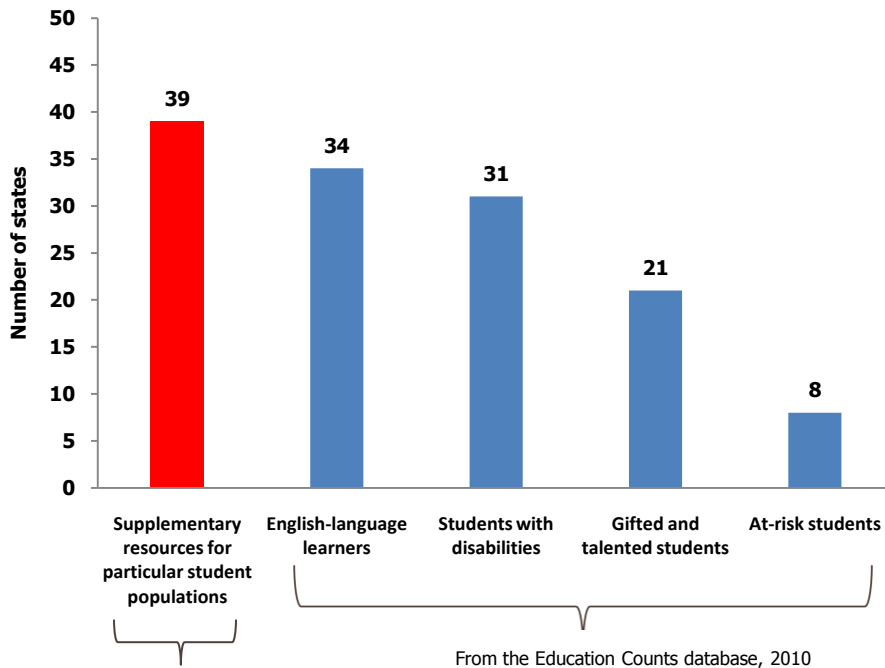


Putting academic-content standards into practice in a way that addresses the specialized needs of particular student groups can be an important part of classroom instruction. As reported in *Quality Counts 2010*, 39 states provide supplementary resources or guides designed to assist in that process.

That statistic is only a summary indicator of a broader range of more detailed data stored in the EPE Research Center’s Education Counts database. For example, through Education Counts, users may learn that 34 of those 39 states target resources to instructors working with English-language learners, while 31 offer documents aimed at teachers of students with disabilities. Users may also find that fewer states offer guides geared to support educators instructing gifted and talented or at-risk students (e.g., students with low grades or test scores).

The table on the next page contains state-by-state data on the target audiences for supplementary resources. Find similar breakdowns of indicators reported in *Quality Counts 2010* using the Education Counts database at [www.edcounts.org](http://www.edcounts.org). Topics from the Standards, Assessments, and Accountability section of the report include types of supplementary resources elaborating on standards in the core academic subjects (e.g., assessment frameworks, sample lesson plans) and sanctions for low-performing schools.



From *Quality Counts 2010*

From the Education Counts database, 2010

SOURCE: EPE Research Center, 2010

## State Resources for Teaching Specific Student Groups

	From <i>Quality Counts 2010</i>	From the Education Counts database			
	State has supplementary resources or guides for educators that elaborate on official academic-standards documents (2009-10)	State has supplementary resources or guides for educators that elaborate on official academic-standards documents (2009-10)			
	Particular student populations	English-language learners	Students with disabilities	Gifted and talented students	At-risk students
Alabama	Yes	No	Yes	No	No
Alaska	Yes	Yes	No	No	No
Arizona	Yes	Yes	No	Yes	No
Arkansas	Yes	Yes	Yes	No	No
California	Yes	Yes	No	No	No
Colorado	No	No	No	No	No
Connecticut	Yes	Yes	Yes	Yes	No
Delaware	No	No	No	No	No
District of Columbia	No	No	No	No	No
Florida	Yes	Yes	Yes	Yes	No
Georgia	Yes	Yes	Yes	No	No
Hawaii	Yes	No	No	Yes	No
Idaho	Yes	Yes	Yes	Yes	No
Illinois	No	No	No	No	No
Indiana	Yes	Yes	Yes	No	No
Iowa	Yes	Yes	Yes	Yes	Yes
Kansas	Yes	Yes	Yes	No	Yes
Kentucky	No	No	No	No	No
Louisiana	Yes	Yes	Yes	No	No
Maine	No	No	No	No	No
Maryland	Yes	Yes	Yes	Yes	No
Massachusetts	Yes	Yes	Yes	No	No
Michigan	Yes	Yes	Yes	No	No
Minnesota	Yes	Yes	No	No	No
Mississippi	No	No	No	No	No
Missouri	No	No	No	No	No
Montana	Yes	Yes	Yes	Yes	No
Nebraska	No	No	No	No	No
Nevada	No	No	No	No	No
New Hampshire	No	No	No	No	No
New Jersey	Yes	Yes	Yes	Yes	No
New Mexico	Yes	Yes	Yes	Yes	No
New York	Yes	Yes	Yes	Yes	No
North Carolina	Yes	Yes	Yes	Yes	Yes
North Dakota	Yes	No	No	No	Yes
Ohio	Yes	Yes	Yes	Yes	Yes
Oklahoma	Yes	Yes	Yes	Yes	No
Oregon	Yes	Yes	Yes	Yes	No
Pennsylvania	Yes	No	Yes	No	No
Rhode Island	Yes	No	Yes	No	No
South Carolina	Yes	Yes	Yes	Yes	Yes
South Dakota	Yes	Yes	No	No	No
Tennessee	Yes	Yes	Yes	No	No
Texas	Yes	Yes	Yes	Yes	No
Utah	Yes	Yes	No	Yes	No
Vermont	Yes	Yes	Yes	No	No
Virginia	Yes	Yes	Yes	No	No
Washington	Yes	Yes	Yes	Yes	Yes
West Virginia	Yes	Yes	Yes	Yes	No
Wisconsin	Yes	Yes	Yes	Yes	Yes
Wyoming	No	No	No	No	No
<b>U.S.</b>	<b>39</b>	<b>34</b>	<b>31</b>	<b>21</b>	<b>8</b>

SOURCE: EPE Research Center, 2010