

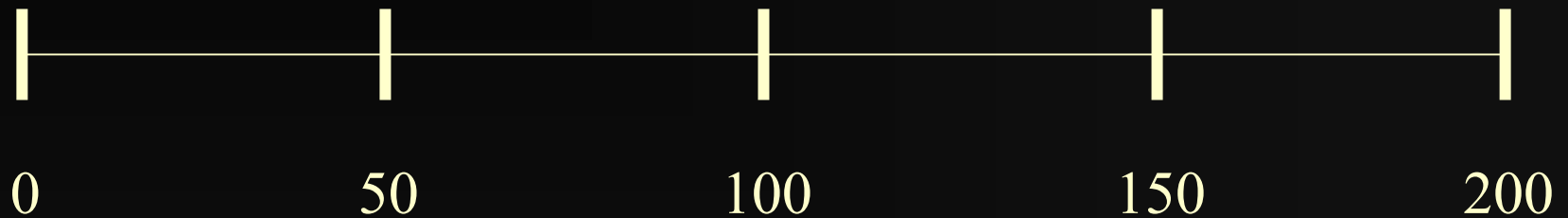
Impact of Including Special Education Students

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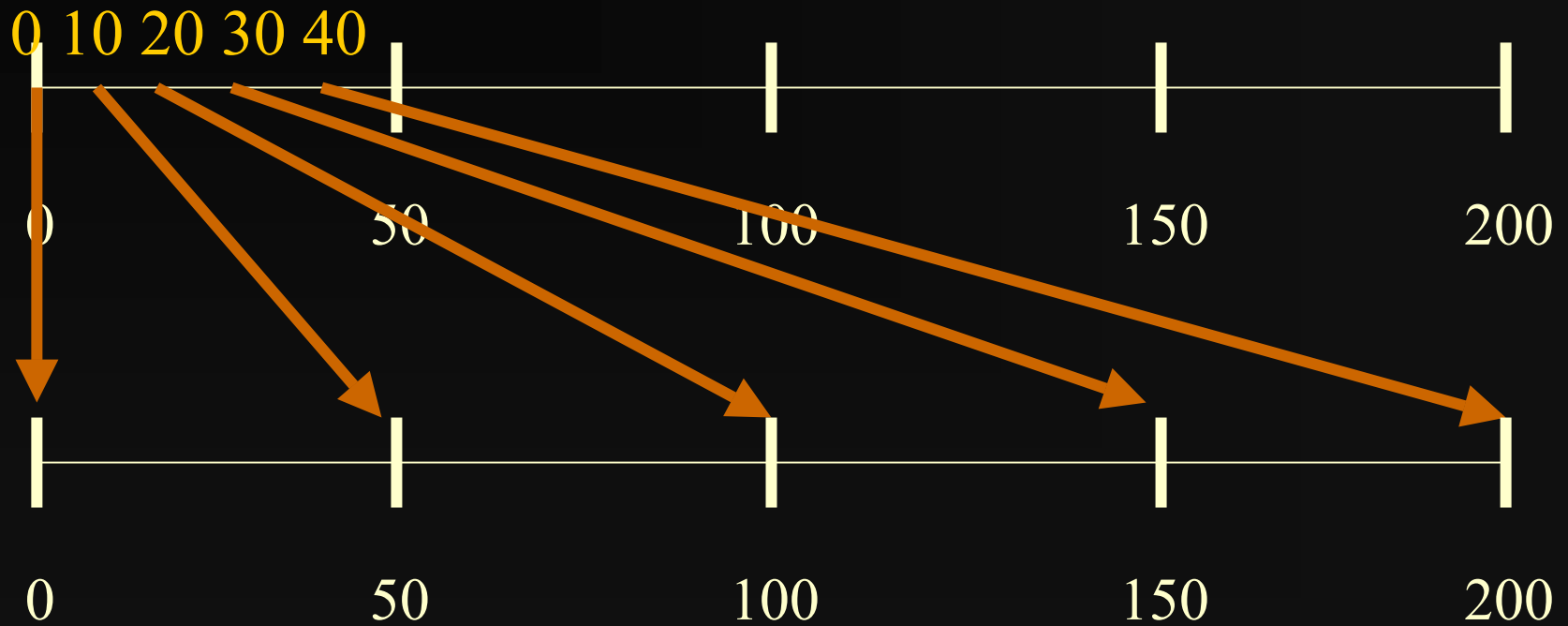
Primary Points

- Impact on school gains is trivial *IF* percentage of students coded as special education remains constant
 - It's ultimately all a policy decision—comparable to standard setting
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Possible Statewide Scale



Possible Scale for Alternate Assessment Students



Sample Data—Percentage of Students at Each Level

Regular Ed.			Alternate Assessment		
“Correct”	Yr. 1		“Correct”	Yr. 1	
200	10		40	10	
150	20		30	20	
100	30		20	30	
50	25		10	25	
0	15		0	15	

Sample Data—Percentage of Students at Each Level

Regular Ed.			Alternate Assessment		
“Correct”	Yr. 1	Yr. 2	“Correct”	Yr. 1	Yr. 2
200	10	10	40	10	10
150	20	25	30	20	25
100	30	35	20	30	35
50	25	20	10	25	20
0	15	10	0	15	10

Impact on School Gains

	% Alt.	Actual
Year 1	10	85.1

Impact on School Gains

	% Alt.	Actual	Reported
Year 1	10	85.1	92.5

Impact on School Gains

	% Alt.	Actual	Reported
Year 1	10	85.1	92.5
Year 2	10	94.3	102.5

Impact on School Gains

	% Alt.	Actual	Reported
Year 1	10	85.1	92.5
Year 2	10	94.3	102.5
Gain		9.2	10.0

Impact on School Gains if Increased Coding as Alt. Ass.

	% Alt.	Actual	Reported
Year 1	10	85.1	92.5

Impact on School Gains if Increased Coding as Alt. Ass.

	% Alt.	Actual	Reported
Year 1	10	85.1	92.5
Year 2	20	94.3	111.5

Impact on School Gains if Increased Coding as Alt. Ass.

	% Alt.	Actual	Reported
Year 1	10	85.1	92.5
Year 2	20	94.3	111.5
Gain		9.2	19.0

Possible Rule: Anyone Below 50 is a 0

	% Alt.	Actual	Reported
Year 1	10	85.1	83.3

Possible Rule: Anyone Below 50 is a 0

	% Alt.	Actual	Reported
Year 1	10	85.1	83.3
Year 2	10	94.3	92.3
Gain		9.2	9.0

Possible Rule: Anyone Below 50 is a 0

	% Alt.	Actual	Reported
Year 1	10	85.1	83.3
Year 2	20	94.3	92.3
Gain		9.2	9.0

Guiding Principles

- Including alternate assessment students in accountability leads to better outcomes for them
 - Fairness says that GAINS should be made comparable—equal points for equal (relative) gains in achievement
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Consequences of Two Options

1. Scale so comparable *improvement* is rewarded
 - Fairer—motivation equal for all
 - Gain scores are accurate, so long as % Sped remains constant
 2. Scale so that anything less than 50 is a 0
 - Correctly measures educational output
 - Gain scores accurate regardless of change in % sped
 - Don't need an alternate assessment—anyone who can't take regular assessment is automatically a 0
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Policy Decision

- What's fair?
 - What will encourage greatest improvement—for all?
 - What seems reasonable?
 - There is no absolute “right”
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Other Issues

- Plenty of incentives exist to prevent over-identification
 - Easier to combine levels than standard scores
 - Small N means low reliability of any accountability gain score
 - School- vs. student-level stakes
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