

EIMAC Assessment Task Force
Sponsored by the National Center for Education Statistics

Washington Marriott
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***CLOSED* Pre-release Review of State Inclusion Report**

The morning session focused on an embargoed briefing of a forthcoming report from the National Center for Education Statistics (NCES) to the Government Accountability Office regarding state inclusion rates of students with disabilities on the National Assessment of Educational Progress (NAEP). After signing confidentiality statements, states had the opportunity to review the report and make suggestions to NCES on clarifying the report's purpose, methodology, and findings. The report is expected to be released online in late October or early November.

National Assessment Governing Board Update

Mary Crovo provided updates from the Governing Board.

- Applications for the executive director position are due by October 17.
- Applications are being reviewed for five slots on the Governing Board for 2009 and several slots for 2008 (awaiting the Secretary's approval).
- New contracts
 - technological literacy, one grade level will be tested and reported at the national level in 2012, WestEd
 - science achievement level setting, ACT.
- Joe Willhoft (assistant superintendent, WA) is the new Policy Task Force chair and Tim Webb (commissioner, TN) is the new vice chair. The task force has provided timely feedback to the Governing Board regarding NAEP reporting, the assessment schedule, inclusion and accommodations, the reading trend line, the grade 12 NAEP, and the new race/ethnicity categories. Former chair Billy Cannaday presented to the Governing Board on August 1.
- The Governing Board is recruiting members, in collaboration with the U.S. Chamber of Commerce, for their new Business Policy Task Force.
- Upcoming events
 - The 12th grade preparedness panel research report is due soon and will be published online.
 - The Ad-Hoc SD/ELL committee recommendations are due in 2009.
 - The Governing Board will celebrate its 20th anniversary in March 2009 with a conference featuring prominent speakers, and papers being commissioned on NAEP's history and future.

NCES Update

Peggy Carr from NCES provided the following updates.

Forthcoming NCES reports (not NAEP)

- 2009 High School Longitudinal Study, preparedness of high school seniors for postsecondary life, assessed at 12th grade with follow-up after high school. Focus on transition to and from high school; science, technology, engineering, and math (STEM) course tracking; and postsecondary decision-making. There is possible funding for interested states.
- 2009 study on the 9th grade cohort in science and math with follow-up in 11th grade and four years after high school. There is a possibility of merging this sample with the NAEP sample in 2013.
- 2008 Teacher Compensation Study, 18 states volunteered to participate, data will be merged with other NCES data files such as the Common Core of Data (CCD)
- Studies linking NAEP to the Trends in International Mathematics and Science Study (TIMSS) and the National Assessment of Adult Literacy (NAAL). The NAEP-TIMSS linking study will be for TUDA districts at the basic and proficient levels and will be released at the October 23 Council of Great City Schools meeting. The NAEP-NAAL linking study will show how adults would be placed on the NAEP scale using a very small sample. Both studies were prepared by Gary Phillips, AIR.
- Small area estimates will be published for every U.S. county on the NAAL, with an expected release in fall 2008. There will be a technical report and a sophisticated online tool. There will be an embargoed release for participating states.
- The Adult Literacy and Life Skills Survey (ALL) and NAAL will alternate collecting international data every five years (2011: ALL; 2016: NAAL). NAAL/ALL merged to become a computer-based assessment including prose, numeracy, problem solving.

Upcoming NAEP reports

- 2008 arts NAEP will be scored (8th grade only, fewer performance tasks), expected release in summer 2009
- 2008 long-term trend NAEP scored, expected release in spring 2009, first data point after main/long-term NAEP bridge in 2004
- 2009 national, state, and TUDA reading, math, and science administered including additional TUDA districts and the new state-level 12th grade pilot in reading and math. Reading results at all grade levels and 12th grade math results will not be reported within six months because the reading assessment and the state 12th grade pilot are both new.
- Hope to bridge old and new reading assessments (new framework)
 - Results of the content alignment study to determine overlap between the old and new assessments are promising.
 - The correlations within and between subscales on the psychometric braiding study are also promising. This study is comparing the results of three groups of students: those who took (1) the new assessment, (2) the old assessment, and (3) a mixture of both.
 - In the past, such studies have been reported in a separate chapter on methodology in the report card.

- 2008 pilot and 2009 probe of the science interactive computer tasks (ICTs). Planning field test in 2012 and full scale administration in 2013
- Writing will be administered online at 8th and 12th grades (4th grade paper and pencil). New framework to be field-tested in 2010
- The mapping study based on 2007 data is expected to be released in late winter 2009, incorporating the following state input on methodology. The study will compare 2005 and 2007 data.
 - Data source: all students, EDEN data.
 - States will sign off on data.
 - Eliminate states with fall testing
 - Use state grade 4 and 8 only (not 3rd/7th)
 - Obtain state verification of use of language arts assessments for reading
 - Include mapping error

EIMAC Letter Update: Grade 12 NAEP

Peggy Carr, NCES
 Mary Crovo, National Assessment Governing Board
 Kris Kaase, Mississippi

Note: EIMAC is preparing a letter to NCES regarding recommendations related to the topics in this section.

State Pilot

- What are the Governing Board's and the NCES' perspectives on the pilot nature of the report? Each report's development is preceded by a visioning meeting with NCES, the Governing Board, and the contractors, which hasn't happened yet. State names will be included in the report, but the other suggestions are possible.
- The Governing Board has heard from the task force how important it is to present the report as a pilot.
- An upcoming Governing Board/NCES retreat will address this issue, which is one of the key issues that will be addressed over the coming year. The more input, the better.

Definition of a 12th grader

- **Main recommendation:** Clearly define which 12th grade students NCES is interested in: exiting students (those ready to graduate, perhaps determined by having 75% of credits - or- students that have been in high school for four years, measured by time served).
- **Main recommendation:** Contextualize how 12th graders got into the sample.
- **Main recommendation:** Mine longitudinal state databases to help understand who 12th graders are, how long they have been in school, demographic proportions, and other issues.
- In some states, there are district or school-level definitions of 11th and 12th graders. These variations affect the construct of preparedness. Students with disabilities may be considered 12th graders for several years or may be held in middle school for extra years so that the high school experience will be only four years. States with longitudinal databases can discuss differences between students in their fourth year and students who

are ready to graduate in one year.

- Use HSTS data to guide questions that need to be asked about who is in the 12th grade sample.
- NCES was not previously aware of issues with the definition of the 12th grader, because results were previously reported at the national level only.
- NCES has chosen the 2009 sample of 12th graders, but they would like to develop a profile of 12th graders for each state including such information as
 - State policies (where they exist) on the definition of a 12th grader
 - Promotion requirements
 - Number of years that a student can be considered a 12th grader
 - Whether students remain at 12th grade level until state stops providing schooling (e.g., age 21)
 - Credits earned. This information will be included in the High School Transcript Study (HSTS), which will collect data in June 2009 and will have a similar sample to the reading/math NAEP. The HSTS only uses data from students who graduated.
 - States can help determine what should be included in the profile. NCES may need a workgroup on developing a state profile.

Preparedness

- **Main recommendation:** Clarify the performance level descriptors. States will need assistance (materials) in explaining to the public how preparedness determinations came about, because this is not the typical standard-setting process. The Governing Board's technical panel report should help (November).
- **Main recommendation:** Validate the preparedness measure externally by connecting NAEP and postsecondary data. This will require waiting several years for good data after high school. The Governing Board is working with Florida regarding longitudinal data but is not measuring performance after high school.
- **Main recommendation:** Focus on aspects of preparedness that are strongly supported by research. The Governing Board is working with Achieve's benchmarks to update frameworks and assessments to reflect preparedness. The measure is focusing on preparedness for credit-bearing coursework.
- What is the connection between preparedness and the four year on-time graduation rate?
- There is a concern about reporting on dropouts, ELLs, and students with disabilities as mentioned above. ELL students may enter the country during high school. There may be a message about not preparing students in time when context needs to be taken into account.
- NCES is anticipating a tiered release of results (12th grade national results, then 12th grade state-level pilot).

Motivation

- Motivation and participation at the 12th grade level are important to report on as well.

EIMAC Letter Update: Science Interactive Computer Tasks (ICTs)

Peggy Carr, NCES
Mary Crovo, National Assessment Governing Board
Kris Kaase, Mississippi

States expressed concerns about students' experience with technology. The tasks will be administered on NAEP equipment to remove school-based connectivity and technical issues related to school hardware.

Reporting on Students with Disabilities (SD) in NAEP

Arnie Goldstein, NCES

- NAEP defines SD as students with IEPs, omitting gifted and talented students plus Section 504 plan students
- Of students with disabilities, the percentage of students included on NAEP varies by state, but nationally
 - 92-95%: IEP
 - 4-6%: Section 504
 - 0-2%: in process of being classified
- Section 504 students
 - Have a handicap that does not drive differential instruction but might need accommodations; may be transitional population (entire career or in and out) or don't know how to classify student (e.g., broken hand, diagnosis of paper-phobic)
 - Perform just slightly below general ed students
 - 3-16% of 504 students are excluded from NAEP
- IEP students
 - Have a handicap that drives differential instruction
 - Perform significantly below general ed students
 - 19-35% of IEP students are excluded
- Variations by states
 - Classification as 504 and IEP
 - IEPs attached to funded and strong/organized advocacy groups
 - State accommodations may be only for IEP students, available for 504 students, or available for all students.
 - States may or may not collect data on 504 students.
- NAEP reports results for students with disabilities, including students with IEPs and students with Section 504 plans. Should NAEP report as is or differently?
 - Report total and break out IEP students.
 - Opportunity to align NCLB, IDEA, NAEP

Race/Ethnicity Data Collection and Reporting

Bill Ward, NCES

- This session was an opportunity to initiate conversations on the implications of state implementation of the new race/ethnicity categories on NAEP results.
- NCES would like to maintain the NAEP trend line.
- Currently, NAEP students asked to report race/ethnicity according to 5 categories

Issues raised

- Current state data collection
 - Districts determine race/ethnicity collection policy and report to states for all data collection purposes (testing and other). Districts map their categories to the state's 5 or 7 categories.
 - Massachusetts reports 63 categories and maps to 5 for NAEP.
 - There are no business rules for mapping back to the 5 or 7 categories.
 - Why doesn't NAEP use *EDFacts* categories? (NAEP uses questionnaire)
- State implementation of race/ethnicity guidance
 - How will AYP reporting differ? There is a concern about mapping students who identify as more than one race -to- one category.
 - This is an opportunity to re-negotiate reporting categories based on how students identify themselves.
 - Third-party verification is new. (At a later session, *EDFacts* clarified that observer identification is not new.)
 - Will students be more or less accurately counted? American Indian/Hispanic students will be under-counted, which could have implications on tribal resources.
 - The move from 5 to 7 categories requires a new trend line, because the composition of the demographic categories has changed.
 - How will this affect whether states make AYP/safe harbor?
 - Students are able to self-identify under one category with one parent and another category with another parent.
 - During the transition years, states will be at different points regarding collection and reporting.

Re-engineered NAEP Data Explorer

Steve Szyskiewicz, ETS

- The previous NAEP Data Explorer technology was retired, providing an opportunity to update the tool.
- The tool is still in development, and developers would like it be in place for the spring 2009 release of NAEP arts data.
- Popular elements were retained from the prior tool.
 - Popular tabbed format (select criteria, select variables, edit reports, and build reports)

- User-friendliness improved.
 - Easy to check/uncheck selections
 - Quick definitions of table elements
 - Quickly see when data available or not by jurisdiction/year
 - Google-type search on items from background questionnaire using certain words
 - Flash-based engine for generating graphics and watching graphics shift when different variables are chosen
 - Drag and drop elements when creating tables
 - Ability to develop as many tables as interested in and export all without losing any tables plus incorporate significance testing
 - Clarifying sequence of variables that will be used so not surprise to user
- The tool allows more data manipulation.
 - New jurisdictions: national large central city and national private
 - Once table is developed, can add artifacts (e.g., significance tests) and then export to a variety of formats
 - Ability to include confidence intervals (no graphics associated)
 - Can choose more than one statistic at once (scale scores, achievement intervals, etc)
- The National Indian Education study tool is separate because of a different definition of “national public.”