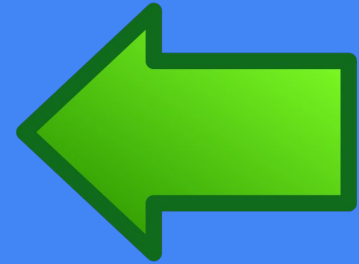


# Making the Right Moves

With Accessibility and Designated Supports



# Introductions



Elizabeth Schrader, Region 11



Melissa Shaw, Region 10

# Objectives

- Know the process for determining appropriate accommodations.
- Ensure the effective and routine use in the classroom of the accommodations.
- Use of effective documentation in order to promote academic success for students.

# The Why

**2,892,191**

Number of Students 'At Risk'

**1,171,661**

Number of Emergent Bilingual Students

**624,256**

Number of Special Education Students

**400,729**

Number of 504 Students

# Principals and Terms

Routinely, Independently, Effectively

Instructional Accommodations vs. Accommodations for State Assessments

Designated Supports and Accessibility Features

# Routinely, Effectively, and Independently

**Routinely-** The student must use the accommodations on a **Regular basis** for classroom assignments as well as tests.

**Effectively-** Data should indicate that the implemented accommodations allow the student to **Access and Make Progress** in the grade level curriculum.

**Independently-** The student should be able to use the accommodation **Without assistance**. This is only possible if its' use IS routine and effective.

## Accommodation Central

[illegible]

# What Are Accommodations

Accommodations are **changes to the instructional materials, procedures, or techniques** that allow a student with a disability to participate meaningfully in grade level instruction.

Accommodations are **intended to reduce or even eliminate** the **effects of a student's disability**, but do not reduce learning expectations or the standards the student is expected to master.

Accommodations change **HOW** the content is taught, made accessible, and/or assessed.

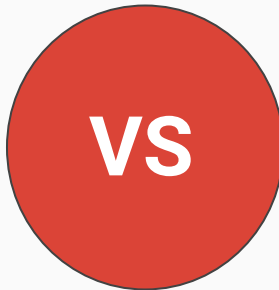


# Accommodations

## Accommodations for the Classroom

Various tools used for the student regularly in class to access instructional material and demonstrate knowledge in class.

Not all of these are allowable on state assessments.



## Accommodations for State Assessments

A well defined list provided by TEA.

Any allowable state assessment accommodation used for a student must also be used in instruction routinely and effectively for the student.

# Accessibility Features

Can be used by **ANY** student who regularly benefits from them in class.

# Designated Supports

Have eligibility criteria.

Are determined by a specific committee.

Are described in the designated support policy documents.

District and campus testing coordinators are **responsible for ensuring** that test administrators understand **how to implement** these procedures and use these materials.

In some cases, a student who uses accessibility features **may need to complete** the assessment **in a separate setting** to eliminate distractions to other students and to ensure the security and confidentiality of the test.

In addition, if the administration of an **accessibility feature requires a test administrator to view secure test content**, the test administrator **must complete** a specific part of a **test security oath**.

## Accessibility Features

Type of Support	Accessibility Feature	Description	Allowed Examples	Not Allowed Examples
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# UPDATE

## Accessibility Feature

### 3rd Grade Math Reading Assistance

Type of Support	Accessibility Feature	Description	Allowed Examples	Not Allowed Examples
Assistive Tools: Learning and Cognition Supports	Reading the Test Aloud	<b>Only</b> students taking STAAR grade 3 mathematics may receive reading assistance.	<ul style="list-style-type: none"><li>For grade 3 students participating in STAAR mathematics online, a student may have a word, phrase, or sentence in a test question or answer choice read aloud via text-to-speech (TTS). Students in need of this support should be identified prior to the administration so they can become familiar with this tool. TTS should be enabled in TIDE prior to the administration of the test but may be enabled at student request during testing.</li><li>For grade 3 students participating in a paper administration of STAAR mathematics, a test administrator trained in oral administration may read a word, phrase, or sentence in a test question or answer choice to any grade 3 student but only when asked to do so by the individual student.</li></ul>	<ul style="list-style-type: none"><li>A test administrator provides reading assistance to a grade 3 student testing online by viewing the math test content on the screen.</li><li>A test administrator who is not trained in oral administration provides reading assistance to a grade 3 student testing math on paper.</li></ul>

# Designated Support Policy Documents

## The Breakdown

ASSESSMENTS

DESCRIPTION OF DESIGNATED SUPPORT

STUDENT ELIGIBILITY CRITERIA

AUTHORITY FOR DECISION AND REQUIRED DOCUMENTATION

EXAMPLES AND TYPES

SPECIAL INSTRUCTIONS AND CONSIDERATIONS

# ASSESSMENTS

This section lists the assessments on which this accommodation can be used.

- ☐ STAAR—means all grade levels and EOCs
  - ☐ Sometimes specific grade levels and subjects are defined
  - ☐ Examples: Calculation Aids, Spelling Assistance
- ☐ STAAR Spanish
- ☐ TELPAS

# DESCRIPTION OF DESIGNATED SUPPORT

The description gives a general overview, but the entire document must be read to make an informed decision.

# STUDENT ELIGIBILITY CRITERIA

**Always** it is a requirement that the student is using the accommodation routinely and effectively in class instruction and classroom testing.

**Sometimes** specific other accommodations must be ruled out first: for example “is unable to use \_\_\_\_\_ to address this need.”

**Sometimes** it is defined which special services the student must be receiving (504/SPED/ESL).

**Sometimes** disabilities are described.

If multiple eligibility criteria are listed, use caution and check for  
**AND vs. OR.**



# AUTHORITY FOR DECISION AND REQUIRED DOCUMENTATION

Admission,  
Review, and  
Dismissal  
(ARD)  
Committee

Specific decision-making and documentation requirements are listed:

- ☐ Who should decide
- ☐ Type of documentation

Section 504  
Committee

Response to  
Intervention  
(RtI/MTSS)  
Team

For EB's with a disability, there is specific instructions that the decisions are made by the applicable group in conjunction with the LPAC (Language Proficiency Assessment Committee).

Language  
Proficiency  
Assessment  
(LPAC)  
Committee

# EXAMPLES AND TYPES

- This section may include examples of this designated support or give specific examples that may only be used.
- Specific discussions need to take place in committee meetings about the type of accommodation the student uses regularly in class and will use on the assessment.
- For example: “Individualized Structured Reminders” would be too broad, since there are several types.

Exhaustive List	Non-Exhaustive List
“may include <b>only</b> ”	“includes but is not limited to”

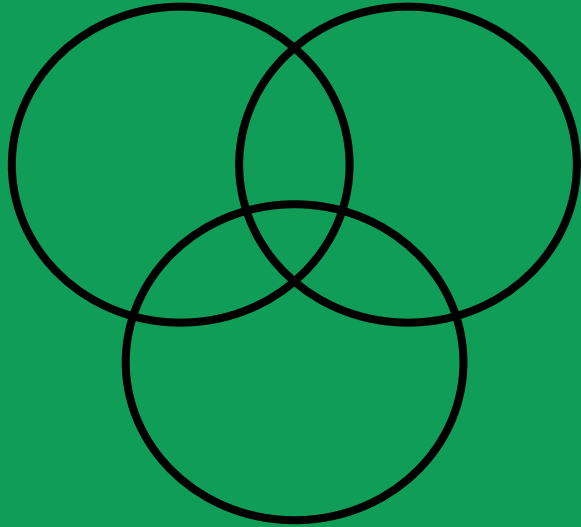
# SPECIAL INSTRUCTIONS AND CONSIDERATIONS

Do not skip this section of the policy document.

- Practical, concrete information on how to administer this accommodation.
- The Do's and Don'ts.
- Test day planning considerations.
- Decision-making guidance information.
- Websites and other References given for more information.

# A Closer Look at Policy Documents

# Supplemental AIDS



## All Subjects

- Mnemonic Devices
- Blank Graphic Organizers

## Mathematics

- Math Charts
- Graphics

## Written Composition

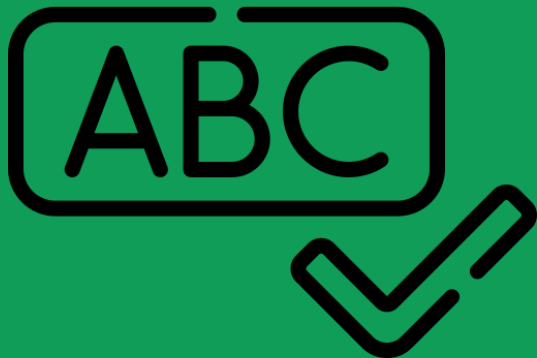
- Grammar and Mechanics Rules

## Science and Social Studies

- Graphics

**NOTE:** TEA cannot make decisions on specific supplemental aids used for an individual student.

# Spelling Assistance



This designated support may include only

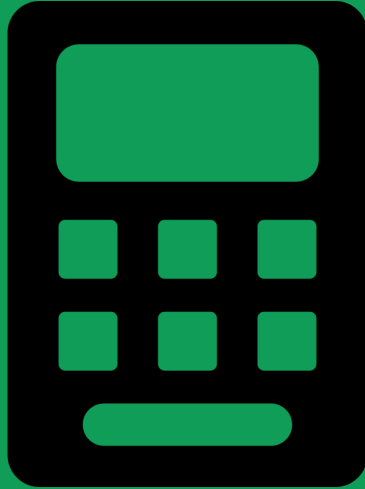
## **Non-Embedded:**

- visual sound cards;
- frequently misspelled word list (e.g., student-made, teacher-made, commercially produced);
- pocket spell checker;
- spell check function on a word processor;
- word prediction software;
- STT software

## **Embedded:**

- spell check online embedded support in TDS;
- word prediction online embedded support in TDS;
- STT online embedded support in TDS.

## Calculation Aids



# Grades 3-7 Math

### Grades 3 and 4

The student has a **physical disability** that prevents him or her from independently writing the numbers required for computations and cannot effectively use other accessibility features to address this need (e.g., whiteboard, graph paper).

The student has an **impairment in vision** that prevents him or her from seeing the numbers they have written during computations and cannot effectively use other accessibility features to address this need (e.g., magnifier).

### Grades 5 through 7

The student has a **physical disability** that prevents him or her from independently writing the numbers required for computations and cannot effectively use other accessibility features to address this need (e.g., whiteboard, graph paper).

The student has an **impairment in vision** that prevents him or her from seeing the numbers they have written during computations and cannot effectively use other accessibility features to address this need (e.g., magnifier).

The student has a disability that affects mathematics calculations. Even after **intensive instruction and remediation**, the student is **consistently unable to memorize basic addition, subtraction, multiplication, or division facts or perform the steps in an algorithm correctly when solving problems.**

# Oral/Signed Administration



## Level of Support

- Auto-Text-to Speech
- Text-to-Speech

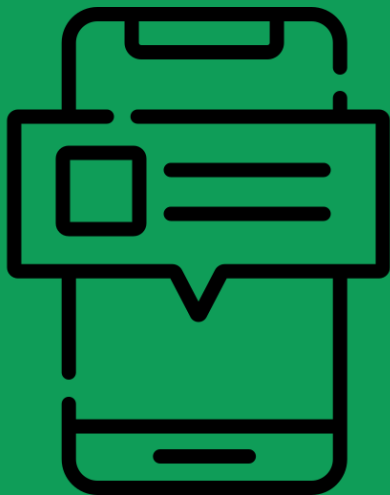
STAAR and STAAR Spanish	Test Questions	Answer Choices	Content and Language Supports	Required Reference Materials (where applicable)	Allowable Designated Supports
Mathematics	✓	✓	✓	✓	✓
Science	✓	✓	✓	✓	✓
Social Studies	✓	✓	✓	✓	✓

STAAR and STAAR Spanish RLA	Test Questions	Answer Choices	Content and Language Supports	Required Reference Materials (where applicable)	Allowable Designated Supports	Direction Lines	Passages
Revising*	✓	✓	✓	✓	✓	✓	✓
Editing				✓	✓	✓	
Reading	✓	✓	✓	✓	✓	✓	

\*Note: For Signed Administration and American Sign Language (ASL) videos refer to the Signed and American Sign Language (ASL) Videos section.



## Content and Language Supports



This designated support allows for various types of assistance to support a student's understanding of passages, test questions, and answer choices.

Examples:

- scaffolded directions
- assistance with tracking
- graphic organizers
- simplified language
- graphic representations of vocabulary and concepts

This designated support is available **only** during an online administration as a pop-up, a rollover, pre reading text, and supplementary material.

# Explore Policy Document

Individualized Structured Reminders

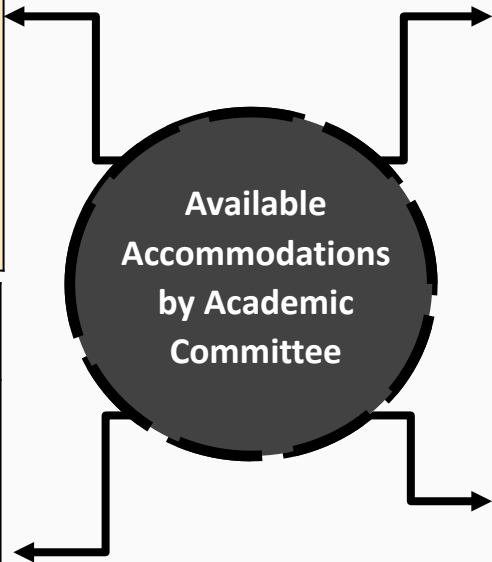


**RTI, Student Assistance Team, or other related support (struggling learners)**

- Basic Transcribing
- Braille
- Individualized Structured Reminders
- Manipulating Test Materials
- Mathematics Manipulatives
- Oral/Signed Administration
- Supplemental Aids

**Admission, Review, and Dismissal (ARD) Committee (special education students)**

- Basic Transcribing
- Braille
- Calculation Aids
- Content and Language Supports
- Individualized Structured Reminders
- Large Print
- Manipulating Test Materials
- Mathematics Manipulatives
- Oral/Signed Administration
- Spelling Assistance
- Supplemental Aids



**Section 504 Committee (students with other health impairments, dyslexia)**

- Basic Transcribing
- Braille
- Calculation Aids
- Content and Language Supports
- Individualized Structured Reminders
- Large Print
- Manipulating Test Materials
- Mathematics Manipulatives
- Oral/Signed Administration
- Spelling Assistance
- Supplemental Aids

**Language Proficiency Assessment Committee (LPAC) (EB students)**

- Content and Language Supports
- Oral/Signed Administration

# Student Eligibility Criteria At-A-Glance



	Routinely and effectively uses the support in classroom and instruction and testing	Requires additional eligibility criteria (see policy document)
Basic Transcribing	X	
Braille/Refreshable Braille	X	
Calculation Aids	X	X
Content and Language Supports	X	X
Individualized Structured Reminders	X	
Large Print	X	X
Manipulating Test Materials	X	
Mathematics Manipulatives	X	
Oral/Signed Administration	X	X
Spelling Assistance	X	X
Supplemental Aids	X	

# Additional Resources

- [Allowable Supplemental Aids](#)
- [Technology Guidelines](#)
- [Technology Use Guidelines Presentation](#)
- [Accommodations in Unexpected or Emergency Situations](#)
- TEA-Approved Accommodations Procedure documents:
  - [Math Scribe](#)
  - [Extra Day](#)
  - [Complex Transcribing STAAR](#)
  - [Complex Transcribing TELPAS](#)
- STAAR and STAAR Spanish with Embedded Supports Non-Secure Front Matter
- General Instructions for Administering Large-Print State Assessments
- [General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing](#)
- General Instructions for Administering Braille State Assessments
- [STAAR Oral and Signed Administrations](#)
- Educator Guide to Accessibility within the STAAR Program
- [Font and Point Size Matrices for STAAR, STAAR Spanish](#)
- Parent Resource: Designated Supports Available for STAAR, STAAR Spanish, and TELPAS

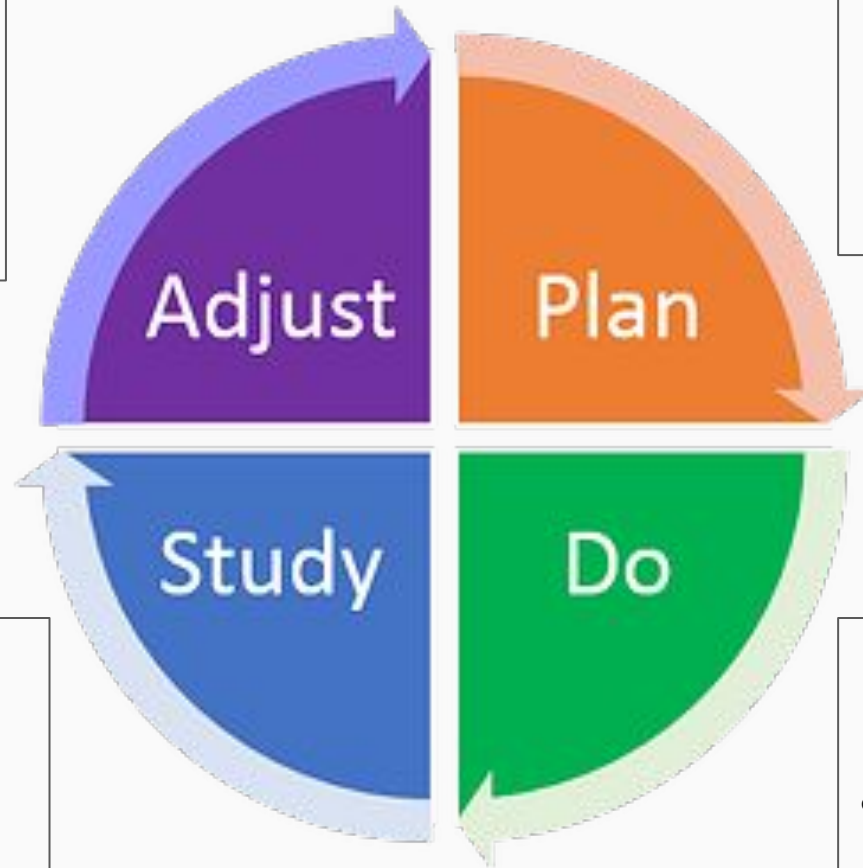
slido



## Who needs this information?

① Click **Present with Slido** or install our [Chrome extension](#) to activate this poll while presenting.

How are you adjusting within your committees to meet student needs?



What do you plan to take back and share with your committees?

How are you monitoring if students are receiving appropriate accommodations?

What will you do to ensure committees are making the right decision on accommodations?

# Reminders

- ★ Understanding accessibility policies, including eligibility criteria

Ensuring that testing personnel have a current list of each student's allowed or approved accessibility features and designated supports

- ★ Ensuring that test administrators giving an oral administration are thoroughly trained in oral administration procedures
- ★ Collecting materials and preparing designated supports for eligible students
- ★ Preparing testing locations for students who need certain designated supports or accessibility features (e.g., oral administration, individual or small-group administration)
- ★ Basic and Complex Transcribing policies and how to enter student responses into DEI



Thank You