

ACCOUNTABILITY:**HIGH-STAKES TESTING FOR STUDENTS WITH DISABILITIES****CHALLENGE**

- **Media:** This is the first year that Principal Yolanda Flores’ middle school, Wilbur Valley Middle, is being held accountable for the standardized test scores of its students with disabilities. Principal Flores explains the implications of this. (movie)

INITIAL THOUGHTS

- What do you think of Ms. Flores’ reaction to the low performance scores of the students with disabilities in her school?
- Why do you think she describes the testing as “high stakes”?
- Why do you think students with disabilities are being required to participate in high-stakes testing?
- Why should school personnel be held accountable for the performance of students with disabilities on those assessments?

PERSPECTIVES AND RESOURCES

- Module Objectives (box)
 - After completing the entire Perspectives and Resources section and reviewing the accompanying activities, you should understand the legal requirements for standardized testing for students with disabilities and how this high-stakes accountability affects schools.

▶ Page 1: Definition of High-Stakes Testing

- Standards-based reform
- “High-stakes” (definition)
- Accountability tests
- Possible rewards or sanctions for test performance (table)

▶ Page 2: High-Stakes Testing and the School System

- System accountability
- Student accountability
- Benefits of High Stakes Testing For School Systems (table)

▶ Page 3: High-Stakes Testing and Teachers

- Benefits of High Stakes Testing For Teachers (table)
- **Activity:** Find out about the accountability system in your state or local school district (box)

▶ Page 4: High-Stakes Testing and Students with disabilities

- Benefits of high-stakes testing for students with disabilities (table)
- Here’s What They’re Saying... (box with bulleted list)

▶ Page 5: Accountability for school systems

- To make informed policy decisions, policy makers must have information about all students in the school system, including students with disabilities
- For many years, students with disabilities have not been included in accountability tests (bulleted list)
- Effects of Accountability Testing (box)

▶ Page 6: Law

- Although students with disabilities have traditionally been excluded from state- or district-wide assessments, the law now makes a number of requirements (bulleted list)
- **Media:** Maggie McLaughlin speaks about the importance of including students with disabilities in assessments (audio)

▶ Page 7: Access to the General Education Curriculum

- **Media:** Victor Nolet discusses how our thinking about the learning of children with cognitive disabilities has changed over time (audio)

▶ Page 8: Improved Performance

- **Media:** Maggie McLaughlin reports on the effectiveness of recent standards-based reform efforts, particularly the effectiveness in helping students with disabilities achieve higher academic success (audio)
- KIRIS
- New York State
- Here's What They're Saying... (box)

▶ Page 9: References, Additional Resources, and Information

- References
- Additional Resources and Information

CREDITS

- Content Experts
- Module Developers
- Module Production Team
- Module Production Support Team
- Media Production Team
- Media
- Expert Interviews

ASSESSMENT

- “Please complete the items below” (bulleted questions)

WRAP UP

- **Media:** Drs. McLaughlin and Nolet offer a brief summary of the key points of this module (audio)
- Reflections on Initial Thoughts (box)