

ACT Extended Time Within Private Schools: Accommodation or Advantage?

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ABSTRACT

Despite federal provisions, such as Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, ensuring that those needing accommodations can obtain them, wealthier communities procure accommodations at a higher rate, harming poorer individuals in need of accommodations and students without accommodations who feel disadvantaged. No existing research determines whether a tangible disadvantage occurs between the students who do not have accommodations and those who do. This study aims to fill this gap by establishing the extent to which wealthier students with accommodations benefit. We hypothesized that students with extended time would score higher than students without it. A survey of 67 private school students who took the ACT was distributed, yielding responses from predominantly White, wealthy students. These students shared scores and information regarding their testing. Average scores for each group were calculated using the 75 ST scores and 68 ET scores. The average ST score was 26.229, while the average ET score was 28.748 ($p=.0129$). 72.4% of ET students reported having enough time to complete the ACT to the best of their ability, compared with 34.2% of ST students. A study by Vidal Rodeiro and Macinska concluded that, when background characteristics are controlled for, students with accommodations perform the same or somewhat worse than students without accommodations, implying that accommodations effectively provide equal opportunity. The present study did not support this conclusion, as ET students outperformed ST students, suggesting that, within private schools, ET students taking the ACT receive an advantage.

INTRODUCTION

Despite federal acts put in place to ensure that everyone in need of accommodations can obtain them (Stretch & Osborne, 2019), wealthier communities receive accommodations at a much higher rate (Lewis & Muñiz, 2023). This problem has negatively impacted poorer communities in need of accommodations and students without accommodations who feel they are put at a disadvantage. A possible cause of this problem is the stress put on wealthier students, particularly those in private schools, pushing them to procure accommodations, as well as the influence that wealthier families have, allowing them to acquire these accommodations. No current research determines whether a disadvantage occurs because wealthier students can obtain the assistance they need or because they now have extended time without a disability

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to necessitate accommodation. This study aims to fill this gap, determining to what degree wealthier students benefit.

LITERATURE REVIEW

LoriAnn Stretch, who holds a Ph.D. in Counselor Education from NC State University, and Jason Osborne, a Professor of Statistics at Miami University, define an accommodation as “a change in assessment materials or procedures that address aspects of students’ disabilities that may interfere with the valid assessment of their knowledge” (Stretch & Osborne, 2019). Stretch and Osborne share that accommodations for students with disabilities are meant as a means of “leveling the playing field” and “allowing a student with a disability to demonstrate his or her ‘true’ abilities to the same extent as students without disabilities” (Stretch & Osborne, 2019). Carmen Vidal Rodeiro and Sylwia Macinska, Ph.D. holders in statistics and psychology, respectively, upheld this statement in their study, discovering that students with accommodations performed “similarly to or slightly worse than students without accommodations, suggesting that, in most cases, the accommodations worked as intended and helped [level] the playing field” (Vidal Rodeiro & Macinska, 2022). There are many accommodations available to students with disabilities; however, the focus of this research will be the extended time accommodation.

Benjamin Lovett, a professor of Psychology and Education at Columbia University’s Teacher College, states that “extended time is one of the most common testing accommodations provided to students with disabilities” (Lovett, 2010). Despite the common utilization of extended time, “it is also controversial; critics of extended time accommodations argue that extended time is used too readily, without concern for how it changes the skill measured by tests, leading to scores that cannot be compared fairly with those of other students” (Lovett, 2010). Some individuals, like Vanderbilt University professor emerita of Psychoeducational Assessment Lynn Fuchs, believe that “general and special education students alike can benefit from extended time” (Fuchs et al., 2005). While extended time can benefit all students, Dr. Stephen Elliott, a professor at Arizona State University’s Sanford School of Social and Family Dynamics, and Ann Marquart, who works for the Heartland Area Education Agency providing educational services to children, report that students without learning disabilities “tend to exhibit similar levels of performance under timed and untimed testing conditions, whereas students with disabilities significantly improve their scores when extended time is provided” (Elliott & Marquart, 2003). Moreover, Dr. Sylvia Lang et al., who earned her Ph.D. from the University of Wisconsin’s Department of Educational Psychology, conducted a study that determined that students with disabilities, when tested with extended time, were more likely to report that the test was easier, more comfortable, and a better indicator of their knowledge than when tested under regular timing conditions (Lang et al., 2005). These perspectives show that while extended time may benefit all students, students with disabilities receive the most benefit from the accommodation, effectively leveling the playing field.

On the contrary, some individuals, like Bruce Pardy, professor of law at Queen's University, argue that

extended time is completely unfair because, “like a head start in a race, extra time means that the competition is no longer valid. Races test speed, and no accommodation can be made for disabilities that affect speed, which is the bona fide criterion of the race,” and “the purpose of accommodation is to facilitate participation, not to compensate for lack of ability that is relevant to the test” (Pardy, 2016). However, Dr. Bruce Bridgeman, who holds a Ph.D. in educational psychology from the University of Wisconsin, writes, “Descriptions of the constructs to be assessed by high-stakes admissions tests such as the SAT®, ACT®, and Graduate Record Examinations General Test (GRE®) suggest that speed is at best a minimal part of the construct being assessed” (Bridgeman, 2020). Bridgeman specifically highlights the construct of the American College Testing test, or the ACT, which will be the focus of this research paper, sharing that “the ACT Technical Manual says very little about the importance of rapid responding, but in the section on item tryouts it indicates that, ‘The time limits for the tryout units permit the majority of students to respond to all items.’ This suggests that speed of responding is not a part of the intended construct” (Bridgeman, 2020). Because the ACT does not intend to measure speed, Pardy’s perspective of extended time does not apply in this case. Extended time students are not given a “head start in [the] race” when it comes to the ACT, and, therefore, the accommodation should provide students with learning disabilities the opportunity to compete with students who do not have disabilities, without giving them an unfair edge.

The ACT offers multiple extended time accommodations. According to their Accessibility Supports Guide, the approved timings are: “Standard time, single day; Double time over multiple days; Triple time over multiple days; Standard time over multiple days; Breaks as needed (also referred to as stop-the-clock breaks), single day; One and one-half time, single day; One and one-half time over multiple days; Double time writing only, single day” (*Accessibility Supports Guide for the ACT—State and District Testing*, 2025). Acts have been enacted to allow all students who need accommodations such as these to access them.

In their paper, Stretch and Osborne discuss the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. They explain that these acts, as they pertain to educational institutions and testing, were enacted “to ensure equal and effective access to education for qualified students with disabilities” (Stretch & Osborne, 2019). The acts “require that students with disabilities be afforded reasonable accommodations so that they might participate fairly in admissions testing” (Stretch & Osborne, 2019). However, some evidence suggests that these provisions have been taken advantage of by wealthy communities.

Due to the intense school-related stress wealthy students, specifically those in private schools, face, affluent families are motivated to obtain testing accommodations for their children. Associate Research Scientist at the New York University School of Global Public Health, Noelle Leonard et al. report, “Affluent youth attending highly competitive private high schools (also called independent schools) are one such subgroup at particular risk for high rates of chronic stress... particularly in relation to academic performance and the college admissions process” (Leonard et al., 2015). Parents are moved to push for accommodations for their children due to the stress of their rigorous schools, and are helped by being

equipped with the proper means to attain them. Maria Lewis, an Associate Professor in Education Policy Studies at Penn State University, and Raquel Muñiz, an Associate Professor of Law and Education at Boston College, find that “wealthy caregivers shared their general concern that colleges are increasingly competitive. They argue that the fierce competition pressures them to aggressively advocate for their children, including by advocating for accommodations in school and college entrance exams. They have the money, knowledge, and privilege to do so” (Lewis & Muñiz, 2023). One wealthy mother who secured accommodations for her child even states, “It’s totally unfair... I know how to advocate for my kid. We made sure he got what he needed and it wasn’t always clear. We bring that privilege to the table” (Lewis & Muñiz, 2023). Consultations to obtain psychological assessments can be incredibly expensive, limiting access for less fortunate families. For example, Dana Goldstein and Jugal Patel, journalists for the New York Times, write that “psychological assessments can cost thousands of dollars, and are often not covered by insurance,” and share the perspective of Kathy Pelzer, a school counselor in a wealthy area of Southern California, who says, “You’ll get what you’re looking for if you pay the \$10,000” (Goldstein & Patel, 2019). Poorer families, who do not have the means to pay for such expensive evaluations, where diagnoses are practically guaranteed, as insinuated by Pelzer, are at a disadvantage. Lewis and Muñiz continue, “The rate [of receiving 504 plans] more than doubled between the 2009-2010 and 2015-2016 academic years, with most of the growth in wealthier districts. Moreover, white students received 63% of all 504 plans, while only making up about 49% of the student population” (Lewis & Muñiz, 2023). Tim O’Donnell, a senior editor at *The Week*, expands on these findings:

In the top 1 percent of wealthiest districts, 5.8 percent of students held a 504 plan, which is twice the national average. In some communities, like Weston, Connecticut, where the average annual income is \$220,000, the rate was as high as 18 percent. Meanwhile, in the Cleveland Metropolitan School district, less than 1 percent of students had obtained a 504 plan. (O’Donnell, 2019)

Goldstein and Patel determined the end goal for these families: “For some families, the ultimate goal was extra time — for classroom quizzes, essays, state achievement tests, A.P. exams and ultimately the SAT and ACT” (Goldstein & Patel, 2019). Families are able to receive accommodations for their children through a virtually definite diagnosis if they are willing to pay exorbitant prices, as Pelzer indicated, but poorer families cannot afford these prices. Instead, less fortunate families have other options: Amanda Morin, neurodiversity activist and author, explains that “by law, school evaluations for kids who struggle with learning are free” (Morin, n.d.). However, lower-income families are often ignored, despite their advocacy and knowledge of their children’s needs. Lewis and Muñiz state “that knowledge by itself can be insufficient,” as a knowledgeable lower-income mother of color “actively but unsuccessfully advocated for her child to receive a 504 plan in a low-income district” (Lewis & Muñiz, 2023). This puts lower-income students at a disadvantage because “the advantage in securing a 504 plan is extended into college admissions testing” (Lewis & Muñiz, 2023).

While lower-income students with disabilities are put at a disadvantage because they are less likely to receive accommodations, no existing research determines whether this disadvantage occurs because wealthier students can obtain the adaptations they need or because they now have extended time without a

legitimate cause to justify accommodation. This research aims to explore this gap based on Vidal Rodeiro and Macinska's conclusion that students with accommodations should perform similarly to those who do not have them. If this assumption is not supported by the data found, it can be determined that wealthy students with extended time have an unfair advantage.

It was hypothesized that within private schools, extended time students would receive an advantage and score higher because they were moved to obtain accommodations due to school-related pressure.

MATERIALS AND METHODS

This study utilized a mixed-methods approach, collecting both qualitative and quantitative data through a survey, aiming to examine high school students who took the ACT. The study was approved by the school review board prior to the distribution of the survey. Before continuing to the survey, participants provided informed written assent for their responses to be used and published anonymously for research. The survey was completely anonymous, voluntary, and void of any identifying questions. It initially yielded 189 results before asking students if they had taken the ACT. Students who took the ACT ($n=80$) continued the survey, and students who did not ($n=109$) were prompted to submit it. The survey asked a series of questions, but first collected information regarding the demographic characteristics of the participants. The demographic characteristics included race, socioeconomic status, high school grade, and type of school attended. The survey yielded responses from predominantly wealthy, White students from multiple private schools. The results of the survey were separated based on the type of school attended (private or public) and then further separated based on whether students took the ACT under standard or extended timing conditions. Because few public school participants completed the survey, the results discussed will only be from private schoolers.

Participants were then asked questions about their ACT testing experience. They reported their composite ACT scores, the timing conditions they tested under, and their feelings about the timing of their test, among other factors. These scores and timing conditions were self-reported and not verified. One of the questions, "Do you feel you had enough time to take the test and perform your best?" was inspired by the series of non-graded questions asked at the end of the ACT to gauge its validity (ACT Technical Manual, 2025). Additionally, students with extended time were requested to select the reason(s) they pursued extended time testing, with an "Other" option being provided to allow all reasons to be accounted for. To gauge student attitudes toward extended time, extended time and standard time students were asked different questions. Students testing under extended time were also asked whether they felt or heard others judging them or speaking negatively about students with extended time to determine attitudes towards extended time. Conversely, students testing under standard time were asked whether they felt extended time testing on the ACT was fair by selecting an option on a Likert scale (the options provided were: strongly disagree, disagree, neutral, agree, and strongly agree) that corresponds with their agreement with the statement "Extended time on the ACT is unfair."

The survey was disseminated through two methods. First, through social media and text, the researcher requested that people they know personally take the survey and/or share it with others. Then, the researcher contacted approximately 3,000 faculty members at private, public, and charter schools across Florida by utilizing the Florida Department of Education's website, asking these faculty members to share the survey with their students (*Private School Directory*, 2015).

Averages along with standard error were calculated from the data for different groups. For instance, averages for all standard time and extended time students were determined, and so were the averages for each type of extended time condition and reason for obtaining accommodations. Data was analyzed using unpaired t-tests to compare averages between two groups and determine the statistical significance and reliability of results. Unpaired t-tests were used because there were no specific matched pairs across the two groups. An ANOVA analysis was also used to compare averages across the reasons students obtained extended time.

RESULTS

67 of the survey's respondents who completed the ACT were attendees of private schools; meanwhile, only 13 students from public schools who took the ACT completed the survey. Because of the lack of public school respondents, it is not possible to draw meaningful conclusions from the data of public school students. Therefore, the results involve comparisons between standard time and extended time students in only private schools.

The standard time students in private school submitted 75 ACT scores, and those testing under extended timing conditions reported 68 scores. From these scores, the average score of each group was ascertained and plugged into a t-test to determine the statistical significance of the values. Because some students contributed multiple scores, the average score for each student ($n_{ET}=29$; $n_{ST}=38$) was calculated and used to find the average of those scores for each group to control for variations across individual students. This yielded an average score of 26.229 ± 0.6045 for standard time students and 28.748 ± 0.8023 for extended time students in private schools, making the difference in average score about 2.519. To establish the statistical significance of this finding, another t-test was conducted, resulting in a p-value of 0.0129 ($d \approx 0.6268$), suggesting this difference is also statistically significant. See Figures 1 and 2 for a comprehensive breakdown of extended time and standard time scores.

Additionally, the demographics between extended and standard time students varied slightly. Most significantly, 41.4% of students with extended time identified themselves as "Upper Class," while only 7.9% of standard time students identified so. Both groups were mostly White, but there was slightly more variability in race among standard time testers. Figures 3-6 provide the complete composition of each group.

Students testing with extended time also declared the specific timing conditions under which they tested.

Fifteen students tested with “One and one-half time, single day” time, five students tested under “Double time over multiple days,” one student tested under “Breaks as needed (also referred to as stop-the-clock breaks), single day, One and one-half time, single day,” another under “One and one-half time over multiple days,” and one under “Triple time over multiple days.” Three extended time students tested under multiple testing conditions, but those three students also did not disclose their scores in a way that allowed the time condition for each score to be deduced. Therefore, their results will not be discussed. See Figure 7 for the full distribution of timing conditions. Because there were very few scores when analyzing subgroups among extended time testers, the average score for each student was not determined. This may affect the validity of conclusions drawn from the data across extended time subgroups. An unpaired t-test was conducted to discover whether there was any significant difference between the scores from the two most common timing conditions: “One and one-half time, single day” and “Double time over multiple days.” The average of the 35 one-and-a-half-time, single-day scores was 30.600 ± 0.7162 . The mean of the 11 scores reported by the double-time students was 31.000 ± 0.8528 . The t-test showed that there was no significant difference between the two time conditions, as the p-value was 0.7716; however, notably, both averages were well above the standard time mean score.

Extended time students also shared the reasons they obtained extended time accommodations to assess whether there would be a difference in scores based on the reasons for accommodations. Seventeen students reported pursuing extended time for reasons that were purely medical or related to learning difficulties, eight students pursued extended time for reasons related to testing or stress, and four students pursued extended time for a mix of the reasons mentioned above. The average scores from these three groups were established, and an ANOVA analysis was conducted to determine whether these results were significant. The average of the thirty-six scores who sought accommodations for medical reasons or reasons pertaining to learning difficulties was 28.529 ± 0.7480 . The average of the seventeen scores from the group that pursued extended time solely for testing/stress purposes was much higher, at 32.059 ± 0.839 . The average of the fifteen scores from the students who obtained accommodations for a mix of those reasons was 28.5333 ± 0.9455 . The ANOVA analysis reported that there was a significant difference between the groups. A follow-up Tukey-Kramer test revealed that there were only significant differences between the students who obtained extended time for testing and stress purposes and the other two groups ($p=0.0125$ between students who obtained accommodations for testing and stress and those who did for learning and medical difficulties; $p=0.04558$ between students who obtained accommodations for testing and stress vs. those who obtained them for a mix of reasons). Figure 8 shows the distribution of reasons for obtaining extended time.

Further, extended time students and standard time students were each asked whether or not they felt they had enough time to complete the ACT to the best of their ability. 72.4% of extended time students reported that they did feel they had enough time to finish the test and perform their best; contrastingly, only 34.2% of the students testing under standard time conditions reported the same feelings. Across both extended time and standard time groups, those who felt they did not have sufficient time to execute the test to their best scored worse than those who did. Among extended time testers, those who felt they had enough time ($n=21$) scored an average score of 30.240 ± 0.5403 , but those who did not ($n=8$) achieved

an average of 27.111 ± 1.1401 ($p=0.0072$). In the group of standard time testers, those who reported having ample time ($n=13$) scored an average of 27.850 ± 0.7653 , but those who did not ($n=25$) attained an average of 26.982 ± 0.5557 ($p=0.4028$).

Students were also asked to report their feelings toward extended time to evaluate attitudes toward the accommodation. Extended time students were asked if they had ever heard negative comments from others or been judged for having extended time, while standard time students were asked whether they thought extended time on the ACT was fair. 79.3% of extended time students reported either hearing people speak negatively about extended time or being personally judged by others for their accommodations. Most standard time students shared that they felt extended time on the ACT was not fair, with 23.68% of students strongly agreeing that the accommodation is unfair, 34.21% agreeing, 15.79% neutral, 13.16% disagreeing, and 13.16% strongly disagreeing.

Respondents were also provided the opportunity to disclose any additional information related to the ACT or its timing. Students from both groups expressed discontent with extended time, either because they feel it is unfair or because they were judged. A standard time student shared, "In my opinion, many people who have extra time do not really need it, and were able to use that time to get the best score only because of extra time." Other standard time students provided statements such as "ACT extra time kids have multiple days to complete a test, that I have to race through to finish," "People I knew who got low 20s were able to get their extra time and boost their score by 10," and even "Just 5 extra minutes on any part of that test could mean the difference between a 33 and a 36." One student with extended time explained that

Extra time students nowadays sometimes get made fun of by regular time kids. Unfortunately, in recent years, some kids lie to get extra time even though they do not need it. This is a terrible look for kids like me that genuinely need it, because teachers and kids do not respect extra time kids because they assume we [are] all liars...Extra time is the only way I can succeed in school, and I wish people would not make fun of it.

Another student with extended time revealed that students with standard time "judge harshly and call it 'cheating.'"

It is worth noting that these responses only indicate attitudes and perceived advantage or disadvantage, but cannot be used to indicate a tangible difference in scoring between extended and standard time students.

DISCUSSION

It is difficult to draw concrete conclusions based on the differences among extended time students due to the lack of sufficient respondents. However, a clear discrepancy can be observed between the scores of standard time and extended time students on the ACT in private schools. Because the average score for

extended time is about two and a half points higher, and the t-tests indicated statistical significance, it can be inferred that extended time students in private schools receive an undue advantage on the ACT because they consistently score higher. The results of this study did not uphold Vidal and Rodeiro's finding that students with extended time and students without it should perform similarly, suggesting that, in this specific case, the accommodation does not level the playing field, but instead overcompensates and roughens it.

The variance of class and race among standard and extended time students also supports Lewis & Muñiz's finding that White, wealthy students are more likely to obtain accommodations. These contrasting demographics may also contribute to the difference in score between extended time and standard time testers, as wealthier students have access to more resources including tutoring.

When comparing the specific extended time accommodations, students with double time scored almost one point higher than their one-and-a-half-time counterparts. However, because very few responses were available, it cannot be determined whether this difference is significant. Nevertheless, the difference does suggest that there could be a positive correlation between time allotted and test score achieved. Further, students testing under both extended time conditions scored significantly higher than the average standard time student, further corroborating the conclusion that standard time students in private schools are disadvantaged on the ACT.

When extended time students' scores were analyzed based on the reason the students obtained accommodations, all three average scores were higher than the average standard time score. However, because students who obtained accommodations for reasons related to testing and stress scored exceedingly high, it seems that when the accommodation is obtained for reasons related to school pressure, a more significant advantage is produced. Yet, the difference in score could also occur because students who seek accommodations for testing and stress purposes are typically high-achieving students, so the difference may arise because these students already perform well. Thus, a causal relationship cannot be inferred based on the reason students obtain accommodations and their ACT scores.

Additionally, because extended time students were more than twice as likely to report that they had enough time to complete the ACT to the best of their ability, it is evident that extended time provides an advantage by allowing the students testing with the accommodation to complete the assessment with a comfortable amount of time when standard time students are not afforded the same opportunity. This, combined with the standard time students' statements, shows that timing on the ACT is problematic and can influence the construct validity of the test and skew results. When responses were separated by whether or not respondents had enough time to complete the test, it was difficult to form a conclusion because the groups were small. Yet, because students in both groups who did not have enough time scored worse, it seems that time has a strong influence on scores.

The responses to the questions assessing attitudes toward extended time produced interesting results. 57.9% of standard time students agreed that extended time on the ACT is unfair, compared to only 26.4%

of students who disagreed. The extended time students' responses show that these feelings often turn to hostility, as a resounding majority of them reported that they either heard people speak negatively about extended time or felt personally judged for having the accommodation. The students' additional comments expose the source of friction between the two groups: students with legitimate claims for extended time accommodations are labelled as "cheaters" by students with standard time because some students who they believe do not require extended time obtain it. Both standard time and extended time testers experience suboptimal circumstances—standard time students perform at a disadvantage, and extended time students are mistreated for their accommodations, as they are perceived as unnecessary.

This research has shown that the current practices surrounding accommodation prescription and the structure of the ACT are unsound. Through this research, it has become clear that changes, both to the process of obtaining accommodations and, more preferably, to the ACT itself, are necessary. Evaluations for accommodations should be made more accessible, as currently, a select group disproportionately receives them (Lewis & Muñiz, 2023). This can be done by educating both parents and students on the options that are available to them that ensure they have access to evaluations. Additionally, evaluators should uphold their integrity and not prescribe accommodations when they are unwarranted, as implied by school counselor Kathy Pelzer (Goldstein & Patel, 2019). Since this would be difficult to regulate, a more feasible and effective solution would be to alter the administration of the ACT itself so that timing does not have as drastic an effect on scores as evidenced by this paper, and both standard and extended time students would have ample time to complete the test to the best of their ability. This would effectively remove the advantage that is seen among extended time private school testers and restore the ACT's validity, as it is not intended to measure answering speed (Bridgeman, 2020).

This study was limited due to timing constraints and a small sample size. More time and a larger sample would allow cohorts within extended time to be compared, enabling reliable conclusions to be drawn from these comparisons. Additionally, if a wider demographic is sampled, additional differences or similarities may emerge. This study included a convenience sample of students from multiple private schools, but most students were from South Florida. This study is particularly limited due to its lack of public school participants, which caused an inability to determine whether an advantage on the ACT is seen only in private schools or across multiple school types. The convenience sampling method, combined with the narrow sample, may have impacted the study. Additionally, within the last year, the ACT's format was changed: the test was shortened to allow more time per question, and the science section was made optional ("ACT Test Enhancements for Higher Education"). While the breakdown of grades across extended and standard time groups was roughly the same, with both standard and extended time having about two twelfth-graders for every eleventh-grader, suggesting that the breakdown of the version of the test taken by the students in each group is about the same, this change may have inadvertently affected the study's results. Lastly, wording bias was present, specifically in the question assessing standard time students' attitudes toward extended time. Students were asked the extent to which they agreed with the statement "Extended time on the ACT is unfair." A more effectively phrased question could have asked students the extent to which they believe extended time on the ACT is fair, with options such as "not at all" and "completely." Because the question asked students whether they

agreed with a pre-set statement, results could have been skewed, making students more likely to report that they believe the accommodation is unfair.

A study with a larger sample size, particularly more public school participants, should be conducted to determine whether the advantage of extended time is present in public schools as well and to observe differences within standard and extended time groups. Lewis and Muniz showed that private school students are more likely to obtain accommodations due to pressure caused by their school. Thus, a study that also examines public school students would be able to determine whether this statement holds true. Furthermore, another study that asks participants to declare which version of the test they took is necessary to ascertain whether the change in test structure impacted the results of the present study, and to determine if the change in test structure assuaged the discrepancy in scores between extended and standard time students. Additionally, because this study showed that the groups have vastly differing opinions and experiences regarding the ACT and accommodations, interviews of both standard and extended time testers could provide more information on the dynamic between students in both groups. Finally, studies that require students to take the ACT under different timing conditions, including completely untimed, should be done to search for more favorable timing regulations and their logical implementation.

CONFLICT OF INTEREST

The author declares that there are no conflicts of interest related to this work.

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FIGURES

Figure 1: Extended Time Scores

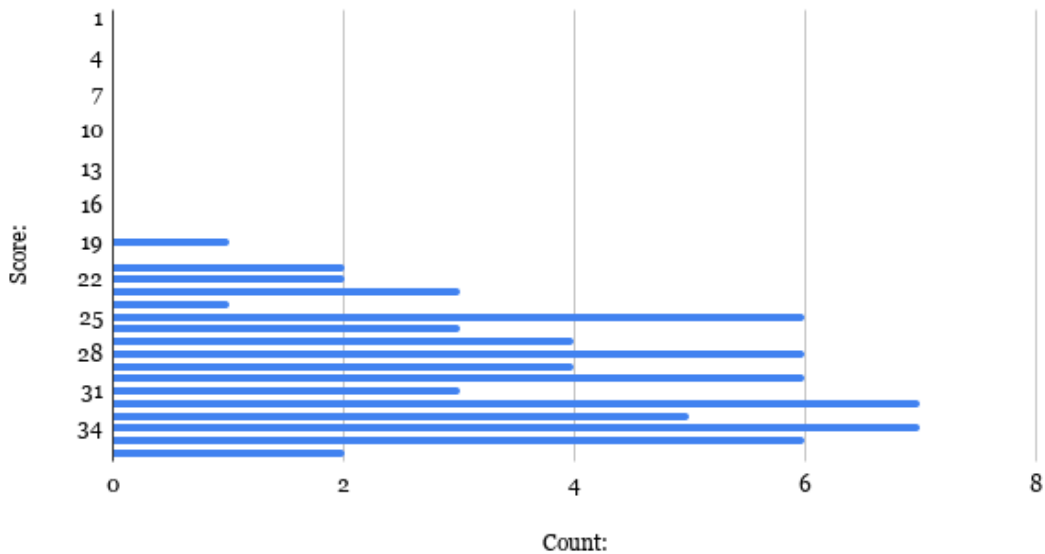


Figure 1. Range of extended time ACT scores. Obtained through survey.

Figure 2: Standard Time Scores

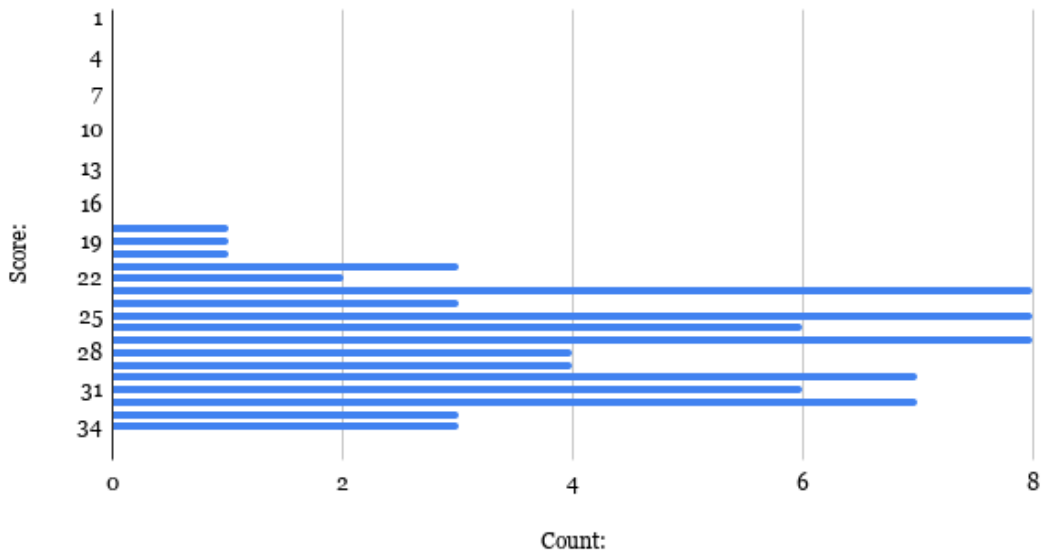


Figure 2. Range of standard time ACT scores. Obtained through survey.

Figure 3: Private School Extended Students' Socioeconomic Status:

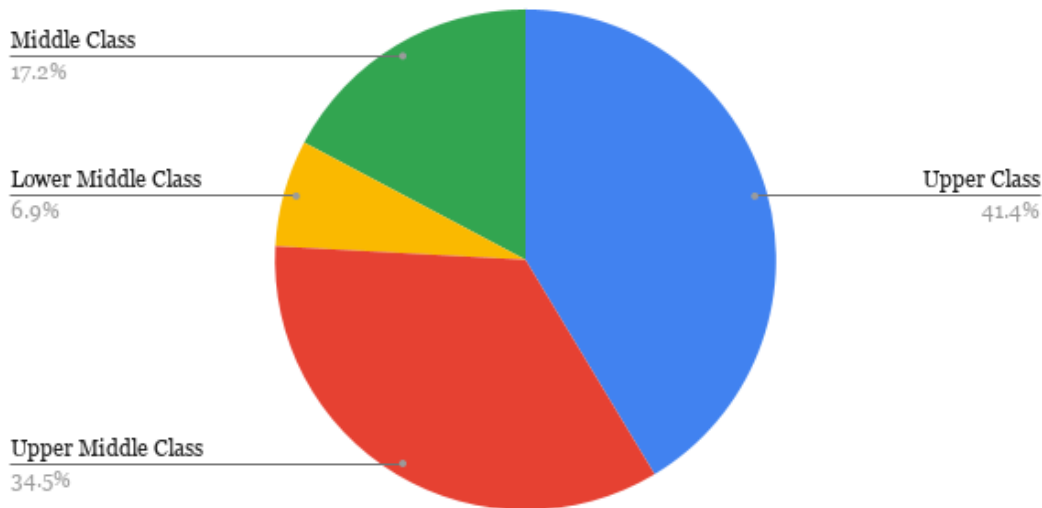


Figure 3. Extended time students' self-identified socioeconomic statuses. Obtained through survey.

Figure 4: Private School Standard Time Students' Socioeconomic Status:

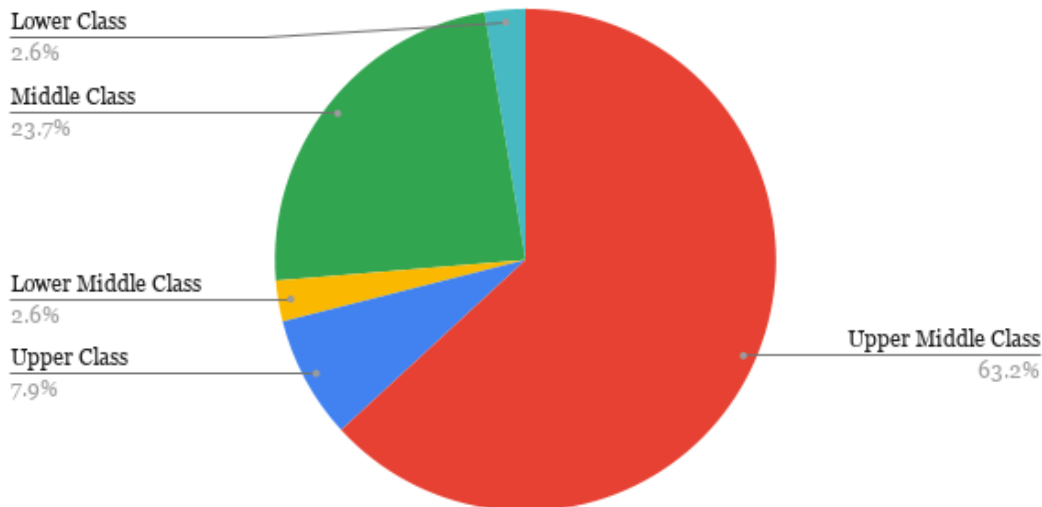


Figure 4. Standard time students' self-identified socioeconomic statuses. Obtained through survey.

Figure 5: Private School Extended Time Students' Race:

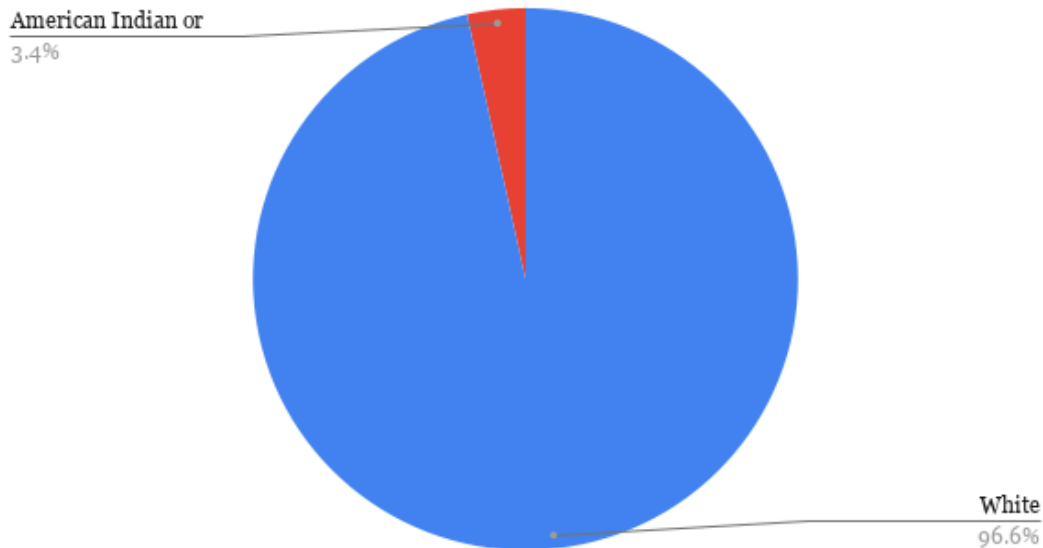


Figure 5. Extended time students' self-identified races. Obtained through survey.

Figure 6: Private School Standard Time Students' Race:

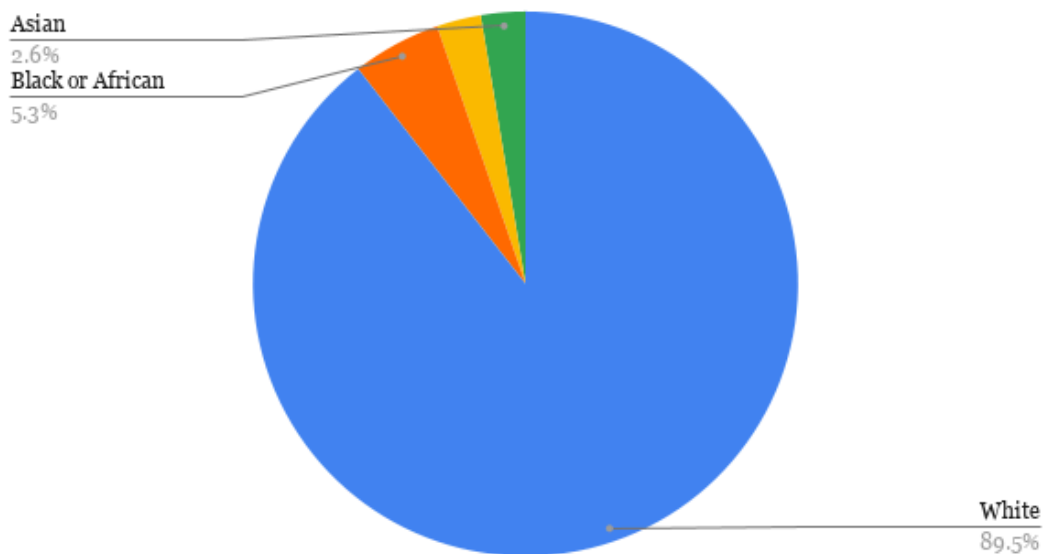


Figure 6. Standard time students' self-identified races. Obtained through survey.

Figure 7: Private School Extended Time Timing Conditions:

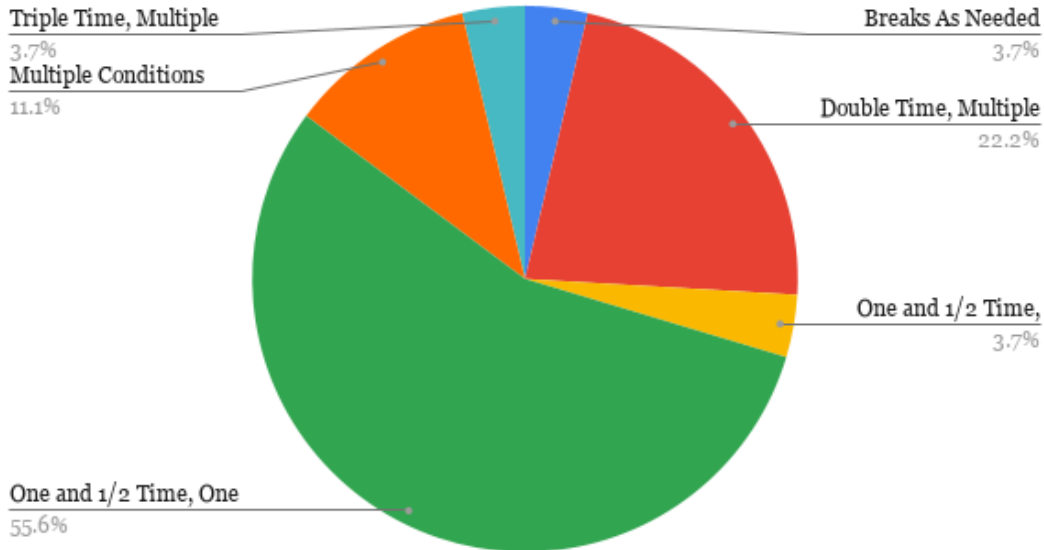


Figure 7. Extended time students' extended time conditions. Obtained through survey.

Figure 8: Private School Reasons for Extended Time

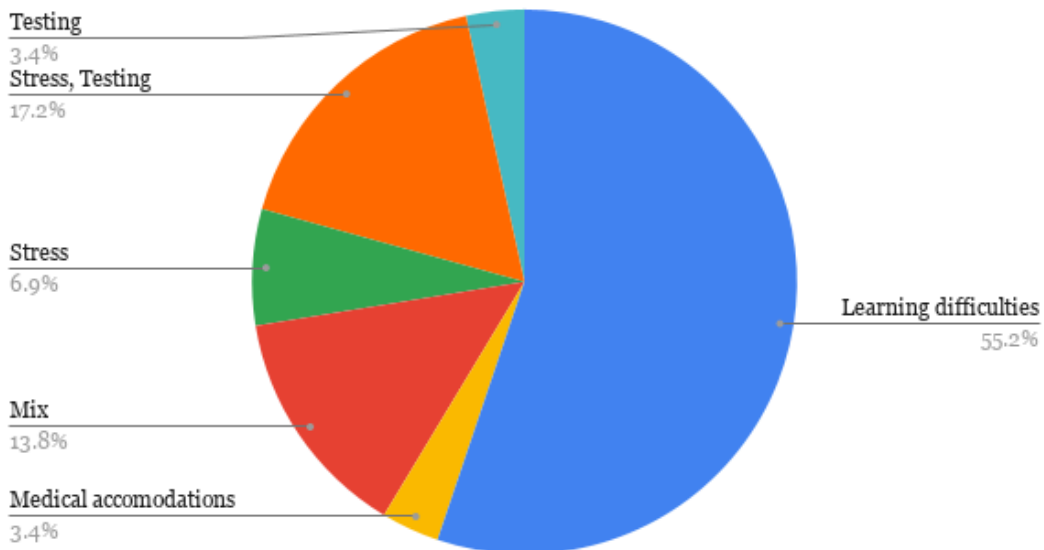


Figure 8: Extended time students' reasons for obtaining extended time. Obtained through survey.