

State Adoption and Implementation of K–2 Assessments

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Learning gaps often start prior to elementary school.¹ For instance, a recent study found that gaps in preliteracy skills emerged between Mexican American and White children by age 2.² Similarly, researchers have found that by the time children are two years old, low-income children's vocabularies are six months behind high-income children's vocabularies.³ These gaps persist and often widen throughout students' educational careers, and it is very difficult for students—particularly at-risk students—to catch up.⁴

The early presence of these learning gaps has drawn considerable attention in the last few years. In 2011, the Obama administration funded the Race to the Top Early Learning Challenge competitive grant program for states.⁵ A key component of the program was the collection of data to measure outcomes and progress, particularly through the creation of two types of assessments, which were designed to inform preschool instruction and to measure readiness for kindergarten, respectively.⁶ These assessments were designed to provide a “critical link” to the K–12 system;⁷ however, part of this link is currently missing—in grades K–2. Once students start elementary school, they are not required under federal law to test using a standardized assessment until grade 3.⁸

Although states are not required to administer standardized assessments in grades K–2, they may opt to do so to better gauge student progress, to help identify students who may be academically lagging so that they can receive remediation, to help with program evaluation and continuous improvement, and/or as part of a state accountability system.⁹ Despite the potential advantages of collecting such data for K–2 students, some experts believe that certain types of standardized assessments for K–2 students may be inappropriate (or can be appropriate only if close attention is paid to proper implementation). For example, the National Education Goals Panel asserted that young children may not be familiar enough with the goals of formal testing to properly understand testing interactions, develop at different rates, and in any case are better at demonstrating what they know by means of talking and writing than by taking tests.¹⁰ Opponents also contend that the standard assessments for young students may cause inappropriate stress¹¹ and that assessment for high-stakes purposes, particularly for teacher evaluation (often an element of state accountability systems),¹² may be inappropriate.¹³

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Given these differing perspectives on the administration of standardized assessments in grades K–2, I conducted a study to better understand how states that are implementing such assessments are using them.¹⁴ To do so, I relied on publicly available information from the websites of state departments of education,¹⁵ coding assessments into categories indicating the purpose of the assessment; how the assessment instrument was chosen for use; the grade levels and subject areas/domains covered; whether the assessment is mandatory or optional; and whether the results of the assessment must be reported to the state.¹⁶ The study focuses on assessments that would be administered during or at the end of the school year, but does not include kindergarten readiness assessments that are administered in the first months of kindergarten.¹⁷

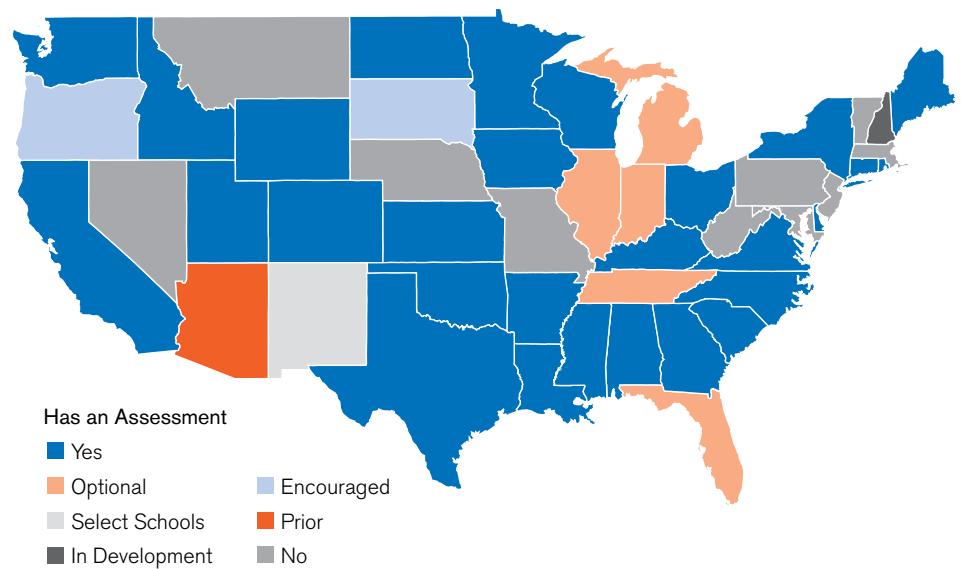
Results¹⁸

Overall, 35 states had some form of state assessment in grades K–2¹⁹ (Figure 1). In the majority of these states (n = 29), the assessments were mandatory for all students. The remaining states required participation only in particular schools (n = 1) or provided assessments for optional use by districts (n = 5). New Hampshire was still developing K–2 assessments,²⁰ and Oregon and South Dakota simply encouraged districts to adopt assessments for K–2 students.²¹ These three states are excluded from the discussions that follow.

Of the state-provided assessments, only six were end-of-year summative assessments;²² two of those states also offered either a diagnostic or screening assessment.²³ More often, states administered only diagnostic or screening assessments (n = 23)²⁴ or only formative/interim assessments (n = 4) (see appendix). Two states—Louisiana and Wyoming—offered both a diagnostic and a formative assessment²⁵ (see appendix).

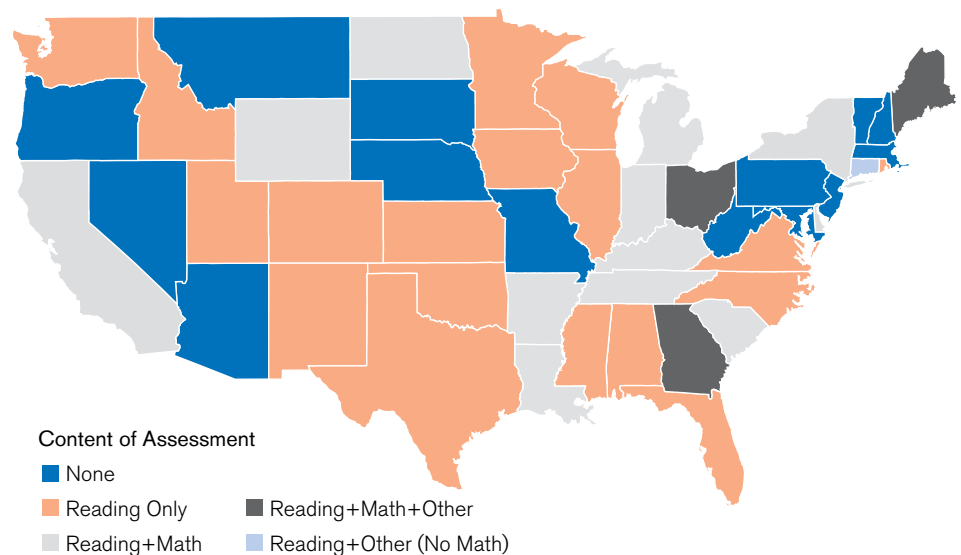
All 35 states assessed reading and literacy, and sixteen also assessed other areas: One administered an arts assessment;²⁶ twelve administered math assessments; and three assessed math plus one or more other areas such as writing,²⁷ behaviors,²⁸ social studies, science, and motor skills²⁹ (Figure 2).

The assessments often spanned more than one grade level, such as K–2, K–3, or grade 2 only. Given the various combinations of grade levels, I looked at the individual grade levels that would cover each grade span and found that slightly more assessments were administered in grade 2 (n = 34) than in kindergarten (n = 29)³⁰ and grade 1 (n = 30) (see appendix).



Note: Alaska and Hawaii are not pictured. Alaska has a required assessment. Hawaii does not.

Figure 1. State K–2 assessments



Note: Alaska and Hawaii are not pictured. Alaska administers a reading assessment. Hawaii does not offer an assessment. "None" indicates that the state currently does not offer a K–2 assessment.

Figure 2. Assessment content areas

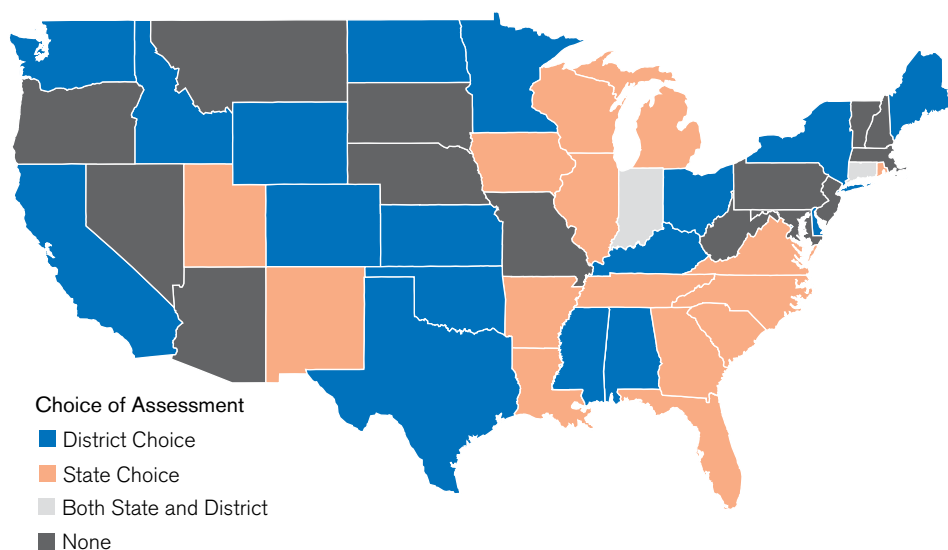
State involvement varied by state. In terms of test selection, just under half of the states provided a single statewide assessment (n = 15), whereas the remaining states allowed districts to choose, typically, but not always, from a list of state-approved assessments (n = 18).³¹ Two states that administered more than one assessment had a state-selected assessment for one assessment and allowed for district choice for the other assessment³² (Figure 3).

Among states that required assessments, there was often no public information regarding districts’ obligation to report the data to the states.³³ Approximately half of the states required districts to report data to the state for all students.³⁴ Two states required reporting for certain targeted districts or schools.³⁵ There were also instances (for example, in Washington and Wisconsin) where the state explicitly noted that data are not reported to the state.³⁶ Some of the states that did not have explicit reporting requirements are using online assessment systems, making it likely that districts are indeed reporting data to the state³⁷ (figure not shown).

Given that not all states collect the assessment data and that much of the data is used for diagnostic purposes, few states reported the data to the public. When the states did so, it was typically aggregated by state, district, and/or school; very few aggregated by student characteristics, such as race/ethnicity, special education, or economic status.³⁸

Policy Recommendations

This study was not exhaustive, particularly because districts are given a lot of autonomy in the selection of instruments. However, the study does identify some areas where states can improve their policies or practices with respect to K–2 assessments:



Note: Alaska and Hawaii are not pictured. Alaska allows districts to select an assessment. Hawaii does not offer an assessment. “None” indicates that the state currently does not offer a K–2 assessment.

Figure 3. State or district assessment selection

1. More states should consider requiring early screening in reading and other content areas.

Early identification and intervention is essential in helping students get and stay on track. Not all states require universal diagnostic screening, and of those that do, it is largely limited to reading. Although reading is an important skill that helps students in other content areas, states should investigate whether screening may be useful in other areas such as math or academic behaviors.³⁹

2. States should better communicate the presence and use of the assessments.

With many states, identifying the existence of K–2 assessments was a challenge, because the division responsible for the assessments could vary (e.g., assessment, early childhood, literacy, response to intervention). Once the assessments were identified, details about the purposes and uses of the assessments

was lacking online in many states. Whether online or via other mechanisms, states should strive to make it clear to parents and the public what assessments are being administered, why the assessments are being administered, and how the results will be used.

3. States should collect assessment data to enable research and evaluation.

Not all states require collection of the assessment data. The failure to collect and report—even at the state level—is likely due in part to the flexibility that states provide to districts in selecting the assessment instruments; this may also prevent schools from putting undue pressure on students. However, despite the variety of instruments, the data may be useful for research and evaluation purposes, particularly for identifying schools or districts that excel at helping students improve.

Appendix

Table A1. Detailed State K–2 Assessment Description

State Name	Summative	Diagnostic/ Screener	Formative/ Interim	Grade Levels Administered			Reported to State	State Reports	Select Citations
				K	1	2	Yes (Y), Select Schools (S)	Yes (Y)	
Alabama			Y	Y	Y	Y	Y		Alabama Department of Education, <i>Alabama’s Action Plan for Literacy: Birth Through Grade 12</i> (2011). Alabama Department of Education, <i>Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Assessments for 2014-2015</i> (Feb. 26, 2014).
Alaska		Y		Y	Y	Y	Y		Alaska Department of Education & Early Development, “Early Literacy Screeners.” 4 AAC 06.713, “Early Literacy Screening.”
Arkansas	Y				Y	Y	Y	Y	Arkansas Department of Education, “K-2 Assessment.” Arkansas Department of Education, “Test Scores by Year 2014: Iowa Tests.”
California		Y				Y	Y		California Department of Education, “California Assessment of Student Performance and Progress (CAASPP) System.” California Department of Education, “Grade Two Diagnostic Assessments.”
Colorado		Y		Y	Y	Y	Y		Colorado Department of Education, “Colorado READ Act.”
Connecticut	Y	Y		Y	Y	Y	S		Connecticut State Department of Education, “Connecticut Common Music Assessments.” Connecticut State Department of Education, “CSDE Curriculum, Instruction and Assessment Publications: Research-Based Universal Screening Reading Assessments for Grades K–3.”
Delaware		Y		Y	Y	Y			Delaware Department of Education, <i>Response to Intervention (RTI) Frequently Asked Questions</i> .
Florida		Y		Y	Y	Y	Y		Florida Department of Education, “Florida Assessments for Instruction in Reading.”
Georgia			Y	Y			Y	Y	Georgia Department of Education, “Georgia Kindergarten Inventory of Developing Skills.” Georgia Department of Education, “GKIDS Statewide Results.”
Idaho		Y		Y	Y	Y	Y	Y	Idaho State Department of Education, “Idaho Reading Indicator (IRI) FAQ.” Idaho State Department of Education, <i>Idaho Performance Data IRI Comparative Reports</i> .
Illinois			Y	Y	Y	Y			Illinois State Board of Education, “Innovation and Improvement.”
Indiana	Y	Y		Y	Y	Y			Indiana Department of Education, “IREAD K-2.” Indiana Department of Education, <i>2015-16 Formative Assessment Grant Application: Frequently Asked Questions</i> (Indiana Department of Education, August 25, 2015).
Iowa		Y		Y	Y	Y			Iowa Reading Research Center, “Iowa’s Early Warning System for Literacy.”
Kansas		Y		Y	Y	Y	Y	Y	Kansas State Department of Education, “Early Reading Assessment.”
Kentucky		Y		Y	Y	Y			Kentucky Department of Education, <i>FAQs on Kentucky’s New Assessment and Accountability System for Public Schools</i> .
Louisiana		Y	Y	Y	Y	Y	Y	Y	Louisiana Department of Education, “EAGLE 2.0.” Louisiana Department of Education, “DIBELS NEXT.”

Note: Only states with operational assessments are included.

Table A1. (continued)

State Name	Summative	Diagnostic/ Screener	Formative/ Interim	Grade Levels Administered			Reported to State	State Reports	Select Citations
				K	1	2	Yes (Y), Select Schools (S)	Yes (Y)	
Maine		Y		Y	Y	Y			Maine Department of Education, "Screening & Progress Monitoring."
Michigan	Y			Y	Y	Y			Michigan Department of Education, "Michigan Interim Assessment Program."
Minnesota		Y		Y	Y	Y	Y		Minnesota Department of Education, "PreK-Grade 3 Reading Assessment."
Mississippi		Y		Y	Y	Y		Y	Mississippi Department of Education, "MKAS ² -Mississippi K-3 Assessment Support System."
New Mexico		Y		Y	Y	Y	S	Y	New Mexico Public Education Department, "New Mexico Statewide Assessment Program: Required Assessments." New Mexico Public Education Department, <i>K-3 Plus Education Annual Report for the School Year 2013-2014</i> (2014).
New York		Y		Y	Y	Y			The University of the State of New York and the State Education Department, <i>Response to Intervention Guidance for New York State School Districts</i> (The University of the State of New York and the State Education Department, 2010). New York State Education Department, "Office of Early Learning Frequently Asked Questions."
North Carolina		Y		Y	Y	Y			Public Schools of North Carolina, "About the K-3 Assessment."
North Dakota			Y			Y			North Dakota Department of Public Instruction, "Student Assessments Required in North Dakota July 2015." NDSA Task Force, "Summary of the Assessment Picture in North Dakota," (Sept. 3, 2015).
Ohio		Y		Y	Y	Y	Y	Y	Ohio Department of Education, "Diagnostic Assessments." Ohio Department of Education, "K-3 Literacy."
Oklahoma		Y		Y	Y	Y	Y	Y	<i>Reading Sufficiency Act (RSA) Implementation Guide</i> .
Rhode Island	Y			Y	Y	Y	Y	Y	Rhode Island Department of Education, "Developmental Reading Assessment (DRA)."
South Carolina		Y				Y			South Carolina Department of Education, "Gifted and Talented Assessment Program for Grade 2."
Tennessee	Y			Y	Y	Y			Tennessee Department of Education, "K-2 Assessment Information."
Texas		Y		Y	Y	Y	Y		Texas Education Code Ann. § 28.006.
Utah		Y			Y	Y	Y		Utah State Office of Education, "Dynamic Indicators of Basic Early Literacy Skills (DIBELS)."
Virginia		Y		Y	Y	Y	Y		Virginia Department of Education, "Early Intervention Reading Initiative."
Washington		Y				Y			State of Washington Office of Superintendent of Public Instruction, "English Language Arts: Second Grade Reading Assessment."
Wisconsin		Y		Y	Y	Y			Wisconsin Department of Public Instruction, "PALS Early Literacy Screener."
Wyoming		Y	Y	Y	Y	Y	Y	N	Wyoming Stat. § 21-3-401. Wyoming Department of Education, "Changes to District Assessment System."

Note: Only states with operational assessments are included.

Notes

1. E.g., Chrys Dougherty, *College and Career Readiness: The Importance of Early Learning* (Iowa City, IA: ACT, 2013).
2. Bruce Fuller, Edward Bein, Yoonjeon Kim, & Sophia Rabe-Hesketh, "Differing Cognitive Trajectories of Mexican American Toddlers: The Role of Class, Nativity, and Maternal Practices," *Hispanic Journal of Behavioral Sciences* (2015): 1–31.
3. Anne Fernald, Virginia A. Marchman, & Adriana Weisleder, "SES Differences in Language Processing Skill and Vocabulary Are Evident at 18 Months," *Developmental Science* 16, no. 2 (March 2013): 234–248. doi: 10.1111/desc.12019.
4. Alan Vanneman, Linda Hamilton, Janet Baldwin Anderson, and Taslima Rahman, *Achievement Gaps: How Black and White Students in Public Schools Perform in Mathematics and Reading on the National Assessment of Educational Progress* (NCES 2009-455), (Washington, DC: National Center for Education Statistics, Institute of Education Sciences, US Department of Education, 2009); Chrys Dougherty, *Catching Up to College and Career Readiness: The Challenge is Greater for At-Risk Students* (Iowa City, IA: ACT, 2014).
5. US Department of Education, "Race to the Top—Early Learning Challenge," www2.ed.gov/programs/racetothetop-earlylearningchallenge/index.html.
6. The Federal Register, *Final Priorities, Requirements, Definitions, and Selection Criteria; Race to the Top-Early Learning Challenge* (2013, Aug. 30), available at www.federalregister.gov/articles/2013/08/30/2013-21138/final-priorities-requirements-definitions-and-selection-criteria-race-to-the-top-early-learning-h-15.
7. Ibid.
8. The Elementary and Secondary Education Act (ESEA) only requires annual testing in grades 3–8 and once in high school, (20 USC § 6311(b)(3); 34 CFR § 200.5). The ESEA adopted the same grade levels for testing (Every Student Succeeds Act, Section 1111 (b) (2)(B)(v)(I)).
9. A second reason for adopting standardized assessments in K–2 is for teacher evaluation. The ESEA Flexibility Waiver required that states implement teacher evaluation systems that include measures of student growth, prompting many states to adopt such evaluation system (US Department of Education, 2012). For states using a value-added method to evaluate teachers, without tests beginning in kindergarten, there is no way to calculate value-added scores for first-, second-, and third-grade teachers, because the scores require students' previous-year test results. Thus, some states may wish to extend assessments to lower grades as part of their state evaluation systems.
10. National Education Goals Panel, *National Education Goals Panel Principles and Recommendations for Early Childhood Assessments*, Lorrie Shepard et al. (Eds.), (Washington, DC: National Education Goals Panel, 1998). Note that proponents also argue that the test scores (for standardized, multiple-choice assessments) are sufficiently reliable in that the reliability coefficients are only somewhat lower for kindergarten than for grades 1 and 2, but grades 1 and 2 are similar to grades 3–8. H.D. Hoover, "Some Common Misconceptions about Tests and Testing," *Educational Measurement: Issues and Practice* 22, no. 1 (2003): 5–14.
11. Catherine Gewertz, "Maryland Teachers Union Calls for Suspension of Kindergarten Tests," *Education Week* (Curriculum Matters Blog), Dec. 16, 2014, blogs.edweek.org/edweek/curriculum/2014/12/maryland_teachers_union_calls_html
12. See Michelle Croft & Richard Buddin, "Applying Value-Added Methods to Teachers in Untested Grades and Subjects," *Journal of Law and Education* 44, no. 1 (2015) for the history of the use of value-added measures as part of teacher evaluation.
13. National Education Goals Panel, *National Education Goals Panel Principles and Recommendations*, 1998; Marsico Institute for Early Learning and Literacy, *The Case Against Testing Young Children to Evaluate Teacher Effectiveness: A Position Statement from the Marsico Institute for Early Learning and Literacy* (Denver, CO: Marsico Institute for Early Learning and Literacy, University of Denver, 2010).
14. It is important to note that districts may offer assessments independent of state requirements. This study is limited to state requirements.
15. Initially, I focused on the assessment and data reporting division sections of the state websites. However, upon review there were a number of states that required assessments not as part of the state assessment program, but as a component to a literacy initiative. I conducted a subsequent search for assessments required under statewide literacy initiatives.
16. The classification is similar to prior classifications for kindergarten readiness assessments. Jennifer M. Stedron & Alexander Berger, *NCSL Technical Report: State Approaches to School Readiness Assessment* (Washington, DC: National Conference of State Legislatures, 2010), www.ncsl.org/documents/Educ/KindergartenAssessment.pdf.
17. Georgia is included as having a K–2 assessment. Despite the state assessment being named Georgia Kindergarten Inventory of Developing Skills, it is a yearlong assessment. Georgia Department of Education, "Georgia Kindergarten Inventory of Developing Skills (GKIDS)," www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GKIDS.aspx.
18. See appendix for a state-level table.
19. Identifying the existence of the assessments was a challenge in many states as the division responsible for the assessments could vary from those responsible for assessment to early childhood to literacy to response to intervention.
20. New Hampshire Department of Education, *Enriching New Hampshire's Assessment and Accountability System Through Quality Performance Assessment* (New Hampshire Department of Education, March 2013), education.nh.gov/assessment-systems/documents/executive-summary.pdf. New York is also developing formative assessment tools. New York State Education Department, "Office of Early Learning Frequently Asked Questions," www.p12.nysed.gov/earlylearning/faq.html.

21. Oregon State Board of Education, "Assessment," *Oregon K-12 Literacy Framework* (Oregon Department of Education, 2009), www.ode.state.or.us/teachlearn/subjects/elarts/reading/literacy/chapter-2-assessment.pdf; South Dakota Department of Education, *Response to Intervention Implementation Guide: The South Dakota Model* (South Dakota Department of Education, January 2012), doe.sd.gov/oess/documents/sped_Rti_ImplementationGuide.pdf.
22. Michigan offers an assessment that is called an "interim assessment." However, to date there is only a pre- and post-test; therefore, it is operationally more like a summative assessment. Michigan Department of Education, "Michigan Interim Assessment Program," www.michigan.gov/mde/0,4615,7-140-22709_63192--,00.html. See appendix for more detailed information regarding the classification of the assessments.
23. Indiana administers a summative and diagnostic screening, whereas Connecticut administers a diagnostic reading assessment and a summative grade 2 Common Arts Assessment. Indiana Department of Education, "IREAD K-2," www.doe.in.gov/assessment/iread-k-2 (end-of-year assessment); Indiana Department of Education, *2015-16 Formative Assessment Grant Application: Frequently Asked Questions* (Indiana Department of Education, August 25, 2015), available at www.doe.in.gov/sites/default/files/assessment/2015-16-formative-assessment-grant-faqs-updated-08-25-2015.pdf (optional formative assessment); Connecticut State Department of Education, "Connecticut Common Music Assessments," www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=322250 (end-of-year arts assessment); "CSDE Curriculum, Instruction and Assessment Publications: Research-based Universal Screening Reading Assessments for Grades K-3," www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320866 (diagnostic reading assessment).
24. Although this report is limited to assessments, states may have other mechanisms for diagnosis. A study conducted by *Education Week* identified 35 states that required a reading assessment or diagnosis of reading deficiency any time between preschool and grade 3 (Christina A. Samuels, "Early Grades Crucial in Path to Reading Proficiency," *Education Week*, Jan. 2, 2015, www.edweek.org/ew/articles/2015/01/08/early-grades-crucial-in-path-to-reading.html).
25. Louisiana administers an early literacy skills screener and a formative assessment system. Louisiana Department of Education, "EAGLE 2.0," www.louisianabelieves.com/assessment/eagle (formative); Louisiana Department of Education, "DIBELS NEXT," www.louisianabelieves.com/assessment/dibels-next (diagnostic reading assessment).
26. Connecticut provides a grade 2 singing and improvisation task as part of its Common Arts Assessment Initiative (Connecticut State Department of Education, "Connecticut Common Music Assessments," www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=322250).
27. Ohio administers a writing diagnostic assessment in grades 1–3 (Ohio Department of Education, "Diagnostic Assessments," education.ohio.gov/Topics/Testing/Diagnostic-Assessments). Maine also offers writing screening through a Response to Intervention initiative (Maine Department of Education, "Grades K–6," www.maine.gov/doe/rti/screening/grades-k6.html).
28. Maine offers behavioral screening through a Response to Intervention initiative (*ibid.*). Georgia has a yearlong performance-based kindergarten assessment that includes a personal/social development component (Georgia Department of Education, "Georgia Kindergarten Inventory of Developing Skills [GKIDS]," www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GKIDS.aspx).
29. Georgia includes an optional motor skills component to its performance-based kindergarten inventory (Georgia Department of Education, "Georgia Kindergarten Inventory of Developing Skills [GKIDS]," www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GKIDS.aspx).
30. As mentioned previously, kindergarten readiness assessments are excluded from this count.
31. Connecticut has a single statewide summative assessment and a district-choice literacy screener (Connecticut State Department of Education, "CSDE Curriculum, Instruction and Assessment Publications: Research-based Universal Screening Reading Assessments for Grades K–3," www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320866). North Carolina provides mCLASS Reading 3D but allows local districts to petition to administer particular alternate assessments for grade 3 (Public Schools of North Carolina, *North Carolina Read to Achieve: A Guide to Implementing House Bill 950/S.L. 2012-142 Section 7A and House Bill 230*, www.dpi.state.nc.us/docs/k-3literacy/resources/guidebook.pdf).
32. Connecticut has a single, statewide summative assessment and a district-choice literacy screener (Connecticut State Department of Education, "Connecticut Common Music Assessments," www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=322250); "CSDE Curriculum, Instruction and Assessment Publications: Research-based Universal Screening Reading Assessments for Grades K–3," www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320866). Indiana has a single, statewide reading assessment but district choice formative assessments. Indiana Department of Education, "IREAD K-2," www.doe.in.gov/assessment/iread-k-2; Indiana Department of Education, *2015-16 Formative Assessment Grant Application: Frequently Asked Questions* (Indiana Department of Education, Aug. 25, 2015), available at www.doe.in.gov/sites/default/files/assessment/2015-16-formative-assessment-grant-faqs-updated-08-25-2015.pdf.
33. Thirteen states explicitly required districts to report data to the state, and two others required reporting in particular districts. More states may require reporting, but the information is hard to discern from the state websites.
34. Prior to the 2015–16 school year, Wyoming required districts to report. Deb Lindsey, "Changes to District Assessment System," Memorandum No. 2015-053 (May 4, 2015), edu.wyoming.gov/wordpress/downloads/communications/memos/2015/2015-053.pdf. Wyoming districts are required to report on progress for the reading screening program. *Wyo. Stat. § 21-3-401*.
35. In Connecticut, only "priority" schools are required to report results from the diagnostic assessment. Connecticut Department of Education, "CSDE Curriculum, Instruction

and Assessment Publications”). In New Mexico, K–3 Plus schools (which provide additional instructional time for disadvantaged students) are required to report results, but it is unclear whether non-K–3 Plus schools are required to report (New Mexico Public Education Department, *K–3 Plus Education Annual Report for the School Year 2013–2014*, available at ped.state.nm.us/ped/LiteracyEarlyChildhoodEd_K3plus_index.html). In California, the districts only report to the state the number of students assessed. California Education Code § 60644.

36. Washington Department of Public Instruction, “Second Grade Reading Assessment,” www.k12.wa.us/ELA/Assessment/other.aspx. Tony Evers, *Assessment of Reading Readiness, 2016–17 School Year* (Wisconsin Department of Public Instruction, Oct. 27, 2015), dpi.wi.gov/sites/default/files/imce/common-core/pdf/Assessment_of_Reading_Readiness_16-17_10_27_15pdf.pdf.
37. For example, North Carolina does not explicitly discuss reporting, but the state uses the mCLASS Reading 3D, which is an online testing platform.

38. For example, Idaho disaggregates by race/ethnicity, Title I, LEP, and special education at the state and district levels (Idaho Performance Data IRI Comparative Reports, www.sde.idaho.gov/ipd/iri/IriAnalysis.asp).
39. Alex Casillas, Jason Way, & Jeremy Burrus, “Behavioral Skills,” in *Beyond Academics: A Holistic Framework for Enhancing Education and Workplace Success* (ACT Research Report 2015-4) (Iowa City, IA: ACT, 2015), www.act.org/research/researchers/reports/pdf/ACT_RR2015-4.pdf.