Who is Benefiting from Increased Access to Large Scale Assessments?

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Topics

- Accommodations vs. designated supports
- Data
- Results
  - % of students receiving accommodations/designated supports
  - % of students by number of accommodations/designated supports received
  - Relationship between accommodations/designated supports received and performance
  - Characteristics of students who received accommodations/designated supports
- Conclusions

Note: “Designated supports” is the term for “accessibility features”
Functional Independence assessments are for students who have, or function as if they have, mild cognitive impairment. These students typically can assess their personal strengths and limitations, and access resources, strategies, supports, and linkages to help them maximize their independence.

Background: State Assessments and Policies
Accommodations and Designated Supports

- Definitions
- Who can receive them?
- Who makes the decision?
Data
Data

- 2012-13 to 2015-16; Grades 3-8 and HS
- Regular assessments only
  - Assessments changes in 2014-15
  - Designated supports were available in 2014-15
- Overall numbers of tested students (includes with and without accommodations or designated supports)

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<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>ELA</td>
<td>761,014</td>
<td>752,732</td>
<td>746,488</td>
<td>746,958</td>
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<tr>
<td>Math</td>
<td>763,330</td>
<td>755,632</td>
<td>746,493</td>
<td>746,369</td>
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</table>
Data Analysis

• Data were analyzed for each of four student groups
  ◦ Students with IEPs
  ◦ ELs
  ◦ ELs with IEPs
  ◦ All students

• Some analyses of accommodations and designated supports presented here are only for students with IEPs (these are noted)
Research Questions

- What’s the percentage of students received accommodations/designated supports?
- What’s the percentage of students received accommodations/designated supports by number of combinations of accommodations/designated supports received?
- What is the relationship between performance and receiving accommodations/designated supports?
- What are the characteristics of students receiving accommodations/designated supports?
Results

• Received accommodations
  ◦ % of students receiving accommodations/designated supports
  ◦ % of students by number of accommodations/designated supports received

• Relationship between received accommodations/designated supports and performance
  ◦ Received accommodations/designated supports or not vs. Proficient or not

• Characteristics of students who received accommodations/designated supports
Percent of Students Receiving Accommodations, Designated Supports, or Both
Trend by groups

Students with IEPs

ELs with IEPs

ELs

All Students
Distribution of Accommodations and Designated Supports Received—Students with IEPs (2014-15)

<table>
<thead>
<tr>
<th>School Level</th>
<th>Math</th>
<th>ELA</th>
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<tbody>
<tr>
<td>Elementary</td>
<td>56.8</td>
<td>48.5</td>
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<tr>
<td>Middle</td>
<td>58.2</td>
<td>48.0</td>
</tr>
<tr>
<td>High School</td>
<td>41.8</td>
<td>37.4</td>
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</tbody>
</table>

- **Designated Supports Only**
- **Accommodations Only**
- **Both**
Distribution of Accommodations and Designated Supports—Students with IEPs (2015-16)

Note. ¹ Data were not available
Number of Accommodations and Designated Supports Received
Trends Observed (Shown in Next 8 Slides)

• Results varied by student groups
• Most students received one accommodations
• The pattern varied by school level
  • Elementary: % of students receiving one accommodations/designated supports *increasing* over time
  • Middle school: % of students receiving one accommodations/designated supports *decreasing* over time
  • High school: 16-40% of students received more than one accommodations/designated supports
• Math and ELA look different from each other
# of Accommodations Across Years – Elementary Students with IEPs

<table>
<thead>
<tr>
<th>Year</th>
<th>Math</th>
<th>ELA</th>
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<tbody>
<tr>
<td>2012-13</td>
<td>80</td>
<td>90</td>
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<tr>
<td>2013-14</td>
<td>70</td>
<td>80</td>
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<tr>
<td>2014-15</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>2015-16</td>
<td>50</td>
<td>60</td>
</tr>
</tbody>
</table>

- One accommodations/designated supports
- Two accommodations/designated supports
- Three accommodations/designated supports
- At least Four accommodations/designated supports
Trend by school level – Students with IEPs

**Elementary School**

<table>
<thead>
<tr>
<th>Year</th>
<th>Math</th>
<th>ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
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<td><img src="chart1.png" alt="Chart" /></td>
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<tr>
<td>2013-14</td>
<td><img src="chart1.png" alt="Chart" /></td>
<td><img src="chart1.png" alt="Chart" /></td>
</tr>
<tr>
<td>2014-15</td>
<td><img src="chart1.png" alt="Chart" /></td>
<td><img src="chart1.png" alt="Chart" /></td>
</tr>
<tr>
<td>2015-16</td>
<td><img src="chart1.png" alt="Chart" /></td>
<td><img src="chart1.png" alt="Chart" /></td>
</tr>
</tbody>
</table>

- One accommodations/designated supports
- Two accommodations/designated supports
- Three accommodations/designated supports
- At least four accommodations/designated supports

**Middle School**

<table>
<thead>
<tr>
<th>Year</th>
<th>Math</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
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<tr>
<td>2013-14</td>
<td><img src="chart2.png" alt="Chart" /></td>
<td><img src="chart2.png" alt="Chart" /></td>
</tr>
<tr>
<td>2014-15</td>
<td><img src="chart2.png" alt="Chart" /></td>
<td><img src="chart2.png" alt="Chart" /></td>
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<tr>
<td>2015-16</td>
<td><img src="chart2.png" alt="Chart" /></td>
<td><img src="chart2.png" alt="Chart" /></td>
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</tbody>
</table>

- One accommodations/designated supports
- Two accommodations/designated supports
- Three accommodations/designated supports
- At least four accommodations/designated supports

**High School**

<table>
<thead>
<tr>
<th>Year</th>
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<th>ELA</th>
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<tbody>
<tr>
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<tr>
<td>2013-14</td>
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<tr>
<td>2014-15</td>
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<tr>
<td>2015-16</td>
<td><img src="chart3.png" alt="Chart" /></td>
<td><img src="chart3.png" alt="Chart" /></td>
</tr>
</tbody>
</table>

- One accommodations/designated supports
- Two accommodations/designated supports
- Three accommodations/designated supports
- At least four accommodations/designated supports
Trend by school level – ELs

Elementary School

Middle School

High School
Trend by school level – ELs with IEPs

Elementary School

Middle School

High School
Trend by school level – All Students

Elementary School

Middle School

High School
Trend by groups – Elementary

Students with IEPs

ELs with IEPs

ELs

All Students
Trend by groups – Middle School

Students with IEPs

ELs with IEPs

ELs

All Students
Trend by groups – High School

Students with IEPs

ELs with IEPs

ELs

All Students
Relationship Between Accommodations and Designated Supports Received and Performance
## Correlations

Table 6. Correlations Between Receiving Top Three Commonly Received Accommodations or Designated Supports and Scoring Proficient in 2015-16

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Student Group</th>
<th>Elementary</th>
<th>Middle</th>
<th>High School¹</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>n</td>
<td>φ</td>
<td>n</td>
</tr>
<tr>
<td>Math</td>
<td>Students with Disabilities</td>
<td>18,893</td>
<td>-0.06*</td>
<td>20,720</td>
</tr>
<tr>
<td></td>
<td>ELs</td>
<td>9,028</td>
<td>-0.06*</td>
<td>4,452</td>
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<tr>
<td></td>
<td>ELs with Disabilities</td>
<td>1,488</td>
<td>0.02</td>
<td>1,437</td>
</tr>
<tr>
<td></td>
<td>All</td>
<td>46,690</td>
<td>-0.13***</td>
<td>30,316</td>
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<tr>
<td>ELA</td>
<td>Students with Disabilities</td>
<td>17,193</td>
<td>-0.07**</td>
<td>6,927</td>
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<tr>
<td></td>
<td>ELs</td>
<td>8,181</td>
<td>-0.05*</td>
<td>2,354</td>
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<tr>
<td></td>
<td>ELs with Disabilities</td>
<td>1,389</td>
<td>-0.01</td>
<td>523</td>
</tr>
<tr>
<td></td>
<td>All</td>
<td>43,680</td>
<td>-0.08***</td>
<td>13,651</td>
</tr>
</tbody>
</table>

¹No accommodations or designated support data were available at high school level because data were not provided by the test vendor.

* p < .05. ** p < .01. *** p < .001.
Student Characteristics
— Students with IEPs
Ethnicity – ELA

**Elementary School in 2015-16**
- American Indian or Alaska Native: 5%
- Hispanic or Latino: 18%
- Asian: 1%
- Native Hawaiian or Other Pacific: 1%
- Black or African American: 9%
- Two or More Races: 0%
- White: 67%

**Middle School in 2015-16**
- American Indian or Alaska Native: 3%
- Hispanic or Latino: 22%
- Asian: 1%
- Native Hawaiian or Other Pacific: 1%
- Black or African American: 9%
- Two or More Races: 0%
- White: 64%

**High School in 2014-15**
- American Indian or Alaska Native: 2%
- Hispanic or Latino: 18%
- Asian: 1%
- Native Hawaiian or Other Pacific: 1%
- Black or African American: 6%
- Two or More Races: 0%
- White: 72%
Disability Categories – Math

Elementary School in 2015-16

- Cognitive Impairment: 16%
- Emotional Impairment: 1%
- Speech & Language Impairment: 1%
- Hearing Impairment: 5%
- Specific Learning Disability: 1%
- Autism Spectrum Disorder: 1%
- Other Health Impairment: 5%
- Others*: 20%

Middle School in 2015-16

- Cognitive Impairment: 17%
- Emotional Impairment: 1%
- Speech & Language Impairment: 1%
- Hearing Impairment: 6%
- Specific Learning Disability: 6%
- Autism Spectrum Disorder: 1%
- Other Health Impairment: 6%
- Others*: 17%

High School in 2014-15

- Cognitive Impairment: 13%
- Emotional Impairment: 2%
- Speech & Language Impairment: 3%
- Hearing Impairment: 5%
- Specific Learning Disability: 1%
- Autism Spectrum Disorder: 2%
- Other Health Impairment: 20%
- Others*: 69%
English Learners

Percent of Students

- Elementary School
- Middle School
- High School

Math
ELA

Yes
Primary Education Setting

Elementary School Middle School High School Elementary School Middle School High School

Math ELA

Percent of Students

Inside the Gen Ed Classroom less than 40% of school day
Inside the Gen Ed Classroom 40% - 79% of school day
Inside the Gen Ed Classroom 80% or more
Others*

Percent of Students
Summary

• New assessments provided designated supports, which changed the use of accommodations
  ◦ different trends across school levels
    ➢ Increasing for elementary school
    ➢ Decreasing for high school
  ◦ different trends across student groups
  ◦ Different pattern for math and ELA
    ➢ Math: Most students received designated supports only
    ➢ ELA: most students received accommodations at middle and high school level
  ◦ Need more data points to see if the trend is stable or not
  ◦ Need information on if students used the assigned accommodations and designated support

• Relationship with performance was:
  ◦ Usually negative
Summary

• Students with the following characteristics are more likely to received accommodations/accessibility features (similar proportion for students with disabilities).
  ◦ Male
  ◦ Specific learning disabilities and other health impairment
  ◦ receiving free or reduced lunch
  ◦ Non-ELs
  ◦ Inside the general education classroom more than 80% of school day