



District:

School:

Accessibility information can be analyzed in different ways. Use these questions to guide data analysis at the teacher team, school, and district levels:

1. Were current policies reviewed to ensure ethical testing practices, the standardized administration of assessments, and adherence to test security practices before, during, and after the day of the test? Were educators offered formal professional development training on using the accessibility supports?
2. How many students are receiving certain accessibility supports?
3. What types of accessibility supports are provided and are some used more than others?
4. Are students receiving accessibility supports as documented in their planning tools (e.g., ISAAPs, PNPs) or IEP, 504, and EL plans?
5. How well do students receiving certain accessibility supports perform on state and local assessments? If a student is not meeting the expected level of performance, is it due to lack of access to the necessary instruction, lack of the appropriate accessibility support, or some issue with the use of supports?
6. What procedures need to be in place to make sure that test administrators properly provide the appropriate assessment accessibility supports (universal features, designated features, and accommodations)?
7. How can assessment data and accessibility data be used to ensure that appropriate accessibility supports are being used?
8. What does the data on use of accessibility supports indicate about the provision of accessibility supports to students?
9. How are data on the use of accessibility supports being collected and reviewed?"
10. How are accessibility supports provided to students during instruction and assessment evaluated? How can the process and procedures used to evaluate accessibility supports be improved?

Adapted from CCSSO Accessibility Manual:

https://www.isbe.net/Documents/accommodations_manual.pdf