Discussion

Establishing the Validity of Test Accommodations for Students with Disabilities: A Collaboration of State-based Research

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A Decade + of Setting Policy on Accommodations

Number of States with Accommodation Policies Over Time

- 1993: 21
- 1995: 38
- 1997: 39
- 1999: 48
- 2001: 50
- 2003: 50
- 2005: 50
Driving factor in setting policy no longer is access to assessment – now it is obtaining a valid measure of the student’s knowledge and skills.
Federal Requirements

IDEA 2004 requires

• Provision of accommodations as appropriate during state and district-wide assessments.
• IEP teams select instructional and assessment accommodations for individual students.
• States report on the number of students using accommodations during the regular assessment.
Federal Requirements

NCLB 2001 requires (via Peer Review Guidance):

- Provision of appropriate variety of accommodations for students with disabilities (4.3a) and appropriate variety of linguistic accommodations for students with limited English proficiency (4.3b).
- Steps have been taken to ensure fairness in the development of the assessments (such as DIF analysis or bias review of items) (4.3c).
- Use of accommodations...yields meaningful scores (4.3d).
Federal Requirements

NCLB 2001 requires (via Peer Review Guidance):

- Appropriate accommodations are used in a manner consistent with instructional approaches for each student, as determined by the IEP/504 plan; State monitors availability of accommodations during test administration (4.6a).

- State has determined that scores based on accommodated administrations will allow for valid inferences about students’ knowledge and skills and can be combined meaningfully with scores from non-accommodated administrations (4.6b). . . .[[LEP 4.6c&d accurate, monitor]]

- Actions have been taken to monitor the implementation of accommodations during testing (4.6e).
Federal Requirements

April 9, 2007 Regulation:

Reports on assessment must include only the number of children provided accommodations that did not invalidate the score –

“Title I regulations would only consider a student to be a participant for AYP purposes if his or her assessment results in a valid score.”
Accommodations: State Policies

(Obtained from NCEO’s Data Viewer; http://data.nceo.info/)
NCEO Accommodations Bibliography and Summaries


See also, NCEO’s Accommodations Bibliography – www.nceo.info/accommodations
<table>
<thead>
<tr>
<th>Years</th>
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<th>Average Per Year</th>
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<td>1990 through 1992</td>
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Past research findings may not be that helpful to states --

- The most researched accommodations may not be those that the state is interested in
- Many previous research studies have been conducted without sufficient care in thinking about the targeted students and their need for the accommodation studied
- Studies that have been conducted often have produced contradictory results
Current state research efforts in this collaborative effort -

- Are making the most of a collaborative approach to designing research
- Will answer state specific questions and address state specific needs
- Will produce information that will help other states conduct similar research, and that will move research on accommodations forward