in Questions 3–5, please identify up to three strategies that have been *most important* to your school’s efforts to improve the achievement of students with disabilities in your school.

| Check box | Strategies that have been most important |
|--------------------------|---|
| <input type="checkbox"/> | Tiered instructional intervention system targeting students at risk (e.g., response to intervention, pre-referral program) |
| <input type="checkbox"/> | Positive Behavioral Interventions and Supports (PBIS) system |
| <input type="checkbox"/> | Extended instructional time (e.g., before school, after school, on weekends, within the school day, during the summer, including supplemental educational services) |
| <input type="checkbox"/> | Block scheduling |
| <input type="checkbox"/> | Double dosing in ELA/mathematics |
| <input type="checkbox"/> | Ability grouping (i.e., providing instruction to different groups of students with varying achievement levels) |
| <input type="checkbox"/> | Test preparation instruction |
| <input type="checkbox"/> | Instructional and assistive technology |
| <input type="checkbox"/> | Using student achievement data to systematically inform instruction |
| <input type="checkbox"/> | Team teaching model (e.g., a regular education and a special education teacher co-teaching a class) |
| <input type="checkbox"/> | Collaboration through common planning time |
| <input type="checkbox"/> | Adopted a whole-school comprehensive reform program (program name from Item a in Q5.1) |
| <input type="checkbox"/> | Adopted new instructional programs or curricula in reading/language arts/English |
| <input type="checkbox"/> | Adopted new instructional programs or curricula in mathematics |
| <input type="checkbox"/> | Adopted reading across the curriculum |
| <input type="checkbox"/> | Engaged in deliberate efforts to move students with disabilities from self-contained to regular education classrooms |
| <input type="checkbox"/> | Other 1 (briefly describe): _____ |
| <input type="checkbox"/> | Other 2 (briefly describe): _____ |
| <input type="checkbox"/> | Other 3 (briefly describe): _____ |

7. Of the strategies that you identified in Question 6, please select the most important strategy.

| Check box | Strategy that has been most important |
|--------------------------|---------------------------------------|
| <input type="checkbox"/> | [Strategy 1 selected in Question 6] |
| <input type="checkbox"/> | [Strategy 2 selected in Question 6] |
| <input type="checkbox"/> | [Strategy 3 selected in Question 6] |

8. How was this strategy implemented in your school (who implemented, how, when, etc.) and in what ways did it contribute to efforts to improve the achievement of students with disabilities in your school?

☐ Don't know.

Part C. Professional Development

9.1. Thinking about the **majority** of **special education teachers** in your school, how much professional development (not including coaching or mentoring) did they receive from your school or district on the following topics during the past 12 months?

| Topic | None | Less than 1 day (less than 6 hours) | 1–2 days (6–17 hours) | 3–4 days (18–29 hours) | 5–10 days (30–60 hours) | More than 10 days (more than 60 hours) | Is this less than, the same as, or more than last year? |
|--|------|-------------------------------------|-----------------------|------------------------|-------------------------|--|---|
| a. Implementing specific instructional approaches or curricula aimed at improving the achievement of all students | 0 | 1 | 2 | 3 | 4 | 5 | - Less - Same - More |
| b. Implementing specific instructional approaches or curricula aimed specifically at improving the achievement of students with disabilities | 0 | 1 | 2 | 3 | 4 | 5 | - Less - Same - More |

9.2. Thinking about the **majority** of **special education teachers** in your school, how frequently did they receive coaching on the following topics during the past 12 months?

| Topic | None | Monthly | Weekly | Daily | Is this less than, the same as, or more than last year? |
|---|------|---------|--------|-------|---|
| a. Coaching or mentoring in implementing specific instructional approaches or curricula aimed at improving the achievement of all students | 0 | 1 | 2 | 3 | - Less - Same - More |
| b. Coaching or mentoring in implementing specific instructional approaches or curricula aimed specifically at improving the achievement of students with disabilities | 0 | 1 | 2 | 3 | - Less - Same - More |

Part D. Special Education Population

10.1. How many students in your school are receiving special education services under IDEA during the 2010–11 school year? Please exclude pre-kindergarten students.

_____ Students

10.2. Of these special education students, how many are in the grades tested for the purpose of determining your school's adequate yearly progress (AYP) status in the 2010–11 school year?

_____ Students

11.1. Does your district have a district-wide program(s) that provides specialized instruction in a central location, such as another school, to students with disabilities? Yes / No

If **Yes**, please respond to the following questions:

11.2. What types of disabilities does this district program(s) serve?

| Check box | Disability category |
|--------------------------|--------------------------------|
| <input type="checkbox"/> | Specific learning disabilities |
| <input type="checkbox"/> | Speech or language impairments |
| <input type="checkbox"/> | Mental retardation |
| <input type="checkbox"/> | Emotional disturbance |
| <input type="checkbox"/> | Multiple disabilities |
| <input type="checkbox"/> | Hearing impairments |
| <input type="checkbox"/> | Other health impairments |
| <input type="checkbox"/> | Orthopedic impairments |
| <input type="checkbox"/> | Visual impairments |
| <input type="checkbox"/> | Autism |
| <input type="checkbox"/> | Deaf-blindness |
| <input type="checkbox"/> | Traumatic brain injury |
| <input type="checkbox"/> | Developmental delay |

11.3. Do any students with disabilities who would otherwise attend your school attend one of these district programs? Yes / No

11.4. Do the test scores of students attending this district program(s) count toward your school's AYP? Yes / No / Don't know

11.5. Does your school house any of these programs? Yes / No
If yes→

11.6. Do the test scores of students with disabilities attending this program count toward your school's AYP? Yes / No / Don't know

12. How many students at this school were *declassified* from special education during the current school year (2010–11)?

_____ Students

13. In the current school year (2010–11), how many students with disabilities in this school are *repeating the same grade* that they were in last year?

_____ Students

- 14.1. Using the chart below, please indicate how many students in your school are currently receiving special education services under IDEA for the 2010–11 school year, for each of the 13 federal disability categories, and for each of the educational placement categories. If you cannot provide counts by disability category for the first three columns below, please provide a total count in the total column. Please exclude pre-kindergarten students.

| Disability category | Number of special education students spending: | | | Total number of special ed students served in your school |
|-----------------------------------|---|---|---|---|
| | Less than 40% time/week in a regular ed classroom | 40%–79% time/week in a regular ed classroom | 80% or more time/week in a regular ed classroom | |
| a. Specific learning disabilities | ____# | ____# | ____# | ____# |
| b. Speech or language impairments | ____# | ____# | ____# | ____# |
| c. Mental retardation | ____# | ____# | ____# | ____# |
| d. Emotional disturbance | ____# | ____# | ____# | ____# |
| e. Multiple disabilities | ____# | ____# | ____# | ____# |
| f. Hearing impairments | ____# | ____# | ____# | ____# |
| g. Other health impairments | ____# | ____# | ____# | ____# |
| h. Orthopedic impairments | ____# | ____# | ____# | ____# |
| i. Visual impairments | ____# | ____# | ____# | ____# |
| j. Autism | ____# | ____# | ____# | ____# |
| k. Deaf-blindness | ____# | ____# | ____# | ____# |
| l. Traumatic brain injury | ____# | ____# | ____# | ____# |
| m. Developmental delay | ____# | ____# | ____# | ____# |

- 14.2. Using the chart below, please indicate how many special education students who would otherwise attend your school are served separately in a district-wide program or in programs outside the district, by disability category, in the 2010–11 school year. Please exclude pre-kindergarten students.

If you cannot provide counts by disability category, please provide the total count for each column in the bottom row.

| Disability category | Total number of special ed students served in your school | Number of special ed students (who would otherwise attend your school) served in central district-wide program(s) | Number of special ed students (who would otherwise attend your school) served outside the district |
|-----------------------------------|---|---|--|
| a. Specific learning disabilities | ____# | ____# | ____# |
| b. Speech or language impairments | ____# | ____# | ____# |
| c. Mental retardation | ____# | ____# | ____# |
| d. Emotional disturbance | ____# | ____# | ____# |
| e. Multiple disabilities | ____# | ____# | ____# |
| f. Hearing impairments | ____# | ____# | ____# |
| g. Other health impairments | ____# | ____# | ____# |
| h. Orthopedic impairments | ____# | ____# | ____# |
| i. Visual impairments | ____# | ____# | ____# |
| j. Autism | ____# | ____# | ____# |
| k. Deaf-blindness | ____# | ____# | ____# |
| l. Traumatic brain injury | ____# | ____# | ____# |
| m. Developmental delay | ____# | ____# | ____# |
| n. Total | ____# | ____# | ____# |

Part E. Instructional Time

15. For the current school year (2010–11), what percentage of students with disabilities receive the majority of their instruction in mathematics and English/language arts in the following types of settings?

| Type of setting | Mathematics | English/language arts/reading | <i>Is this less than, the same as, or more than last year?</i> |
|--|-------------|-------------------------------|--|
| a. Regular education classroom taught by regular education teacher with no or minimal support/accommodations | _____% | _____% | - Less - Same - More |
| b. Regular education classroom taught by regular education teacher with substantial support/accommodations | _____% | _____% | - Less - Same - More |
| c. Regular education classroom co-taught by regular education and special education teachers | _____% | _____% | - Less - Same - More |
| d. Self-contained classroom | _____% | _____% | - Less - Same - More |
| e. Resource room | _____% | _____% | - Less - Same - More |
| f. Other (please specify): _____ | _____% | _____% | - Less - Same - More |

16. For the current school year (2010–11), how many students with disabilities in your school receive extended-day instruction (e.g., after-school or Saturday tutoring)?
- For reading: _____Students
 - For mathematics: _____Students

Part F. Assessment

17. For the current school year (2010–11), what percentage of students with disabilities in tested grades have the following types of statewide assessment documented in their Individualized Education Programs (IEPs)?

| | Percentage of students with disabilities in tested grades whose IEPs report the student is to participate in: | Have there been changes in the percentages over the past three years (2008–09 to 2010–11)? | | |
|--|---|--|-----------|-------------------|
| | | Lower percentage | No change | Higher percentage |
| a. Regular assessment without accommodations | _____% | –1 | 0 | 1 |
| b. Regular assessment with accommodations | _____% | –1 | 0 | 1 |
| c. Alternate assessment based on grade-level standards | _____% | –1 | 0 | 1 |
| d. Alternate assessment based on modified standards | _____% | –1 | 0 | 1 |
| e. Alternate assessment based on alternate standards | _____% | –1 | 0 | 1 |

18. How many students with disabilities in your school have standards-based IEPs?

All students with disabilities / Some students with disabilities / No students with disabilities

Thank you for completing this survey!

Appendix B: Chapter 2, Study Design Tables

Exhibit B-1. Number of Schools in the Target Population, Survey Sample, and Analysis Sample, by SWD-Accountability Status and School Level

| | Elementary Schools | | Middle Schools | |
|--|----------------------------|----------------------------------|----------------------------|----------------------------------|
| | Number of SWD-Acct Schools | Number of Never-SWD-Acct Schools | Number of SWD-Acct Schools | Number of Never-SWD-Acct Schools |
| Survey sample definition | | | | |
| Total population of schools that had the same school level designation and were open and consequential from 2005–06 to 2007–08* and operational in 2009–10 | 2,562 | 7,199 | 1,415 | 1,040 |
| Sampling frame: Schools in the target population that met the three-year SWD achievement data criterion (% of population) | 2,416 (94%) | 5,848 (81%) | 1,208 (85%) | 589 (57%) |
| Schools sampled for the principal and special education designee surveys | 2,359 | 1,664 | 1,190 | 495 |
| Analysis sample definition | | | | |
| (A) Schools in survey sample that had the same school level designation and were open and consequential for five years from 2005–06 to 2009–10 | 2,334 | 1,629 | 1,179 | 491 |
| (B) Schools in (A) that were regular schools from 2005–06 to 2009–10 | 2,323 | 1,623 | 1,175 | 490 |
| (C) Schools in (B) that were consistently SWD-accountable or consistently not SWD-accountable from 2005–06 to 2007–08 | 1,960 | 1,623 | 1,052 | 490 |
| (D) Analysis sample: Schools in (C) that were operational and had not changed school level by the time of the survey administration | 1,953 | 1,603 | 1,036 | 479 |

SOURCE: U.S. Department of Education *EDFacts* data, 2005–06 through 2009–10; 2009–10 Common Core of Data.

NOTES: * There were 2,447 elementary schools and 556 middle schools in the population that were operational in 2009–10 but did not meet the SWD-accountable or never-accountable definition used for sampling. "Consequential" is used to define schools that were Title I or non-Title I schools in states that subjected non-Title I schools to the same accountability sanctions as Title I schools.

Exhibit B-2. Number of Elementary Schools Eligible for Survey Analysis and Response Rates for Principals and Special Education Designees, by State and by SWD-Accountability Status Between 2005–06 and 2007–08

| States in Elementary School Survey Sample | Schools eligible for survey analysis | | Principal response rates | | Special education designee response rates | |
|---|--------------------------------------|------------------------|--------------------------|------------------------|---|------------------------|
| | Always-SWD-Acct Schools | Never-SWD-Acct Schools | Always-SWD-Acct Schools | Never-SWD-Acct Schools | Always-SWD-Acct schools | Never-SWD-Acct schools |
| California | 104 | 331 | 82% | 79% | 68% | 69% |
| Florida | 435 | 154 | 89% | 86% | 83% | 78% |
| Georgia | 237 | 328 | 92% | 93% | 84% | 89% |
| Iowa | 54 | 0 | 93% | na | 91% | na |
| Kansas | 51 | 0 | 90% | na | 84% | na |
| Maryland | 679 | 0 | 85% | na | 82% | na |
| Massachusetts | 62 | 323 | 87% | 87% | 87% | 84% |
| Minnesota | 149 | 44 | 85% | 91% | 76% | 82% |
| North Carolina | 78 | 249 | 91% | 90% | 90% | 89% |
| North Dakota | 70 | 0 | 93% | na | 81% | na |
| Virginia | 34 | 174 | 82% | 89% | 68% | 80% |
| Total | 1,953 | 1,603 | 87% | 87% | 82% | 82% |
| Overall rates | | | 87% | | 82% | |

SOURCE: 2010–11 Principal Survey and Special Education Designee Survey; U.S. Department of Education *EDFacts* data, 2005–06 through 2007–08.

NOTES: “na” = State did not have any schools in this accountability group.

Exhibit B-3. Number of Middle Schools Eligible for Survey Analysis and Response Rates for Principals and Special Education Designees, by State and by SWD-Accountability Status Between 2005–06 and 2007–08

| States in Middle School Survey Sample | Schools eligible for survey analysis | | Principal response rates | | Special education designee response rates | |
|---------------------------------------|--------------------------------------|------------------------|--------------------------|------------------------|---|------------------------|
| | Always-SWD-Acct Schools | Never-SWD-Acct Schools | Always-SWD-Acct Schools | Never-SWD-Acct Schools | Always-SWD-Acct schools | Never-SWD-Acct schools |
| California | 186 | 313 | 85% | 81% | 74% | 73% |
| Florida | 106 | 16 | 79% | 81% | 69% | 75% |
| Georgia | 194 | 54 | 93% | 76% | 89% | 74% |
| Iowa | 85 | 0 | 91% | na | 86% | na |
| Maryland | 151 | 0 | 89% | na | 85% | na |
| Massachusetts | 162 | 0 | 93% | na | 87% | na |
| North Carolina | 34 | 19 | 85% | 79% | 85% | 89% |
| Wisconsin | 118 | 77 | 88% | 83% | 86% | 79% |
| Total | 1,036 | 479 | 89% | 81% | 83% | 75% |
| Overall rates | | | 86% | | 80% | |

SOURCE: 2010–11 Principal Survey and Special Education Designee Survey; U.S. Department of Education *EDFacts* data, 2005–06 through 2007–08.

NOTES: “na” = State did not have any schools in this accountability group.

Appendix C: Chapter 3, Accountability Context for School Practices—State-Level Tables

Exhibit C-1. Number and Percentage of All Public Elementary Schools, by State and SWD-Accountability Status From 2005–06 to 2007–08 (29 States)

| State | Always-SWD-Accountable, 2005–06 to 2007–08 | | Sometimes-SWD-Accountable, 2005–06 to 2007–08 | | Never-SWD-Accountable, 2005–06 to 2007–08 | | Total N of Schools in Analysis |
|----------------|---|--------------|--|--------------|--|--------------|--------------------------------------|
| | N | % | N | % | N | % | N |
| Alabama | 65 | 10.2% | 75 | 11.8% | 498 | 78.1% | 638 |
| Alaska | 28 | 17.6% | 73 | 45.9% | 58 | 36.5% | 159 |
| Arkansas | 29 | 6.3% | 46 | 10.0% | 383 | 83.6% | 458 |
| California | 109 | 2.1% | 494 | 9.3% | 4,691 | 88.6% | 5,294 |
| Colorado | 23 | 2.6% | 108 | 12.0% | 766 | 85.4% | 897 |
| Florida | 449 | 44.9% | 269 | 26.9% | 283 | 28.3% | 1,001 |
| Georgia | 245 | 22.2% | 244 | 22.1% | 615 | 55.7% | 1,104 |
| Hawaii | 3 | 1.7% | 20 | 11.3% | 154 | 87.0% | 177 |
| Illinois | 264 | 12.9% | 332 | 16.2% | 1,456 | 71.0% | 2,052 |
| Indiana | 345 | 54.8% | 172 | 27.3% | 113 | 17.9% | 630 |
| Iowa | ‡ | ‡ | 581 | 90.2% | ‡ | ‡ | 644 |
| Kansas | 53 | 12.6% | 367 | 87.4% | 0 | 0.0% | 420 |
| Maine | 194 | 98.5% | ‡ | ‡ | ‡ | ‡ | 197 |
| Maryland | 789 | 95.9% | 32 | 3.9% | ‡ | ‡ | 823 |
| Massachusetts | 84 | 9.1% | 288 | 31.3% | 547 | 59.5% | 919 |
| Minnesota | 160 | 29.6% | 258 | 47.7% | 123 | 22.7% | 541 |
| Mississippi | 98 | 26.3% | 274 | 73.7% | 0 | 0.0% | 372 |
| Missouri | 40 | 5.1% | 161 | 20.4% | 588 | 74.5% | 789 |
| Montana | ‡ | ‡ | ‡ | ‡ | 212 | 86.9% | 244 |
| New Hampshire | 142 | 53.8% | 88 | 33.3% | 34 | 12.9% | 264 |
| North Carolina | 80 | 10.3% | 158 | 20.4% | 537 | 69.3% | 775 |
| North Dakota | 98 | 49.5% | 100 | 50.5% | 0 | 0.0% | 198 |
| Ohio | 128 | 7.5% | 623 | 36.4% | 961 | 56.1% | 1,712 |
| Oregon | 256 | 59.7% | 73 | 17.0% | 100 | 23.3% | 429 |
| Pennsylvania | 78 | 4.8% | 682 | 42.0% | 863 | 53.2% | 1,623 |
| Vermont | 11 | 5.2% | 11 | 5.2% | 189 | 89.6% | 211 |
| Virginia | 38 | 6.4% | 65 | 11.0% | 488 | 82.6% | 591 |
| Washington | 0 | 0.0% | 468 | 44.8% | 577 | 55.2% | 1,045 |
| Wisconsin | 20 | 1.9% | 83 | 7.8% | 961 | 90.3% | 1,064 |
| Total | 3,892 | 15.4% | 6,177 | 24.4% | 15,202 | 60.2% | 25,271 |

SOURCE: U.S. Department of Education ED*Facts* data, 2005–06 through 2007–08 and 2009–10; 2009–10 Common Core of Data.

‡ Reporting standards were not met.

Exhibit C-2. Number and Percentage of All Public Middle Schools, by State and SWD-Accountability Status From 2005–06 to 2007–08 (29 States)

| State | Always-SWD-Accountable, 2005–06 to 2007–08 | | Sometimes-SWD-Accountable, 2005–06 to 2007–08 | | Never-SWD-Accountable, 2005–06 to 2007–08 | | Total N of Schools in Analysis |
|----------------|---|--------------|--|--------------|--|--------------|--------------------------------------|
| | N | % | N | % | N | % | N |
| Alabama | 141 | 58.8% | 47 | 19.6% | 52 | 21.7% | 240 |
| Alaska | 23 | 67.6% | ‡ | ‡ | ‡ | ‡ | 34 |
| Arkansas | 93 | 49.2% | 46 | 24.3% | 50 | 26.5% | 189 |
| California | 241 | 18.5% | 232 | 17.8% | 830 | 63.7% | 1,303 |
| Colorado | 146 | 54.5% | 30 | 11.2% | 92 | 34.3% | 268 |
| Florida | 113 | 63.5% | 40 | 22.5% | 25 | 14.0% | 178 |
| Georgia | 216 | 52.9% | 119 | 29.2% | 73 | 17.9% | 408 |
| Hawaii | 19 | 50.0% | 7 | 18.4% | 12 | 31.6% | 38 |
| Illinois | 377 | 53.5% | 103 | 14.6% | 225 | 31.9% | 705 |
| Indiana | 23 | 82.1% | 5 | 17.9% | 0 | 0.0% | 28 |
| Iowa | 129 | 46.9% | 146 | 53.1% | 0 | 0.0% | 275 |
| Kansas | 35 | 60.3% | 23 | 39.7% | 0 | 0.0% | 58 |
| Maine | 70 | 100.0% | | 0.0% | 0 | 0.0% | 70 |
| Maryland | 193 | 86.5% | 30 | 13.5% | 0 | 0.0% | 223 |
| Massachusetts | 202 | 65.4% | 96 | 31.1% | 11 | 3.6% | 309 |
| Minnesota | 15 | 35.7% | 18 | 42.9% | 9 | 21.4% | 42 |
| Mississippi | 120 | 71.0% | 49 | 29.0% | 0 | 0.0% | 169 |
| Missouri | 26 | 40.6% | 17 | 26.6% | 21 | 32.8% | 64 |
| Montana | 13 | 9.2% | 23 | 16.3% | 105 | 74.5% | 141 |
| New Hampshire | 61 | 65.6% | 27 | 29.0% | 5 | 5.4% | 93 |
| North Carolina | 40 | 49.4% | 18 | 22.2% | 23 | 28.4% | 81 |
| North Dakota | 16 | 69.6% | 7 | 30.4% | 0 | 0.0% | 23 |
| Ohio | 307 | 44.5% | 318 | 46.1% | 65 | 9.4% | 690 |
| Oregon | 30 | 71.4% | ‡ | ‡ | ‡ | ‡ | 42 |
| Pennsylvania | 158 | 32.2% | 293 | 59.7% | 40 | 8.1% | 491 |
| Vermont | 3 | 12.5% | 4 | 16.7% | 17 | 70.8% | 24 |
| Virginia | 18 | 72.0% | 3 | 12.0% | 4 | 16.0% | 25 |
| Washington | 11 | 3.5% | 248 | 78.2% | 58 | 18.3% | 317 |
| Wisconsin | 157 | 43.5% | 55 | 15.2% | 149 | 41.3% | 361 |
| Total | 2,996 | 43.5% | 2,015 | 29.2% | 1,878 | 27.3% | 6,889 |

SOURCE: U.S. Department of Education ED*Facts* data, 2005–06 through 2007–08 and 2009–10; 2009–10 Common Core of Data.

‡ Reporting standards were not met.

Exhibit C-3. Number and Percentage of Elementary Schools Accountable for the SWD Subgroup in 2009–10, by State and SWD-Accountability Status From 2005–06 to 2007–08

| State | Always-SWD-Accountable, 2005–06 to 2007–08 | | | Sometimes-SWD-Accountable, 2005–06 to 2007–08 | | | Never-SWD-Accountable, 2005–06 to 2007–08 | | |
|----------------|---|---------------------------------|---------------------------------|--|---------------------------------|---------------------------------|--|---------------------------------|---------------------------------|
| | Total N | N acct for SWD in 2009–10 | % acct for SWD in 2009–10 | Total N | N acct for SWD in 2009–10 | % acct for SWD in 2009–10 | Total N | N acct for SWD in 2009–10 | % acct for SWD in 2009–10 |
| Alabama | 65 | 45 | 69.2% | 75 | 28 | 37.3% | 498 | 18 | 3.6% |
| Alaska | 28 | 26 | 92.9% | 73 | 57 | 78.1% | 58 | 5 | 8.6% |
| Arkansas | 29 | 17 | 58.6% | 46 | 12 | 26.1% | 383 | 9 | 2.3% |
| California | 109 | 72 | 66.1% | 494 | 153 | 31.0% | 4,691 | 163 | 3.5% |
| Colorado | 23 | 18 | 78.3% | 108 | 32 | 29.6% | 766 | 32 | 4.2% |
| Florida | 449 | 357 | 79.5% | 269 | 111 | 41.3% | 283 | 29 | 10.2% |
| Georgia | 245 | 175 | 71.4% | 244 | 61 | 25.0% | 615 | 12 | 2.0% |
| Hawaii | 3 | ‡ | ‡ | 20 | 7 | 35.0% | 154 | 4 | 2.6% |
| Illinois | 264 | 194 | 73.5% | 332 | 111 | 33.4% | 1,456 | 63 | 4.3% |
| Indiana | 345 | 248 | 71.9% | 172 | 71 | 41.3% | 113 | 10 | 8.8% |
| Iowa | 61 | 48 | 78.7% | 581 | 36 | 6.2% | ‡ | ‡ | ‡ |
| Kansas | 53 | 33 | 62.3% | 367 | 43 | 11.7% | 0 | na | na |
| Maine | 194 | 194 | 100.0% | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Maryland | 789 | 786 | 99.6% | 32 | 30 | 93.8% | ‡ | ‡ | ‡ |
| Massachusetts | 84 | 73 | 86.9% | 288 | 207 | 71.9% | 547 | 63 | 11.5% |
| Minnesota | 160 | 159 | 99.4% | 258 | 226 | 87.6% | 123 | 17 | 13.8% |
| Mississippi | 98 | 42 | 42.9% | 274 | 10 | 3.6% | 0 | na | na |
| Missouri | 40 | 39 | 97.5% | 161 | 110 | 68.3% | 588 | 63 | 10.7% |
| Montana | ‡ | ‡ | ‡ | 30 | 20 | 66.7% | 212 | 38 | 17.9% |
| New Hampshire | 142 | 140 | 98.6% | 88 | 77 | 87.5% | 34 | ‡ | ‡ |
| North Carolina | 80 | 56 | 70.0% | 158 | 54 | 34.2% | 537 | 36 | 6.7% |
| North Dakota | 98 | 95 | 96.9% | 100 | 78 | 78.0% | 0 | na | na |
| Ohio | 128 | 124 | 96.9% | 623 | 452 | 72.6% | 961 | 162 | 16.9% |
| Oregon | 256 | 242 | 94.5% | 73 | 54 | 74.0% | 100 | 12 | 12.0% |
| Pennsylvania | 78 | 73 | 93.6% | 682 | 484 | 71.0% | 863 | 69 | 8.0% |
| Vermont | 11 | 11 | 100.0% | 11 | 8 | 72.7% | 189 | ‡ | ‡ |
| Virginia | 38 | 31 | 81.6% | 65 | 17 | 26.2% | 488 | 14 | 2.9% |
| Washington | 0 | na | na | 468 | 405 | 86.5% | 577 | 152 | 26.3% |
| Wisconsin | 20 | 18 | 90.0% | 83 | 51 | 61.4% | 961 | 35 | 3.6% |
| Total | 3,892 | 3,319 | 85.3% | 6,177 | 3,007 | 48.7% | 15,202 | 1,011 | 6.7% |

SOURCE: U.S. Department of Education *EDFacts* data, 2005–06 through 2007–08 and 2009–10; 2009–10 Common Core of Data.

NOTES: “na” = State did not have any schools in this accountability group.

‡ Reporting standards were not met.

Exhibit C-4. Number and Percentage of Middle Schools Accountable for the SWD Subgroup in 2009–10, by State and SWD-Accountability Status From 2005–06 to 2007–08

| State | Always-SWD-Accountable, 2005–06 to 2007–08 | | | Sometimes-SWD-Accountable, 2005–06 to 2007–08 | | | Never-SWD-Accountable, 2005–06 to 2007–08 | | |
|----------------|---|---------------------------------|---------------------------------|--|---------------------------------|---------------------------------|--|-------------------------------------|---------------------------------|
| | Total N | N acct for SWD in 2009–10 | % acct for SWD in 2009–10 | Total N | N acct for SWD in 2009–10 | % acct for SWD in 2009–10 | Total N | N acct for SWD in 2009– 10 | % acct for SWD in 2009–10 |
| Alabama | 141 | 123 | 87.2% | 47 | 18 | 38.3% | 52 | ‡ | ‡ |
| Alaska | 23 | 23 | 100.0% | ‡ | ‡ | ‡ | 10 | ‡ | ‡ |
| Arkansas | 93 | 82 | 88.2% | 46 | 14 | 30.4% | 50 | 4 | 8.0% |
| California | 241 | 206 | 85.5% | 232 | 117 | 50.4% | 830 | 64 | 7.7% |
| Colorado | 146 | 136 | 93.2% | 30 | 19 | 63.3% | 92 | 9 | 9.8% |
| Florida | 113 | 101 | 89.4% | 40 | 19 | 47.5% | 25 | 0 | 0.0% |
| Georgia | 216 | 173 | 80.1% | 119 | 50 | 42.0% | 73 | 5 | 6.8% |
| Hawaii | 19 | 16 | 84.2% | 7 | 3 | 42.9% | 12 | ‡ | ‡ |
| Illinois | 377 | 344 | 91.2% | 103 | 54 | 52.4% | 225 | 10 | 4.4% |
| Indiana | 23 | 23 | 100.0% | 5 | 4 | 80.0% | 0 | na | na |
| Iowa | 129 | 112 | 86.8% | 146 | 35 | 24.0% | 0 | na | na |
| Kansas | 35 | 32 | 91.4% | 23 | 0 | 0.0% | 0 | na | na |
| Maine | 70 | 70 | 100.0% | 0 | na | na | 0 | na | na |
| Maryland | 193 | 193 | 100.0% | 30 | 30 | 100.0% | 0 | na | na |
| Massachusetts | 202 | 202 | 100.0% | 96 | 91 | 94.8% | 11 | ‡ | ‡ |
| Minnesota | 15 | 15 | 100.0% | 18 | 13 | 72.2% | 9 | 3 | 33.3% |
| Mississippi | 120 | 69 | 57.5% | 49 | 6 | 12.2% | 0 | na | na |
| Missouri | 26 | 26 | 100.0% | 17 | 14 | 82.4% | 21 | ‡ | ‡ |
| Montana | 13 | 13 | 100.0% | 23 | 17 | 73.9% | 105 | 6 | 5.7% |
| New Hampshire | 61 | 61 | 100.0% | 27 | 22 | 81.5% | 5 | ‡ | ‡ |
| North Carolina | 40 | 37 | 92.5% | 18 | 7 | 38.9% | 23 | 5 | 21.7% |
| North Dakota | 16 | 15 | 93.8% | 7 | 7 | 100.0% | 0 | na | na |
| Ohio | 307 | 306 | 99.7% | 318 | 293 | 92.1% | 65 | 10 | 15.4% |
| Oregon | 30 | 28 | 93.3% | 10 | 7 | 70.0% | ‡ | ‡ | ‡ |
| Pennsylvania | 158 | 158 | 100.0% | 293 | 272 | 92.8% | 40 | 6 | 15.0% |
| Vermont | 3 | 3 | 100.0% | 4 | 0 | 0.0% | 17 | ‡ | ‡ |
| Virginia | 18 | 17 | 94.4% | 3 | 0 | 0.0% | 4 | 0 | 0.0% |
| Washington | 11 | 11 | 100.0% | 248 | 243 | 98.0% | 58 | 15 | 25.9% |
| Wisconsin | 157 | 152 | 96.8% | 55 | 43 | 78.2% | 149 | 12 | 8.1% |
| Total | 2,996 | 2,747 | 91.7% | 2,015 | 1,399 | 69.4% | 1,878 | 159 | 8.5% |

SOURCE: U.S. Department of Education ED*Facts* data, 2005–06 through 2007–08 and 2009–10; 2009–10 Common Core of Data.

NOTES: “na” = State did not have any schools in this accountability group.

‡ Reporting standards were not met.

Exhibit C-5. Number and Percentage of Elementary Schools Accountable for the Economically Disadvantaged Subgroup in 2009–10, by State and SWD-Accountability Status From 2005–06 to 2007–08

| State | Always-SWD-Accountable, 2005–06 to 2007–08 | | | Sometimes-SWD-Accountable, 2005–06 to 2007–08 | | | Never-SWD-Accountable, 2005–06 to 2007–08 | | |
|----------------|---|------------------------------------|------------------------------------|--|------------------------------------|------------------------------------|--|------------------------------------|------------------------------------|
| | Total N | N acct for subgroup, 2009–10 | % acct for subgroup, 2009–10 | Total N | N acct for subgroup, 2009–10 | % acct for subgroup, 2009–10 | Total N | N acct for subgroup, 2009–10 | % acct for subgroup, 2009–10 |
| Alabama | 65 | 65 | 100.0% | 75 | 74 | 98.7% | 498 | 466 | 93.6% |
| Alaska | 28 | 28 | 100.0% | 73 | 67 | 91.8% | 58 | 34 | 58.6% |
| Arkansas | 29 | 29 | 100.0% | 46 | 45 | 97.8% | 383 | 361 | 94.3% |
| California | 109 | 98 | 89.9% | 494 | 440 | 89.1% | 4,691 | 3,695 | 78.8% |
| Colorado | 23 | 20 | 87.0% | 108 | 89 | 82.4% | 766 | 520 | 67.9% |
| Florida | 449 | 449 | 100.0% | 269 | 269 | 100.0% | 283 | 275 | 97.2% |
| Georgia | 245 | 215 | 87.8% | 244 | 229 | 93.9% | 615 | 595 | 96.7% |
| Hawaii | 3 | 3 | 100.0% | 20 | 19 | 95.0% | 154 | 128 | 83.1% |
| Illinois | 264 | 235 | 89.0% | 332 | 258 | 77.7% | 1,456 | 886 | 60.9% |
| Indiana | 345 | 340 | 98.6% | 172 | 168 | 97.7% | 113 | 102 | 90.3% |
| Iowa | 61 | 58 | 95.1% | 581 | 367 | 63.2% | ‡ | ‡ | ‡ |
| Kansas | 53 | 53 | 100.0% | 367 | 308 | 83.9% | 0 | na | na |
| Maine | 194 | 194 | 100.0% | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Maryland | 789 | 776 | 98.4% | 32 | 32 | 100.0% | ‡ | ‡ | ‡ |
| Massachusetts | 84 | 67 | 79.8% | 288 | 189 | 65.6% | 547 | 256 | 46.8% |
| Minnesota | 160 | 160 | 100.0% | 258 | 255 | 98.8% | 123 | 107 | 87.0% |
| Mississippi | 98 | 96 | 98.0% | 274 | 270 | 98.5% | 0 | na | na |
| Missouri | 40 | 40 | 100.0% | 161 | 161 | 100.0% | 588 | 509 | 86.6% |
| Montana | ‡ | ‡ | ‡ | 30 | 27 | 90.0% | 212 | 155 | 73.1% |
| New Hampshire | 142 | 131 | 92.3% | 88 | 81 | 92.0% | 34 | 13 | 38.2% |
| North Carolina | 80 | 79 | 98.8% | 158 | 157 | 99.4% | 537 | 522 | 97.2% |
| North Dakota | 98 | 98 | 100.0% | 100 | 97 | 97.0% | 0 | na | na |
| Ohio | 128 | 122 | 95.3% | 623 | 582 | 93.4% | 961 | 789 | 82.1% |
| Oregon | 256 | 253 | 98.8% | 73 | 73 | 100.0% | 100 | 90 | 90.0% |
| Pennsylvania | 78 | 67 | 85.9% | 682 | 560 | 82.1% | 863 | 536 | 62.1% |
| Vermont | 11 | 11 | 100.0% | 11 | 10 | 90.9% | 189 | 67 | 35.4% |
| Virginia | 38 | 38 | 100.0% | 65 | 65 | 100.0% | 488 | 428 | 87.7% |
| Washington | 0 | na | na | 468 | 444 | 94.9% | 577 | 464 | 80.4% |
| Wisconsin | 20 | 19 | 95.0% | 83 | 72 | 86.7% | 961 | 550 | 57.2% |
| Total | 3,892 | 3,746 | 96.2% | 6,177 | 5,410 | 87.6% | 15,202 | 11,552 | 76.0% |

SOURCE: U.S. Department of Education *EDFacts* data, 2005–06 through 2007–08 and 2009–10; 2009–10 Common Core of Data.

NOTES: “na” = State did not have any schools in this accountability group.

‡ Reporting standards were not met.

Exhibit C-6. Number and Percentage of Middle Schools Accountable for the Economically Disadvantaged Subgroup in 2009–10, by State and SWD-Accountability Status From 2005–06 to 2007–08

| State | Always-SWD-Accountable, 2005–06 to 2007–08 | | | Sometimes-SWD-Accountable, 2005–06 to 2007–08 | | | Never-SWD-Accountable, 2005–06 to 2007–08 | | |
|----------------|---|------------------------------------|------------------------------------|--|------------------------------------|------------------------------------|--|------------------------------------|------------------------------------|
| | Total N | N acct for subgroup, 2009–10 | % acct for subgroup, 2009–10 | Total N | N acct for subgroup, 2009–10 | % acct for subgroup, 2009–10 | Total N | N acct for subgroup, 2009–10 | % acct for subgroup, 2009–10 |
| Alabama | 141 | 141 | 100.0% | 47 | 46 | 97.9% | 52 | 52 | 100.0% |
| Alaska | 23 | 23 | 100.0% | ‡ | ‡ | ‡ | 10 | 9 | 90.0% |
| Arkansas | 93 | 93 | 100.0% | 46 | 46 | 100.0% | 50 | 50 | 100.0% |
| California | 241 | 235 | 97.5% | 232 | 220 | 94.8% | 830 | 670 | 80.7% |
| Colorado | 146 | 140 | 95.9% | 30 | 29 | 96.7% | 92 | 63 | 68.5% |
| Florida | 113 | 111 | 98.2% | 40 | 40 | 100.0% | 25 | 23 | 92.0% |
| Georgia | 216 | 214 | 99.1% | 119 | 116 | 97.5% | 73 | 71 | 97.3% |
| Hawaii | 19 | 19 | 100.0% | 7 | 7 | 100.0% | 12 | 12 | 100.0% |
| Illinois | 377 | 330 | 87.5% | 103 | 93 | 90.3% | 225 | 117 | 52.0% |
| Indiana | 23 | 23 | 100.0% | 5 | 5 | 100.0% | 0 | na | na |
| Iowa | 129 | 129 | 100.0% | 146 | 109 | 74.7% | 0 | na | na |
| Kansas | 35 | 35 | 100.0% | 23 | 18 | 78.3% | 0 | na | na |
| Maine | 70 | 70 | 100.0% | 0 | na | na | 0 | na | na |
| Maryland | 193 | 192 | 99.5% | 30 | 30 | 100.0% | 0 | na | na |
| Massachusetts | 202 | 175 | 86.6% | 96 | 73 | 76.0% | 11 | 6 | 54.5% |
| Minnesota | 15 | 15 | 100.0% | 18 | 18 | 100.0% | 9 | 8 | 88.9% |
| Mississippi | 120 | 120 | 100.0% | 49 | 49 | 100.0% | 0 | na | na |
| Missouri | 26 | 26 | 100.0% | 17 | 16 | 94.1% | 21 | 20 | 95.2% |
| Montana | 13 | 13 | 100.0% | 23 | 23 | 100.0% | 105 | 61 | 58.1% |
| New Hampshire | 61 | 58 | 95.1% | 27 | 23 | 85.2% | 5 | 4 | 80.0% |
| North Carolina | 40 | 40 | 100.0% | 18 | 18 | 100.0% | 23 | 22 | 95.7% |
| North Dakota | 16 | 16 | 100.0% | 7 | 7 | 100.0% | 0 | na | na |
| Ohio | 307 | 303 | 98.7% | 318 | 299 | 94.0% | 65 | 54 | 83.1% |
| Oregon | 30 | 29 | 96.7% | 10 | 10 | 100.0% | ‡ | ‡ | ‡ |
| Pennsylvania | 158 | 154 | 97.5% | 293 | 281 | 95.9% | 40 | 36 | 90.0% |
| Vermont | 3 | 3 | 100.0% | 4 | 3 | 75.0% | 17 | 11 | 64.7% |
| Virginia | 18 | 18 | 100.0% | 3 | 3 | 100.0% | 4 | 4 | 100.0% |
| Washington | 11 | 11 | 100.0% | 248 | 245 | 98.8% | 58 | 48 | 82.8% |
| Wisconsin | 157 | 151 | 96.2% | 55 | 52 | 94.5% | 149 | 83 | 55.7% |
| Total | 2,996 | 2,887 | 96.4% | 2,015 | 1,880 | 93.3% | 1,878 | 1,426 | 75.9% |

SOURCE: U.S. Department of Education *EDFacts* data, 2005–06 through 2007–08 and 2009–10; 2009–10 Common Core of Data.

NOTES: “na” = State did not have any schools in this accountability group.

‡ Reporting standards were not met.

Exhibit C-7. Number and Percentage of Elementary Schools Accountable for the English Language Learner Subgroup in 2009–10, by State and SWD-Accountability Status From 2005–06 to 2007–08

| State | Always-SWD-Accountable, 2005–06 to 2007–08 | | | Sometimes-SWD-Accountable, 2005–06 to 2007–08 | | | Never-SWD-Accountable, 2005–06 to 2007–08 | | |
|----------------|---|------------------------------------|------------------------------------|--|------------------------------------|------------------------------------|--|------------------------------------|------------------------------------|
| | Total N | N acct for subgroup, 2009–10 | % acct for subgroup, 2009–10 | Total N | N acct for subgroup, 2009–10 | % acct for subgroup, 2009–10 | Total N | N acct for subgroup, 2009–10 | % acct for subgroup, 2009–10 |
| Alabama | 65 | ‡ | ‡ | 75 | ‡ | ‡ | 498 | 9 | 1.8% |
| Alaska | 28 | 10 | 35.7% | 73 | 22 | 30.1% | 58 | 10 | 17.2% |
| Arkansas | 29 | 4 | 13.8% | 46 | 7 | 15.2% | 383 | 32 | 8.4% |
| California | 109 | 70 | 64.2% | 494 | 365 | 73.9% | 4,691 | 3074 | 65.5% |
| Colorado | 23 | 5 | 21.7% | 108 | 47 | 43.5% | 766 | 216 | 28.2% |
| Florida | 449 | 144 | 32.1% | 269 | 93 | 34.6% | 283 | 111 | 39.2% |
| Georgia | 245 | 46 | 18.8% | 244 | 42 | 17.2% | 615 | 58 | 9.4% |
| Hawaii | 3 | ‡ | ‡ | 20 | 7 | 35.0% | 154 | 15 | 9.7% |
| Illinois | 264 | 81 | 30.7% | 332 | 71 | 21.4% | 1,456 | 123 | 8.4% |
| Indiana | 345 | 64 | 18.6% | 172 | 25 | 14.5% | 113 | 16 | 14.2% |
| Iowa | 61 | 5 | 8.2% | 581 | 35 | 6.0% | ‡ | ‡ | ‡ |
| Kansas | 53 | 13 | 24.5% | 367 | 65 | 17.7% | 0 | na | na |
| Maine | 194 | 194 | 100.0% | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Maryland | 789 | 472 | 59.8% | 32 | 21 | 65.6% | ‡ | ‡ | ‡ |
| Massachusetts | 84 | 35 | 41.7% | 288 | 73 | 25.3% | 547 | 64 | 11.7% |
| Minnesota | 137 | 74 | 54.0% | 181 | 106 | 58.6% | 44 | 14 | 31.8% |
| Mississippi | 98 | ‡ | ‡ | 274 | 0 | 0.0% | 0 | na | na |
| Missouri | 28 | ‡ | ‡ | 93 | 12 | 12.9% | 227 | 27 | 11.9% |
| Montana | ‡ | ‡ | ‡ | 30 | 4 | 13.3% | 212 | 12 | 5.7% |
| New Hampshire | 142 | 27 | 19.0% | 88 | 15 | 17.0% | 34 | 0 | 0.0% |
| North Carolina | 80 | 22 | 27.5% | 158 | 41 | 25.9% | 537 | 67 | 12.5% |
| North Dakota | 98 | 21 | 21.4% | 100 | 14 | 14.0% | 0 | na | na |
| Ohio | 128 | 6 | 4.7% | 623 | 25 | 4.0% | 961 | 49 | 5.1% |
| Oregon | 256 | 150 | 58.6% | 73 | 31 | 42.5% | 100 | 21 | 21.0% |
| Pennsylvania | 78 | 14 | 17.9% | 682 | 52 | 7.6% | 863 | 16 | 1.9% |
| Vermont | 11 | 0 | 0.0% | 11 | 0 | 0.0% | 189 | ‡ | ‡ |
| Virginia | 38 | 18 | 47.4% | 65 | 18 | 27.7% | 488 | 113 | 23.2% |
| Washington | 0 | na | na | 468 | 82 | 17.5% | 577 | 89 | 15.4% |
| Wisconsin | 20 | ‡ | ‡ | 83 | 11 | 13.3% | 961 | 50 | 5.2% |
| Total | 3,857 | 1,482 | 38.4% | 6,032 | 1,288 | 21.4% | 14,762 | 4,188 | 28.4% |

SOURCE: U.S. Department of Education *EDFacts* data, 2005–06 through 2007–08 and 2009–10; 2009–10 Common Core of Data.

NOTES: “na” = State did not have any schools in this accountability group.

‡ Reporting standards were not met.

Exhibit C-8. Number and Percentage of Middle Schools Accountable for the English Language Learner Subgroup in 2009–10, by State and SWD-Accountability Status From 2005–06 to 2007–08

| State | Always-SWD-Accountable, 2005–06 to 2007–08 | | | Sometimes-SWD-Accountable, 2005–06 to 2007–08 | | | Never-SWD-Accountable, 2005–06 to 2007–08 | | |
|----------------|---|------------------------------------|------------------------------------|--|------------------------------------|------------------------------------|--|------------------------------------|------------------------------------|
| | Total N | N acct for subgroup, 2009–10 | % acct for subgroup, 2009–10 | Total N | N acct for subgroup, 2009–10 | % acct for subgroup, 2009–10 | Total N | N acct for subgroup, 2009–10 | % acct for subgroup, 2009–10 |
| Alabama | 141 | 4 | 2.8% | 47 | 4 | 8.5% | 52 | 0 | 0.0% |
| Alaska | 23 | 10 | 43.5% | ‡ | ‡ | ‡ | 10 | ‡ | ‡ |
| Arkansas | 93 | 22 | 23.7% | 46 | 3 | 6.5% | 50 | 7 | 14.0% |
| California | 241 | 225 | 93.4% | 232 | 197 | 84.9% | 830 | 534 | 64.3% |
| Colorado | 146 | 98 | 67.1% | 30 | 21 | 70.0% | 92 | 21 | 22.8% |
| Florida | 113 | 49 | 43.4% | 40 | 14 | 35.0% | 25 | ‡ | ‡ |
| Georgia | 216 | 22 | 10.2% | 119 | 3 | 2.5% | 73 | 4 | 5.5% |
| Hawaii | 19 | 7 | 36.8% | 7 | ‡ | ‡ | 12 | 0 | 0.0% |
| Illinois | 377 | 57 | 15.1% | 103 | 12 | 11.7% | 225 | 4 | 1.8% |
| Indiana | 23 | 16 | 69.6% | 5 | ‡ | ‡ | 0 | na | na |
| Iowa | 129 | 21 | 16.3% | 146 | ‡ | ‡ | 0 | na | na |
| Kansas | 35 | 21 | 60.0% | 23 | ‡ | ‡ | 0 | na | na |
| Maine | 70 | 70 | 100.0% | 0 | na | na | 0 | na | na |
| Maryland | 193 | 145 | 75.1% | 30 | 23 | 76.7% | 0 | na | na |
| Massachusetts | 202 | 44 | 21.8% | 96 | 21 | 21.9% | 11 | 0 | 0.0% |
| Minnesota | 12 | 8 | 66.7% | 13 | 8 | 61.5% | 3 | ‡ | ‡ |
| Mississippi | 120 | ‡ | ‡ | 49 | 0 | 0.0% | 0 | na | na |
| Missouri | 18 | 3 | 16.7% | 9 | ‡ | ‡ | 9 | 3 | 33.3% |
| Montana | 13 | ‡ | ‡ | 23 | 3 | 13.0% | 105 | 7 | 6.7% |
| New Hampshire | 61 | 10 | 16.4% | 27 | 4 | 14.8% | 5 | 0 | 0.0% |
| North Carolina | 40 | 15 | 37.5% | 18 | 6 | 33.3% | 23 | 4 | 17.4% |
| North Dakota | 16 | 6 | 37.5% | 7 | ‡ | ‡ | 0 | na | na |
| Ohio | 307 | 32 | 10.4% | 318 | 17 | 5.3% | 65 | ‡ | ‡ |
| Oregon | 30 | 19 | 63.3% | 10 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Pennsylvania | 158 | 19 | 12.0% | 293 | 12 | 4.1% | 40 | 0 | 0.0% |
| Vermont | 3 | 0 | 0.0% | 4 | 0 | 0.0% | 17 | 0 | 0.0% |
| Virginia | 18 | 4 | 22.2% | 3 | ‡ | ‡ | 4 | 0 | 0.0% |
| Washington | 11 | 4 | 36.4% | 248 | 76 | 30.6% | 58 | 5 | 8.6% |
| Wisconsin | 157 | 45 | 28.7% | 55 | 4 | 7.3% | 149 | 0 | 0.0% |
| Total | 2,985 | 978 | 32.8% | 2,002 | 441 | 22.0% | 1,860 | 595 | 32.0% |

SOURCE: U.S. Department of Education *EDFacts* data, 2005–06 through 2007–08 and 2009–10; 2009–10 Common Core of Data.

NOTES: “na” = State did not have any schools in this accountability group.

‡ Reporting standards were not met.

Exhibit C-9. Number and Percentage of Elementary Schools Identified for School Improvement in 2009–10, by State and SWD-Accountability Status From 2005–06 to 2007–08

| State | Always-SWD-Accountable, 2005–06 to 2007–08 | | | Sometimes-SWD-Accountable, 2005–06 to 2007–08 | | | Never-SWD-Accountable, 2005–06 to 2007–08 | | |
|----------------|---|-------------------------------|-------------------------------|--|-------------------------------|-------------------------------|--|-------------------------------|-------------------------------|
| | Total N | N identified in 2009–10 | % identified in 2009–10 | Total N | N identified in 2009–10 | % identified in 2009–10 | Total N | N identified in 2009–10 | % identified in 2009–10 |
| Alabama | 65 | ‡ | ‡ | 75 | ‡ | ‡ | 498 | ‡ | ‡ |
| Alaska | 28 | 3 | 10.7% | 73 | 12 | 16.4% | 58 | 5 | 8.6% |
| Arkansas | 29 | 25 | 86.2% | 46 | 18 | 39.1% | 383 | 73 | 19.1% |
| California | 109 | 33 | 30.3% | 494 | 176 | 35.6% | 4,691 | 1,373 | 29.3% |
| Colorado | 23 | ‡ | ‡ | 108 | 17 | 15.7% | 766 | 60 | 7.8% |
| Florida | 449 | 353 | 78.6% | 269 | 188 | 69.9% | 283 | 163 | 57.6% |
| Georgia | 245 | 8 | 3.3% | 244 | 6 | 2.5% | 614 | 4 | 0.7% |
| Hawaii | 3 | 3 | 100.0% | 20 | 16 | 80.0% | 154 | 28 | 18.2% |
| Illinois | 264 | 111 | 42.0% | 332 | 79 | 23.8% | 1,456 | 108 | 7.4% |
| Indiana | - | - | - | - | - | - | - | - | - |
| Iowa | 61 | 6 | 9.8% | 581 | 7 | 1.2% | ‡ | ‡ | ‡ |
| Kansas | 53 | 3 | 5.7% | 367 | 11 | 3.0% | 0 | na | na |
| Maine | 194 | 12 | 6.2% | ‡ | ‡ | ‡ | 0 | na | na |
| Maryland | 789 | 61 | 7.7% | 32 | 6 | 18.8% | ‡ | ‡ | ‡ |
| Massachusetts | 84 | 71 | 84.5% | 288 | 188 | 65.3% | 547 | 184 | 33.6% |
| Minnesota | 160 | 37 | 23.1% | 258 | 73 | 28.3% | 123 | 7 | 5.7% |
| Mississippi | 98 | 6 | 6.1% | 274 | ‡ | ‡ | 0 | na | na |
| Missouri | 40 | 22 | 55.0% | 161 | 61 | 37.9% | 588 | 126 | 21.4% |
| Montana | ‡ | ‡ | ‡ | 30 | ‡ | ‡ | 212 | 9 | 4.2% |
| New Hampshire | 142 | 47 | 33.1% | 88 | 37 | 42.0% | 34 | ‡ | ‡ |
| North Carolina | 80 | 60 | 75.0% | 158 | 88 | 55.7% | 537 | 188 | 35.0% |
| North Dakota | 98 | 7 | 7.1% | 100 | 5 | 5.0% | 0 | na | na |
| Ohio | 128 | 51 | 39.8% | 623 | 229 | 36.8% | 961 | 185 | 19.3% |
| Oregon | 256 | 27 | 10.5% | 73 | 7 | 9.6% | 100 | 3 | 3.0% |
| Pennsylvania | 78 | 26 | 33.3% | 682 | 138 | 20.2% | 863 | 23 | 2.7% |
| Vermont | 11 | 11 | 100.0% | 11 | 5 | 45.5% | 189 | 5 | 2.6% |
| Virginia | 38 | 5 | 13.2% | 65 | 7 | 10.8% | 488 | 52 | 10.7% |
| Washington | 0 | na | na | 468 | 114 | 24.4% | 576 | 59 | 10.2% |
| Wisconsin | 20 | ‡ | ‡ | 83 | 4 | 4.8% | 961 | 7 | 0.7% |
| Total | 3,547 | 994 | 28.0% | 6,005 | 1,496 | 24.9% | 15,086 | 2,666 | 17.7% |

SOURCE: U.S. Department of Education ED*Facts* data, 2005–06 through 2007–08 and 2009–10; 2009–10 Common Core of Data.

NOTES: “na” = State did not have any schools in this accountability group. “-” indicates no school improvement status data were reported.

‡ Reporting standards were not met.

Exhibit C-10. Number and Percentage of Middle Schools Identified for School Improvement in 2009–10, by State and SWD-Accountability Status From 2005–06 to 2007–08

| State | Always-SWD-Accountable, 2005–06 to 2007–08 | | | Sometimes-SWD-Accountable, 2005–06 to 2007–08 | | | Never-SWD-Accountable, 2005–06 to 2007–08 | | |
|----------------|---|-------------------------------|-------------------------------|--|-------------------------------|-------------------------------|--|----------------------------|-------------------------------|
| | Total N | N identified in 2009–10 | % identified in 2009–10 | Total N | N identified in 2009–10 | % identified in 2009–10 | Total N | N identified in 2009–10 | % identified in 2009–10 |
| Alabama | 141 | 5 | 3.5% | 47 | ‡ | ‡ | 52 | 0 | 0.0% |
| Alaska | 23 | ‡ | ‡ | ‡ | ‡ | ‡ | 10 | 0 | 0.0% |
| Arkansas | 93 | 78 | 83.9% | 46 | 16 | 34.8% | 50 | 13 | 26.0% |
| California | 241 | 152 | 63.1% | 232 | 102 | 44.0% | 830 | 319 | 38.4% |
| Colorado | 146 | 20 | 13.7% | 30 | ‡ | ‡ | 92 | ‡ | ‡ |
| Florida | 113 | 82 | 72.6% | 40 | 36 | 90.0% | 25 | 14 | 56.0% |
| Georgia | 216 | 66 | 30.6% | 119 | 39 | 32.8% | 72 | 5 | 6.9% |
| Hawaii | 19 | 19 | 100.0% | 7 | 6 | 85.7% | 12 | 6 | 50.0% |
| Illinois | 377 | 55 | 14.6% | 103 | 21 | 20.4% | 225 | 6 | 2.7% |
| Indiana | - | - | - | - | - | - | - | - | - |
| Iowa | 129 | 62 | 48.1% | 146 | 6 | 4.1% | 0 | na | na |
| Kansas | 35 | 13 | 37.1% | 23 | 0 | 0.0% | 0 | na | na |
| Maine | 70 | 23 | 32.9% | 0 | na | na | 0 | na | na |
| Maryland | 193 | 63 | 32.6% | 30 | 15 | 50.0% | 0 | na | na |
| Massachusetts | 202 | 167 | 82.7% | 96 | 55 | 57.3% | 11 | ‡ | ‡ |
| Minnesota | 15 | 9 | 60.0% | 18 | 6 | 33.3% | 9 | ‡ | ‡ |
| Mississippi | 120 | 27 | 22.5% | 49 | ‡ | ‡ | 0 | na | na |
| Missouri | 26 | 20 | 76.9% | 17 | 10 | 58.8% | 21 | 5 | 23.8% |
| Montana | 13 | 9 | 69.2% | 23 | 6 | 26.1% | 105 | 10 | 9.5% |
| New Hampshire | 61 | 42 | 68.9% | 27 | 17 | 63.0% | 5 | 0 | 0.0% |
| North Carolina | 40 | 38 | 95.0% | 18 | 14 | 77.8% | 23 | 16 | 69.6% |
| North Dakota | 16 | 4 | 25.0% | 7 | 0 | 0.0% | 0 | na | na |
| Ohio | 307 | 166 | 54.1% | 318 | 95 | 29.9% | 65 | 7 | 10.8% |
| Oregon | 30 | 22 | 73.3% | 10 | ‡ | ‡ | ‡ | ‡ | ‡ |
| Pennsylvania | 158 | 44 | 27.8% | 293 | 53 | 18.1% | 40 | ‡ | ‡ |
| Vermont | 3 | 3 | 100.0% | 4 | 3 | 75.0% | 17 | 4 | 23.5% |
| Virginia | 18 | 7 | 38.9% | 3 | ‡ | ‡ | 4 | ‡ | ‡ |
| Washington | 11 | 8 | 72.7% | 248 | 188 | 75.8% | 58 | 10 | 17.2% |
| Wisconsin | 157 | 6 | 3.8% | 55 | 0 | 0.0% | 149 | ‡ | ‡ |
| Total | 2,973 | 1,212 | 40.8% | 2,010 | 695 | 34.6% | 1,877 | 424 | 22.6% |

SOURCE: U.S. Department of Education *EDFacts* data, 2005–06 through 2007–08 and 2009–10; 2009–10 Common Core of Data.

NOTES: “na” = State did not have any schools in this accountability group. “-” indicates no school improvement status data were reported.

‡ Reporting standards were not met.

Exhibit C-11. Number and Percentage of Elementary Schools Making Adequate Yearly Progress (AYP) in 2009–10, by State and SWD-Accountability Status From 2005–06 to 2007–08

| State | Always-SWD-Accountable, 2005–06 to 2007–08 | | | Sometimes-SWD-Accountable, 2005–06 to 2007–08 | | | Never-SWD-Accountable, 2005–06 to 2007–08 | | |
|----------------|---|-----------------------------|-----------------------------|--|-----------------------------|-----------------------------|--|-----------------------------|-----------------------------|
| | Total N | N made AYP in 2009–10 | % made AYP in 2009–10 | Total N | N made AYP in 2009–10 | % made AYP in 2009–10 | Total N | N made AYP in 2009–10 | % made AYP in 2009–10 |
| Alabama | 65 | 45 | 69.2% | 75 | 66 | 88.0% | 498 | 475 | 95.4% |
| Alaska | 28 | 17 | 60.7% | 73 | 42 | 57.5% | 58 | 52 | 89.7% |
| Arkansas | 29 | 14 | 48.3% | 46 | 28 | 60.9% | 383 | 272 | 71.0% |
| California | - | - | - | - | - | - | - | - | - |
| Colorado | 23 | 11 | 47.8% | 108 | 62 | 57.4% | 766 | 573 | 74.8% |
| Florida | 449 | 24 | 5.3% | 269 | 20 | 7.4% | 281 | 38 | 13.5% |
| Georgia | 245 | 218 | 89.0% | 244 | 223 | 91.4% | 614 | 529 | 86.2% |
| Hawaii | 3 | ‡ | ‡ | 20 | 8 | 40.0% | 154 | 109 | 70.8% |
| Illinois | 264 | 86 | 32.6% | 332 | 142 | 42.8% | 1,456 | 911 | 62.6% |
| Indiana | 345 | 256 | 74.2% | 172 | 128 | 74.4% | 113 | 98 | 86.7% |
| Iowa | 61 | 16 | 26.2% | 581 | 436 | 75.0% | ‡ | ‡ | ‡ |
| Kansas | 53 | 33 | 62.3% | 367 | 307 | 83.7% | 0 | na | Na |
| Maine | 194 | 111 | 57.2% | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Maryland | 789 | 609 | 77.2% | 32 | 20 | 62.5% | ‡ | ‡ | ‡ |
| Massachusetts | 84 | 7 | 8.3% | 288 | 65 | 22.6% | 547 | 260 | 47.5% |
| Minnesota | 160 | 57 | 35.6% | 258 | 112 | 43.4% | 123 | 86 | 69.9% |
| Mississippi | 98 | 77 | 78.6% | 274 | 245 | 89.4% | 0 | na | na |
| Missouri | 40 | 9 | 22.5% | 161 | 50 | 31.1% | 588 | 245 | 41.7% |
| Montana | ‡ | ‡ | ‡ | 30 | 18 | 60.0% | 212 | 147 | 69.3% |
| New Hampshire | 142 | 36 | 25.4% | 88 | 24 | 27.3% | 34 | 25 | 73.5% |
| North Carolina | 80 | 40 | 50.0% | 158 | 94 | 59.5% | 537 | 371 | 69.1% |
| North Dakota | 98 | 71 | 72.4% | 100 | 78 | 78.0% | 0 | na | na |
| Ohio | 128 | 63 | 49.2% | 623 | 334 | 53.6% | 961 | 719 | 74.8% |
| Oregon | 253 | 212 | 83.8% | 73 | 65 | 89.0% | 100 | 94 | 94.0% |
| Pennsylvania | 78 | 60 | 76.9% | 682 | 553 | 81.1% | 863 | 816 | 94.6% |
| Vermont | 11 | 0 | 0.0% | 11 | ‡ | ‡ | 189 | 150 | 79.4% |
| Virginia | 38 | 22 | 57.9% | 65 | 45 | 69.2% | 488 | 338 | 69.3% |
| Washington | 0 | na | na | 468 | 222 | 47.4% | 576 | 360 | 62.5% |
| Wisconsin | 20 | 13 | 65.0% | 83 | 69 | 83.1% | 961 | 938 | 97.6% |
| Total | 3,780 | 2,109 | 55.8% | 5,683 | 3,460 | 60.9% | 10,507 | 7,609 | 72.4% |

SOURCE: U.S. Department of Education *EDFacts* data, 2005–06 through 2007–08 and 2009–10; 2009–10 Common Core of Data.

NOTES: “na” = State did not have any schools in this accountability group. “-” indicates no AYP data were reported.

‡ Reporting standards were not met.

Exhibit C-12. Number and Percentage of Middle Schools Making Adequate Yearly Progress (AYP) in 2009–10, by State and SWD-Accountability Status From 2005–06 to 2007–08

| State | Always-SWD-Accountable, 2005–06 to 2007–08 | | | Sometimes-SWD-Accountable, 2005–06 to 2007–08 | | | Never-SWD-Accountable, 2005–06 to 2007–08 | | |
|----------------|---|-----------------------------|-----------------------------|--|-----------------------------|-----------------------------|--|-----------------------------|-----------------------------|
| | Total N | N made AYP in 2009–10 | % made AYP in 2009–10 | Total N | N made AYP in 2009–10 | % made AYP in 2009–10 | Total N | N made AYP in 2009–10 | % made AYP in 2009–10 |
| Alabama | 141 | 69 | 48.9% | 47 | 34 | 72.3% | 52 | 51 | 98.1% |
| Alaska | 23 | 7 | 30.4% | ‡ | ‡ | ‡ | 10 | 9 | 90.0% |
| Arkansas | 93 | 26 | 28.0% | 46 | 24 | 52.2% | 50 | 28 | 56.0% |
| California | - | - | - | - | - | - | - | - | - |
| Colorado | 146 | 25 | 17.1% | 30 | 7 | 23.3% | 92 | 72 | 78.3% |
| Florida | 113 | ‡ | ‡ | 40 | ‡ | ‡ | 25 | 3 | 12.0% |
| Georgia | 216 | 177 | 81.9% | 119 | 88 | 73.9% | 72 | 61 | 84.7% |
| Hawaii | 19 | ‡ | ‡ | 7 | ‡ | ‡ | 12 | 6 | 50.0% |
| Illinois | 377 | 150 | 39.8% | 103 | 53 | 51.5% | 225 | 183 | 81.3% |
| Indiana | 23 | 4 | 17.4% | 5 | 4 | 80.0% | 0 | na | na |
| Iowa | 129 | 12 | 9.3% | 146 | 92 | 63.0% | 0 | na | na |
| Kansas | 35 | 16 | 45.7% | 23 | 19 | 82.6% | 0 | na | na |
| Maine | 70 | 14 | 20.0% | 0 | na | na | 0 | na | na |
| Maryland | 193 | 95 | 49.2% | 30 | 12 | 40.0% | 0 | na | na |
| Massachusetts | 202 | 13 | 6.4% | 96 | 6 | 6.3% | 11 | 5 | 45.5% |
| Minnesota | 15 | 9 | 60.0% | 18 | 5 | 27.8% | 9 | 6 | 66.7% |
| Mississippi | 120 | 80 | 66.7% | 49 | 40 | 81.6% | 0 | na | na |
| Missouri | 26 | 3 | 11.5% | 17 | 3 | 17.6% | 21 | 8 | 38.1% |
| Montana | 13 | 0 | 0.0% | 23 | 9 | 39.1% | 105 | 80 | 76.2% |
| New Hampshire | 61 | 7 | 11.5% | 27 | 10 | 37.0% | 5 | 4 | 80.0% |
| North Carolina | 40 | 13 | 32.5% | 18 | 7 | 38.9% | 23 | 14 | 60.9% |
| North Dakota | 16 | 7 | 43.8% | 7 | 5 | 71.4% | 0 | na | na |
| Ohio | 307 | 177 | 57.7% | 318 | 220 | 69.2% | 65 | 60 | 92.3% |
| Oregon | 29 | 12 | 41.4% | 10 | 6 | 60.0% | ‡ | ‡ | ‡ |
| Pennsylvania | 158 | 133 | 84.2% | 293 | 257 | 87.7% | 40 | 39 | 97.5% |
| Vermont | 3 | 0 | 0.0% | 4 | ‡ | ‡ | 17 | 10 | 58.8% |
| Virginia | 18 | 7 | 38.9% | 3 | 0 | 0.0% | 4 | 4 | 100.0% |
| Washington | 11 | 3 | 27.3% | 248 | 45 | 18.1% | 58 | 19 | 32.8% |
| Wisconsin | 157 | 135 | 86.0% | 55 | 54 | 98.2% | 149 | 148 | 99.3% |
| Total | 2,754 | 1,196 | 43.4% | 1,783 | 1,006 | 56.4% | 1,047 | 812 | 77.6% |

SOURCE: U.S. Department of Education *EDFacts* data, 2005–06 through 2007–08 and 2009–10; 2009–10 Common Core of Data.

NOTES: “na” = State did not have any schools in this accountability group. “-” indicates no AYP data were reported.

‡ Reporting standards were not met.

Appendix D: Chapter 4, School Characteristics and Staffing in SWD-Accountable and Non-SWD-Accountable Schools— State-Level Tables

Exhibit D-1. Average Total Enrollment in Elementary Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|-------------------------------|-----------------------------|-------------------------------------|------------------------------|----------------------------|---------------|----------------|----------------------------|
| California | 104 | 569.6 | 20.7 | 330 | 576.8 | 11.2 | -7.2 | 23.5 | 0.760 |
| Florida | 435 | 604.0 | 8.1 | 154 | 609.0 | 18.3 | -5.0 | 20.0 | 0.803 |
| Georgia | 237 | 783.9 | 16.1 | 328 | 527.9 | 9.6 | 256.0* | 18.8 | 0.000 |
| Massachusetts | 62 | 683.4 | 33.5 | 322 | 333.3 | 6.6 | 350.1* | 34.0 | 0.000 |
| Minnesota | 149 | 562.0 | 12.1 | 43 | 172.8 | 12.2 | 389.2* | 17.1 | 0.000 |
| North Carolina | 78 | 616.8 | 20.4 | 248 | 406.5 | 9.4 | 210.3* | 22.5 | 0.000 |
| Virginia | 34 | 684.7 | 37.0 | 173 | 422.4 | 11.8 | 262.3* | 38.5 | 0.000 |
| Overall (7 states)† | 1,099 | 641.7 | 6.4 | 1,598 | 529.3 | 7.6 | 112.4* | 9.9 | 0.000 |
| Iowa | 54 | 471.0 | 22.6 | --- | --- | --- | --- | --- | --- |
| Kansas | 49 | 460.8 | 25.0 | --- | --- | --- | --- | --- | --- |
| Maryland | 676 | 477.5 | 6.1 | --- | --- | --- | --- | --- | --- |
| North Dakota | 70 | 243.9 | 16.1 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 849 | 458.1 | 5.8 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Common Core of Data.

NOTES: †The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-2. Average Total Enrollment in Middle Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|-------------------------------|-----------------------------|-------------------------------------|------------------------------|----------------------------|---------------|----------------|----------------------------|
| California | 186 | 1,219.0 | 28.2 | 311 | 673.1 | 15.7 | 545.9* | 32.2 | 0.000 |
| Florida | 106 | 870.6 | 27.3 | 16 | 596.7 | 90.3 | 273.9* | 92.3 | 0.004 |
| Georgia | 193 | 877.4 | 26.3 | 54 | 596.2 | 35.0 | 281.2* | 43.7 | 0.000 |
| North Carolina | 34 | 534.6 | 25.8 | 18 | 277.7 | 27.9 | 256.8* | 37.9 | 0.000 |
| Wisconsin | 118 | 639.0 | 18.4 | 76 | 224.8 | 12.9 | 414.2* | 22.5 | 0.000 |
| Overall (5 states)‡ | 637 | 913.5 | 15.6 | 475 | 589.8 | 13.9 | 323.8* | 20.9 | 0.000 |
| Iowa | 85 | 482.9 | 23.5 | --- | --- | --- | --- | --- | --- |
| Maryland | 150 | 736.4 | 21.0 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 162 | 699.2 | 16.1 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 397 | 669.4 | 12.7 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Common Core of Data.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-3. Average Percentage of Students Who Are Students With Disabilities in Elementary Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|-------------|----------------|----------------------------|
| California | 67 | 15.9 | 0.7 | 217 | 9.5 | 0.3 | 6.3* | 0.8 | 0.000 |
| Florida | 346 | 16.0 | 0.0 | 115 | 9.6 | 0.4 | 6.4* | 0.5 | 0.000 |
| Georgia | 195 | 11.7 | 0.3 | 273 | 8.5 | 0.2 | 3.2* | 0.4 | 0.000 |
| Massachusetts | 51 | 18.8 | 1.0 | 259 | 14.8 | 0.3 | 4.0* | 1.1 | 0.000 |
| Minnesota | 104 | 16.0 | 0.7 | 34 | 15.7 | 1.6 | 0.4 | 1.7 | 0.823 |
| North Carolina | 70 | 13.5 | 0.5 | 215 | 12.2 | 0.3 | 1.3* | 0.6 | 0.029 |
| Virginia | 22 | 12.4 | 0.9 | 129 | 11.0 | 0.4 | 1.4 | 1.0 | 0.158 |
| Overall (7 states)‡ | 855 | 14.9 | 0.2 | 1,242 | 10.2 | 0.2 | 4.6* | 0.3 | 0.000 |
| Iowa | 47 | 14.8 | 1.1 | --- | --- | --- | --- | --- | --- |
| Kansas | 42 | 13.5 | 1.0 | --- | --- | --- | --- | --- | --- |
| Maryland | 545 | 10.8 | 0.2 | --- | --- | --- | --- | --- | --- |
| North Dakota | 56 | 19.0 | 1.3 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 690 | 11.8 | 0.2 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Principal and Special Education Designee Surveys.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-4. Average Percentage of Students Who Are Students With Disabilities in Middle Schools 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|-------------|----------------|----------------------------|
| California | 133 | 12.3 | 0.3 | 215 | 11.2 | 0.4 | 1.1* | 0.5 | 0.026 |
| Florida | 70 | 18.2 | 0.6 | 12 | 9.5 | 1.2 | 8.7* | 1.3 | 0.000 |
| Georgia | 164 | 12.4 | 0.3 | 40 | 10.8 | 1.2 | 1.5 | 1.3 | 0.222 |
| North Carolina | 29 | 14.8 | 0.7 | 15 | 11.3 | 0.9 | 3.5* | 1.2 | 0.004 |
| Wisconsin | 91 | 16.0 | 0.8 | 47 | 23.8 | 2.1 | -7.8* | 2.3 | 0.001 |
| Overall (5 states)‡ | 487 | 14.0 | 0.2 | 329 | 12.7 | 0.5 | 1.3* | 0.5 | 0.008 |
| Iowa | 68 | 17.0 | 1.0 | --- | --- | --- | --- | --- | --- |
| Maryland | 129 | 11.3 | 0.3 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 132 | 18.6 | 0.5 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 329 | 15.2 | 0.3 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Principal and Special Education Designee Surveys.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-5. Average Percentage of Students Eligible to Receive Free or Reduced-Price Lunch in Elementary Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|------------|----------------|----------------------------|
| California | 104 | 48.8 | 2.5 | 330 | 59.5 | 1.6 | -10.7* | 3.0 | 0.000 |
| Florida | 435 | 78.9 | 0.6 | 154 | 81.9 | 1.0 | -3.0* | 1.2 | 0.012 |
| Georgia | 237 | 47.8 | 1.6 | 328 | 71.7 | 1.2 | -23.8* | 2.0 | 0.000 |
| Massachusetts | 62 | 42.0 | 4.0 | 322 | 37.5 | 1.6 | 4.4 | 4.3 | 0.305 |
| Minnesota | 149 | 45.4 | 1.6 | 43 | 54.1 | 2.6 | -8.7* | 3.1 | 0.005 |
| North Carolina | 77 | 63.0 | 1.6 | 248 | 69.2 | 1.0 | -6.2* | 1.9 | 0.001 |
| Virginia | 34 | 60.5 | 3.2 | 173 | 60.9 | 1.2 | -0.4 | 3.4 | 0.907 |
| Overall (7 states)‡ | 1,098 | 61.0 | 0.8 | 1,598 | 61.0 | 1.0 | 0.0 | 1.3 | 0.975 |
| Iowa | 54 | 46.4 | 3.0 | --- | --- | --- | --- | --- | --- |
| Kansas | 49 | 59.6 | 3.0 | --- | --- | --- | --- | --- | --- |
| Maryland | 676 | 47.1 | 1.2 | --- | --- | --- | --- | --- | --- |
| North Dakota | 70 | 40.4 | 2.2 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 849 | 47.2 | 1.0 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Common Core of Data.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-6. Average Percentage of Students Eligible to Receive Free or Reduced-Price Lunch in Middle Schools 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|-------------|----------------|----------------------------|
| California | 186 | 60.9 | 1.7 | 311 | 52.7 | 1.7 | 8.2* | 2.4 | 0.001 |
| Florida | 106 | 79.7 | 1.1 | 16 | 80.4 | 3.4 | -0.7 | 3.5 | 0.838 |
| Georgia | 193 | 57.7 | 1.7 | 54 | 67.7 | 2.9 | -10.0* | 3.4 | 0.003 |
| North Carolina | 34 | 75.5 | 2.3 | 18 | 76.8 | 2.4 | -1.3 | 3.3 | 0.702 |
| Wisconsin | 118 | 40.7 | 1.8 | 76 | 38.4 | 1.9 | 2.3 | 2.6 | 0.370 |
| Overall (5 states)‡ | 637 | 60.1 | 0.9 | 475 | 53.8 | 1.3 | 6.3* | 1.6 | 0.000 |
| Iowa | 85 | 46.1 | 1.8 | --- | --- | --- | --- | --- | --- |
| Maryland | 150 | 33.0 | 1.9 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 162 | 31.7 | 2.1 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 397 | 35.2 | 1.2 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Common Core of Data.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-7. Average Percentage of Students Who Are Non-White or Hispanic in Elementary Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|---------------|----------------|----------------------------|
| California | 104 | 66.6 | 2.5 | 330 | 75.0 | 1.4 | -8.4* | 2.8 | 0.003 |
| Florida | 435 | 62.7 | 1.3 | 154 | 79.7 | 1.9 | -17.0* | 2.3 | 0.000 |
| Georgia | 237 | 43.2 | 1.5 | 328 | 67.1 | 1.7 | -23.9* | 2.3 | 0.000 |
| Massachusetts | 62 | 40.3 | 4.2 | 322 | 34.3 | 1.6 | 6.0 | 4.5 | 0.189 |
| Minnesota | 149 | 29.1 | 2.0 | 43 | 20.4 | 4.5 | 8.7 | 4.9 | 0.077 |
| North Carolina | 78 | 49.8 | 3.0 | 248 | 49.6 | 1.9 | 0.2 | 3.5 | 0.964 |
| Virginia | 34 | 56.9 | 5.9 | 173 | 48.5 | 2.4 | 8.4 | 6.3 | 0.188 |
| Overall (7 states)‡ | 1,099 | 51.9 | 0.9 | 1,598 | 67.4 | 1.0 | -15.4* | 1.3 | 0.000 |
| Iowa | 54 | 21.8 | 2.8 | --- | --- | --- | --- | --- | --- |
| Kansas | 49 | 32.7 | 3.7 | --- | --- | --- | --- | --- | --- |
| Maryland | 676 | 56.9 | 1.3 | --- | --- | --- | --- | --- | --- |
| North Dakota | 70 | 17.5 | 2.5 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 849 | 50.5 | 1.2 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Common Core of Data.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-8. Average Percentage of Students Who Are Non-White or Hispanic in Middle Schools 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|------------|----------------|----------------------------|
| California | 186 | 81.0 | 1.5 | 311 | 67.0 | 1.6 | 14.0* | 2.1 | 0.000 |
| Florida | 106 | 76.1 | 2.2 | 16 | 79.2 | 8.0 | -3.1 | 8.1 | 0.703 |
| Georgia | 193 | 51.8 | 2.0 | 54 | 59.0 | 4.5 | -7.2 | 4.9 | 0.143 |
| North Carolina | 34 | 64.9 | 4.7 | 18 | 65.5 | 5.6 | -0.6 | 7.3 | 0.938 |
| Wisconsin | 118 | 27.0 | 2.1 | 76 | 10.0 | 1.7 | 16.9* | 2.7 | 0.000 |
| Overall (5 states)‡ | 637 | 60.5 | 1.2 | 475 | 58.7 | 1.5 | 1.7 | 1.9 | 0.374 |
| Iowa | 85 | 22.4 | 2.2 | --- | --- | --- | --- | --- | --- |
| Maryland | 150 | 44.4 | 2.4 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 162 | 26.1 | 2.0 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 397 | 32.7 | 1.4 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Common Core of Data.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-9. Percentage of Urban Elementary Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|---------------|----------------|----------------------------|
| California | 104 | 46.2 | 4.9 | 331 | 45.9 | 2.7 | 0.2 | 5.6 | 0.967 |
| Florida | 435 | 33.6 | 2.3 | 154 | 27.9 | 3.6 | 5.6 | 4.3 | 0.187 |
| Georgia | 237 | 3.4 | 1.2 | 328 | 32.3 | 2.6 | -28.9* | 2.8 | 0.000 |
| Massachusetts | 62 | 16.1 | 4.7 | 323 | 34.1 | 2.6 | -17.9* | 5.4 | 0.001 |
| Minnesota | 149 | 16.1 | 3.0 | 44 | 9.1 | 4.4 | 7.0 | 5.3 | 0.188 |
| North Carolina | 78 | 15.4 | 4.1 | 249 | 21.7 | 2.6 | -6.3 | 4.9 | 0.196 |
| Virginia | 34 | 23.5 | 7.4 | 174 | 29.3 | 3.5 | -5.8 | 8.1 | 0.476 |
| Overall (7 states)‡ | 1,099 | 23.3 | 1.3 | 1,603 | 39.6 | 1.8 | -16.3* | 2.2 | 0.000 |
| Iowa | 54 | 33.3 | 6.5 | --- | --- | --- | --- | --- | --- |
| Kansas | 51 | 27.5 | 6.3 | --- | --- | --- | --- | --- | --- |
| Maryland | 676 | 18.5 | 1.5 | --- | --- | --- | --- | --- | --- |
| North Dakota | 70 | 15.7 | 4.4 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 851 | 19.7 | 1.4 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Common Core of Data.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-10. Percentage of Urban Middle Schools 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|-------------|----------------|----------------------------|
| California | 186 | 56.5 | 3.6 | 312 | 29.2 | 2.6 | 27.3* | 4.5 | 0.000 |
| Florida | 106 | 33.0 | 4.6 | 16 | 18.8 | 10.1 | 14.3 | 10.9 | 0.192 |
| Georgia | 193 | 7.8 | 1.9 | 54 | 33.3 | 6.5 | -25.6* | 6.7 | 0.000 |
| North Carolina | 34 | 23.5 | 7.4 | 18 | 5.6 | 5.6 | 18.0 | 9.2 | 0.057 |
| Wisconsin | 118 | 33.1 | 4.3 | 77 | 1.3 | 1.3 | 31.7* | 4.5 | 0.000 |
| Overall (5 states)‡ | 637 | 31.7 | 1.8 | 477 | 24.7 | 2.0 | 7.0* | 2.7 | 0.010 |
| Iowa | 85 | 32.9 | 5.1 | --- | --- | --- | --- | --- | --- |
| Maryland | 150 | 11.5 | 3.0 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 162 | 22.2 | 3.3 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 397 | 20.1 | 2.1 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Common Core of Data.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-11. Percentage of Suburban Elementary Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: p value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|-------------|----------------|---------------------|
| California | 104 | 49.0 | 4.9 | 331 | 42.0 | 2.7 | 7.0 | 5.6 | 0.210 |
| Florida | 435 | 42.5 | 2.4 | 154 | 52.6 | 4.0 | -10.1* | 4.7 | 0.032 |
| Georgia | 237 | 49.4 | 3.3 | 328 | 30.8 | 2.6 | 18.6* | 4.1 | 0.000 |
| Massachusetts | 62 | 77.4 | 5.4 | 323 | 51.1 | 2.8 | 26.3* | 6.0 | 0.000 |
| Minnesota | 149 | 30.9 | 3.8 | 44 | 4.5 | 3.2 | 26.3* | 4.9 | 0.000 |
| North Carolina | 78 | 16.7 | 4.2 | 249 | 8.8 | 1.8 | 7.8 | 4.6 | 0.090 |
| Virginia | 34 | 44.1 | 8.6 | 174 | 17.8 | 2.9 | 26.3* | 9.0 | 0.004 |
| Overall (7 states)‡ | 1,099 | 43.2 | 1.5 | 1,603 | 37.2 | 1.8 | 6.0* | 2.3 | 0.010 |
| Iowa | 54 | 5.6 | 3.1 | --- | --- | --- | --- | --- | --- |
| Kansas | 51 | 13.7 | 4.9 | --- | --- | --- | --- | --- | --- |
| Maryland | 676 | 61.2 | 1.9 | --- | --- | --- | --- | --- | --- |
| North Dakota | 70 | 5.7 | 2.8 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 851 | 50.9 | 1.8 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Common Core of Data.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-12. Percentage of Suburban Middle Schools 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|------------|----------------|----------------------------|
| California | 186 | 40.3 | 3.6 | 312 | 40.1 | 2.8 | 0.3 | 4.6 | 0.955 |
| Florida | 106 | 45.3 | 4.9 | 16 | 62.5 | 12.5 | -17.2 | 13.1 | 0.193 |
| Georgia | 193 | 39.9 | 3.5 | 54 | 7.4 | 3.6 | 32.5* | 5.0 | 0.000 |
| North Carolina | 34 | 5.9 | 4.1 | 18 | 0.0 | 0.0 | 5.9 | 4.1 | 0.159 |
| Wisconsin | 118 | 29.7 | 4.2 | 77 | 6.5 | 2.8 | 23.2* | 5.1 | 0.000 |
| Overall (5 states)‡ | 637 | 37.2 | 1.9 | 477 | 31.7 | 2.2 | 5.5 | 2.9 | 0.056 |
| Iowa | 85 | 4.7 | 2.3 | --- | --- | --- | --- | --- | --- |
| Maryland | 150 | 57.7 | 4.3 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 162 | 67.9 | 3.7 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 397 | 50.7 | 2.6 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Common Core of Data.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-13. Percentage of Elementary Schools in Towns in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|-------------|----------------|----------------------------|
| California | 104 | 1.0 | 1.0 | 331 | 3.3 | 1.0 | -2.3 | 1.4 | 0.087 |
| Florida | 435 | 8.5 | 1.3 | 154 | 5.2 | 1.8 | 3.3 | 2.2 | 0.139 |
| Georgia | 237 | 11.4 | 2.1 | 328 | 8.5 | 1.5 | 2.9 | 2.6 | 0.269 |
| Massachusetts | 62 | 0.0 | 0.0 | 323 | 2.8 | 0.9 | -2.8* | 0.9 | 0.003 |
| Minnesota | 149 | 28.9 | 3.7 | 44 | 2.3 | 2.3 | 26.6* | 4.4 | 0.000 |
| North Carolina | 78 | 16.7 | 4.2 | 249 | 13.3 | 2.2 | 3.4 | 4.7 | 0.473 |
| Virginia | 34 | 5.9 | 4.1 | 174 | 9.8 | 2.3 | -3.9 | 4.6 | 0.403 |
| Overall (7 states)‡ | 1,099 | 11.2 | 1.0 | 1,603 | 5.1 | 0.7 | 6.0* | 1.2 | 0.000 |
| Iowa | 54 | 37.0 | 6.6 | --- | --- | --- | --- | --- | --- |
| Kansas | 51 | 37.3 | 6.8 | --- | --- | --- | --- | --- | --- |
| Maryland | 676 | 3.6 | 0.7 | --- | --- | --- | --- | --- | --- |
| North Dakota | 70 | 20.0 | 4.8 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 851 | 8.7 | 0.9 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Common Core of Data.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-14. Percentage of Middle Schools in Towns in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|--------------|----------------|----------------------------|
| California | 186 | 1.6 | 0.9 | 312 | 16.7 | 2.1 | -15.1* | 2.3 | 0.000 |
| Florida | 106 | 6.6 | 2.4 | 16 | 6.3 | 6.3 | 0.4 | 6.6 | 0.957 |
| Georgia | 193 | 10.9 | 2.2 | 54 | 22.2 | 5.7 | -11.3 | 6.1 | 0.065 |
| North Carolina | 34 | 17.6 | 6.6 | 18 | 0.0 | 0.0 | 17.6* | 6.7 | 0.011 |
| Wisconsin | 118 | 28.8 | 4.2 | 77 | 18.2 | 4.4 | 10.6 | 6.1 | 0.082 |
| Overall (5 states)‡ | 637 | 11.1 | 1.2 | 477 | 16.6 | 1.7 | -5.4* | 2.1 | 0.011 |
| Iowa | 85 | 32.9 | 5.1 | --- | --- | --- | --- | --- | --- |
| Maryland | 150 | 9.8 | 2.5 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 162 | 0.6 | 0.6 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 397 | 11.0 | 1.6 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Common Core of Data.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-15. Percentage of Rural Elementary Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|-------------|----------------|----------------------------|
| California | 104 | 3.8 | 1.9 | 331 | 8.8 | 1.6 | -4.9* | 2.4 | 0.045 |
| Florida | 435 | 15.4 | 1.7 | 154 | 14.3 | 2.8 | 1.1 | 3.3 | 0.736 |
| Georgia | 237 | 35.9 | 3.1 | 328 | 28.4 | 2.5 | 7.5 | 4.0 | 0.061 |
| Massachusetts | 62 | 6.5 | 3.1 | 323 | 12.1 | 1.8 | -5.6 | 3.6 | 0.121 |
| Minnesota | 149 | 24.2 | 3.5 | 44 | 84.1 | 5.6 | -59.9* | 6.6 | 0.000 |
| North Carolina | 78 | 51.3 | 5.7 | 249 | 56.2 | 3.2 | -4.9 | 6.5 | 0.447 |
| Virginia | 34 | 26.5 | 7.7 | 174 | 43.1 | 3.8 | -16.6 | 8.5 | 0.051 |
| Overall (7 states)‡ | 1,099 | 22.3 | 1.3 | 1,603 | 18.1 | 1.2 | 4.2* | 1.7 | 0.014 |
| Iowa | 54 | 24.1 | 5.9 | --- | --- | --- | --- | --- | --- |
| Kansas | 51 | 21.6 | 5.8 | --- | --- | --- | --- | --- | --- |
| Maryland | 676 | 16.8 | 1.4 | --- | --- | --- | --- | --- | --- |
| North Dakota | 70 | 58.6 | 5.9 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 851 | 20.7 | 1.4 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Common Core of Data.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-16. Percentage of Rural Middle Schools 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|--------------|----------------|----------------------------|
| California | 186 | 1.6 | 0.9 | 312 | 14.1 | 2.0 | -12.5* | 2.2 | 0.000 |
| Florida | 106 | 15.1 | 3.5 | 16 | 12.5 | 8.5 | 2.6 | 9.0 | 0.775 |
| Georgia | 193 | 41.5 | 3.6 | 54 | 37.0 | 6.6 | 4.4 | 7.5 | 0.557 |
| North Carolina | 34 | 52.9 | 8.7 | 18 | 94.4 | 5.6 | -41.5* | 10.3 | 0.000 |
| Wisconsin | 118 | 8.5 | 2.6 | 77 | 74.0 | 5.0 | -65.6* | 5.6 | 0.000 |
| Overall (5 states)‡ | 637 | 19.9 | 1.6 | 477 | 27.1 | 2.0 | -7.1* | 2.6 | 0.005 |
| Iowa | 85 | 29.4 | 5.0 | --- | --- | --- | --- | --- | --- |
| Maryland | 150 | 21.0 | 3.3 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 162 | 9.3 | 2.3 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 397 | 18.1 | 1.9 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Common Core of Data.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-17. Percentage of Elementary Schools That Had Students Who Attended a Central District Program for Students With Disabilities in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|-------------|----------------|----------------------------|
| California | 68 | 25.0 | 5.3 | 225 | 23.6 | 2.8 | 1.4 | 6.0 | 0.809 |
| Florida | 351 | 34.8 | 2.5 | 115 | 33.9 | 4.4 | 0.8 | 5.1 | 0.869 |
| Georgia | 196 | 33.2 | 3.4 | 287 | 31.0 | 2.7 | 2.2 | 4.3 | 0.620 |
| Massachusetts | 53 | 26.4 | 6.1 | 268 | 42.9 | 3.0 | -16.5* | 6.8 | 0.016 |
| Minnesota | 111 | 46.8 | 4.8 | 36 | 13.9 | 5.8 | 33.0* | 7.5 | 0.000 |
| North Carolina | 69 | 39.1 | 5.9 | 218 | 29.8 | 3.1 | 9.3 | 6.7 | 0.163 |
| Virginia | 23 | 34.8 | 10.2 | 134 | 35.8 | 4.2 | -1.0 | 10.8 | 0.924 |
| Overall (7 states)‡ | 871 | 35.0 | 1.6 | 1,283 | 27.8 | 1.8 | 7.2* | 2.4 | 0.003 |
| Iowa | 47 | 19.1 | 5.8 | --- | --- | --- | --- | --- | --- |
| Kansas | 42 | 31.0 | 7.2 | --- | --- | --- | --- | --- | --- |
| Maryland | 550 | 56.6 | 2.2 | --- | --- | --- | --- | --- | --- |
| North Dakota | 57 | 12.3 | 4.4 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 696 | 49.4 | 1.9 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-18. Percentage of Middle Schools That Had Students Who Attended a Central District Program for Students With Disabilities in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|--------------|----------------|----------------------------|
| California | 137 | 27.7 | 3.8 | 224 | 13.4 | 2.3 | 14.3* | 4.5 | 0.001 |
| Florida | 72 | 51.4 | 5.9 | 11 | 18.2 | 12.2 | 33.2* | 13.2 | 0.014 |
| Georgia | 165 | 41.2 | 3.8 | 40 | 22.5 | 6.7 | 18.7* | 7.7 | 0.016 |
| North Carolina | 29 | 20.7 | 7.7 | 16 | 25.0 | 11.2 | -4.3 | 13.5 | 0.751 |
| Wisconsin | 98 | 12.2 | 3.3 | 60 | 6.7 | 3.2 | 5.6 | 4.6 | 0.232 |
| Overall (5 states)‡ | 501 | 32.1 | 2.1 | 351 | 13.9 | 1.9 | 18.3* | 2.8 | 0.000 |
| Iowa | 73 | 20.5 | 4.8 | --- | --- | --- | --- | --- | --- |
| Maryland | 129 | 47.9 | 4.7 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 138 | 31.2 | 4.0 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 340 | 35.8 | 2.7 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-19. Percentage of Elementary Schools That Housed a Central District Program for Students With Disabilities in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|-------------|----------------|----------------------------|
| California | 68 | 30.9 | 5.6 | 226 | 18.1 | 2.6 | 12.7* | 6.2 | 0.040 |
| Florida | 352 | 29.8 | 2.4 | 116 | 24.1 | 4.0 | 5.7 | 4.7 | 0.224 |
| Georgia | 196 | 23.0 | 3.0 | 287 | 18.5 | 2.3 | 4.5 | 3.8 | 0.236 |
| Massachusetts | 53 | 28.3 | 6.2 | 268 | 31.3 | 2.8 | -3.0 | 6.8 | 0.656 |
| Minnesota | 111 | 34.2 | 4.5 | 36 | 11.1 | 5.3 | 23.1* | 7.0 | 0.001 |
| North Carolina | 69 | 26.1 | 5.3 | 219 | 18.3 | 2.6 | 7.7 | 5.9 | 0.192 |
| Virginia | 23 | 30.4 | 9.8 | 134 | 23.1 | 3.7 | 7.3 | 10.3 | 0.481 |
| Overall (7 states)† | 872 | 28.6 | 1.5 | 1,285 | 19.8 | 1.6 | 8.8* | 2.2 | 0.000 |
| Iowa | 47 | 23.4 | 6.2 | --- | --- | --- | --- | --- | --- |
| Kansas | 42 | 14.3 | 5.5 | --- | --- | --- | --- | --- | --- |
| Maryland | 550 | 28.2 | 2.0 | --- | --- | --- | --- | --- | --- |
| North Dakota | 57 | 7.0 | 3.4 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 696 | 25.5 | 1.7 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: †The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-20. Percentage of Middle Schools That Housed a Central District Program for Students With Disabilities in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|-------------|----------------|----------------------------|
| California | 137 | 19.0 | 3.4 | 224 | 13.4 | 2.3 | 5.6 | 4.1 | 0.170 |
| Florida | 72 | 27.8 | 5.3 | 12 | 41.7 | 14.9 | -13.9 | 15.4 | 0.369 |
| Georgia | 165 | 25.5 | 3.4 | 40 | 7.5 | 4.2 | 18.0* | 5.4 | 0.001 |
| North Carolina | 29 | 13.8 | 6.5 | 16 | 6.3 | 6.3 | 7.5 | 9.0 | 0.407 |
| Wisconsin | 98 | 5.1 | 2.2 | 60 | 1.7 | 1.7 | 3.4 | 2.8 | 0.220 |
| Overall (5 states)‡ | 501 | 19.4 | 1.8 | 352 | 11.7 | 1.7 | 7.7* | 2.5 | 0.002 |
| Iowa | 73 | 12.3 | 3.9 | --- | --- | --- | --- | --- | --- |
| Maryland | 129 | 31.2 | 4.3 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 139 | 27.3 | 3.8 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 341 | 25.9 | 2.5 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-21. Number of Special Education Teachers per 100 Students With Disabilities in Elementary Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|-------------|----------------|----------------------------|
| California | 66 | 5.8 | 0.3 | 217 | 5.0 | 0.2 | 0.8* | 0.3 | 0.018 |
| Florida | 344 | 7.1 | 0.2 | 114 | 8.4 | 1.1 | -1.2 | 1.1 | 0.261 |
| Georgia | 195 | 9.1 | 0.3 | 273 | 9.3 | 0.3 | -0.2 | 0.4 | 0.636 |
| Massachusetts | 51 | 8.4 | 0.7 | 257 | 7.9 | 0.3 | 0.5 | 0.7 | 0.534 |
| Minnesota | 102 | 6.5 | 0.3 | 33 | 8.5 | 0.9 | -2.0* | 1.0 | 0.041 |
| North Carolina | 70 | 5.4 | 0.3 | 215 | 5.9 | 0.2 | -0.5 | 0.3 | 0.121 |
| Virginia | 22 | 11.1 | 2.2 | 129 | 9.5 | 0.4 | 1.6 | 2.2 | 0.455 |
| Overall (7 states)‡ | 850 | 7.4 | 0.2 | 1,238 | 6.3 | 0.2 | 1.1* | 0.2 | 0.000 |
| Iowa | 47 | 9.8 | 0.7 | --- | --- | --- | --- | --- | --- |
| Kansas | 42 | 7.2 | 0.5 | --- | --- | --- | --- | --- | --- |
| Maryland | 540 | 8.4 | 0.2 | --- | --- | --- | --- | --- | --- |
| North Dakota | 56 | 7.7 | 0.7 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 685 | 8.4 | 0.2 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Principal Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-22. Number of Special Education Teachers per 100 Students With Disabilities in Middle Schools 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|-------------|----------------|----------------------------|
| California | 132 | 5.4 | 0.1 | 215 | 5.4 | 0.1 | 0.0 | 0.2 | 0.817 |
| Florida | 70 | 6.2 | 0.8 | 12 | 5.9 | 1.2 | 0.3 | 1.4 | 0.826 |
| Georgia | 162 | 10.3 | 0.2 | 40 | 9.2 | 0.5 | 1.1 | 0.6 | 0.058 |
| North Carolina | 29 | 6.5 | 0.4 | 15 | 7.1 | 0.5 | -0.6 | 0.7 | 0.411 |
| Wisconsin | 91 | 8.1 | 0.3 | 47 | 7.1 | 1.1 | 1.1 | 1.1 | 0.352 |
| Overall (5 states)‡ | 484 | 7.7 | 0.2 | 329 | 6.1 | 0.2 | 1.6* | 0.3 | 0.000 |
| Iowa | 68 | 8.7 | 0.3 | --- | --- | --- | --- | --- | --- |
| Maryland | 127 | 9.5 | 0.3 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 131 | 7.9 | 0.3 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 326 | 8.7 | 0.2 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Principal Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-23. Number of Regular Education Teachers per 100 Students With Disabilities in Elementary Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|---------------|----------------|----------------------------|
| California | 66 | 26.6 | 1.4 | 217 | 49.7 | 1.6 | -23.0* | 2.2 | 0.000 |
| Florida | 344 | 40.2 | 1.0 | 114 | 70.6 | 3.5 | -30.4* | 3.6 | 0.000 |
| Georgia | 195 | 46.7 | 1.4 | 273 | 76.0 | 2.5 | -29.3* | 2.9 | 0.000 |
| Massachusetts | 51 | 30.0 | 2.7 | 256 | 38.2 | 1.1 | -8.3* | 2.9 | 0.004 |
| Minnesota | 102 | 31.6 | 1.3 | 33 | 54.6 | 7.0 | -23.0* | 7.1 | 0.002 |
| North Carolina | 70 | 38.5 | 1.7 | 215 | 49.5 | 1.6 | -11.0* | 2.3 | 0.000 |
| Virginia | 21 | 47.9 | 9.0 | 129 | 60.3 | 3.8 | -12.5 | 9.7 | 0.200 |
| Overall (7 states)‡ | 849 | 39.0 | 0.7 | 1,237 | 53.6 | 1.1 | -14.6* | 1.3 | 0.000 |
| Iowa | 47 | 38.5 | 2.8 | --- | --- | --- | --- | --- | --- |
| Kansas | 42 | 45.1 | 4.2 | --- | --- | --- | --- | --- | --- |
| Maryland | 540 | 51.7 | 1.3 | --- | --- | --- | --- | --- | --- |
| North Dakota | 56 | 42.9 | 3.1 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 685 | 49.8 | 1.1 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Principal Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-24. Number of Regular Education Teachers per 100 Students With Disabilities in Middle Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|--------------|----------------|----------------------------|
| California | 132 | 33.3 | 1.0 | 215 | 42.4 | 1.4 | -9.1* | 1.8 | 0.000 |
| Florida | 70 | 31.8 | 1.7 | 12 | 68.2 | 8.1 | -36.4* | 8.0 | 0.000 |
| Georgia | 162 | 44.6 | 1.4 | 40 | 59.3 | 4.3 | -14.7* | 4.5 | 0.001 |
| North Carolina | 28 | 42.3 | 3.2 | 15 | 60.4 | 5.8 | -18.1* | 6.6 | 0.009 |
| Wisconsin | 91 | 37.8 | 1.9 | 47 | 51.1 | 8.4 | -13.2 | 8.6 | 0.124 |
| Overall (5 states)‡ | 483 | 38.3 | 0.8 | 329 | 46.7 | 1.6 | -8.5* | 1.7 | 0.000 |
| Iowa | 68 | 39.7 | 2.2 | --- | --- | --- | --- | --- | --- |
| Maryland | 127 | 61.5 | 2.7 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 130 | 34.9 | 1.3 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 325 | 47.0 | 1.5 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Principal Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-25. Number of Related Service Providers per 100 Students With Disabilities in Elementary Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|--------------|----------------|----------------------------|
| California | 66 | 4.5 | 0.4 | 217 | 5.2 | 0.3 | -0.7 | 0.5 | 0.152 |
| Florida | 344 | 5.3 | 0.2 | 114 | 7.5 | 0.5 | -2.2* | 0.6 | 0.000 |
| Georgia | 195 | 5.7 | 0.2 | 272 | 8.2 | 0.4 | -2.5* | 0.4 | 0.000 |
| Massachusetts | 51 | 5.8 | 0.6 | 257 | 8.4 | 0.4 | -2.6* | 0.7 | 0.000 |
| Minnesota | 102 | 4.8 | 0.3 | 33 | 8.6 | 1.1 | -3.8* | 1.1 | 0.001 |
| North Carolina | 70 | 5.5 | 0.4 | 215 | 8.6 | 0.5 | -3.1* | 0.6 | 0.000 |
| Virginia | 22 | 7.0 | 1.1 | 129 | 9.8 | 0.7 | -2.8* | 1.3 | 0.031 |
| Overall (7 states)‡ | 850 | 5.4 | 0.1 | 1,237 | 6.6 | 0.2 | -1.2* | 0.2 | 0.000 |
| Iowa | 47 | 5.7 | 0.6 | --- | --- | --- | --- | --- | --- |
| Kansas | 42 | 8.8 | 0.9 | --- | --- | --- | --- | --- | --- |
| Maryland | 539 | 9.0 | 0.3 | --- | --- | --- | --- | --- | --- |
| North Dakota | 56 | 7.1 | 0.5 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 684 | 8.6 | 0.3 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Principal Survey.

NOTES: Related service providers include speech therapists, physical therapists, occupational therapists, school psychologists, and guidance counselors.

‡ The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-26. Number of Related Service Providers per 100 Students With Disabilities in Middle Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|--------------|----------------|----------------------------|
| California | 132 | 3.4 | 0.2 | 214 | 3.8 | 0.2 | -0.4 | 0.2 | 0.051 |
| Florida | 70 | 2.8 | 0.2 | 12 | 6.2 | 2.2 | -3.3 | 2.1 | 0.119 |
| Georgia | 162 | 4.0 | 0.2 | 40 | 5.8 | 0.7 | -1.8* | 0.7 | 0.010 |
| North Carolina | 29 | 4.2 | 0.4 | 15 | 11.3 | 2.3 | -7.2* | 2.3 | 0.004 |
| Wisconsin | 91 | 4.9 | 0.3 | 47 | 6.3 | 1.2 | -1.4 | 1.3 | 0.259 |
| Overall (5 states)‡ | 484 | 3.8 | 0.1 | 328 | 4.7 | 0.2 | -0.9* | 0.3 | 0.001 |
| Iowa | 68 | 3.3 | 0.3 | --- | --- | --- | --- | --- | --- |
| Maryland | 126 | 6.6 | 0.3 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 131 | 4.6 | 0.2 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 325 | 5.2 | 0.2 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Principal Survey.

NOTES: Related service providers include speech therapists, physical therapists, occupational therapists, school psychologists, and guidance counselors.

‡ The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-27. Number of Classroom Paraprofessionals per 100 Students With Disabilities in Elementary Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|--------------|----------------|----------------------------|
| California | 66 | 10.4 | 0.9 | 217 | 11.2 | 0.7 | -0.8 | 1.1 | 0.477 |
| Florida | 342 | 8.5 | 0.4 | 114 | 12.3 | 1.1 | -3.7* | 1.2 | 0.002 |
| Georgia | 195 | 14.1 | 0.7 | 273 | 22.3 | 1.0 | -8.2* | 1.2 | 0.000 |
| Massachusetts | 51 | 10.4 | 1.1 | 257 | 15.5 | 0.7 | -5.1* | 1.3 | 0.000 |
| Minnesota | 102 | 9.1 | 0.8 | 33 | 17.6 | 2.5 | -8.5* | 2.6 | 0.002 |
| North Carolina | 70 | 17.4 | 1.4 | 215 | 24.2 | 0.9 | -6.7* | 1.6 | 0.000 |
| Virginia | 21 | 12.3 | 2.0 | 129 | 20.0 | 1.5 | -7.7* | 2.5 | 0.002 |
| Overall (7 states)‡ | 847 | 11.0 | 0.3 | 1,238 | 14.9 | 0.5 | -3.9* | 0.6 | 0.000 |
| Iowa | 47 | 11.1 | 1.7 | --- | --- | --- | --- | --- | --- |
| Kansas | 42 | 22.0 | 2.7 | --- | --- | --- | --- | --- | --- |
| Maryland | 540 | 12.8 | 0.5 | --- | --- | --- | --- | --- | --- |
| North Dakota | 56 | 11.1 | 1.3 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 685 | 13.1 | 0.4 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Principal Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-28. Number of Classroom Paraprofessionals per 100 Students With Disabilities in Middle Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|--------------|----------------|----------------------------|
| California | 132 | 7.5 | 0.4 | 215 | 8.1 | 0.4 | -0.6 | 0.6 | 0.267 |
| Florida | 70 | 3.6 | 0.6 | 12 | 3.2 | 1.1 | 0.5 | 1.2 | 0.706 |
| Georgia | 162 | 5.5 | 0.3 | 40 | 6.7 | 0.7 | -1.3 | 0.8 | 0.094 |
| North Carolina | 29 | 5.4 | 0.6 | 15 | 5.9 | 1.2 | -0.4 | 1.3 | 0.749 |
| Wisconsin | 91 | 6.9 | 0.5 | 47 | 6.8 | 0.9 | 0.1 | 1.1 | 0.915 |
| Overall (5 states)‡ | 484 | 6.0 | 0.2 | 329 | 7.6 | 0.3 | -1.6* | 0.4 | 0.000 |
| Iowa | 68 | 9.3 | 0.9 | --- | --- | --- | --- | --- | --- |
| Maryland | 127 | 7.8 | 0.5 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 131 | 8.7 | 0.4 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 326 | 8.5 | 0.3 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Principal Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-29. Number of One-to-One Paraprofessionals per 100 Students With Disabilities in Elementary Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|--------------|----------------|----------------------------|
| California | 66 | 3.4 | 0.5 | 217 | 3.6 | 0.3 | -0.2 | 0.5 | 0.681 |
| Florida | 343 | 1.5 | 0.2 | 114 | 0.9 | 0.2 | 0.6* | 0.2 | 0.018 |
| Georgia | 195 | 1.3 | 0.1 | 273 | 2.9 | 0.3 | -1.6* | 0.3 | 0.000 |
| Massachusetts | 51 | 4.6 | 0.8 | 256 | 4.7 | 0.4 | 0.0 | 0.9 | 0.985 |
| Minnesota | 102 | 6.9 | 0.8 | 33 | 8.4 | 1.4 | -1.5 | 1.6 | 0.341 |
| North Carolina | 70 | 1.5 | 0.2 | 214 | 1.4 | 0.2 | 0.1 | 0.2 | 0.668 |
| Virginia | 21 | 1.9 | 0.6 | 129 | 3.6 | 0.4 | -1.7* | 0.7 | 0.014 |
| Overall (7 states)‡ | 848 | 2.4 | 0.1 | 1,236 | 3.3 | 0.2 | -0.8* | 0.2 | 0.000 |
| Iowa | 47 | 11.3 | 1.6 | --- | --- | --- | --- | --- | --- |
| Kansas | 42 | 7.1 | 1.5 | --- | --- | --- | --- | --- | --- |
| Maryland | 539 | 6.2 | 0.3 | --- | --- | --- | --- | --- | --- |
| North Dakota | 56 | 6.1 | 0.9 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 684 | 6.6 | 0.3 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Principal Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit D-30. Number of One-to-One Paraprofessionals per 100 Students With Disabilities in Middle Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|--------------|----------------|----------------------------|
| California | 132 | 2.5 | 0.2 | 215 | 2.2 | 0.2 | 0.2 | 0.3 | 0.436 |
| Florida | 70 | 0.7 | 0.1 | 12 | 0.3 | 0.3 | 0.4 | 0.3 | 0.133 |
| Georgia | 161 | 1.2 | 0.1 | 40 | 1.5 | 0.4 | -0.3 | 0.4 | 0.399 |
| North Carolina | 29 | 1.0 | 0.2 | 15 | 2.0 | 0.9 | -1.0 | 0.9 | 0.299 |
| Wisconsin | 91 | 2.1 | 0.3 | 47 | 3.0 | 0.7 | -1.0 | 0.7 | 0.187 |
| Overall (5 states)‡ | 483 | 1.6 | 0.1 | 329 | 2.2 | 0.2 | -0.6* | 0.2 | 0.003 |
| Iowa | 68 | 4.5 | 0.6 | --- | --- | --- | --- | --- | --- |
| Maryland | 126 | 3.6 | 0.3 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 130 | 2.6 | 0.2 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 324 | 3.4 | 0.2 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Principal Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Appendix E: Chapter 5, School Programs and Student Support Strategies in SWD-Accountable and Non-SWD-Accountable Schools—State-Level Tables

Exhibit E-1. Percentage of Elementary Schools That Implemented a New Program or Curriculum in Reading or English Language Arts Between 2005–06 and 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|--------------|----------------|----------------------------|
| California | 71 | 59.2 | 5.9 | 229 | 50.7 | 3.3 | 8.5 | 6.7 | 0.207 |
| Florida | 363 | 73.6 | 2.3 | 120 | 65.0 | 4.4 | 8.6 | 4.9 | 0.084 |
| Georgia | 198 | 63.1 | 3.4 | 291 | 65.6 | 2.8 | -2.5 | 4.4 | 0.572 |
| Massachusetts | 54 | 83.3 | 5.1 | 271 | 76.0 | 2.6 | 7.3 | 5.7 | 0.201 |
| Minnesota | 113 | 66.4 | 4.5 | 36 | 63.9 | 8.1 | 2.5 | 9.2 | 0.788 |
| North Carolina | 70 | 77.1 | 5.1 | 222 | 61.7 | 3.3 | 15.4* | 6.0 | 0.011 |
| Virginia | 23 | 65.2 | 10.2 | 139 | 57.6 | 4.2 | 7.7 | 10.8 | 0.481 |
| Overall (7 states)† | 892 | 69.8 | 1.5 | 1,308 | 56.6 | 2.0 | 13.2* | 2.6 | 0.000 |
| Iowa | 49 | 63.3 | 7.0 | --- | --- | --- | --- | --- | --- |
| Kansas | 43 | 48.8 | 7.7 | --- | --- | --- | --- | --- | --- |
| Maryland | 558 | 51.1 | 2.2 | --- | --- | --- | --- | --- | --- |
| North Dakota | 57 | 71.9 | 6.0 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 707 | 53.3 | 1.9 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: †The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit E-2. Percentage of Middle Schools That Implemented a New Program or Curriculum in Reading or English Language Arts Between 2005–06 and 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|------------|----------------|----------------------------|
| California | 138 | 69.6 | 3.9 | 229 | 62.0 | 3.2 | 7.6 | 5.1 | 0.137 |
| Florida | 73 | 65.8 | 5.6 | 12 | 66.7 | 14.2 | -0.9 | 14.9 | 0.951 |
| Georgia | 173 | 54.3 | 3.8 | 40 | 50.0 | 8.0 | 4.3 | 8.8 | 0.623 |
| North Carolina | 29 | 44.8 | 9.4 | 16 | 56.3 | 12.8 | -11.4 | 15.8 | 0.474 |
| Wisconsin | 101 | 68.3 | 4.7 | 61 | 52.5 | 6.4 | 15.9* | 7.9 | 0.048 |
| Overall (5 states)‡ | 514 | 62.3 | 2.1 | 358 | 59.4 | 2.6 | 2.9 | 3.4 | 0.396 |
| Iowa | 73 | 67.1 | 5.5 | --- | --- | --- | --- | --- | --- |
| Maryland | 129 | 63.2 | 4.5 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 141 | 54.6 | 4.2 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 343 | 60.7 | 2.7 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit E-3. Percentage of Elementary Schools That Implemented a New Program or Curriculum in Mathematics Between 2005–06 and 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|--------------|----------------|----------------------------|
| California | 71 | 73.2 | 5.3 | 229 | 67.2 | 3.1 | 6.0 | 6.1 | 0.329 |
| Florida | 363 | 86.5 | 1.8 | 120 | 83.3 | 3.4 | 3.2 | 3.9 | 0.411 |
| Georgia | 198 | 74.8 | 3.1 | 291 | 61.5 | 2.9 | 13.2* | 4.2 | 0.002 |
| Massachusetts | 54 | 61.1 | 6.7 | 271 | 59.8 | 3.0 | 1.3 | 7.3 | 0.855 |
| Minnesota | 113 | 62.8 | 4.6 | 36 | 63.9 | 8.1 | -1.1 | 9.3 | 0.909 |
| North Carolina | 70 | 80.0 | 4.8 | 222 | 55.9 | 3.3 | 24.1* | 5.8 | 0.000 |
| Virginia | 23 | 43.5 | 10.6 | 139 | 41.0 | 4.2 | 2.5 | 11.2 | 0.826 |
| Overall (7 states)‡ | 892 | 76.7 | 1.4 | 1,308 | 63.6 | 1.9 | 13.1* | 2.4 | 0.000 |
| Iowa | 49 | 51.0 | 7.2 | --- | --- | --- | --- | --- | --- |
| Kansas | 43 | 62.8 | 7.5 | --- | --- | --- | --- | --- | --- |
| Maryland | 558 | 52.8 | 2.2 | --- | --- | --- | --- | --- | --- |
| North Dakota | 57 | 52.6 | 6.7 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 707 | 53.2 | 1.9 | | | | | | |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit E-4. Percentage of Middle Schools That Implemented a New Program or Curriculum in Mathematics Between 2005–06 and 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|------------|----------------|----------------------------|
| California | 138 | 55.1 | 4.2 | 229 | 58.5 | 3.3 | -3.4 | 5.4 | 0.521 |
| Florida | 73 | 69.9 | 5.4 | 12 | 58.3 | 14.9 | 11.5 | 15.4 | 0.456 |
| Georgia | 173 | 63.0 | 3.7 | 40 | 45.0 | 8.0 | 18.0* | 8.7 | 0.040 |
| North Carolina | 29 | 24.1 | 8.1 | 16 | 43.8 | 12.8 | -19.6 | 15.1 | 0.200 |
| Wisconsin | 101 | 52.5 | 5.0 | 61 | 55.7 | 6.4 | -3.2 | 8.1 | 0.688 |
| Overall (5 states)‡ | 514 | 57.6 | 2.2 | 358 | 56.3 | 2.6 | 1.3 | 3.4 | 0.697 |
| Iowa | 73 | 49.3 | 5.9 | --- | --- | --- | --- | --- | --- |
| Maryland | 129 | 59.4 | 4.7 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 141 | 63.8 | 4.1 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 343 | 59.1 | 2.8 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit E-5. Percentage of Elementary Schools That Implemented Reading Across the Curriculum Between 2005–06 and 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|--------------|----------------|----------------------------|
| California | 71 | 28.2 | 5.4 | 229 | 21.8 | 2.7 | 6.3 | 6.0 | 0.293 |
| Florida | 363 | 44.1 | 2.6 | 120 | 43.3 | 4.5 | 0.7 | 5.2 | 0.887 |
| Georgia | 198 | 36.4 | 3.4 | 291 | 33.3 | 2.8 | 3.0 | 4.4 | 0.492 |
| Massachusetts | 54 | 46.3 | 6.8 | 271 | 36.2 | 2.9 | 10.1 | 7.4 | 0.172 |
| Minnesota | 113 | 25.7 | 4.1 | 36 | 33.3 | 8.0 | -7.7 | 8.9 | 0.392 |
| North Carolina | 70 | 31.4 | 5.6 | 222 | 30.6 | 3.1 | 0.8 | 6.4 | 0.900 |
| Virginia | 23 | 30.4 | 9.8 | 139 | 26.6 | 3.8 | 3.8 | 10.4 | 0.713 |
| Overall (7 states)‡ | 892 | 37.6 | 1.6 | 1,308 | 26.5 | 1.7 | 11.0* | 2.4 | 0.000 |
| Iowa | 49 | 20.4 | 5.8 | --- | --- | --- | --- | --- | --- |
| Kansas | 43 | 11.6 | 4.9 | --- | --- | --- | --- | --- | --- |
| Maryland | 558 | 28.8 | 2.0 | --- | --- | --- | --- | --- | --- |
| North Dakota | 57 | 15.8 | 4.9 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 707 | 26.3 | 1.7 | | | | | | |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit E-6. Percentage of Middle Schools That Implemented Reading Across the Curriculum Between 2005–06 and 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|--------------|----------------|----------------------------|
| California | 138 | 34.1 | 4.0 | 229 | 27.5 | 3.0 | 6.5 | 5.0 | 0.192 |
| Florida | 73 | 71.2 | 5.3 | 12 | 66.7 | 14.2 | 4.6 | 14.8 | 0.758 |
| Georgia | 173 | 51.4 | 3.8 | 40 | 55.0 | 8.0 | -3.6 | 8.8 | 0.686 |
| North Carolina | 29 | 51.7 | 9.4 | 16 | 75.0 | 11.2 | -23.3 | 14.6 | 0.118 |
| Wisconsin | 101 | 36.6 | 4.8 | 61 | 29.5 | 5.9 | 7.1 | 7.6 | 0.350 |
| Overall (5 states)‡ | 514 | 46.7 | 2.2 | 358 | 33.3 | 2.5 | 13.3* | 3.3 | 0.000 |
| Iowa | 73 | 35.6 | 5.6 | --- | --- | --- | --- | --- | --- |
| Maryland | 129 | 40.9 | 4.6 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 141 | 41.1 | 4.2 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 343 | 39.9 | 2.7 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit E-7. Percentage of Elementary Schools That Implemented a Comprehensive School Reform Program Between 2005–06 and 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|-------------|----------------|----------------------------|
| California | 71 | 5.6 | 2.8 | 229 | 8.3 | 1.8 | -2.7 | 3.3 | 0.420 |
| Florida | 363 | 11.6 | 1.7 | 120 | 10.8 | 2.8 | 0.7 | 3.3 | 0.824 |
| Georgia | 198 | 8.6 | 2.0 | 291 | 19.6 | 2.3 | -11.0* | 3.1 | 0.000 |
| Massachusetts | 54 | 13.0 | 4.6 | 271 | 7.0 | 1.6 | 5.9 | 4.8 | 0.220 |
| Minnesota | 113 | 8.8 | 2.7 | 36 | 11.1 | 5.3 | -2.3 | 5.9 | 0.703 |
| North Carolina | 70 | 5.7 | 2.8 | 222 | 7.2 | 1.7 | -1.5 | 3.3 | 0.650 |
| Virginia | 23 | 4.3 | 4.3 | 139 | 10.1 | 2.6 | -5.7 | 5.0 | 0.253 |
| Overall (7 states)‡ | 892 | 9.5 | 1.0 | 1,308 | 9.7 | 1.1 | -0.2 | 1.5 | 0.917 |
| Iowa | 49 | 4.1 | 2.9 | --- | --- | --- | --- | --- | --- |
| Kansas | 43 | 4.7 | 3.2 | --- | --- | --- | --- | --- | --- |
| Maryland | 558 | 11.5 | 1.3 | --- | --- | --- | --- | --- | --- |
| North Dakota | 57 | 5.3 | 3.0 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 707 | 10.2 | 1.1 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit E-8. Percentage of Middle Schools That Implemented a Comprehensive School Reform Program Between 2005–06 and 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|-------------|----------------|----------------------------|
| California | 138 | 11.6 | 2.7 | 229 | 14.8 | 2.4 | -3.2 | 3.6 | 0.368 |
| Florida | 73 | 15.1 | 4.2 | 12 | 8.3 | 8.3 | 6.7 | 9.1 | 0.462 |
| Georgia | 173 | 12.1 | 2.5 | 40 | 15.0 | 5.7 | -2.9 | 6.2 | 0.645 |
| North Carolina | 29 | 17.2 | 7.1 | 16 | 12.5 | 8.5 | 4.7 | 11.1 | 0.671 |
| Wisconsin | 101 | 8.9 | 2.8 | 61 | 3.3 | 2.3 | 5.6 | 3.7 | 0.126 |
| Overall (5 states)‡ | 514 | 12.1 | 1.4 | 358 | 12.9 | 1.8 | -0.8 | 2.3 | 0.715 |
| Iowa | 73 | 2.7 | 1.9 | --- | --- | --- | --- | --- | --- |
| Maryland | 129 | 5.5 | 1.9 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 141 | 6.4 | 2.1 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 343 | 5.3 | 1.2 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Exhibit E-9. Percentage of Elementary Schools That Used a Tiered Instructional Intervention System Targeting Students at Risk, to Some Extent or to a Great Extent in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|--------------|----------------|----------------------------|
| California | 70 | 82.9 | 4.5 | 228 | 75.0 | 2.9 | 7.9 | 5.4 | 0.144 |
| Florida | 357 | 93.2 | 1.3 | 120 | 92.5 | 2.4 | 0.8 | 2.8 | 0.778 |
| Georgia | 195 | 96.4 | 1.3 | 290 | 92.4 | 1.6 | 4.0 | 2.1 | 0.052 |
| Massachusetts | 54 | 79.6 | 5.5 | 269 | 80.7 | 2.4 | -1.0 | 6.0 | 0.863 |
| Minnesota | 112 | 83.0 | 3.6 | 36 | 50.0 | 8.5 | 33.0* | 9.1 | 0.000 |
| North Carolina | 70 | 85.7 | 4.2 | 220 | 76.8 | 2.9 | 8.9 | 5.1 | 0.081 |
| Virginia | 23 | 91.3 | 6.0 | 139 | 79.1 | 3.5 | 12.2 | 6.9 | 0.078 |
| Overall (7 states)‡ | 881 | 90.4 | 1.0 | 1,302 | 78.5 | 1.7 | 11.8* | 2.0 | 0.000 |
| Iowa | 49 | 69.4 | 6.7 | --- | --- | --- | --- | --- | --- |
| Kansas | 43 | 88.4 | 4.9 | --- | --- | --- | --- | --- | --- |
| Maryland | 553 | 82.6 | 1.6 | --- | --- | --- | --- | --- | --- |
| North Dakota | 56 | 78.6 | 5.5 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 701 | 81.8 | 1.5 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit E-10. Percentage of Middle Schools That Used a Tiered Instructional Intervention System Targeting Students at Risk, to Some Extent or to a Great Extent in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|------------|----------------|----------------------------|
| California | 137 | 70.1 | 3.9 | 228 | 67.5 | 3.1 | 2.5 | 5.0 | 0.614 |
| Florida | 72 | 86.1 | 4.1 | 12 | 83.3 | 11.2 | 2.8 | 11.6 | 0.812 |
| Georgia | 173 | 83.8 | 2.8 | 39 | 87.2 | 5.4 | -3.4 | 6.1 | 0.580 |
| North Carolina | 28 | 67.9 | 9.0 | 15 | 66.7 | 12.6 | 1.2 | 15.4 | 0.939 |
| Wisconsin | 100 | 51.0 | 5.0 | 61 | 49.2 | 6.5 | 1.8 | 8.2 | 0.824 |
| Overall (5 states)‡ | 510 | 73.1 | 2.0 | 355 | 67.1 | 2.5 | 6.0 | 3.2 | 0.059 |
| Iowa | 72 | 61.1 | 5.8 | --- | --- | --- | --- | --- | --- |
| Maryland | 129 | 75.3 | 4.3 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 140 | 56.4 | 4.2 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 341 | 65.1 | 2.7 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Exhibit E-11. Percentage of Elementary Schools That Used Positive Behavioral Interventions and Supports, to Some Extent or to a Great Extent in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|-------------|----------------|----------------------------|
| California | 69 | 62.3 | 5.9 | 226 | 56.6 | 3.3 | 5.7 | 6.7 | 0.399 |
| Florida | 357 | 71.1 | 2.4 | 120 | 61.7 | 4.5 | 9.5 | 5.1 | 0.061 |
| Georgia | 197 | 60.9 | 3.5 | 290 | 66.2 | 2.8 | -5.3 | 4.5 | 0.236 |
| Massachusetts | 54 | 61.1 | 6.7 | 270 | 51.5 | 3.0 | 9.6 | 7.3 | 0.189 |
| Minnesota | 112 | 42.0 | 4.7 | 36 | 36.1 | 8.1 | 5.9 | 9.3 | 0.531 |
| North Carolina | 70 | 64.3 | 5.8 | 221 | 57.5 | 3.3 | 6.8 | 6.6 | 0.306 |
| Virginia | 23 | 60.9 | 10.4 | 139 | 59.0 | 4.2 | 1.9 | 11.1 | 0.866 |
| Overall (7 states)‡ | 882 | 63.0 | 1.6 | 1,302 | 57.7 | 2.0 | 5.3* | 2.6 | 0.039 |
| Iowa | 49 | 59.2 | 7.1 | --- | --- | --- | --- | --- | --- |
| Kansas | 43 | 60.5 | 7.5 | --- | --- | --- | --- | --- | --- |
| Maryland | 556 | 64.1 | 2.1 | --- | --- | --- | --- | --- | --- |
| North Dakota | 56 | 44.6 | 6.7 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 704 | 62.1 | 1.9 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit E-12. Percentage of Middle Schools That Used Positive Behavioral Interventions and Supports, to Some Extent or to a Great Extent in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|--------------|----------------|----------------------------|
| California | 137 | 67.2 | 4.0 | 227 | 57.7 | 3.3 | 9.4 | 5.2 | 0.070 |
| Florida | 72 | 79.2 | 4.8 | 12 | 75.0 | 13.1 | 4.2 | 13.5 | 0.759 |
| Georgia | 173 | 63.6 | 3.7 | 39 | 64.1 | 7.8 | -0.5 | 8.5 | 0.952 |
| North Carolina | 29 | 62.1 | 9.2 | 16 | 62.5 | 12.5 | -0.4 | 15.4 | 0.978 |
| Wisconsin | 100 | 57.0 | 5.0 | 61 | 29.5 | 5.9 | 27.5* | 7.7 | 0.000 |
| Overall (5 states)‡ | 511 | 65.4 | 2.1 | 355 | 54.9 | 2.7 | 10.5* | 3.4 | 0.002 |
| Iowa | 72 | 50.0 | 5.9 | --- | --- | --- | --- | --- | --- |
| Maryland | 129 | 71.2 | 4.4 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 140 | 45.7 | 4.2 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 341 | 56.9 | 2.8 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit E-13. Percentage of Elementary Schools That Used Test Preparation Instruction, to Some Extent or to a Great Extent in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|------------|----------------|----------------------------|
| California | 69 | 75.4 | 5.2 | 227 | 71.8 | 3.0 | 3.6 | 6.0 | 0.554 |
| Florida | 356 | 74.2 | 2.3 | 120 | 80.0 | 3.7 | -5.8 | 4.3 | 0.178 |
| Georgia | 196 | 88.3 | 2.3 | 290 | 86.9 | 2.0 | 1.4 | 3.0 | 0.653 |
| Massachusetts | 54 | 66.7 | 6.5 | 268 | 80.2 | 2.4 | -13.6* | 6.9 | 0.050 |
| Minnesota | 111 | 73.0 | 4.2 | 36 | 66.7 | 8.0 | 6.3 | 9.0 | 0.484 |
| North Carolina | 70 | 87.1 | 4.0 | 220 | 86.4 | 2.3 | 0.8 | 4.6 | 0.867 |
| Virginia | 23 | 82.6 | 8.1 | 139 | 92.8 | 2.2 | -10.2 | 8.3 | 0.218 |
| Overall (7 states)‡ | 879 | 78.0 | 1.4 | 1,300 | 77.5 | 1.8 | 0.5 | 2.3 | 0.828 |
| Iowa | 49 | 55.1 | 7.2 | --- | --- | --- | --- | --- | --- |
| Kansas | 43 | 83.7 | 5.7 | --- | --- | --- | --- | --- | --- |
| Maryland | 552 | 71.9 | 1.9 | --- | --- | --- | --- | --- | --- |
| North Dakota | 56 | 46.4 | 6.7 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 700 | 69.5 | 1.8 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit E-14. Percentage of Middle Schools That Used Test Preparation Instruction, to Some Extent or to a Great Extent in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|------------|----------------|----------------------------|
| California | 137 | 77.4 | 3.6 | 224 | 71.9 | 3.0 | 5.5 | 4.7 | 0.241 |
| Florida | 72 | 72.2 | 5.3 | 12 | 75.0 | 13.1 | -2.8 | 13.7 | 0.840 |
| Georgia | 173 | 82.1 | 2.9 | 39 | 87.2 | 5.4 | -5.1 | 6.1 | 0.406 |
| North Carolina | 28 | 75.0 | 8.3 | 16 | 93.8 | 6.3 | -18.8 | 10.4 | 0.079 |
| Wisconsin | 100 | 54.0 | 5.0 | 60 | 43.3 | 6.5 | 10.7 | 8.2 | 0.193 |
| Overall (5 states)‡ | 510 | 73.5 | 2.0 | 351 | 70.1 | 2.5 | 3.4 | 3.1 | 0.276 |
| Iowa | 72 | 55.6 | 5.9 | --- | --- | --- | --- | --- | --- |
| Maryland | 129 | 70.1 | 4.3 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 139 | 70.5 | 3.9 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 340 | 67.3 | 2.6 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Exhibit E-15. Percentage of Elementary Schools That Used Instructional and Assistive Technology, to Some Extent or to a Great Extent in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|--------------|----------------|----------------------------|
| California | 68 | 66.2 | 5.8 | 227 | 63.4 | 3.2 | 2.7 | 6.6 | 0.678 |
| Florida | 353 | 79.9 | 2.1 | 119 | 78.2 | 3.8 | 1.7 | 4.4 | 0.691 |
| Georgia | 195 | 85.6 | 2.5 | 288 | 82.3 | 2.3 | 3.3 | 3.4 | 0.322 |
| Massachusetts | 54 | 75.9 | 5.9 | 268 | 68.7 | 2.8 | 7.3 | 6.5 | 0.264 |
| Minnesota | 111 | 73.0 | 4.2 | 36 | 44.4 | 8.4 | 28.5* | 9.4 | 0.003 |
| North Carolina | 70 | 87.1 | 4.0 | 218 | 74.8 | 2.9 | 12.4* | 5.0 | 0.014 |
| Virginia | 23 | 69.6 | 9.8 | 139 | 82.0 | 3.3 | -12.4 | 10.2 | 0.224 |
| Overall (7 states)‡ | 874 | 79.3 | 1.4 | 1,295 | 69.0 | 2.0 | 10.3* | 2.4 | 0.000 |
| Iowa | 49 | 73.5 | 6.4 | --- | --- | --- | --- | --- | --- |
| Kansas | 43 | 79.1 | 6.3 | --- | --- | --- | --- | --- | --- |
| Maryland | 550 | 74.8 | 1.9 | --- | --- | --- | --- | --- | --- |
| North Dakota | 56 | 76.8 | 5.7 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 698 | 75.1 | 1.7 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit E-16. Percentage of Middle Schools That Used Instructional and Assistive Technology, to Some Extent or to a Great Extent in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|------------|----------------|----------------------------|
| California | 137 | 65.0 | 4.1 | 226 | 61.5 | 3.2 | 3.5 | 5.2 | 0.508 |
| Florida | 70 | 70.0 | 5.5 | 12 | 66.7 | 14.2 | 3.3 | 14.9 | 0.823 |
| Georgia | 173 | 76.9 | 3.2 | 39 | 89.7 | 4.9 | -12.9* | 5.8 | 0.029 |
| North Carolina | 28 | 71.4 | 8.7 | 15 | 100 | 0.0 | -28.6* | 8.7 | 0.002 |
| Wisconsin | 100 | 68.0 | 4.7 | 61 | 78.7 | 5.3 | -10.7 | 7.1 | 0.132 |
| Overall (5 states)‡ | 508 | 70.7 | 2.0 | 353 | 68.2 | 2.5 | 2.4 | 3.2 | 0.452 |
| Iowa | 72 | 69.4 | 5.5 | --- | --- | --- | --- | --- | --- |
| Maryland | 128 | 85.9 | 3.2 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 138 | 74.6 | 3.7 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 338 | 78.2 | 2.3 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Appendix F: Chapter 6, Instructional Time, Structure, and Settings in SWD-Accountable and Non-SWD- Accountable Schools—State-Level Tables

Exhibit F-1. Percentage of Elementary Schools That Provided Two or Three Hours of Instructional Time (Versus One Hour) per Day in Mathematics in Grades 1–2 in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|-------------|----------------|----------------------------|
| California | 84 | 21.4 | 4.5 | 256 | 22.3 | 2.6 | -0.8 | 5.2 | 0.872 |
| Florida | 378 | 13.2 | 1.7 | 129 | 21.7 | 3.6 | -8.4* | 4.0 | 0.036 |
| Georgia | 194 | 43.3 | 3.6 | 294 | 49.7 | 2.9 | -6.4 | 4.6 | 0.168 |
| Massachusetts | 36 | 41.7 | 8.3 | 267 | 28.1 | 2.8 | 13.6 | 8.7 | 0.119 |
| Minnesota | 120 | 20.8 | 3.7 | 39 | 17.9 | 6.2 | 2.9 | 7.2 | 0.690 |
| North Carolina | 64 | 32.8 | 5.9 | 220 | 45.0 | 3.4 | -12.2 | 6.8 | 0.073 |
| Virginia | 22 | 31.8 | 10.1 | 150 | 14.7 | 2.9 | 17.2 | 10.4 | 0.101 |
| Overall (7 states)‡ | 898 | 24.5 | 1.4 | 1,355 | 27.0 | 1.7 | -2.5 | 2.2 | 0.254 |
| Iowa | 45 | 15.6 | 5.5 | --- | --- | --- | --- | --- | --- |
| Kansas | 42 | 42.9 | 7.7 | --- | --- | --- | --- | --- | --- |
| Maryland | 551 | 30.9 | 2.0 | --- | --- | --- | --- | --- | --- |
| North Dakota | 60 | 5.0 | 2.8 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 698 | 28.5 | 1.7 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Principal Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-2. Percentage of Elementary Schools That Provided Two or Three Hours of Instructional Time (Versus One Hour) per Day in Mathematics in Grades 3–5 in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|-------------|----------------|----------------------------|
| California | 83 | 28.9 | 5.0 | 259 | 28.6 | 2.8 | 0.3 | 5.7 | 0.952 |
| Florida | 381 | 18.4 | 2.0 | 129 | 25.6 | 3.9 | -7.2 | 4.3 | 0.097 |
| Georgia | 214 | 52.3 | 3.4 | 295 | 59.3 | 2.9 | -7.0 | 4.5 | 0.118 |
| Massachusetts | 54 | 37.0 | 6.6 | 271 | 34.3 | 2.9 | 2.7 | 7.2 | 0.706 |
| Minnesota | 124 | 28.2 | 4.1 | 39 | 17.9 | 6.2 | 10.3 | 7.4 | 0.167 |
| North Carolina | 70 | 52.9 | 6.0 | 221 | 53.3 | 3.4 | -0.5 | 6.9 | 0.938 |
| Virginia | 27 | 33.3 | 9.2 | 151 | 13.9 | 2.8 | 19.4* | 9.6 | 0.044 |
| Overall (7 states)‡ | 953 | 32.2 | 1.5 | 1,365 | 33.2 | 1.8 | -1.0 | 2.4 | 0.691 |
| Iowa | 50 | 14.0 | 5.0 | --- | --- | --- | --- | --- | --- |
| Kansas | 45 | 35.6 | 7.2 | --- | --- | --- | --- | --- | --- |
| Maryland | 562 | 36.4 | 2.1 | --- | --- | --- | --- | --- | --- |
| North Dakota | 61 | 6.6 | 3.2 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 718 | 32.5 | 1.7 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Principal Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-3. Percentage of Middle Schools That Provided Two or Three Hours of Instructional Time (Versus One Hour) per Day in Mathematics in Grades 6–8 in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|-------------|----------------|----------------------------|
| California | 156 | 26.9 | 3.6 | 251 | 20.3 | 2.5 | 6.6 | 4.4 | 0.132 |
| Florida | 81 | 23.5 | 4.7 | 13 | 23.1 | 12.2 | 0.4 | 12.7 | 0.976 |
| Georgia | 175 | 37.7 | 3.7 | 36 | 38.9 | 8.2 | -1.2 | 9.0 | 0.896 |
| North Carolina | 28 | 53.6 | 9.6 | 12 | 41.7 | 14.9 | 11.9 | 17.5 | 0.501 |
| Wisconsin | 101 | 8.9 | 2.8 | 64 | 7.8 | 3.4 | 1.1 | 4.4 | 0.804 |
| Overall (5 states)‡ | 541 | 27.9 | 1.9 | 376 | 20.7 | 2.1 | 7.2* | 2.9 | 0.011 |
| Iowa | 76 | 9.2 | 3.3 | --- | --- | --- | --- | --- | --- |
| Maryland | 128 | 39.1 | 4.6 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 147 | 19.7 | 3.3 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 351 | 25.1 | 2.4 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Principal Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-4. Percentage of Elementary Schools That Provided Three Hours of Instructional Time (Versus One or Two Hours) per Day in Reading in Grades 1–2 in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|--------------|----------------|----------------------------|
| California | 82 | 42.7 | 5.5 | 248 | 38.7 | 3.1 | 4.0 | 6.3 | 0.528 |
| Florida | 376 | 17.6 | 2.0 | 125 | 14.4 | 3.2 | 3.2 | 3.7 | 0.396 |
| Georgia | 192 | 21.9 | 3.0 | 290 | 21.4 | 2.4 | 0.5 | 3.8 | 0.897 |
| Massachusetts | 35 | 34.3 | 8.1 | 264 | 20.1 | 2.5 | 14.2 | 8.4 | 0.093 |
| Minnesota | 120 | 10.8 | 2.8 | 38 | 5.3 | 3.7 | 5.6 | 4.6 | 0.231 |
| North Carolina | 63 | 23.8 | 5.4 | 216 | 8.8 | 1.9 | 15.0* | 5.7 | 0.009 |
| Virginia | 22 | 13.6 | 7.5 | 150 | 22.0 | 3.4 | -8.4 | 8.1 | 0.304 |
| Overall (7 states)‡ | 890 | 20.9 | 1.4 | 1,331 | 30.2 | 2.0 | -9.3* | 2.4 | 0.000 |
| Iowa | 45 | 17.8 | 5.8 | --- | --- | --- | --- | --- | --- |
| Kansas | 41 | 17.1 | 5.9 | --- | --- | --- | --- | --- | --- |
| Maryland | 548 | 33.2 | 2.0 | --- | --- | --- | --- | --- | --- |
| North Dakota | 59 | 23.7 | 5.6 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 693 | 30.6 | 1.8 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Principal Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-5. Percentage of Elementary Schools That Provided Three Hours of Instructional Time (Versus One or Two Hours) per Day in Reading in Grades 3–5 in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|--------------|----------------|----------------------------|
| California | 82 | 28.0 | 5.0 | 250 | 28.8 | 2.9 | -0.8 | 5.7 | 0.896 |
| Florida | 379 | 17.2 | 1.9 | 126 | 15.1 | 3.2 | 2.1 | 3.7 | 0.580 |
| Georgia | 211 | 20.9 | 2.8 | 289 | 20.4 | 2.4 | 0.4 | 3.7 | 0.905 |
| Massachusetts | 53 | 15.1 | 5.0 | 271 | 14.4 | 2.1 | 0.7 | 5.4 | 0.896 |
| Minnesota | 124 | 7.3 | 2.3 | 39 | 7.7 | 4.3 | -0.4 | 4.9 | 0.929 |
| North Carolina | 69 | 23.2 | 5.1 | 219 | 10.5 | 2.1 | 12.7* | 5.5 | 0.022 |
| Virginia | 27 | 11.1 | 6.2 | 151 | 11.3 | 2.6 | -0.1 | 6.6 | 0.982 |
| Overall (7 states)‡ | 945 | 17.8 | 1.2 | 1,345 | 23.1 | 1.8 | -5.3* | 2.2 | 0.015 |
| Iowa | 50 | 16.0 | 5.2 | --- | --- | --- | --- | --- | --- |
| Kansas | 44 | 11.4 | 4.8 | --- | --- | --- | --- | --- | --- |
| Maryland | 561 | 25.0 | 1.8 | --- | --- | --- | --- | --- | --- |
| North Dakota | 61 | 8.2 | 3.5 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 716 | 22.3 | 1.6 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Principal Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-6. Percentage of Middle Schools That Provided Two or Three Hours of Instructional Time (Versus One Hour) per Day in Reading in Grades 6–8 in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|-------------|----------------|----------------------------|
| California | 153 | 39.9 | 4.0 | 250 | 49.6 | 3.2 | -9.7 | 5.1 | 0.056 |
| Florida | 79 | 54.4 | 5.6 | 13 | 38.5 | 14.0 | 16.0 | 14.8 | 0.283 |
| Georgia | 173 | 43.9 | 3.8 | 34 | 29.4 | 7.9 | 14.5 | 8.7 | 0.097 |
| North Carolina | 28 | 60.7 | 9.4 | 12 | 41.7 | 14.9 | 19.0 | 17.4 | 0.281 |
| Wisconsin | 101 | 49.5 | 5.0 | 63 | 57.1 | 6.3 | -7.6 | 8.0 | 0.343 |
| Overall (5 states)‡ | 534 | 46.3 | 2.2 | 372 | 48.6 | 2.6 | -2.3 | 3.4 | 0.494 |
| Iowa | 76 | 61.8 | 5.6 | --- | --- | --- | --- | --- | --- |
| Maryland | 128 | 44.9 | 4.7 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 148 | 33.1 | 3.9 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 352 | 43.7 | 2.7 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Principal Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

"---" indicates that survey data were not gathered for that analysis.

Exhibit F-7. Percentage of Elementary Schools That Used Extended Instructional Time in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|--------------|----------------|----------------------------|
| California | 71 | 81.7 | 4.6 | 229 | 71.2 | 3.0 | 10.5 | 5.5 | 0.057 |
| Florida | 363 | 88.4 | 1.7 | 120 | 90.0 | 2.8 | -1.6 | 3.2 | 0.626 |
| Georgia | 198 | 90.4 | 2.1 | 291 | 84.5 | 2.1 | 5.9* | 3.0 | 0.050 |
| Massachusetts | 54 | 85.2 | 4.9 | 271 | 75.6 | 2.6 | 9.5 | 5.5 | 0.084 |
| Minnesota | 113 | 78.8 | 3.9 | 36 | 77.8 | 7.0 | 1.0 | 8.0 | 0.902 |
| North Carolina | 70 | 77.1 | 5.1 | 222 | 67.1 | 3.2 | 10.0 | 5.9 | 0.093 |
| Virginia | 23 | 95.7 | 4.3 | 139 | 90.0 | 2.6 | 5.7 | 5.0 | 0.253 |
| Overall (7 states)‡ | 892 | 86.2 | 1.2 | 1,308 | 75.0 | 1.8 | 11.2* | 2.2 | 0.000 |
| Iowa | 49 | 73.5 | 6.4 | --- | --- | --- | --- | --- | --- |
| Kansas | 43 | 67.4 | 7.2 | --- | --- | --- | --- | --- | --- |
| Maryland | 558 | 69.7 | 2.1 | --- | --- | --- | --- | --- | --- |
| North Dakota | 57 | 80.7 | 5.3 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 707 | 70.6 | 1.8 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-8. Percentage of Middle Schools That Used Extended Instructional Time in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|------------|----------------|----------------------------|
| California | 138 | 77.5 | 3.6 | 229 | 80.3 | 2.6 | -2.8 | 4.4 | 0.526 |
| Florida | 73 | 86.3 | 4.1 | 12 | 100 | 0.0 | -13.7* | 4.1 | 0.001 |
| Georgia | 173 | 90.8 | 2.2 | 40 | 95.0 | 3.5 | -4.2 | 4.1 | 0.302 |
| North Carolina | 29 | 75.9 | 8.1 | 16 | 68.8 | 12.0 | 7.1 | 14.4 | 0.623 |
| Wisconsin | 101 | 78.2 | 4.1 | 61 | 72.1 | 5.8 | 6.1 | 7.1 | 0.393 |
| Overall (5 states)‡ | 514 | 83.3 | 1.6 | 358 | 80.7 | 2.1 | 2.6 | 2.7 | 0.331 |
| Iowa | 73 | 82.2 | 4.5 | --- | --- | --- | --- | --- | --- |
| Maryland | 129 | 87.1 | 3.2 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 141 | 75.2 | 3.7 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 343 | 81.4 | 2.2 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

"---" indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-9. Percentage of Elementary Schools That Used Block Scheduling in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|-------------|----------------|----------------------------|
| California | 71 | 25.4 | 5.2 | 229 | 24.5 | 2.8 | 0.9 | 5.9 | 0.879 |
| Florida | 363 | 30.9 | 2.4 | 120 | 41.7 | 4.5 | -10.8* | 5.1 | 0.035 |
| Georgia | 198 | 27.3 | 3.2 | 291 | 21.3 | 2.4 | 6.0 | 4.0 | 0.135 |
| Massachusetts | 54 | 37.0 | 6.6 | 271 | 32.8 | 2.9 | 4.2 | 7.2 | 0.560 |
| Minnesota | 113 | 29.2 | 4.3 | 36 | 5.6 | 3.9 | 23.6* | 5.8 | 0.000 |
| North Carolina | 70 | 41.4 | 5.9 | 222 | 36.5 | 3.2 | 4.9 | 6.7 | 0.464 |
| Virginia | 23 | 43.5 | 10.6 | 139 | 20.1 | 3.4 | 23.3* | 10.9 | 0.035 |
| Overall (7 states)‡ | 892 | 30.9 | 1.5 | 1,308 | 26.2 | 1.8 | 4.8* | 2.3 | 0.041 |
| Iowa | 49 | 20.4 | 5.8 | --- | --- | --- | --- | --- | --- |
| Kansas | 43 | 14.0 | 5.3 | --- | --- | --- | --- | --- | --- |
| Maryland | 558 | 36.0 | 2.1 | --- | --- | --- | --- | --- | --- |
| North Dakota | 57 | 31.6 | 6.2 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 707 | 33.4 | 1.8 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-10. Percentage of Middle Schools That Used Block Scheduling in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|--------------|----------------|----------------------------|
| California | 138 | 42.8 | 4.2 | 229 | 48.0 | 3.3 | -5.3 | 5.4 | 0.326 |
| Florida | 73 | 37.0 | 5.7 | 12 | 58.3 | 14.9 | -21.3 | 15.5 | 0.172 |
| Georgia | 173 | 27.2 | 3.4 | 40 | 42.5 | 7.9 | -15.3 | 8.6 | 0.075 |
| North Carolina | 29 | 62.1 | 9.2 | 16 | 75.0 | 11.1 | -12.9 | 14.4 | 0.374 |
| Wisconsin | 101 | 29.7 | 4.6 | 61 | 18.0 | 5.0 | 11.7 | 6.7 | 0.085 |
| Overall (5 states)‡ | 514 | 35.2 | 2.1 | 358 | 44.4 | 2.6 | -9.3* | 3.4 | 0.006 |
| Iowa | 73 | 34.3 | 5.6 | --- | --- | --- | --- | --- | --- |
| Maryland | 129 | 46.1 | 4.7 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 141 | 41.8 | 4.2 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 343 | 42.0 | 2.7 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

"---" indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-11. Percentage of Elementary Schools That Used Double Dosing in English Language Arts or Mathematics in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|-------------|----------------|----------------------------|
| California | 71 | 28.2 | 5.4 | 229 | 34.5 | 3.1 | -6.3 | 6.2 | 0.309 |
| Florida | 363 | 24.0 | 2.2 | 120 | 35.0 | 4.4 | -11.0* | 4.9 | 0.025 |
| Georgia | 198 | 65.7 | 3.4 | 291 | 59.5 | 2.9 | 6.2 | 4.4 | 0.163 |
| Massachusetts | 54 | 48.1 | 6.9 | 271 | 50.2 | 3.0 | -2.0 | 7.5 | 0.785 |
| Minnesota | 113 | 28.3 | 4.3 | 36 | 13.9 | 5.8 | 14.4* | 7.2 | 0.047 |
| North Carolina | 70 | 47.1 | 6.0 | 222 | 32.9 | 3.2 | 14.3* | 6.8 | 0.036 |
| Virginia | 23 | 43.5 | 10.6 | 139 | 34.5 | 4.0 | 8.9 | 11.2 | 0.424 |
| Overall (7 states)‡ | 892 | 37.9 | 1.6 | 1,308 | 38.3 | 1.9 | -0.4 | 2.5 | 0.884 |
| Iowa | 49 | 30.6 | 6.7 | --- | --- | --- | --- | --- | --- |
| Kansas | 43 | 30.2 | 7.1 | --- | --- | --- | --- | --- | --- |
| Maryland | 558 | 40.4 | 2.2 | --- | --- | --- | --- | --- | --- |
| North Dakota | 57 | 22.8 | 5.6 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 707 | 37.8 | 1.9 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-12. Percentage of Middle Schools That Used Double Dosing in English Language Arts or Mathematics in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|-------------|----------------|----------------------------|
| California | 138 | 61.6 | 4.2 | 229 | 70.3 | 3.0 | -8.7 | 5.1 | 0.091 |
| Florida | 73 | 43.8 | 5.8 | 12 | 58.3 | 14.9 | -14.5 | 15.6 | 0.354 |
| Georgia | 173 | 75.1 | 3.3 | 40 | 75.0 | 6.9 | 0.1 | 7.6 | 0.985 |
| North Carolina | 29 | 27.6 | 8.4 | 16 | 31.3 | 12.0 | -3.7 | 14.6 | 0.803 |
| Wisconsin | 101 | 39.6 | 4.9 | 61 | 21.3 | 5.3 | 18.3* | 7.2 | 0.012 |
| Overall (5 states)‡ | 514 | 57.4 | 2.2 | 358 | 61.8 | 2.6 | -4.4 | 3.4 | 0.191 |
| Iowa | 73 | 24.7 | 5.1 | --- | --- | --- | --- | --- | --- |
| Maryland | 129 | 49.0 | 4.7 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 141 | 46.1 | 4.2 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 343 | 42.9 | 2.8 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-13. Percentage of Students With Disabilities in Elementary Schools Receiving Extended Instructional Time in Mathematics in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|------------|----------------|----------------------------|
| California | 56 | 11.5 | 2.6 | 199 | 14.4 | 1.6 | -3.0 | 3.0 | 0.330 |
| Florida | 282 | 20.2 | 1.3 | 108 | 23.3 | 2.5 | -3.1 | 2.8 | 0.271 |
| Georgia | 170 | 14.3 | 1.2 | 257 | 18.4 | 1.4 | -4.2* | 1.9 | 0.025 |
| Massachusetts | 45 | 11.2 | 2.3 | 238 | 13.0 | 1.4 | -1.8 | 2.6 | 0.498 |
| Minnesota | 91 | 14.3 | 2.2 | 32 | 4.0 | 1.3 | 10.3* | 2.5 | 0.000 |
| North Carolina | 61 | 9.0 | 2.0 | 201 | 14.9 | 1.5 | -5.9* | 2.5 | 0.017 |
| Virginia | 22 | 9.1 | 2.1 | 112 | 20.8 | 2.4 | -11.7* | 3.2 | 0.000 |
| Overall (7 states)‡ | 727 | 15.6 | 0.7 | 1,147 | 15.6 | 1.0 | 0.0 | 1.2 | 0.968 |
| Iowa | 40 | 10.1 | 3.2 | --- | --- | --- | --- | --- | --- |
| Kansas | 39 | 7.4 | 1.8 | --- | --- | --- | --- | --- | --- |
| Maryland | 503 | 14.5 | 0.9 | --- | --- | --- | --- | --- | --- |
| North Dakota | 54 | 6.6 | 1.6 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 636 | 13.2 | 0.8 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-14. Percentage of Students With Disabilities in Middle Schools Receiving Extended Instructional Time in Mathematics in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|------------|----------------|----------------------------|
| California | 113 | 15.2 | 2.0 | 178 | 12.8 | 1.3 | 2.4 | 2.4 | 0.322 |
| Florida | 63 | 20.2 | 2.7 | 10 | 34.9 | 9.4 | -14.7 | 9.5 | 0.125 |
| Georgia | 146 | 22.1 | 2.0 | 35 | 19.7 | 3.8 | 2.4 | 4.2 | 0.565 |
| North Carolina | 25 | 18.4 | 4.6 | 16 | 23.1 | 8.7 | -4.7 | 9.8 | 0.637 |
| Wisconsin | 80 | 5.6 | 1.1 | 44 | 4.7 | 2.1 | 0.9 | 2.3 | 0.708 |
| Overall (5 states)‡ | 427 | 16.7 | 1.0 | 283 | 13.6 | 1.2 | 3.0 | 1.6 | 0.053 |
| Iowa | 64 | 5.8 | 1.5 | --- | --- | --- | --- | --- | --- |
| Maryland | 119 | 17.6 | 2.1 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 111 | 8.2 | 1.7 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 294 | 11.8 | 1.2 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Exhibit F-15. Percentage of Students With Disabilities in Elementary Schools Receiving Extended Instructional Time in Reading in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|------------|----------------|----------------------------|
| California | 57 | 12.6 | 2.5 | 199 | 16.4 | 1.7 | -3.8 | 3.0 | 0.207 |
| Florida | 282 | 24.7 | 1.4 | 108 | 27.3 | 2.5 | -2.6 | 3.0 | 0.364 |
| Georgia | 170 | 13.7 | 1.2 | 257 | 18.3 | 1.4 | -4.5* | 1.8 | 0.014 |
| Massachusetts | 45 | 13.6 | 3.1 | 238 | 14.5 | 1.6 | -0.9 | 3.4 | 0.785 |
| Minnesota | 90 | 15.2 | 2.2 | 32 | 4.3 | 1.5 | 10.9* | 2.6 | 0.000 |
| North Carolina | 61 | 9.4 | 2.0 | 201 | 15.0 | 1.5 | -5.6* | 2.5 | 0.026 |
| Virginia | 22 | 12.3 | 3.0 | 112 | 22.8 | 2.5 | -10.5* | 3.9 | 0.007 |
| Overall (7 states)‡ | 727 | 17.7 | 0.8 | 1,147 | 17.2 | 1.0 | 0.4 | 1.3 | 0.709 |
| Iowa | 40 | 10.5 | 3.2 | --- | --- | --- | --- | --- | --- |
| Kansas | 39 | 6.8 | 1.7 | --- | --- | --- | --- | --- | --- |
| Maryland | 502 | 13.9 | 0.9 | --- | --- | --- | --- | --- | --- |
| North Dakota | 54 | 7.0 | 1.8 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 635 | 12.6 | 0.8 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-16. Percentage of Students With Disabilities in Middle Schools Receiving Extended Instructional Time in Reading in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|------------|----------------|----------------------------|
| California | 113 | 14.5 | 1.9 | 178 | 11.8 | 1.3 | 2.6 | 2.3 | 0.259 |
| Florida | 63 | 19.9 | 2.7 | 10 | 33.2 | 9.7 | -13.3 | 9.7 | 0.174 |
| Georgia | 145 | 16.1 | 1.7 | 34 | 15.2 | 3.6 | 0.9 | 4.0 | 0.826 |
| North Carolina | 25 | 18.7 | 4.5 | 16 | 23.2 | 8.7 | -4.5 | 9.8 | 0.650 |
| Wisconsin | 80 | 5.6 | 1.1 | 44 | 4.5 | 1.9 | 1.1 | 2.2 | 0.617 |
| Overall (5 states)‡ | 426 | 14.4 | 1.0 | 282 | 12.4 | 1.1 | 2.0 | 1.5 | 0.177 |
| Iowa | 65 | 6.5 | 1.6 | --- | --- | --- | --- | --- | --- |
| Maryland | 119 | 17.1 | 2.1 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 112 | 7.9 | 1.7 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 296 | 11.6 | 1.2 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡ The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Exhibit F-17. Percentage of Elementary Schools That Deliberately Moved Students With Disabilities From Self-Contained Classrooms to Regular Education Classrooms Between 2005–06 and 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|--------------|----------------|----------------------------|
| California | 71 | 67.6 | 5.6 | 229 | 52.4 | 3.3 | 15.2* | 6.5 | 0.020 |
| Florida | 363 | 77.7 | 2.2 | 120 | 70.0 | 4.2 | 7.7 | 4.7 | 0.105 |
| Georgia | 198 | 83.8 | 2.6 | 291 | 77.0 | 2.5 | 6.8 | 3.6 | 0.057 |
| Massachusetts | 54 | 75.9 | 5.9 | 271 | 59.4 | 3.0 | 16.5* | 6.6 | 0.012 |
| Minnesota | 113 | 54.0 | 4.7 | 36 | 58.3 | 8.3 | -4.4 | 9.5 | 0.648 |
| North Carolina | 70 | 58.6 | 5.9 | 222 | 49.1 | 3.4 | 9.5 | 6.8 | 0.165 |
| Virginia | 23 | 78.3 | 8.8 | 139 | 71.9 | 3.8 | 6.3 | 9.5 | 0.505 |
| Overall (7 states)‡ | 892 | 73.7 | 1.5 | 1,308 | 57.8 | 2.0 | 15.8* | 2.5 | 0.000 |
| Iowa | 49 | 73.5 | 6.4 | --- | --- | --- | --- | --- | --- |
| Kansas | 43 | 72.1 | 6.9 | --- | --- | --- | --- | --- | --- |
| Maryland | 558 | 69.6 | 2.0 | --- | --- | --- | --- | --- | --- |
| North Dakota | 57 | 54.4 | 6.7 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 707 | 68.8 | 1.8 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-18. Percentage of Middle Schools That Deliberately Moved Students With Disabilities From Self-Contained Classrooms to Regular Education Classrooms Between 2005–06 and 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|--------------|----------------|----------------------------|
| California | 138 | 73.2 | 3.8 | 229 | 60.3 | 3.2 | 12.9* | 5.0 | 0.010 |
| Florida | 73 | 87.7 | 3.9 | 12 | 75.0 | 13.1 | 12.7 | 13.2 | 0.341 |
| Georgia | 173 | 89.6 | 2.3 | 40 | 82.5 | 6.1 | 7.1 | 6.5 | 0.274 |
| North Carolina | 29 | 65.5 | 9.0 | 16 | 56.3 | 12.8 | 9.3 | 15.6 | 0.555 |
| Wisconsin | 101 | 73.3 | 4.4 | 61 | 67.2 | 6.1 | 6.1 | 7.5 | 0.421 |
| Overall (5 states)‡ | 514 | 80.4 | 1.8 | 358 | 63.7 | 2.6 | 16.7* | 3.1 | 0.000 |
| Iowa | 73 | 74.0 | 5.2 | --- | --- | --- | --- | --- | --- |
| Maryland | 129 | 77.5 | 3.8 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 141 | 80.1 | 3.4 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 343 | 77.8 | 2.3 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-19. Percentage of Students With Disabilities in Elementary Schools That Spent Less Than 40 Percent of the School Day in the Regular Education Classroom in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|------------|----------------|----------------------------|
| California | 40 | 27.6 | 4.6 | 166 | 21.8 | 2.3 | 5.8 | 5.1 | 0.256 |
| Florida | 241 | 24.6 | 1.6 | 92 | 15.0 | 2.2 | 9.5* | 2.8 | 0.001 |
| Georgia | 104 | 16.1 | 1.9 | 207 | 13.4 | 1.4 | 2.7 | 2.4 | 0.257 |
| Massachusetts | 28 | 23.6 | 5.1 | 158 | 19.6 | 2.3 | 4.0 | 5.5 | 0.471 |
| Minnesota | 52 | 24.5 | 4.1 | 25 | 17.7 | 6.5 | 6.8 | 7.6 | 0.376 |
| North Carolina | 45 | 18.5 | 3.5 | 169 | 15.2 | 1.7 | 3.3 | 3.9 | 0.391 |
| Virginia | 14 | 24.9 | 7.2 | 88 | 22.7 | 3.0 | 2.2 | 7.6 | 0.772 |
| Overall (7 states)‡ | 524 | 22.5 | 1.1 | 905 | 19.7 | 1.4 | 2.9 | 1.8 | 0.110 |
| Iowa | 22 | 10.3 | 4.6 | --- | --- | --- | --- | --- | --- |
| Kansas | 28 | 3.2 | 0.9 | --- | --- | --- | --- | --- | --- |
| Maryland | 411 | 8.8 | 0.8 | --- | --- | --- | --- | --- | --- |
| North Dakota | 43 | 4.9 | 1.9 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 504 | 8.2 | 0.1 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-20. Percentage of Students With Disabilities in Middle Schools That Spent Less Than 40 Percent of the School Day in the Regular Education Classroom in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|-------------|----------------|----------------------------|
| California | 73 | 28.4 | 2.9 | 135 | 25.2 | 2.2 | 3.2 | 3.7 | 0.392 |
| Florida | 47 | 20.2 | 3.2 | 8 | 14.5 | 6.0 | 5.7 | 6.5 | 0.386 |
| Georgia | 88 | 16.8 | 1.7 | 26 | 9.7 | 2.1 | 7.1* | 2.7 | 0.009 |
| North Carolina | 20 | 19.2 | 4.6 | 12 | 18.1 | 4.6 | 1.1 | 6.5 | 0.868 |
| Wisconsin | 44 | 9.1 | 2.0 | 31 | 15.6 | 4.8 | -6.5 | 5.2 | 0.217 |
| Overall (5 states)‡ | 272 | 19.4 | 1.3 | 212 | 21.7 | 1.7 | -2.3 | 2.1 | 0.288 |
| Iowa | 37 | 17.3 | 4.5 | --- | --- | --- | --- | --- | --- |
| Maryland | 100 | 12.0 | 1.9 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 61 | 20.1 | 3.4 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 198 | 15.3 | 1.6 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

"---" indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-21. Percentage of Students With Disabilities in Elementary Schools That Spent 80 Percent or More of the School Day in the Regular Education Classroom in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|------------|----------------|----------------------------|
| California | 40 | 43.4 | 5.1 | 166 | 58.7 | 2.7 | -15.3* | 5.7 | 0.008 |
| Florida | 241 | 65.7 | 1.9 | 92 | 67.3 | 3.2 | -1.6 | 3.7 | 0.674 |
| Georgia | 104 | 68.4 | 2.3 | 207 | 69.4 | 2.0 | -1.0 | 3.1 | 0.756 |
| Massachusetts | 28 | 53.5 | 6.3 | 158 | 64.3 | 2.8 | -10.8 | 6.8 | 0.116 |
| Minnesota | 52 | 57.9 | 4.6 | 25 | 64.8 | 7.1 | -6.9 | 8.4 | 0.415 |
| North Carolina | 45 | 64.9 | 3.8 | 169 | 68.4 | 2.1 | -3.4 | 4.3 | 0.428 |
| Virginia | 14 | 55.9 | 9.8 | 88 | 61.8 | 3.4 | -5.9 | 10.1 | 0.562 |
| Overall (7 states)‡ | 524 | 62.8 | 1.3 | 905 | 62.0 | 1.7 | 0.8 | 2.1 | 0.703 |
| Iowa | 22 | 72.6 | 6.2 | --- | --- | --- | --- | --- | --- |
| Kansas | 28 | 74.9 | 4.9 | --- | --- | --- | --- | --- | --- |
| Maryland | 411 | 83.7 | 1.1 | --- | --- | --- | --- | --- | --- |
| North Dakota | 43 | 82.3 | 3.0 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 504 | 82.7 | 1.0 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-22. Percentage of Students With Disabilities in Middle Schools That Spent 80 Percent or More of the School Day in the Regular Education Classroom in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|-------------|----------------|----------------------------|
| California | 73 | 42.0 | 3.6 | 135 | 46.8 | 2.8 | -4.9 | 4.5 | 0.284 |
| Florida | 47 | 64.1 | 4.6 | 8 | 80.2 | 6.4 | -16.1* | 7.7 | 0.041 |
| Georgia | 88 | 64.8 | 2.6 | 26 | 77.7 | 4.8 | -13.0* | 5.4 | 0.017 |
| North Carolina | 20 | 58.2 | 7.8 | 12 | 54.8 | 6.9 | 3.4 | 10.4 | 0.746 |
| Wisconsin | 44 | 73.6 | 3.7 | 31 | 60.3 | 4.9 | 13.3* | 6.2 | 0.035 |
| Overall (5 states)‡ | 272 | 59.5 | 1.8 | 212 | 53.2 | 2.2 | 6.3* | 2.9 | 0.030 |
| Iowa | 37 | 59.9 | 5.1 | --- | --- | --- | --- | --- | --- |
| Maryland | 100 | 80.0 | 2.7 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 61 | 60.0 | 4.0 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 198 | 70.5 | 2.2 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

"---" indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-23. Percentage of Students With Disabilities in Regular Mathematics Classrooms With Regular Teachers and No/Minimal Supports in Elementary Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|-------------|----------------|----------------------------|
| California | 33 | 27.1 | 4.7 | 134 | 27.7 | 2.6 | -0.6 | 5.3 | 0.912 |
| Florida | 195 | 22.7 | 2.0 | 76 | 24.5 | 4.1 | -1.8 | 4.5 | 0.696 |
| Georgia | 122 | 14.9 | 1.7 | 173 | 13.1 | 1.5 | 1.8 | 2.3 | 0.426 |
| Massachusetts | 29 | 17.3 | 4.9 | 173 | 21.3 | 2.2 | -4.0 | 5.3 | 0.452 |
| Minnesota | 69 | 39.8 | 3.7 | 27 | 40.3 | 6.0 | -0.5 | 7.0 | 0.941 |
| North Carolina | 38 | 20.2 | 4.5 | 133 | 20.2 | 2.6 | 0.0 | 5.2 | 0.995 |
| Virginia | 14 | 18.2 | 6.9 | 75 | 21.1 | 3.0 | -2.9 | 7.4 | 0.699 |
| Overall (7 states)‡ | 500 | 22.8 | 1.2 | 791 | 24.2 | 1.6 | -1.4 | 2.0 | 0.482 |
| Iowa | 19 | 22.9 | 6.0 | --- | --- | --- | --- | --- | --- |
| Kansas | 31 | 20.8 | 4.5 | --- | --- | --- | --- | --- | --- |
| Maryland | 349 | 17.7 | 1.5 | --- | --- | --- | --- | --- | --- |
| North Dakota | 37 | 52.0 | 6.0 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 436 | 20.8 | 1.4 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Exhibit F-24. Percentage of Students With Disabilities in Regular Mathematics Classrooms With Regular Teachers and No/Minimal Supports in Middle Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|--------------|----------------|----------------------------|
| California | 69 | 14.4 | 2.4 | 130 | 24.3 | 2.4 | -9.9* | 3.3 | 0.003 |
| Florida | 47 | 28.8 | 4.7 | 8 | 27.5 | 13.5 | 1.3 | 13.7 | 0.927 |
| Georgia | 117 | 11.5 | 1.8 | 27 | 12.7 | 4.1 | -1.2 | 4.4 | 0.779 |
| North Carolina | 19 | 9.3 | 4.6 | 10 | 16.7 | 8.2 | -7.4 | 9.3 | 0.432 |
| Wisconsin | 64 | 17.1 | 2.3 | 38 | 34.3 | 4.2 | -17.2* | 4.8 | 0.001 |
| Overall (5 states)‡ | 316 | 15.7 | 1.3 | 213 | 24.4 | 1.9 | -8.7* | 2.2 | 0.000 |
| Iowa | 50 | 13.9 | 3.0 | --- | --- | --- | --- | --- | --- |
| Maryland | 100 | 14.0 | 2.3 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 86 | 21.2 | 3.3 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 236 | 16.5 | 1.7 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

"---" indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-25. Percentage of Students With Disabilities in Regular Mathematics Classrooms With Regular Teachers and Substantial Supports in Elementary Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|-------------|----------------|----------------------------|
| California | 33 | 12.5 | 2.9 | 134 | 23.6 | 2.4 | -11.1* | 3.7 | 0.003 |
| Florida | 195 | 31.9 | 2.4 | 76 | 39.5 | 4.4 | -7.6 | 5.0 | 0.132 |
| Georgia | 122 | 7.9 | 1.1 | 173 | 15.2 | 1.7 | -7.2* | 2.1 | 0.001 |
| Massachusetts | 29 | 34.6 | 6.2 | 173 | 32.9 | 2.4 | 1.7 | 6.6 | 0.800 |
| Minnesota | 69 | 25.9 | 3.1 | 27 | 24.2 | 3.9 | 1.6 | 5.0 | 0.742 |
| North Carolina | 38 | 20.5 | 3.7 | 133 | 27.4 | 2.9 | -6.9 | 4.7 | 0.139 |
| Virginia | 14 | 31.8 | 8.0 | 75 | 26.7 | 3.9 | 5.1 | 8.7 | 0.560 |
| Overall (7 states)‡ | 500 | 23.2 | 1.3 | 791 | 24.7 | 1.5 | -1.5 | 1.9 | 0.443 |
| Iowa | 19 | 10.1 | 3.6 | --- | --- | --- | --- | --- | --- |
| Kansas | 31 | 53.8 | 5.4 | --- | --- | --- | --- | --- | --- |
| Maryland | 349 | 25.1 | 1.7 | --- | --- | --- | --- | --- | --- |
| North Dakota | 37 | 25.5 | 4.9 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 436 | 26.5 | 1.5 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-26. Percentage of Students With Disabilities in Regular Mathematics Classrooms With Regular Teachers and Substantial Supports in Middle Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|--------------|----------------|----------------------------|
| California | 69 | 17.5 | 2.6 | 130 | 22.8 | 2.3 | -5.2 | 3.4 | 0.129 |
| Florida | 47 | 22.0 | 4.1 | 8 | 41.0 | 15.1 | -19.0 | 15.0 | 0.210 |
| Georgia | 117 | 7.0 | 1.2 | 27 | 9.9 | 3.5 | -2.9 | 3.6 | 0.428 |
| North Carolina | 19 | 16.4 | 5.3 | 10 | 25.4 | 8.9 | -9.0 | 10.3 | 0.387 |
| Wisconsin | 64 | 29.9 | 3.8 | 38 | 23.9 | 3.7 | 6.0 | 5.3 | 0.257 |
| Overall (5 states)‡ | 316 | 16.7 | 1.3 | 213 | 22.2 | 1.8 | -5.5* | 2.2 | 0.014 |
| Iowa | 50 | 14.6 | 3.5 | --- | --- | --- | --- | --- | --- |
| Maryland | 100 | 18.6 | 2.6 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 86 | 26.8 | 3.3 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 236 | 20.7 | 1.8 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

"---" indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-27. Percentage of Students With Disabilities in Regular Mathematics Classrooms Co-Taught by Regular and Special Education Teachers in Elementary Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|-------------|----------------|----------------------------|
| California | 33 | 5.2 | 2.0 | 134 | 4.3 | 1.3 | 0.9 | 2.4 | 0.703 |
| Florida | 195 | 17.9 | 2.1 | 76 | 9.7 | 2.6 | 8.3* | 3.4 | 0.015 |
| Georgia | 122 | 46.8 | 2.7 | 173 | 40.8 | 2.6 | 6.0 | 3.8 | 0.110 |
| Massachusetts | 29 | 21.1 | 4.8 | 173 | 17.1 | 2.1 | 4.0 | 5.2 | 0.438 |
| Minnesota | 69 | 6.0 | 1.8 | 27 | 5.2 | 2.9 | 0.8 | 3.4 | 0.816 |
| North Carolina | 38 | 11.8 | 3.5 | 133 | 15.1 | 2.3 | -3.3 | 4.2 | 0.422 |
| Virginia | 14 | 25.4 | 7.1 | 75 | 26.6 | 4.1 | -1.2 | 8.0 | 0.878 |
| Overall (7 states)‡ | 500 | 22.4 | 1.3 | 791 | 12.5 | 1.0 | 9.9* | 1.7 | 0.000 |
| Iowa | 19 | 25.4 | 6.9 | --- | --- | --- | --- | --- | --- |
| Kansas | 31 | 8.2 | 3.8 | --- | --- | --- | --- | --- | --- |
| Maryland | 349 | 37.6 | 2.1 | --- | --- | --- | --- | --- | --- |
| North Dakota | 37 | 100 | 0.6 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 436 | 32.2 | 1.8 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-28. Percentage of Students With Disabilities in Regular Mathematics Classrooms Co-Taught by Regular and Special Education Teachers in Middle Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|--------------|----------------|----------------------------|
| California | 69 | 25.0 | 3.5 | 130 | 10.5 | 2.1 | 14.5* | 4.0 | 0.000 |
| Florida | 47 | 24.6 | 4.2 | 8 | 8.2 | 7.4 | 16.3 | 8.3 | 0.053 |
| Georgia | 117 | 54.3 | 2.9 | 27 | 46.3 | 5.8 | 8.1 | 6.4 | 0.213 |
| North Carolina | 19 | 38.3 | 9.4 | 10 | 12.3 | 9.6 | 26.0 | 13.4 | 0.062 |
| Wisconsin | 64 | 29.3 | 3.8 | 38 | 10.2 | 3.4 | 19.1* | 5.1 | 0.000 |
| Overall (5 states)‡ | 316 | 37.5 | 1.9 | 213 | 14.4 | 1.8 | 23.1* | 2.6 | 0.000 |
| Iowa | 50 | 34.8 | 4.6 | --- | --- | --- | --- | --- | --- |
| Maryland | 100 | 52.2 | 3.8 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 86 | 29.6 | 3.4 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 236 | 40.7 | 2.4 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-29. Percentage of Students With Disabilities in Resource Rooms for Mathematics in Elementary Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|--------------|----------------|----------------------------|
| California | 33 | 24.9 | 3.0 | 134 | 27.9 | 2.4 | -3.0 | 3.8 | 0.433 |
| Florida | 195 | 9.8 | 1.4 | 76 | 16.3 | 2.9 | -6.5* | 3.2 | 0.042 |
| Georgia | 122 | 19.5 | 1.7 | 173 | 19.5 | 1.8 | 0.0 | 2.5 | 0.994 |
| Massachusetts | 29 | 11.6 | 2.6 | 173 | 18.6 | 1.9 | -7.0* | 3.2 | 0.030 |
| Minnesota | 69 | 20.7 | 2.5 | 27 | 26.9 | 4.0 | -6.1 | 4.7 | 0.195 |
| North Carolina | 38 | 34.7 | 4.8 | 133 | 27.7 | 2.7 | 7.0 | 5.5 | 0.202 |
| Virginia | 14 | 10.3 | 5.9 | 75 | 12.8 | 2.7 | -2.4 | 6.3 | 0.704 |
| Overall (7 states)‡ | 500 | 16.7 | 1.0 | 791 | 24.5 | 1.5 | -7.8* | 1.7 | 0.000 |
| Iowa | 19 | 25.9 | 6.9 | --- | --- | --- | --- | --- | --- |
| Kansas | 31 | 16.2 | 3.7 | --- | --- | --- | --- | --- | --- |
| Maryland | 349 | 8.6 | 1.0 | --- | --- | --- | --- | --- | --- |
| North Dakota | 37 | 16.3 | 3.4 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 436 | 10.4 | 0.9 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-30. Percentage of Students With Disabilities in Resource Rooms for Mathematics in Middle Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|--------------|----------------|----------------------------|
| California | 69 | 16.7 | 2.8 | 130 | 22.3 | 2.4 | -5.6 | 3.7 | 0.126 |
| Florida | 47 | 11.1 | 2.9 | 8 | 12.2 | 6.6 | -1.1 | 6.9 | 0.880 |
| Georgia | 117 | 13.6 | 1.4 | 27 | 11.2 | 3.0 | 2.4 | 3.2 | 0.468 |
| North Carolina | 19 | 19.4 | 6.5 | 10 | 40.9 | 12.0 | -21.5 | 13.5 | 0.122 |
| Wisconsin | 64 | 11.4 | 2.3 | 38 | 21.4 | 4.1 | -10.1* | 4.7 | 0.034 |
| Overall (5 states)‡ | 316 | 13.8 | 1.1 | 213 | 21.4 | 1.8 | -7.6* | 2.1 | 0.000 |
| Iowa | 50 | 10.8 | 2.8 | --- | --- | --- | --- | --- | --- |
| Maryland | 100 | 1.8 | 0.5 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 86 | 8.1 | 1.8 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 236 | 5.9 | 0.9 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

"---" indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-31. Percentage of Students With Disabilities in Self-Contained Classrooms for Mathematics in Elementary Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|------------|----------------|----------------------------|
| California | 33 | 29.9 | 3.7 | 134 | 16.2 | 2.0 | 13.7* | 4.2 | 0.001 |
| Florida | 195 | 16.7 | 1.3 | 76 | 10.1 | 2.1 | 6.6* | 2.5 | 0.008 |
| Georgia | 122 | 10.8 | 1.2 | 173 | 10.2 | 1.4 | 0.6 | 1.8 | 0.741 |
| Massachusetts | 29 | 12.4 | 2.9 | 173 | 8.9 | 1.3 | 3.5 | 3.1 | 0.259 |
| Minnesota | 69 | 7.6 | 1.4 | 27 | 2.7 | 1.7 | 4.9* | 2.2 | 0.025 |
| North Carolina | 38 | 11.0 | 1.8 | 133 | 8.8 | 1.3 | 2.3 | 2.2 | 0.301 |
| Virginia | 14 | 14.3 | 6.9 | 75 | 12.8 | 2.4 | 1.4 | 7.2 | 0.842 |
| Overall (7 states)‡ | 500 | 14.1 | 0.8 | 791 | 13.5 | 1.2 | 0.6 | 1.4 | 0.680 |
| Iowa | 19 | 11.1 | 3.0 | --- | --- | --- | --- | --- | --- |
| Kansas | 31 | 1.0 | 0.4 | --- | --- | --- | --- | --- | --- |
| Maryland | 349 | 9.8 | 1.0 | --- | --- | --- | --- | --- | --- |
| North Dakota | 37 | 5.1 | 2.4 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 436 | 8.9 | 0.9 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-32. Percentage of Students With Disabilities in Self-Contained Classrooms for Mathematics in Middle Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|------------|----------------|----------------------------|
| California | 69 | 25.8 | 2.4 | 130 | 17.1 | 1.7 | 8.7* | 2.9 | 0.003 |
| Florida | 47 | 11.5 | 1.9 | 8 | 11.1 | 7.8 | 0.4 | 7.6 | 0.962 |
| Georgia | 117 | 13.2 | 1.4 | 27 | 19.9 | 5.2 | -6.7 | 5.3 | 0.208 |
| North Carolina | 19 | 16.6 | 5.4 | 10 | 4.7 | 2.9 | 11.9 | 6.2 | 0.065 |
| Wisconsin | 64 | 12.3 | 2.0 | 38 | 10.1 | 2.3 | 2.2 | 3.0 | 0.478 |
| Overall (5 states)‡ | 316 | 15.7 | 1.0 | 213 | 15.6 | 1.4 | 0.1 | 1.7 | 0.958 |
| Iowa | 50 | 25.8 | 3.8 | --- | --- | --- | --- | --- | --- |
| Maryland | 100 | 12.3 | 1.7 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 86 | 13.6 | 2.1 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 236 | 15.5 | 1.4 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

"---" indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-33. Percentage of Students With Disabilities in Regular Reading Classrooms With Regular Teachers and No/Minimal Supports in Elementary Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|-------------|----------------|----------------------------|
| California | 34 | 26.1 | 4.5 | 132 | 24.5 | 2.5 | 1.5 | 5.2 | 0.769 |
| Florida | 199 | 19.4 | 1.9 | 76 | 21.1 | 3.8 | -1.8 | 4.2 | 0.678 |
| Georgia | 119 | 13.9 | 1.7 | 171 | 12.4 | 1.5 | 1.5 | 2.3 | 0.521 |
| Massachusetts | 32 | 11.7 | 3.6 | 171 | 19.8 | 2.1 | -8.1 | 4.1 | 0.052 |
| Minnesota | 71 | 37.5 | 3.5 | 27 | 33.6 | 5.7 | 3.9 | 6.6 | 0.555 |
| North Carolina | 34 | 20.1 | 4.7 | 133 | 17.6 | 2.5 | 2.5 | 5.3 | 0.638 |
| Virginia | 13 | 19.2 | 7.0 | 77 | 18.7 | 2.7 | 0.5 | 7.3 | 0.947 |
| Overall (7 states)† | 502 | 20.6 | 1.2 | 787 | 21.6 | 1.5 | -0.9 | 1.0 | 0.627 |
| Iowa | 21 | 18.3 | 5.2 | --- | --- | --- | --- | --- | --- |
| Kansas | 31 | 21.4 | 4.3 | --- | --- | --- | --- | --- | --- |
| Maryland | 351 | 16.0 | 1.4 | --- | --- | --- | --- | --- | --- |
| North Dakota | 39 | 43.3 | 5.5 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 442 | 18.7 | 1.3 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: †The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Exhibit F-34. Percentage of Students With Disabilities in Regular Reading Classrooms With Regular Teachers and No/Minimal Supports in Middle Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|--------------|----------------|----------------------------|
| California | 73 | 13.4 | 2.3 | 134 | 20.0 | 2.1 | -6.6* | 3.1 | 0.033 |
| Florida | 47 | 28.3 | 4.7 | 8 | 27.9 | 13.5 | 0.4 | 13.7 | 0.974 |
| Georgia | 115 | 12.1 | 1.9 | 25 | 12.5 | 4.1 | -0.4 | 4.4 | 0.926 |
| North Carolina | 18 | 11.4 | 5.7 | 10 | 14.6 | 6.5 | -3.2 | 8.6 | 0.711 |
| Wisconsin | 58 | 15.2 | 2.1 | 37 | 29.1 | 3.8 | -13.8* | 4.3 | 0.002 |
| Overall (5 states)‡ | 311 | 15.4 | 1.3 | 214 | 20.6 | 1.7 | -5.2* | 2.1 | 0.013 |
| Iowa | 48 | 11.9 | 2.9 | --- | --- | --- | --- | --- | --- |
| Maryland | 86 | 20.9 | 3.2 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 102 | 13.0 | 2.2 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 236 | 15.5 | 1.6 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

"---" indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-35. Percentage of Students With Disabilities in Regular Reading Classrooms With Regular Teachers and Substantial Supports in Elementary Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|------------|----------------|----------------------------|
| California | 34 | 12.1 | 2.6 | 132 | 21.6 | 2.4 | -9.5* | 3.5 | 0.008 |
| Florida | 199 | 33.6 | 2.4 | 76 | 39.4 | 4.4 | -5.8 | 5.0 | 0.247 |
| Georgia | 119 | 9.5 | 1.4 | 171 | 14.0 | 1.7 | -4.5* | 2.2 | 0.043 |
| Massachusetts | 32 | 29.5 | 5.3 | 171 | 32.7 | 2.4 | -3.2 | 5.8 | 0.577 |
| Minnesota | 71 | 25.0 | 2.8 | 27 | 25.9 | 4.1 | -1.0 | 5.0 | 0.842 |
| North Carolina | 34 | 18.0 | 4.2 | 133 | 25.4 | 2.8 | -7.3 | 5.0 | 0.147 |
| Virginia | 13 | 31.8 | 8.7 | 77 | 26.5 | 3.7 | 5.3 | 9.2 | 0.565 |
| Overall (7 states)‡ | 502 | 23.8 | 1.3 | 787 | 23.2 | 1.5 | 0.6 | 1.9 | 0.761 |
| Iowa | 21 | 15.2 | 5.0 | --- | --- | --- | --- | --- | --- |
| Kansas | 31 | 49.1 | 5.7 | --- | --- | --- | --- | --- | --- |
| Maryland | 351 | 26.9 | 1.7 | --- | --- | --- | --- | --- | --- |
| North Dakota | 39 | 24.3 | 4.2 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 442 | 27.6 | 1.5 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-36. Percentage of Students With Disabilities in Regular Reading Classrooms With Regular Teachers and Substantial Supports in Middle Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|--------------|----------------|----------------------------|
| California | 73 | 17.4 | 2.6 | 134 | 23.0 | 2.2 | -5.6 | 3.4 | 0.102 |
| Florida | 47 | 24.6 | 4.3 | 8 | 40.6 | 15.1 | -16.0 | 15.0 | 0.292 |
| Georgia | 115 | 6.5 | 1.2 | 25 | 10.1 | 3.8 | -3.6 | 3.9 | 0.367 |
| North Carolina | 18 | 10.8 | 4.4 | 10 | 25.4 | 8.8 | -14.6 | 9.7 | 0.147 |
| Wisconsin | 58 | 31.3 | 4.0 | 37 | 26.3 | 4.2 | 4.9 | 5.8 | 0.397 |
| Overall (5 states)‡ | 311 | 16.7 | 1.4 | 214 | 22.8 | 1.8 | -6.2* | 2.3 | 0.006 |
| Iowa | 48 | 18.7 | 4.1 | --- | --- | --- | --- | --- | --- |
| Maryland | 86 | 27.4 | 3.3 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 102 | 19.0 | 2.6 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 236 | 21.9 | 1.8 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-37. Percentage of Students With Disabilities in Regular Reading Classrooms Co-Taught by Regular and Special Education Teachers in Elementary Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|-------------|----------------|----------------------------|
| California | 34 | 5.0 | 2.0 | 132 | 5.0 | 1.4 | 0.0 | 2.4 | 0.999 |
| Florida | 199 | 18.2 | 2.1 | 76 | 9.9 | 2.6 | 8.3* | 3.4 | 0.014 |
| Georgia | 119 | 44.9 | 2.7 | 171 | 40.9 | 2.6 | 4.0 | 3.8 | 0.288 |
| Massachusetts | 32 | 24.2 | 4.7 | 171 | 18.1 | 2.2 | 6.1 | 5.2 | 0.241 |
| Minnesota | 71 | 4.2 | 1.3 | 27 | 4.8 | 2.7 | -0.6 | 3.0 | 0.848 |
| North Carolina | 34 | 13.1 | 4.1 | 133 | 13.8 | 2.3 | -0.7 | 4.7 | 0.879 |
| Virginia | 13 | 25.2 | 7.7 | 77 | 22.3 | 3.7 | 3.0 | 8.4 | 0.724 |
| Overall (7 states)‡ | 502 | 21.9 | 1.3 | 787 | 12.6 | 1.0 | 9.3* | 1.7 | 0.000 |
| Iowa | 21 | 17.0 | 5.7 | --- | --- | --- | --- | --- | --- |
| Kansas | 31 | 5.6 | 3.0 | --- | --- | --- | --- | --- | --- |
| Maryland | 351 | 34.2 | 2.1 | --- | --- | --- | --- | --- | --- |
| North Dakota | 39 | 1.7 | 0.8 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 442 | 28.8 | 1.8 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-38. Percentage of Students With Disabilities in Regular Reading Classrooms Co-Taught by Regular and Special Education Teachers in Middle Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|--------------|----------------|----------------------------|
| California | 73 | 24.8 | 3.4 | 134 | 11.8 | 2.1 | 13.0* | 4.0 | 0.001 |
| Florida | 47 | 20.8 | 4.1 | 8 | 8.2 | 7.4 | 12.5 | 8.2 | 0.132 |
| Georgia | 115 | 55.1 | 2.9 | 25 | 51.7 | 6.1 | 3.4 | 6.7 | 0.612 |
| North Carolina | 18 | 43.5 | 9.5 | 10 | 12.3 | 9.6 | 31.2* | 13.5 | 0.028 |
| Wisconsin | 58 | 26.9 | 4.0 | 37 | 9.7 | 3.5 | 17.2* | 5.3 | 0.002 |
| Overall (5 states)‡ | 311 | 36.9 | 1.9 | 214 | 15.4 | 1.9 | 21.5* | 2.7 | 0.000 |
| Iowa | 48 | 35.5 | 4.8 | --- | --- | --- | --- | --- | --- |
| Maryland | 86 | 26.5 | 3.1 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 102 | 53.5 | 3.8 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 236 | 40.5 | 2.4 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-39. Percentage of Students With Disabilities in Resource Rooms for Reading in Elementary Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|--------------|----------------|----------------------------|
| California | 34 | 27.3 | 3.0 | 132 | 31.1 | 2.6 | -3.8 | 4.0 | 0.337 |
| Florida | 199 | 11.3 | 1.5 | 76 | 17.8 | 2.9 | -6.5* | 3.3 | 0.048 |
| Georgia | 119 | 20.9 | 1.9 | 171 | 20.8 | 1.8 | 0.1 | 2.6 | 0.965 |
| Massachusetts | 32 | 16.8 | 4.0 | 171 | 18.7 | 1.9 | -1.9 | 4.4 | 0.666 |
| Minnesota | 71 | 24.4 | 2.9 | 27 | 31.0 | 4.6 | -6.6 | 5.4 | 0.231 |
| North Carolina | 34 | 35.7 | 5.3 | 133 | 32.2 | 2.8 | 3.4 | 6.0 | 0.566 |
| Virginia | 13 | 11.1 | 6.3 | 77 | 17.2 | 3.0 | -6.1 | 6.9 | 0.379 |
| Overall (7 states)‡ | 502 | 18.5 | 1.0 | 787 | 27.4 | 1.6 | -8.8* | 1.9 | 0.000 |
| Iowa | 21 | 34.4 | 7.0 | --- | --- | --- | --- | --- | --- |
| Kansas | 31 | 20.4 | 4.1 | --- | --- | --- | --- | --- | --- |
| Maryland | 351 | 12.4 | 1.2 | --- | --- | --- | --- | --- | --- |
| North Dakota | 39 | 25.9 | 4.3 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 442 | 15.0 | 1.1 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-40. Percentage of Students With Disabilities in Resource Rooms for Reading in Middle Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|--------------|----------------|----------------------------|
| California | 73 | 17.7 | 2.8 | 134 | 24.3 | 2.6 | -6.6 | 3.8 | 0.083 |
| Florida | 47 | 12.6 | 3.1 | 8 | 12.2 | 6.6 | 0.5 | 7.0 | 0.947 |
| Georgia | 115 | 14.3 | 1.5 | 25 | 8.9 | 2.3 | 5.4* | 2.7 | 0.046 |
| North Carolina | 18 | 19.4 | 7.3 | 10 | 41.5 | 12.3 | -22.1 | 14.2 | 0.131 |
| Wisconsin | 58 | 14.2 | 2.9 | 37 | 23.8 | 4.3 | -9.6 | 5.2 | 0.066 |
| Overall (5 states)‡ | 311 | 15.1 | 1.2 | 214 | 23.0 | 2.0 | -7.9* | 2.3 | 0.001 |
| Iowa | 48 | 9.3 | 2.6 | --- | --- | --- | --- | --- | --- |
| Maryland | 86 | 11.5 | 2.2 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 102 | 2.2 | 0.5 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 236 | 6.9 | 1.0 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-41. Percentage of Students With Disabilities in Self-Contained Classrooms for Reading in Elementary Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|------------|----------------|----------------------------|
| California | 34 | 29.2 | 3.5 | 132 | 16.3 | 2.0 | 12.8* | 4.0 | 0.002 |
| Florida | 199 | 16.4 | 1.3 | 76 | 10.3 | 2.1 | 6.1* | 2.5 | 0.013 |
| Georgia | 119 | 10.7 | 1.2 | 171 | 10.6 | 1.4 | 0.1 | 1.9 | 0.948 |
| Massachusetts | 32 | 15.1 | 3.1 | 171 | 9.0 | 1.4 | 6.1 | 3.4 | 0.074 |
| Minnesota | 71 | 7.9 | 1.4 | 27 | 2.7 | 1.7 | 5.3* | 2.1 | 0.016 |
| North Carolina | 34 | 11.0 | 1.8 | 133 | 10.3 | 1.5 | 0.6 | 2.4 | 0.792 |
| Virginia | 13 | 12.6 | 7.0 | 77 | 15.3 | 2.7 | -2.7 | 7.3 | 0.713 |
| Overall (7 states)‡ | 502 | 14.2 | 0.8 | 787 | 14.0 | 1.2 | 0.2 | 1.4 | 0.891 |
| Iowa | 21 | 11.0 | 2.9 | --- | --- | --- | --- | --- | --- |
| Kansas | 31 | 1.0 | 0.4 | --- | --- | --- | --- | --- | --- |
| Maryland | 351 | 9.5 | 1.0 | --- | --- | --- | --- | --- | --- |
| North Dakota | 39 | 4.6 | 2.1 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 442 | 8.6 | 0.8 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit F-42. Percentage of Students With Disabilities in Self-Contained Classrooms for Reading in Middle Schools in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|-------------|----------------|----------------------------|
| California | 73 | 25.6 | 2.2 | 134 | 18.6 | 1.9 | 7.0* | 2.9 | 0.018 |
| Florida | 47 | 11.4 | 1.9 | 8 | 11.1 | 7.8 | 0.3 | 7.6 | 0.967 |
| Georgia | 115 | 11.6 | 1.2 | 25 | 16.9 | 4.8 | -5.3 | 4.8 | 0.276 |
| North Carolina | 18 | 14.9 | 5.5 | 10 | 6.2 | 3.1 | 8.7 | 6.3 | 0.180 |
| Wisconsin | 58 | 12.3 | 2.2 | 37 | 11.1 | 2.7 | 1.3 | 3.5 | 0.719 |
| Overall (5 states)‡ | 311 | 15.2 | 1.0 | 214 | 16.6 | 1.5 | -1.4 | 1.7 | 0.415 |
| Iowa | 48 | 24.6 | 3.8 | --- | --- | --- | --- | --- | --- |
| Maryland | 86 | 13.2 | 2.0 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 102 | 11.3 | 1.6 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 236 | 14.6 | 1.3 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for that analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Appendix G: Chapter 7, Teacher Collaboration and Professional Development in SWD-Accountable and Non-SWD-Accountable Schools—State-Level Tables

Exhibit G-1. Percentage of Elementary Schools That Used Team Teaching, to Some Extent or to a Great Extent in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|--------------|----------------|----------------------------|
| California | 71 | 25.4 | 5.2 | 229 | 16.2 | 2.4 | 9.2 | 5.7 | 0.109 |
| Florida | 362 | 44.8 | 2.6 | 120 | 34.2 | 4.3 | 10.6* | 5.1 | 0.037 |
| Georgia | 197 | 83.2 | 2.7 | 291 | 70.8 | 2.7 | 12.5* | 3.8 | 0.001 |
| Massachusetts | 54 | 59.3 | 6.7 | 271 | 33.9 | 2.9 | 25.3* | 7.3 | 0.001 |
| Minnesota | 112 | 19.6 | 3.8 | 36 | 13.9 | 5.8 | 5.7 | 6.9 | 0.407 |
| North Carolina | 70 | 45.7 | 6.0 | 222 | 32.9 | 3.2 | 12.8 | 6.8 | 0.059 |
| Virginia | 23 | 52.2 | 10.6 | 139 | 53.2 | 4.2 | -1.1 | 11.3 | 0.925 |
| Overall (7 states)‡ | 889 | 49.7 | 1.7 | 1,308 | 29.1 | 1.7 | 20.6* | 2.4 | 0.000 |
| Iowa | 49 | 49.0 | 7.2 | --- | --- | --- | --- | --- | --- |
| Kansas | 43 | 23.3 | 6.5 | --- | --- | --- | --- | --- | --- |
| Maryland | 556 | 57.8 | 2.2 | --- | --- | --- | --- | --- | --- |
| North Dakota | 57 | 22.8 | 5.6 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 705 | 52.6 | 1.9 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit G-2. Percentage of Middle Schools That Used Team Teaching, to Some Extent or to a Great Extent in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|--------------|----------------|----------------------------|
| California | 138 | 42.8 | 4.2 | 228 | 25.4 | 2.9 | 17.3* | 5.1 | 0.001 |
| Florida | 73 | 63.0 | 5.7 | 12 | 33.3 | 14.2 | 29.7* | 14.9 | 0.050 |
| Georgia | 173 | 93.6 | 1.9 | 40 | 90.0 | 4.8 | 3.6 | 5.1 | 0.477 |
| North Carolina | 29 | 79.3 | 7.7 | 16 | 37.5 | 12.5 | 41.8* | 14.6 | 0.006 |
| Wisconsin | 101 | 54.5 | 5.0 | 61 | 29.5 | 5.9 | 24.9* | 7.7 | 0.001 |
| Overall (5 states)‡ | 514 | 67.1 | 2.0 | 357 | 32.9 | 2.5 | 34.2* | 3.2 | 0.000 |
| Iowa | 73 | 63.0 | 5.7 | --- | --- | --- | --- | --- | --- |
| Maryland | 128 | 84.5 | 3.3 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 141 | 61.7 | 4.1 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 342 | 71.2 | 2.5 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit G-3. Percentage of Elementary Schools in Which Teachers Used Student Achievement Data to Inform Instruction, to Some Extent or to a Great Extent in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|-------------|----------------|----------------------------|
| California | 71 | 87.3 | 4.0 | 229 | 92.1 | 1.8 | -4.8 | 4.3 | 0.269 |
| Florida | 361 | 98.1 | 0.7 | 120 | 96.7 | 1.6 | 1.4 | 1.8 | 0.438 |
| Georgia | 197 | 98.0 | 1.0 | 291 | 96.6 | 1.1 | 1.4 | 1.5 | 0.339 |
| Massachusetts | 54 | 88.9 | 4.3 | 271 | 89.3 | 1.9 | -0.4 | 4.7 | 0.930 |
| Minnesota | 112 | 90.2 | 2.8 | 36 | 80.6 | 6.7 | 9.6 | 7.2 | 0.185 |
| North Carolina | 70 | 95.7 | 2.4 | 222 | 91.9 | 1.8 | 3.8 | 3.0 | 0.211 |
| Virginia | 23 | 91.3 | 6.0 | 139 | 92.1 | 2.3 | -0.8 | 6.3 | 0.902 |
| Overall (7 states)‡ | 888 | 95.3 | 0.7 | 1,308 | 92.5 | 1.1 | 2.7* | 1.3 | 0.035 |
| Iowa | 49 | 95.9 | 2.9 | --- | --- | --- | --- | --- | --- |
| Kansas | 43 | 97.7 | 2.3 | --- | --- | --- | --- | --- | --- |
| Maryland | 555 | 94.9 | 1.0 | --- | --- | --- | --- | --- | --- |
| North Dakota | 57 | 84.2 | 4.9 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 704 | 94.3 | 0.9 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit G-4. Percentage of Middle Schools in Which Teachers Used Student Achievement Data to Inform Instruction, to Some Extent or to a Great Extent in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|------------|----------------|----------------------------|
| California | 138 | 91.3 | 2.4 | 228 | 88.2 | 2.1 | 3.1 | 3.2 | 0.330 |
| Florida | 73 | 95.9 | 2.3 | 12 | 91.7 | 8.3 | 4.2 | 8.4 | 0.617 |
| Georgia | 173 | 93.1 | 1.9 | 40 | 90.0 | 4.8 | 3.1 | 5.1 | 0.552 |
| North Carolina | 29 | 100 | 0.0 | 16 | 93.8 | 6.3 | 6.3 | 6.2 | 0.318 |
| Wisconsin | 101 | 73.3 | 4.4 | 61 | 68.9 | 6.0 | 4.4 | 7.4 | 0.553 |
| Overall (5 states)† | 514 | 89.5 | 1.4 | 357 | 85.8 | 1.8 | 3.7 | 2.3 | 0.109 |
| Iowa | 73 | 84.9 | 4.2 | --- | --- | --- | --- | --- | --- |
| Maryland | 129 | 93.5 | 2.4 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 141 | 83.7 | 3.1 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 343 | 87.9 | 1.8 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: †The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Exhibit G-5. Percentage of Elementary Schools That Used Teacher Collaboration Through Common Planning Time, to Some Extent or to a Great Extent in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|-------------|----------------|----------------------------|
| California | 70 | 78.6 | 4.9 | 229 | 85.2 | 2.4 | -6.6 | 5.5 | 0.229 |
| Florida | 362 | 79.6 | 2.1 | 120 | 80.0 | 3.7 | -0.4 | 4.2 | 0.917 |
| Georgia | 197 | 81.2 | 2.8 | 291 | 70.8 | 2.7 | 10.4* | 3.9 | 0.007 |
| Massachusetts | 54 | 72.2 | 6.2 | 271 | 71.2 | 2.8 | 1.0 | 6.7 | 0.881 |
| Minnesota | 112 | 67.9 | 4.4 | 36 | 36.1 | 8.1 | 31.7* | 9.2 | 0.001 |
| North Carolina | 70 | 77.1 | 5.1 | 222 | 77.9 | 2.8 | -0.8 | 5.8 | 0.892 |
| Virginia | 23 | 56.5 | 10.6 | 139 | 74.8 | 3.7 | -18.3 | 11.0 | 0.099 |
| Overall (7 states)‡ | 888 | 77.1 | 1.4 | 1,308 | 80.3 | 1.5 | -3.2 | 2.1 | 0.123 |
| Iowa | 49 | 71.4 | 6.5 | --- | --- | --- | --- | --- | --- |
| Kansas | 43 | 76.7 | 6.5 | --- | --- | --- | --- | --- | --- |
| Maryland | 554 | 80.2 | 1.7 | --- | --- | --- | --- | --- | --- |
| North Dakota | 57 | 54.4 | 6.7 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 703 | 77.5 | 1.6 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit G-6. Percentage of Middle Schools That Used Teacher Collaboration Through Common Planning Time, to Some Extent or to a Great Extent in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|-------------|----------------|----------------------------|
| California | 138 | 77.5 | 3.6 | 228 | 76.8 | 2.8 | 0.8 | 4.5 | 0.863 |
| Florida | 73 | 64.4 | 5.6 | 12 | 83.3 | 11.2 | -18.9 | 12.3 | 0.126 |
| Georgia | 173 | 90.2 | 2.3 | 40 | 82.5 | 6.1 | 7.7 | 6.5 | 0.236 |
| North Carolina | 29 | 86.2 | 6.5 | 16 | 75.0 | 11.2 | 11.2 | 12.9 | 0.389 |
| Wisconsin | 101 | 76.2 | 4.3 | 61 | 54.1 | 6.4 | 22.1* | 7.7 | 0.005 |
| Overall (5 states)‡ | 514 | 80.2 | 1.8 | 357 | 74.1 | 2.3 | 6.0* | 2.9 | 0.039 |
| Iowa | 73 | 56.2 | 5.8 | --- | --- | --- | --- | --- | --- |
| Maryland | 128 | 79.4 | 3.8 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 141 | 76.6 | 3.6 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 342 | 73.5 | 2.4 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit G-7. Percentage of Elementary Schools That Had at Least Three Days of Professional Development Provided During the Last 12 Months on SWD Topics for Regular Education Teachers in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|-------------|----------------|----------------------------|
| California | 84 | 27.4 | 4.9 | 260 | 26.2 | 2.7 | 1.2 | 5.6 | 0.826 |
| Florida | 387 | 41.1 | 2.5 | 132 | 47.0 | 4.4 | -5.9 | 5.0 | 0.242 |
| Georgia | 217 | 40.6 | 3.3 | 304 | 41.8 | 2.8 | -1.2 | 4.4 | 0.780 |
| Massachusetts | 54 | 27.8 | 6.2 | 279 | 20.1 | 2.4 | 7.7 | 6.6 | 0.242 |
| Minnesota | 126 | 30.2 | 4.1 | 40 | 27.5 | 7.1 | 2.7 | 8.2 | 0.746 |
| North Carolina | 71 | 38.0 | 5.8 | 223 | 38.1 | 3.3 | -0.1 | 6.6 | 0.989 |
| Virginia | 28 | 57.1 | 9.5 | 155 | 32.3 | 3.8 | 24.9* | 10.1 | 0.015 |
| Overall (7 states)‡ | 967 | 37.9 | 1.6 | 1,393 | 29.9 | 1.7 | 7.9* | 2.3 | 0.001 |
| Iowa | 50 | 38.0 | 6.9 | --- | --- | --- | --- | --- | --- |
| Kansas | 46 | 41.3 | 7.3 | --- | --- | --- | --- | --- | --- |
| Maryland | 575 | 40.4 | 2.1 | --- | --- | --- | --- | --- | --- |
| North Dakota | 65 | 30.8 | 5.8 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 736 | 39.5 | 1.8 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Principal Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit G-8. Percentage of Middle Schools That Had at Least Three Days of Professional Development Provided During the Last 12 Months on SWD Topics for Regular Education Teachers in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|--------------|----------------|----------------------------|
| California | 159 | 43.4 | 3.9 | 254 | 27.2 | 2.8 | 16.2* | 4.8 | 0.001 |
| Florida | 84 | 53.6 | 5.5 | 13 | 46.2 | 14.4 | 7.4 | 15.0 | 0.622 |
| Georgia | 181 | 45.3 | 3.7 | 41 | 31.7 | 7.4 | 13.6 | 8.2 | 0.098 |
| North Carolina | 29 | 48.3 | 9.4 | 15 | 46.7 | 13.3 | 1.6 | 16.2 | 0.922 |
| Wisconsin | 104 | 31.7 | 4.6 | 64 | 21.9 | 5.2 | 9.9 | 6.9 | 0.157 |
| Overall (5 states)‡ | 557 | 43.6 | 2.1 | 387 | 28.0 | 2.3 | 15.6* | 3.1 | 0.000 |
| Iowa | 77 | 41.6 | 5.7 | --- | --- | --- | --- | --- | --- |
| Maryland | 134 | 45.6 | 4.6 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 150 | 28.7 | 3.7 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 361 | 38.1 | 2.7 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Principal Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit G-9. Percentage of Elementary Schools That Had at Least Weekly Coaching on SWD Topics for Regular Education Teachers in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|--------------|----------------|----------------------------|
| California | 85 | 42.4 | 5.4 | 260 | 38.1 | 3.0 | 4.3 | 6.2 | 0.488 |
| Florida | 387 | 64.3 | 2.4 | 132 | 65.2 | 4.2 | -0.8 | 4.8 | 0.866 |
| Georgia | 217 | 57.6 | 3.4 | 304 | 61.2 | 2.8 | -3.6 | 4.4 | 0.413 |
| Massachusetts | 54 | 46.3 | 6.8 | 278 | 45.0 | 3.0 | 1.3 | 7.4 | 0.858 |
| Minnesota | 125 | 41.6 | 4.4 | 40 | 35.0 | 7.6 | 6.6 | 8.8 | 0.454 |
| North Carolina | 71 | 59.2 | 5.9 | 223 | 55.2 | 3.3 | 4.0 | 6.7 | 0.554 |
| Virginia | 28 | 53.6 | 9.6 | 155 | 51.0 | 4.0 | 2.6 | 10.3 | 0.801 |
| Overall (7 states)‡ | 967 | 56.3 | 1.6 | 1,392 | 44.8 | 1.9 | 11.5* | 2.5 | 0.000 |
| Iowa | 50 | 46.0 | 7.1 | --- | --- | --- | --- | --- | --- |
| Kansas | 46 | 52.2 | 7.4 | --- | --- | --- | --- | --- | --- |
| Maryland | 576 | 60.0 | 2.1 | --- | --- | --- | --- | --- | --- |
| North Dakota | 64 | 42.2 | 6.2 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 736 | 57.2 | 1.9 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Principal Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit G-10. Percentage of Middle Schools That Had at Least Weekly Coaching on SWD Topics for Regular Education Teachers in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|--------------|----------------|----------------------------|
| California | 159 | 52.8 | 4.0 | 255 | 40.4 | 3.1 | 12.4* | 5.0 | 0.014 |
| Florida | 84 | 71.4 | 5.0 | 13 | 69.2 | 13.3 | 2.2 | 13.9 | 0.874 |
| Georgia | 181 | 66.3 | 3.5 | 41 | 65.9 | 7.5 | 0.4 | 8.2 | 0.957 |
| North Carolina | 29 | 65.5 | 9.0 | 15 | 66.7 | 12.6 | -1.1 | 15.4 | 0.941 |
| Wisconsin | 104 | 47.1 | 4.9 | 64 | 28.1 | 5.7 | 19.0* | 7.5 | 0.012 |
| Overall (5 states)‡ | 557 | 59.6 | 2.1 | 388 | 42.6 | 2.5 | 17.0* | 3.3 | 0.000 |
| Iowa | 77 | 55.8 | 5.7 | --- | --- | --- | --- | --- | --- |
| Maryland | 134 | 72.0 | 4.1 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 150 | 50.7 | 4.1 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 361 | 60.2 | 2.6 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Principal Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit G-11. Percentage of Elementary Schools That Had at Least Three Days of Professional Development Provided During the Last 12 Months on SWD Topics for Special Education Teachers in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|-------------|----------------|----------------------------|
| California | 71 | 39.4 | 5.8 | 225 | 32.4 | 3.1 | 7.0 | 6.6 | 0.291 |
| Florida | 357 | 43.7 | 2.6 | 120 | 46.7 | 4.6 | -3.0 | 5.3 | 0.573 |
| Georgia | 197 | 38.6 | 3.5 | 289 | 44.3 | 2.9 | -5.7 | 4.5 | 0.209 |
| Massachusetts | 54 | 29.6 | 6.3 | 269 | 31.2 | 2.8 | -1.6 | 6.8 | 0.816 |
| Minnesota | 112 | 38.4 | 4.6 | 36 | 27.8 | 7.6 | 10.6 | 8.8 | 0.231 |
| North Carolina | 70 | 48.6 | 6.0 | 222 | 48.2 | 3.4 | 0.4 | 6.9 | 0.957 |
| Virginia | 23 | 30.4 | 9.8 | 138 | 28.3 | 3.8 | 2.2 | 10.4 | 0.835 |
| Overall (7 states)‡ | 884 | 40.7 | 1.7 | 1,299 | 35.6 | 1.9 | 5.2* | 2.5 | 0.042 |
| Iowa | 49 | 26.5 | 6.4 | --- | --- | --- | --- | --- | --- |
| Kansas | 43 | 32.6 | 7.2 | --- | --- | --- | --- | --- | --- |
| Maryland | 554 | 31.8 | 2.0 | --- | --- | --- | --- | --- | --- |
| North Dakota | 57 | 28.1 | 6.0 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 703 | 31.2 | 1.8 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit G-12. Percentage of Middle Schools That Had at Least Three Days of Professional Development Provided During the Last 12 Months on SWD Topics for Special Education Teachers in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|-------------|----------------|----------------------------|
| California | 138 | 44.2 | 4.2 | 228 | 29.8 | 3.0 | 14.4* | 5.2 | 0.006 |
| Florida | 73 | 46.6 | 5.9 | 12 | 66.7 | 14.2 | -20.1 | 15.0 | 0.184 |
| Georgia | 172 | 37.2 | 3.7 | 40 | 27.5 | 7.1 | 9.7 | 8.0 | 0.226 |
| North Carolina | 29 | 55.2 | 9.4 | 16 | 37.5 | 12.5 | 17.7 | 15.6 | 0.263 |
| Wisconsin | 101 | 27.7 | 4.5 | 61 | 26.2 | 5.7 | 1.5 | 7.2 | 0.837 |
| Overall (5 states)‡ | 513 | 39.6 | 2.2 | 357 | 30.4 | 2.5 | 9.1* | 3.3 | 0.005 |
| Iowa | 73 | 27.4 | 5.3 | --- | --- | --- | --- | --- | --- |
| Maryland | 128 | 40.6 | 4.7 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 139 | 28.1 | 3.8 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 340 | 33.0 | 2.7 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit G-13. Percentage of Elementary Schools That Had at Least Weekly Coaching on SWD Topics for Special Education Teachers in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|--------------|----------------|----------------------------|
| California | 71 | 36.6 | 5.8 | 226 | 28.8 | 3.0 | 7.9 | 6.5 | 0.226 |
| Florida | 357 | 45.4 | 2.6 | 120 | 44.2 | 4.6 | 1.2 | 5.3 | 0.818 |
| Georgia | 197 | 47.2 | 3.6 | 289 | 41.2 | 2.0 | 6.0 | 4.6 | 0.190 |
| Massachusetts | 53 | 41.5 | 6.8 | 270 | 31.9 | 2.8 | 9.7 | 7.4 | 0.190 |
| Minnesota | 113 | 29.2 | 4.3 | 36 | 27.8 | 7.6 | 1.4 | 8.7 | 0.869 |
| North Carolina | 70 | 42.9 | 6.0 | 220 | 40.5 | 3.3 | 2.4 | 6.8 | 0.724 |
| Virginia | 23 | 56.5 | 10.6 | 138 | 35.5 | 4.1 | 21.0 | 11.2 | 0.062 |
| Overall (7 states)‡ | 884 | 42.9 | 1.7 | 1,299 | 32.8 | 1.9 | 10.1* | 2.5 | 0.000 |
| Iowa | 49 | 40.8 | 7.1 | --- | --- | --- | --- | --- | --- |
| Kansas | 43 | 30.2 | 7.1 | --- | --- | --- | --- | --- | --- |
| Maryland | 552 | 28.2 | 1.9 | --- | --- | --- | --- | --- | --- |
| North Dakota | 57 | 31.6 | 6.2 | --- | --- | --- | --- | --- | --- |
| Overall (4 states) | 701 | 29.4 | 1.7 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 7 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 4 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

Exhibit G-14. Percentage of Middle Schools That Had at Least Weekly Coaching on SWD Topics for Special Education Teachers in 2010–11, by SWD-Accountability Status Between 2005–06 and 2007–08

| State | Always-SWD-Acct Schools: Sample size | Always-SWD-Acct Schools: Mean (Percent) | Always-SWD-Acct Schools: SE | Never-SWD-Acct Schools: Sample size | Never-SWD-Acct Schools: Mean (Percent) | Never-SWD-Acct Schools: SE | Difference | Difference: SE | Difference: <i>p</i> value |
|----------------------------|--------------------------------------|---|-----------------------------|-------------------------------------|--|----------------------------|--------------|----------------|----------------------------|
| California | 138 | 39.1 | 4.2 | 226 | 32.7 | 3.1 | 6.4 | 5.2 | 0.221 |
| Florida | 73 | 57.5 | 5.8 | 12 | 58.3 | 14.9 | -0.8 | 15.5 | 0.959 |
| Georgia | 172 | 51.7 | 3.8 | 40 | 32.5 | 7.5 | 19.2* | 8.4 | 0.022 |
| North Carolina | 29 | 55.2 | 9.4 | 16 | 62.5 | 12.5 | -7.3 | 15.6 | 0.640 |
| Wisconsin | 101 | 34.7 | 4.8 | 61 | 24.6 | 5.6 | 10.1 | 7.3 | 0.171 |
| Overall (5 states)‡ | 513 | 46.0 | 2.2 | 355 | 33.4 | 2.5 | 12.6* | 3.3 | 0.000 |
| Iowa | 73 | 43.8 | 5.8 | --- | --- | --- | --- | --- | --- |
| Maryland | 128 | 47.9 | 4.7 | --- | --- | --- | --- | --- | --- |
| Massachusetts | 139 | 40.3 | 4.2 | --- | --- | --- | --- | --- | --- |
| Overall (3 states) | 340 | 44.1 | 2.8 | --- | --- | --- | --- | --- | --- |

SOURCE: 2010–11 Special Education Designee Survey.

NOTES: ‡The overall means for always-SWD-accountable schools and never-SWD-accountable schools in 5 states are the means across schools in the sample states from which both types of schools were sampled. The overall mean for always-SWD-accountable schools in 3 states is the mean across schools in the remaining sampled states.

“---” indicates that survey data were not gathered for the analysis.

Differences that are statistically significant at the .05 level, two-tailed, are indicated by an asterisk (*).

