A Summary of Critical Issues in Growth Models for a Fully Inclusive Assessment System

National Center on Assessment and Accountability for Special Education
NCAASE – http://ncaase.com

NCAASE National Center on Assessment and Accountability for Special Education
Advancing research on growth measures, models, and policies for improved practice

Cornerstone Study

- 1. What is the natural developmental progress in achievement for students with disabilities?
- 2. What models best characterize achievement growth for students with disabilities who are participating in general achievement tests?
- 3. How do various growth models represent school effects for students with and without disabilities, and how do results compare to those derived from status models now in use?
- 4. What are the reliability and validity of estimates of school effectiveness for students with disabilities produced by alternative growth models and how are these estimates influenced by contextual differences among schools and students?

NC Statewide Achievement Test (Grades 3-8: Reading & Math) – Years 1-2, 5

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Multi-State Extension Study

- 1. What is the natural developmental progress in achievement for students with disabilities?
- 2. What models best characterize achievement growth for students with disabilities who are participating in general achievement tests?
- 3. How do various growth models represent school effects for students with and without disabilities, and how do results compare to those derived from status models now in use?
- 4. What are the reliability and validity of estimates of school effectiveness for students with disabilities produced by alternative growth models and how are these estimates influenced by contextual differences among schools and students?

AZ • OR • PA Statewide Achievement Tests (Grades 3-8: Reading and Math) – Years 2 & 5

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Interim Assessments Study

- 1. What is the natural developmental progress in achievement for students with disabilities?
- 5. How do results from different types of interim assessments of students' achievement meaningfully contribute to a model of academic growth for students with disabilities?

NWEA MAP in reading and mathematics Grades 1 to 10 – Years 1-2

easyCBM measures in reading and mathematics Grades 1 to 8 – Years 1-2

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Multiple Measures Validation Study

- 5. How do results from different types of interim assessments of students' achievement meaningfully contribute to a model of academic growth for students with disabilities?
- 6. How can information about opportunity to learn and achievement growth be used to enhance academic outcomes for students with disabilities?

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Interim Assessments [CBM + Multiple Choice Tests]

AZ • OR • PA Summative Assessments(Grades 3-5: Reading & Math) – Years 2 through 4

Alternate Assessments Study

- 1. What is the natural developmental progress in achievement for students with disabilities?
- 2. What models best characterize achievement growth for students who are participating in alternate assessments?

AZ • NC• OR • PA Alternate Assessment (Grades 3-8 for Reading & Math) – Years 3 through 5