National Assessment Governing Board

Reporting and Dissemination Committee

March 2, 2012
9:45 a.m. - 12:15 p.m.

AGENDA

9:45 – 10:20 am	NAEP Background Questions: Expert Panel Report and Recommendations *Marshall S. Smith, Panel Chair*	Attachment A
10:20 – 10:45 am	Implementation of Making a Difference Initiatives: Speakers' Tool Kit, Presentation for Parents, and Focused Reports *Amy Buckley, Reingold Communications*	Attachment B
10:45 – 11:05 am	Private School Participation and Reporting *Arnold Goldstein, NCES*	Attachment C
11:05 – 11:15 am	Review of Recent NAEP Release: TUDA 2011 *Stephaan Harris, NAGB* *Amy Buckley, Reingold Communications*	Attachment D
11:15 – 11:25 am	Projected Schedule for Future NAEP Reports *Arnold Goldstein, NCES*	Attachment E
11:25 – 11:35 pm	**ACTION**: Release Plan for NAEP 2011 Science Report Card *Stephaan Harris, NAGB*	Attachment F
11:35 am – 12:15 pm	Policy on NAEP Testing and Reporting on Students with Disabilities and English-Language Learners a. Implementation Update *Arnold Goldstein, NCES* b. Letter from Florida Education Commissioner *Larry Feinberg, NAGB*	Attachment G

NOTE TO Reporting and Dissemination Committee on Expert Panel on NAEP Background Questions

For the past 25 years the National Assessment of Educational Progress (NAEP) has asked hundreds of background or noncognitive questions of the students, teachers, and schools in its samples. These are meant to enrich the reporting of NAEP's academic results but for more than a decade little use has been made of them in NAEP reports. Responses to the background questions are available through the NAEP Data Explorer on the Internet, but they have gathered little attention and had little impact despite the considerable efforts that have gone into collecting and tabulating this information.

PURPOSE OF THE EXPERT PANEL

Following a discussion by the Reporting and Dissemination Committee in August 2011, the expert panel was convened by Board staff to recommend how to make better use of existing NAEP background questions and to propose an analytic agenda or framework for additional topics and questions that would be useful in developing education policy and of value to the public.

The panel's deliberations and recommendations support two of the Board's statutory responsibilities: to select and approve NAEP background questions, and to improve the form, use, and reporting of the National Assessment. (P.L. 107-279) http://www.nagb.org/who-we-are/naep-law.htm.

COMPOSITION

The panel has six members, composed of persons familiar with NAEP and its background questions. Panel members have expertise in survey research, educational testing, and education policy analysis.

DELIBERATIONS AND REPORT

The panel held an initial all-day meeting in Washington, DC on November 16, 2011. The agenda included extensive briefings by staff of the National Center for Education Statistics (NCES) and ETS, the contractor that prepares and analyzes NAEP background questionnaires. It also included discussion of how background questions are collected and used both in NAEP and in the international assessments, PISA and TIMSS. After that, the panel met by teleconference, and members exchanged drafts and comment.

The panel chair, Marshall S. Smith, will present the final report at this meeting of the Reporting and Dissemination Committee. He will discuss it with the full Board in the afternoon.

The report appears under a separate tab in the agenda book.

EXPERT PANEL ON NAEP BACKGROUND QUESTIONS

MEMBERSHIP

Marshall S. Smith (Chairman)
Visiting Scholar, Carnegie Foundation for the Advancement of Teaching
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Naomi Chudowsky
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Robert Hauser
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National Research Council
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Jennifer Jennings
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New York University
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Sharon Lewis
Research Director
Council of the Great City Schools
Washington, DC

Background Information

Framework for the

National Assessment

of Educational Progress

EXCERPTS

National Assessment Governing Board
Adopted August 1, 2003

National Assessment Governing Board

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Preface

by the National Assessment Governing Board

The National Assessment of Educational Progress (NAEP) has been established by law to monitor the academic achievement of American students. In addition to its academic assessments, NAEP has collected information from hundreds of non-cognitive or background questions about students, their educational experiences in class and at home, their teachers, and their schools. Some of these questions provide data for NAEP's reporting categories, but far more have been used to give context to NAEP results or to track factors associated with academic achievement. Some have been used by scholars in social science research.

Concerns have been raised about the selection of background variables, the quality of the information obtained, and the validity of inferences drawn from it. There is also concern about the burden that collecting background information places on respondents and on the NAEP program. After the National Assessment Governing Board was granted final authority over the background questions in early 2002, it adopted a policy to focus NAEP background data on the primary purpose of the National Assessment—to provide sound, timely information on the *academic* achievement of American students. The Board also initiated a process to prepare a general framework to guide the collection and reporting of background data.

It is important to understand the National Assessment is not designed to prove cause-and-effect relationships; it cannot prescribe what should be done. But its descriptions of the educational circumstances of students at various achievement levels—considered in light of research from other sources—may provide important information for public discussion and policy action.

This framework will define the purpose and scope of NAEP's system of collecting background information, including background questionnaires and other sources of non-cognitive data. It will establish criteria for reporting background information as part of the National Assessment. The approach it suggests provides for asking various groups of questions to various samples of students at various times.

The framework reflects the following key principles:

- The selection of background topics and questions shall be designed to fulfill all legal requirements for the National Assessment and to carry out decisions regarding what NAEP will report and how to report it.

- Background information shall provide a context for reporting and interpreting achievement results and, as the statute provides, must be "directly related to the appraisal of academic achievement and to the fair and accurate presentation of such information."

- The collection of background data shall be designed to obtain information that is objective, valid, reliable, and of consistently high quality.

- The system of background data collection shall be efficient and designed to minimize the burden on respondents and on the NAEP program. As much data as possible should be obtained from school records and other reliable data sources.

- These principles shall apply both to the collection of general background information and to subject-specific background questions. The frameworks for the latter must be focused and prioritized, indicating a core set of variables for regular reporting and a more comprehensive set to be collected and reported less frequently.

- The priority order for background information is as follows: (1) reporting categories, as required by law; (2) contextual factors with a well-established relationship to achievement; and (3) subject-specific information.

There is one other consideration—the new role of the National Assessment in the No Child Left Behind Act of 2001. Under this law, all states receiving federal Title I aid are required to participate every two years in NAEP's state-level samples of reading and mathematics in grades 4 and 8. The results will provide an independent yardstick to compare trends on NAEP with performance on each state's own set of required exams.

Because No Child Left Behind places particular emphasis on closing the persistent performance gaps between various student groups, NAEP must be able to report on changes in achievement for all groups specified by law. Through its background questions, the National Assessment might also provide useful information about the students left behind and those who are ahead of them, including the sorts of

schools that high-achieving and low-achieving students attend, the courses they take, the patterns of how they are taught, and the qualifications of their teachers. Over time, such descriptive information will allow NAEP to track changes in contextual and instructional factors related to student achievement and in the distribution of important educational resources.

In sum, the purpose of this Background Information Framework is to focus the collection and reporting of background data by the National Assessment and to establish clear priorities and limits. We hope to make it possible that with far fewer non-cognitive questions than it has had in the recent past, NAEP will serve the purposes of law and provide the American public and decision makers with useful information. We are committed to improving the quality of data collected and the reporting of results.

Executive Summary

The National Assessment of Educational Progress (NAEP) is a federally authorized survey of student achievement at grades 4, 8, and 12 in various subject areas, such as mathematics, reading, writing, science, U.S. history, the arts, and foreign languages. The No Child Left Behind Act of 2001 (P.L. 107-110) requires the assessment to collect data on specified student groups, including race/ethnicity, gender, socio-economic status, disability, and limited English proficiency. It requires fair and accurate presentation of achievement data and permits the collection of background or descriptive information that is related to academic achievement and aids in fair reporting of results. The intent of the law is to provide representative-sample data on student achievement for the nation, the states, and subpopulations of students and to monitor progress over time.

The National Assessment Governing Board (NAGB) sets policy for NAEP and determines the content framework for each assessment. As a result of the No Child Left Behind Act, the Board is responsible for selecting and approving all of NAEP's non-cognitive or background questions, as well as the cognitive items over which it has had final authority since 1988. This Background Information Framework will guide the development and selection of non-cognitive topics and questions, starting with the NAEP 2006 assessment. It will fulfill the purposes of law and implement Board policy.

When NAEP began in 1969-70, its background information was limited to gender, race/ethnicity, and literacy materials at home. During the 1980s the array of non-cognitive questions expanded greatly, both to provide more contextual information and in an effort—never fully realized—to use the assessment for educational research.

This background data framework will refocus the collection of non-cognitive variables on NAEP's primary mission: providing a fair and accurate measure of student achievement and on achievement trends over time. Thus, the framework is a guide for gathering important information that will assist in reporting and understanding NAEP results. NAEP may contribute to research into improving education policy and practice, but its role in this respect is limited and the framework is not a comprehensive list of possible factors to explore.

Since by law NAEP may only collect information that is "directly related to the appraisal of academic achievement," it must concentrate on non-cognitive variables that are known from other research to have such a relationship. The law also specifically prohibits NAEP from asking about personal or family beliefs and attitudes. These points are emphasized in the Governing Board Policy Statement on the Collection and Reporting of Background Data by the National Assessment (adopted on May 18, 2002). That policy is incorporated into this framework. It is attached in the appendix.

PRIORITIES

The following priorities for collecting and reporting non-cognitive information should be followed in planning background questionnaires, the frequency with which questions are asked, and the samples from which data are collected.

(1) ***Student reporting categories*** that are required by law must be collected as a regular component of all NAEP assessments. These include race, ethnicity, gender, socio-economic status, disability, and limited English proficiency. A core of SES information should be collected in every assessment, such as type of community and poverty status. An expanded set of SES variables may be included periodically or administered to limited samples.

(2) ***Other factors that provide a context for results*** should be sampled periodically, or on a rotating basis, over several NAEP cycles, although a limited set may be asked in every assessment. Contextual factors may include courses taken, student mobility, school safety and discipline, teacher-related factors such as demographics and experience, other factors related to students and schools, and educationally-relevant variables outside school. Although many non-cognitive variables may be of interest, they must be limited to meet the needs of NAEP reporting. In all cases, they must be clearly related to academic achievement or to the fair presentation of achievement results.

(3) ***Subject-specific background information*** should be gathered at the same time that achievement in a subject is assessed. This may include relevant course content and requirements, teacher preparation, and other factors related to student achievement. Questions will not be designed to determine effective practices, but to show patterns and trends of factors of interest, based on previous research. Like the contextual information, most of these variables should be sampled periodically, or on a rotating basis, over several administrations of the subject exam, although a limited core set may be repeated every time the assessment is given.

SELECTION CRITERIA

Key criteria for selecting non-cognitive topics and questions are as follows:

- ***Does the current or proposed non-cognitive variable relate to the primary purpose of NAEP and how?*** The primary purpose of NAEP is to report on the academic achievement of students to the American public. It is not to report on the causes of that achievement. Other surveys with longitudinal data are far better suited to examining causality. NAEP's choice of which non-cognitive variables to measure should be guided by how and to what extent the variables selected will support NAEP's primary mission.

- ***Do the current or proposed non-cognitive variables meet professional standards for reliability and validity?*** The NAEP legislation requires that the assessment "use widely accepted professional testing standards (P.L. 107-110, Sec. 411 (b) (5)." This requirement applies equally to non-cognitive and academic variables.

- ***How stable is the non-cognitive variable from period to period?*** If a variable shows little change from year to year, it should be reviewed to determine whether it should be deleted or used on a periodic basis rather than in every assessment.

- ***If new questions are added, have others been deleted in order to limit the burden and expense of NAEP's background questionnaires?*** There will always be pressure to collect more information. Mechanisms must be developed to make sure the burden of background questionnaires does not expand over time.

- ***Does a question address specific behavior rather than conclusions?*** Even for such questions, however, caution is advisable because self-reports are often unreliable.

- ***Will the topic or question meet the test of broad public acceptability and not be viewed as intrusive or prying?*** NAEP's non-cognitive questions are not kept secure, and all of them are to be posted on the Internet. Possible objections should be considered in deciding whether or not a question will be asked.

- ***Does the topic or question deal with a factor in which trends over time are important?***

- ***Will the information obtained be of value in understanding academic performance and taking steps to improve it?*** This is a fundamental issue to be addressed in evaluating all background questions proposed for NAEP.

DATA COLLECTION

Whenever possible, NAEP should use information from school records and other reliable data collections in order to improve the validity of the information collected and limit the background questionnaires in NAEP itself. In exploring the utility of different data sources, the following criteria should be considered: (1) reliability, (2) universality, (3) currency, (4) respondent burden, (5) logistics, (6) efficiency and cost-effectiveness, and (7) the impact on timeliness of NAEP reporting.

Of the student reporting categories in Priority 1, information on gender, race/ethnicity, disability status, and limited English proficiency shall be collected in a uniform manner in all NAEP samples. NAEP is also required to collect information on socio-economic status. This will continue to be done in all samples, although there may be some variation in the number of factors on which data are obtained with a uniform core and more extensive data gathering in some cases.

Because socio-economic status cannot be measured simply or directly, NAEP has used "proxy" variables, such as eligibility for free or reduced-price lunch (a measure of poverty), parent education, and number of reading materials in the home. The framework provides that NAEP explore development of a composite index for SES derived from the proxy variables currently collected. To the extent that the index can be sharpened by additional data from readily available sources, such as zip codes and census, this option should also be considered. Occasionally and in limited samples, more extensive SES questions may be asked. Although NAEP may never be able to produce a full composite of SES, based on family income, education, and occupation, efforts should be made to find an approximation that is more informative than the current set of proxy variables.

For the past two decades, NAEP has collected information on a lengthy list of student, teacher, school, and beyond-school factors that may provide a context for achievement results and are of interest to policymakers, researchers, and the public. Yet, NAEP's design as a cross-sectional survey places serious limitations on the inferences that can properly be drawn from this information. We propose a careful review of the contextual factors in NAEP to focus on the most important variables related to public policy. All such information must be clearly related to student achievement, as shown by other research. Different questions should be cycled in and out of the assessment

periodically, and the use of data from non-NAEP sources should increase. Information should be collected at meaningful intervals in ways that may show significant patterns and change over time.

The collection of subject-specific background information should be focused, limited, and prioritized as part of the subject-matter frameworks adopted by the Board. For each subject there should be a small core set of background items administered to the full sample each time a subject is assessed. An additional, more comprehensive set of questions should be administered periodically or to smaller subsamples.

NCES will prepare for Board review and approval a plan indicating the frequency, sample size, and schedule of rotation for all background variables and questions on which information is to be collected by NAEP. This should include both questionnaires and alternate data sources to obtain core reporting data, subject-specific information, and data on achievement-related contextual variables from a variety of NAEP samples—national only, national and state, and a subset of the national sample. The plan should indicate the frequency and schedule of rotation for each of the questions proposed. It should also indicate any questions needed for quality control purposes. The recommendations should be prepared with input from researchers and state policy analysts, as appropriate, and updated on a regular basis.

In constructing questionnaires it is important to place strict limits on the respondent burden they impose. As much data as possible should be obtained from school records and other reliable data sources. The average individual response time to answer background questionnaires for each assessment, as calculated in accordance with Office of Management and Budget (OMB) procedures, shall be limited as follows: ten minutes for each student, 20 minutes for each teacher, and 30 minutes for each school.

REPORTING

NAEP reporting should include contextual variables and subject-specific background information to enrich and give perspective to results. Consistent with space and operational limitations, descriptive information should be part of NAEP Report Cards and summary and highlights reports. The reports should present information on patterns and trends of non-cognitive variables known to have a relationship to academic achievement and may contain disaggregated data on school conditions and practices for various groups of students. Data on courses taken before NAEP assessments (either from transcripts or questionnaires) is of great public interest and can be related to academic results.

In addition, supplemental reports may be prepared that focus on particular aspects of the background data collected. In all cases, NAEP reports published by the National Center for Education Statistics must not state conclusions as to cause and effect relationships and avoid simplistic presentations that imply best practice.

All background questions and data collected by NAEP should be posted on the Internet so the public may be able to consider them in discussing results. Complete data files should be made available to researchers for further analysis.

RESEARCH

As a cross-sectional survey without longitudinal data, the National Assessment is able to document school conditions and practices. It can report on achievement results. But it cannot properly be used to establish direct cause-and-effect relationships. Still, over the past three decades, NAEP has been part of two important research endeavors—exploring changes in the black-white test score gap since 1970 and seeking to establish the impact of state-level reforms during the 1990s. By monitoring achievement well, NAEP has provided sound data for researchers to use. NAEP results have been critical in identifying research hypotheses. Its large data sets have been combined with other information to tease out meaning and policy implications, though NAEP's own reports have properly steered clear of these activities.

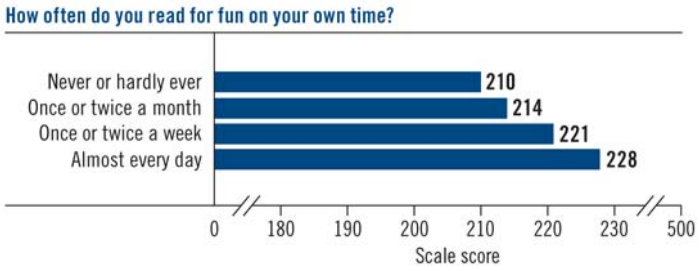
The Governing Board believes that by doing its main task of monitoring educational achievement well NAEP can make a valuable contribution to education research. The NCES program of secondary analysis grants for researchers to analyze NAEP data should continue. Educational researchers should be involved, under the auspices of NCES, in developing NAEP background questionnaires, validity studies, and other data collection efforts to carry out the provisions of this framework.

The primary purpose of NAEP is to provide fair and accurate information on student achievement. Its primary audience is the American public. The Governing Board believes that in serving its purpose and audience well, NAEP can contribute to educational research. It welcomes the interest and efforts of researchers.

Fourth-graders who read for fun almost every day score higher

Students were asked how often they read for fun on their own time. Students selected one of four responses indicating "never or hardly ever," "once or twice a month," "once or twice a week," or "almost every day." In 2011, fourth-graders who reported reading for fun almost every day scored higher on average than those who did so less frequently, and students who reported never or hardly ever reading for fun scored lowest (**figure 12**).

Figure 12. Average scores in fourth-grade NAEP reading, by students' responses to a question about how often they read for fun on their own time: 2011



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Explore Additional Results

Results for other background questions from the fourth-grade student, teacher, and school questionnaires are available in the NAEP Data Explorer at http://nces.ed.gov/nationsreportcard/naepdata/.

Forty-six percent of fourth-graders reported reading for fun almost every day in 2011 (**table 6**). Since students were asked the same question in some of the earlier assessment years, the percentages can be compared over time. The percentage of students who reported reading for fun almost every day was higher in 2011 than in all the previous assessment years, and the percentage who reported never or hardly ever reading for fun was lower in 2011 than in all other years.

Table 6. Percentage of students assessed in fourth-grade NAEP reading, by how often they read for fun on their own time: Various years, 2002–11

Frequency of reading for fun	2002	2003	2005	2007	2009	2011
Never or hardly ever	15*	15*	16*	18*	15*	14
Once or twice a month	14*	15*	15*	16*	15*	14
Once or twice a week	26	25	26*	27*	25	25
Almost every day	45*	45*	43*	40*	44*	46

* Significantly different ($p < .05$) from 2011.
NOTE: Detail may not sum to totals because of rounding.

The extent to which students reported reading for fun differed by gender, race/ethnicity, and eligibility for NSLP (**table 7**). In 2011, the percentage of students who reported reading for fun almost every day was

- higher for female students than for male students,
- higher for Asian students than for other racial/ethnic groups, and
- higher for students who were not eligible for NSLP than for students who were eligible.

Table 7. Percentage of students assessed in fourth-grade NAEP reading, by how often they read for fun on their own time and selected student characteristics: 2011

	Frequency of reading for fun			
Characteristics	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day
Gender				
Male	18	17	26	39
Female	10	12	25	53
Race/ethnicity				
White	15	15	24	46
Black	17	14	24	45
Hispanic	13	15	28	44
Asian	9	11	26	54
American Indian/Alaska Native	18	16	25	41
Native Hawaiian/ Other Pacific Islander	12	17	28	43
Two or more races	14	14	26	46
Eligibility for free/reduced-price school lunch				
Eligible	15	15	26	44
Not eligible	13	14	25	47

NOTE: Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002–11 Reading Assessments.

More students have teachers not permitting calculators during mathematics lessons in 2011 than in previous years

Teachers reported on the extent to which they permitted students to use calculators during mathematics lessons. Teachers selected one of three responses indicating "unrestricted use," "restricted use," or "calculators are not permitted."

Sixty-two percent of fourth-graders had teachers who reported permitting the restricted use of calculators in 2011 (**table 6**). Because teachers were asked the same question as part of the 2005, 2007, and 2009 assessments, the percentages can be compared over time. A higher percentage of students had teachers who did not permit the use of calculators in 2011 than in earlier assessment years, while the percentage permitting restricted use was lower in 2011 than in earlier years.

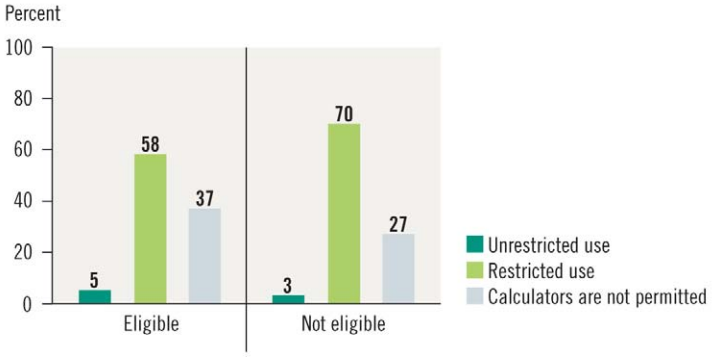
Table 6. Percentage of students assessed in fourth-grade NAEP mathematics, by the extent of calculator use in mathematics lessons: Various years, 2005–11

Extent of calculator use	2005	2007	2009	2011
Unrestricted use	5*	4	4	4
Restricted use	75*	69*	67*	62
Calculators are not permitted	20*	27*	29*	34

* Significantly different ($p < .05$) from 2011.

The extent to which students had teachers who permitted calculator use for mathematics lessons was different for those who were or were not eligible for NSLP. The percentage of students whose teachers permitted restricted use of calculators was higher for students who were not eligible for NSLP than for students who were eligible, and the percentage of students whose teachers did not permit them to use calculators was higher for eligible students (**figure 12**).

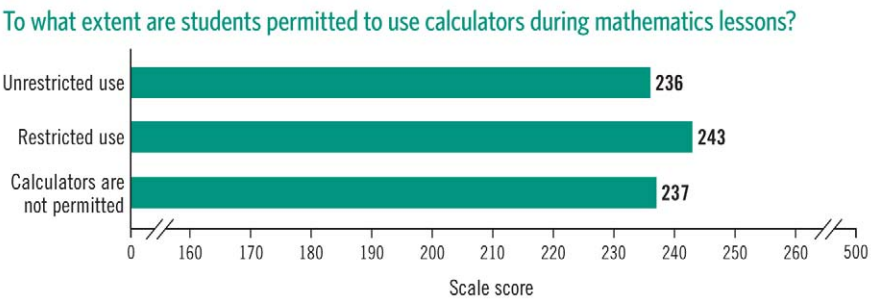
Figure 12. Percentage of students assessed in fourth-grade NAEP mathematics, by eligibility for free/reduced-price school lunch and extent of calculator use in mathematics lessons: 2011



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2005–11 Mathematics Assessments.

In 2011, students whose teachers permitted restricted use of calculators during mathematics lessons scored higher on average than students whose teachers allowed unrestricted use or did not permit the use of calculators (**figure 13**).

Figure 13. Average scores in fourth-grade NAEP mathematics, by teachers' responses to a question about the extent to which their students use calculators during mathematics lessons: 2011



Explore Additional Results

Results for other background questions from the fourth-grade student, teacher, and school questionnaires are available in the NAEP Data Explorer at http://nces.ed.gov/nationsreportcard/naepdata/.

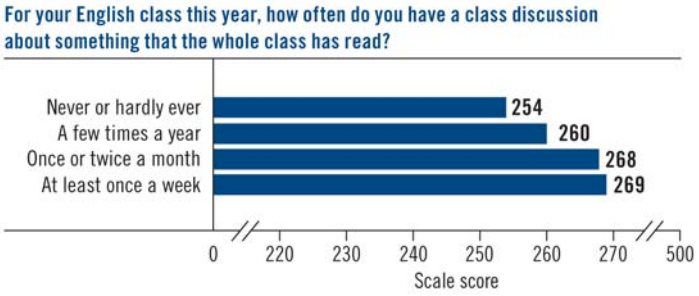
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Mathematics Assessment.

Students who have more frequent class discussions score higher

As part of the 2011 NAEP reading assessment, eighth-graders were asked how often they had class discussions about something their English class had read. Students chose from four options: "never or hardly ever," "a few times a year," "once or twice a month," or "at least once a week."

In 2011, eighth-graders who reported having class discussions more frequently scored higher on average than those who reported doing so less frequently (**figure 28**). For example, the average score for students who reported having discussions at least once a week was higher than the score for students who did so once or twice a month. Those who reported never or hardly ever having discussions scored lowest.

Figure 28. Average scores in eighth-grade NAEP reading, by students' responses to a question about how often they had an English class discussion about something the whole class read during the school year: 2011



Forty-eight percent of students reported having class discussions at least once a week in 2011, which was higher than the percentage in 2002 (**table 13**). The percentage of students who reported having class discussions a few times a year was also higher in 2011 than in 2002, while the percentages of students who reported never or hardly ever having discussions, or doing so once or twice a month, were lower in 2011 than in 2002.

Table 13. Percentage of students assessed in eighth-grade NAEP reading, by how often they had an English class discussion about something the whole class has read during the school year: Various years, 2002-11

Frequency of class discussion	2002	2003	2005	2007	2009	2011
Never or hardly ever	12*	12*	11*	11*	11	10
A few times a year	13*	13*	13*	14*	18	17
Once or twice a month	30*	30*	29*	30*	24	24
At least once a week	45*	45*	46*	45*	47	48

* Significantly different ($p < .05$) from 2011.
NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2002-11 Reading Assessments.

The extent to which students had class discussions about something they had read differed by school type, location, and enrollment (**table 14**). In 2011, the percentages of students who reported having class discussions at least once a week were

- lower for students attending public schools than for those attending private schools,
- higher for students attending schools in city and suburban locations than for those attending schools in town or rural locations, and
- higher for students attending schools with enrollments of 1 to 399 students than with larger school enrollments.

Table 14. Percentage of students assessed in eighth-grade NAEP reading, by how often they had an English class discussion about something the whole class read during the school year and selected student characteristics: 2011

Characteristics	Frequency of class discussion			
	Never or hardly ever	A few times a year	Once or twice a month	At least once a week
Type of school				
Public	11	18	24	47
Private	8	12	19	61
School location				
City	10	16	23	50
Suburb	10	17	24	49
Town	12	19	24	45
Rural	11	18	24	46
School enrollment				
1-399	10	16	21	52
400-599	11	17	24	49
600-799	10	17	24	49
800-999	10	19	25	45
1000 or more	11	18	25	46

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

One-third of students taking algebra I in eighth grade

Eighth-graders participating in the 2011 NAEP mathematics assessment were asked what math class they were taking that year. Students selected one course from the following list:

- Geometry
- Algebra II
- Algebra I (one-year course)
- First year of a two-year Algebra I course
- Second year of a two-year Algebra I course
- Introduction to algebra or pre-algebra
- Basic or general eighth-grade math
- Integrated or sequential math
- Other math class

Thirty-four percent of eighth-graders reported taking algebra I (one-year course) in 2011, which was higher than the percentages of students who reported taking each of the other types of mathematics classes listed (**table 11**). The next highest percentage of students reported taking basic or general mathematics followed by those taking an introductory algebra class.

The percentage of students who reported taking algebra I in 2011 was not significantly different from 2009 but was higher than the percentage who reported taking it in 2005. The percentage of students who reported taking an introductory algebra class was lower in 2011 than in 2009 and 2005. There has been no significant change in the percentage of students taking a basic or general mathematics class.

Table 11. Percentage of students assessed in eighth-grade NAEP mathematics, by the type of mathematics class taken during the school year: Various years, 2005-11

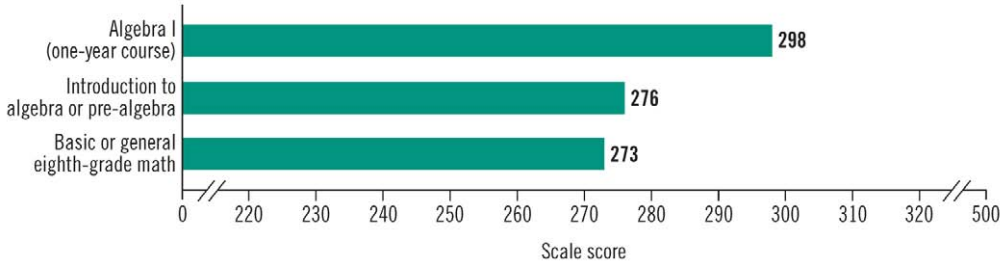
Type of class taken	2005	2007	2009	2011
Geometry	4*	4*	4*	5
Algebra II	3*	3*	3*	4
Algebra I (one-year course)	30*	31*	33	34
First year of a two-year Algebra I course	3*	3*	2	2
Second year of a two-year Algebra I course	2	2	2	2
Introduction to algebra or pre-algebra	27*	27*	25*	23
Basic or general eighth-grade math	25	25	25	25
Integrated or sequential math	1*	1	1	1
Other math class	5*	4	4	4

* Significantly different ($p < .05$) from 2011.
NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2005-11 Mathematics Assessments.

Students who reported taking algebra I scored higher on average than students taking an introductory algebra class or a basic or general mathematics class (**figure 29**). The average score for students who reported taking a basic mathematics class was lower than the score for students taking an introduction to algebra.

Figure 29. Average scores in eighth-grade NAEP mathematics, by the type of mathematics class students took during the school year: 2011



NOTE: Results are not shown for the other types of mathematics classes taken by students.

The proportions of students taking certain mathematics courses in 2011 varied by race/ethnicity (**table 12**). For example, with one exception, the percentage of Asian students taking algebra I was higher than the percentages of other racial/ethnic groups (the percentage of Asian students was not significantly different from the percentage of Native Hawaiian/Other Pacific Islander students taking algebra I). The percentage of American Indian/Alaska Native students taking an introductory algebra class was higher than the percentages of other racial/ethnic groups. The percentages of students taking a basic math course were higher for Black, Hispanic, and American Indian/Alaska Native students than for White, Asian, and multiracial students.

Table 12. Percentage of students assessed in eighth-grade NAEP mathematics, by race/ethnicity and the type of mathematics class taken during the school year: 2011

Type of class taken	White	Black	Hispanic	Asian	American Indian/Alaska Native	Native Hawaiian/ Other Pacific Islander	Two or more races
Algebra I (one-year course)	36	28	33	45	24	37	34
Introduction to algebra or pre-algebra	25	23	20	13	32	20	24
Basic or general eighth-grade math	23	30	29	13	29	26	23

NOTE: Results are not shown for the other types of mathematics classes taken by students. Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Mathematics Assessment.

Status of Parent Outreach and Engagement

One of the National Assessment Governing Board's top priorities in 2012 is to better engage parent leaders and organizations and develop communication materials that educate them about the National Assessment of Educational Progress (NAEP) and make its data and resources more accessible tools for parents. The Board's challenge is to discover and develop ways to make NAEP resources increasingly meaningful and useful to parents, particularly because NAEP does not provide individual student results.

In 2011, the Governing Board formed the Ad Hoc Committee on NAEP Parent Engagement to increase parent awareness about the urgency of improving student achievement and narrowing achievement gaps—particularly by race/ethnicity and income level. In August 2011, prior to its quarterly meeting, the Governing Board convened an outreach event with parent group representatives and other education advocates in the Washington, DC metropolitan area to discuss: 1) the relevance of NAEP for parents; 2) how NAEP results can be communicated to parents to raise awareness of student achievement and achievement gaps; and 3) how parents can use NAEP data to advocate for improved student performance in their own communities and schools.

Since the August outreach event, the Governing Board has been developing draft materials for use with and by parent leaders and parent organizations. Materials developed to date (as of February 2012) include the following:

- PowerPoint presentation that can serve as a master template and be customized for local presentations
- State and urban district assessment profiles that focus on student achievement and incorporate related data such as high school and college completion rates and demographic statistics
- Targeted web page for parents on the Governing Board website (nagb.org) where parents can access materials, tools, resources, and other relevant information.

Initial drafts of these materials were presented to the Ad Hoc Parent Committee at the December Board meeting, and revisions have been ongoing based on their feedback.

The Governing Board is entering a new phase of soliciting and obtaining additional feedback from parent leaders and those involved with developing education data messages for the parent audience. Beginning in February 2012 and continuing into the spring, the

Governing Board is hosting five parent input meetings across the country and convening parent leaders and data experts, to get feedback on the draft materials and discuss ways in which the Governing Board can effectively engage parents with NAEP.

The first input meeting took place on February 14 in Washington, DC, with members of the Parent Education Network (PEN). The eight participants—all local education fund (LEF) constituents representing school districts across the country—provided feedback on the draft materials, shared how the LEFs are using data to communicate with parents, and discussed other approaches and channels for engaging parents. Following this, a second input meeting will be held with the representatives of the National PTA in Washington, DC. On March 7, Board Member Tonya Miles will make a presentation to the National PTA Legislative Conference, using the materials that have been further refined based on the PEN and National PTA meetings. Three additional input meetings will be held—two in Los Angeles and one in Miami—during March and April, aiming to include parents for whom English is a second language.

Based on the collective feedback from all of these parent input meetings, the Governing Board will finalize the draft PowerPoint and related materials, and develop a comprehensive plan for integrating this core suite of materials into Board member speaking opportunities and other communications channels.

Status of Speakers' Toolkit

At the Board's December 2011 meeting, the members discussed and prioritized various strategies proposed under Chairman Driscoll's "Making a Difference" initiative. An idea that received overwhelmingly strong interest among all committees was a Speakers' Toolkit, which would include the development and distribution of materials about Governing Board initiatives that Board members and staff can use when talking with stakeholder audiences. The toolkit complements a key goal of Chairman Driscoll that is also found in the Board's Strategic Communications Plan: going beyond the NAEP Report Card releases to extend the life of the data and engage the public and constituent groups on how NAEP can be a resource for them. This key area is critical in helping the Board communicate the importance of NAEP, improve the dissemination of results, encourage broader use of the results, and emphasize the urgency of local action. [The Communications Plan is included at the end of this attachment.]

The Communications Plan recommends the creation of a Speakers' Toolkit that provides Governing Board members and staff with the materials and information needed to effectively reach these goals. Governing Board members and staff have used template materials and provided presentations to various stakeholder groups, including the Public Education Network, the National PTA and the National Council for the Social Studies.

The toolkit will equip Board members and staff to prepare for and deliver presentations to various stakeholder audiences. The toolkit will include new materials as well as existing presentations, talking points and speeches that Board members and staff have prepared for specific events or meetings such as the release of NAEP Report Cards, Board outreach and NAEP High School Commission symposia events, and parent input meetings. All toolkit materials will be archived and stored on the Governing Board members' website. Toolkit content will be updated and tailored for each audience and outreach opportunity.

Potential Speakers' Toolkit materials include:

- PowerPoint slides
- PowerPoint scripts
- Talking points
- One-page overviews or brochures
- Fact sheets and relevant data from NAEP releases
- Handout suggestions
- Photo images
- Recommendations for utilizing the materials with different event formats

Speakers' Toolkit next steps:

- Conduct interviews to identify the range of uses for the toolkit, desirable tools, logistical organization of resources, and priorities for making them available.
- Identify and vet with a review panel a set of topics and resources to be included in the toolkit and development timelines.
- Develop a prototype toolkit and pilot test it with the review panel and other interested parties.

- Incorporate feedback on the prototype and complete toolkit development.
- Discuss next steps, such as the process for ongoing maintenance of toolkit content, implementation of the toolkit on the Board members' website, and launching the toolkit with Governing Board members and other champions.

Status of Focused Reports

During the December 2011 discussion of "Making a Difference" initiatives, another strategy that many Board members deemed a high priority was the development of focused reports – reports that would concentrate on specific NAEP data and trends of potential interest that were not explicitly showcased in NAEP Report Cards.

Focused reports were also a key strategy that the Reporting and Dissemination Committee agreed was a priority initiative. Many Committee members viewed focused reports as a highly desirable effort to increase the usefulness of NAEP data and reporting, and extend NAEP's mission and role in public discussions of important education issues. These reports could analyze or repackage existing data or may be based on new studies with background question modules on particular topics and possibly special research samples.

The Committee requested NCES to provide it with a list of published and planned reports for further discussion at the March 2012 meeting. Focused reports on a variety of NAEP aspects have been released in the recent past, and NCES has plans for several more to be published in the near future. Additionally, Committee members suggested several areas that would benefit from a focused report that could be of wide interest and create a significant impact, including charter schools and digital learning. Board staff have offered several additional suggestions of focused reports for discussion.

Published Focused Reports Since 1990

Publication	Release Date
Focus on NAEP: NAEP and the Visual Arts: Framework, Field Test, and Assessment	August 13, 1998
Focus on NAEP: The NAEP 1997 Arts Education Assessment: An Overview	August 13, 1998
Focus on NAEP: NAEP and Theatre: Framework, Field Test, and Assessment	August 13, 1998
Focus on NAEP: NAEP and Music: Framework, Field Test, and Assessment	August 13, 1998
Focus on NAEP: NAEP and Dance: Framework and Field Tests	August 13, 1998
Focus on NAEP: New Software Makes NAEP Data User-Friendly	May 12, 1997
Focus on NAEP: Inclusion of Students from Special Populations	July 31, 1996
Focus on NAEP: 1994 NAEP Assessment in Geography	December 29, 1995
Focus on NAEP: 1994 NAEP Assessment in U.S. History	October 30, 1995
Focus on NAEP: 1994 NAEP Teacher Background Questionnaire	October 19, 1994
Focus on NAEP: 1994 NAEP Assessment in Reading	March 4, 1994

Planned Future Focused Reports from NCES

1. Focus on NAEP: The NAEP Social Studies Assessments
2. Focus on NAEP: Simpsons Paradox
3. Focus on NAEP: 12th Grade Participation and Engagement

Possible Topics for Focused Reports

1. Computer-delivered education: Digital learning in its many varieties including virtual schools and hybrid or blended courses (that combine online and face-to-face instruction)
2. Charter schools: A Ten-Year Report—2013 compared to 2003 (when a charter school report was last published)
3. School safety and discipline (including suspensions and expulsions)
4. Opportunity-to-Learn: Teachers, Curriculum, and Instruction. How they are distributed by race/ethnicity, socio-economic status, and achievement levels
5. Learning after-school and at-home
6. Education policies and instructional practices of high-performing or high-growth states and districts
7. Gender gaps
8. Black male students
9. Learning in the South: A report across the curriculum on the SREB states
10. Other regional reports: New England states and the Midwest (Big Ten) with NAEP data across the curriculum
11. Private Schools: Achievement and school practices across the curriculum with trends over two decades
12. Eighth-grade algebra: How it has grown and achievement patterns and trends

13. 21st Century Skills: Compile NAEP released questions with student performance data that illustrate widely-desired competencies in communication, collaboration, critical thinking, and creativity (4 C's)

14. Rural education

NOTE: *Some of these reports may use data from other NCES and federal government surveys in addition to NAEP background questions and achievement results.*

ADOPTED UNANIMOUSLY – 11/20/10

STRATEGIC COMMUNICATIONS PLAN

INTRODUCTION

The theme of this plan is getting beyond the scores and NAEP releases to expand outreach of the Governing Board and NAEP. The two main objectives are:

1. Enhance and elevate the NAEP brand as the gold star of academic assessment and thought leadership in advancing excellence in achievement reporting.

2. Strengthen the relevance and use of NAEP – The Nation's Report Card – results and NAEP research and resources by existing and new audiences.

To achieve these communications objectives, there will be a new approach that includes the following areas of engagement:

1. Practice consistent, year-round outreach and engagement with stakeholders and audiences.

2. Enhance collaboration with NCES and other entities involved with NAEP.

3. Use multiple communications channels, including social media.

4. Mobilize stakeholders and partners.

The Governing Board defines its audience as the general public. Effective communication requires breaking down the audience into segments based on their level of interest in the Board's work and education in general, how they might use the Board's information, and their capacity and tools to influence and effect change. This segmentation will allow resources to be targeted and used most efficiently by delivering messaging and information that are most pertinent to each audience.

The target audiences are as follows:

- **General Public** – the broad grouping of individuals who would be inclined to be receptive to effective messaging and information about NAEP.
- **Education Policymakers** – federal, state, and local officials with responsibility for enacting legislation and policies affecting elementary and secondary education.
- **Higher Education** – educators and administrators of postsecondary institutions, including two- and four-year colleges and trade schools.

- **Business Leaders** – Public and private sector employers, including the military, which are interested in the knowledge and skills of entry-level workers.
- **Education and Workforce Stakeholder Groups** – membership, advocacy and policy groups addressing education and workforce issues.
- **K-12 Teachers** – professionals in public, private, or charter schools who teach K-12.
- **Parents** – families of K-12 students in public, charter, and private schools.

Each of these audiences will require specific messaging and a well-defined "call to action," such as:

- Learn more about NAEP and the Governing Board.
- Understand how NAEP and the work of the Governing Board may be relevant to issues that are important to you.
- Use NAEP and the Governing Board as a resource in your pursuits.

COMMUNICATION STRATEGIES

The Governing Board's communications plan is built on six distinct but integrated strategies focused on the most effective ways to educate and engage these target audiences. The strategies are designed to leverage the reach and impact of messaging delivered through other organizations, the media, and the Internet. At the same time, they provide the flexibility needed to pursue timely opportunities. Specifically, these strategies will use:

I. **Report Card Releases** – Reinventing the release events to reach broad audiences with greater impact and use the releases as a catalyst for other Board communications efforts.

II. **Stakeholder and Partnership Outreach** – Identifying organizations with valuable contacts and communications vehicles for spreading the Governing Board's messaging.

III. **Traditional Media** – Using targeted media relations with traditional print and media outlets that provide skilled and trusted educational reporting.

IV. **Social Media** – Identifying and participating in emerging electronic media that reach the Board's targeted audiences and offer interactive, real-time discussion formats.

V. **Website Development** – Enhancing the site to ensure that target audiences can readily find it, use it as a resource for both learning about and informing education initiatives, and pursue web tactics to increase traffic and impact.

VI. **NAEP Communications Alignment** – NAGB and NCES working together to review branding, materials and outreach.

I. REPORT CARD RELEASE STRATEGY

Release of The Nation's Report Card will be conducted as part of a comprehensive, integrated communication campaign with a series of planned activities designed to generate traditional news coverage, to disseminate information about the assessment to stakeholder groups, and to further position The Nation's Report Card as the most trusted national yardstick of student achievement. This can be accomplished through the following:

- **Webinar-style NAEP Releases**. With declining attendance and higher costs of renting venues, the traditional press conference is not giving the Board the best return on its investment. We recommend online webinar releases whenever possible and appropriate for future releases. So panelists can participate via Web-Ex and graphics and presentations can be seen by the viewing public. However, for releases like TUDA and Grade 12 Reading and Mathematics that involve specific cities or states, we leave open the option of having the more traditional style of release in a city or state that would involve local leaders as guests and panelists and add a unique angle to the release.

- **Strategic Release Dates.** Choose Report Card release dates (within the dictates of Board policy and NCES timeline) that optimally use media cycles, coinciding events, and other opportunities to leverage attention so that the release is driven by a date not vice versa.

- **More Accessibility to Media and Other Stakeholders.** The Board can take important and innovative steps to expand Report Card outreach to media and others, by facilitating better access through methods such as:

    - Pursue meetings and deskside briefings with key education journalists to illuminate them on various data, trends, and related efforts.

    - Issue a post-event news release that updates the reactions to NAEP results, gathering some of the best quotes from superintendents, parents, and other stakeholders and using them in another round of outreach to relevant groups.

    - Conduct phone chats with journalists and stakeholders before and after the release to help shape and influence media stories on NAEP.

    - Pitch the participation of event panelists and the Board chair and executive director in online events, including web chats, online forums, or discussion room Q&As with major news organizations such as the Washington Post.

- **Utilizing Web Site and Social Media.** The Board should harness its web site and social media opportunities to extend the life of each Report Card. Several ideas include:

    - Obtain video and audio sound bites of Governing Board staff, members, and other panelists form each event to disseminate to media and post online.

    - In advance of each release, create a "splash" page on the www.nagb.org to host all materials related to the event, including bios of panelists, facts from past and

related releases, information about relevant Board task forces and commissions to build momentum for the event.

- Develop an integrated social media strategy that links to the splash page that will help create a following on social networking sites leading up to the launch.

II. STAKEHOLDER AND PARTNERSHIP OUTREACH

As a highly respected, independent source of unique objective data, the Governing Board is an attractive partner for numerous organizations. Relationships are mutually beneficial: the Board gains the support of other respected organizations and another outlet for its message, while the partner's stature and message are also enhanced. Partnership activities can range from simply establishing website links to publishing reports and newsletters; co-sponsoring workshops, events, and forums; creating awards programs; actively participating in partners' initiatives and conferences; and disseminating NAEP resources to organizational constituents.

Potential Partner Types

- The Media
- Colleges and Universities
- Think Tanks
- Education Advocates
- Parent Groups
- Foundations
- Private Companies
- Minority Advocacy Groups
- Governmental Organizations
- Individuals
- Other Testing Entities

Recommended Partnership Activities

Implementing a partnership strategy involves several steps to review, vet and establish the optimal partnership. The following list suggests a handful of specific ideas for activities for the Governing Board to undertake with potential partners. It ranges from big events to daily interactions and demonstrates the cumulative power of partnership development.

This course of action will entail such initial tasks as developing a list of recommended partners and related database; conducting research on priority stakeholders in each audience category; creating a partnership scorecard that identifies the specific opportunity, approach, and outcome for each group; developing partnership outreach materials and other content; and conducting ongoing stakeholder monitoring to identify partnership opportunities.

- ***Events***
  - Present NAEP and related issues at education conferences.
  - Join with a teacher group like Teach for America, Phi Delta Kappa, or the National Staff Development Council to hold workshops for teachers on how to use NAEP.
  - Increase partnership with NCES and NAEP State Coordinators and local education groups to host state conferences and/or workshops in states or TUDA districts.
  - Partner with national and local PTAs to hold workshops for parents.

- ***Content***
  - Co-sponsor a series of monthly webinars, with a different NAEP-related topic.
  - Create electronic newsletters on Board and NAEP subject-specific topics, using NAEP data and other information.
  - Publish booklets or one-pagers on Board initiatives, task forces, or important topics.
  - Partner with a media outlet or a local university to do background reports on TUDA cities to put the TUDA data in richer context.

- ***Other Outreach***
  - Co-sponsor sections on the websites of NAEP partners, such as the Council of Chief state School Officers, and establish linking agreements with each.
  - Create an association of school districts that commit to using NAEP as a resource, partnering with them on assessment matters and making resources available school staff and parents on how NAEP works.
  - Work with the Hechinger Institute (a non-profit organization based at Columbia University that focuses on training education reporters and producing in-depth national and investigative journalism on education) to showcase NAEP as a resource for reporters.
  - Join with a teacher's group to give an annual award to a district, school, or principal that demonstrates best use of NAEP to improve instruction.

III. TRADITIONAL MEDIA STRATEGY

The traditional print and broadcast media are important vehicles for public education. However, NAEP coverage in the media has been largely limited to Report Card releases. The extent and value of traditional media coverage can be increased through a number of tactics and tools. These might include media events, a Board directory and experts "tip sheet," op-eds, a story bank, and improved website usability for the press. The Report Card releases will be used as a catalyst for generating ongoing use of NAEP data in coverage of broader educational policy issues. Ideas include:

- **More Events.** Create additional media events to release new frameworks, for example, or respond to emerging issues, and not just rely on Report Cards to generate news.

- **Media Training.** Conduct media training for Board members so they are comfortable and prepared for interviews.

- **Experts Directory.** Develop an expert's directory of Board members, alumni and staff available for interviews and speaking opportunities, as appropriate.

- **Op-eds.** Write and pitch op-eds to various newspapers, magazines, and online sites on NAEP-related topics and Board endeavors.

- **Develop Contacts.** Cultivate media contacts and resources by regularly keeping in touch, seizing opportunities to send occasional emails and making phone calls.

- **Advance Outreach.** Conduct media pre-calls to create initial effective media placements on Board releases, events, and ongoing work.

- **Interactive Website.** Create dynamic online press kits and updating the "what's new" section with press releases and video releases to entice more media interest.

- **Multiple Platforms.** Reporters for mainstream media now routinely produce web stories, videos, audio Q and As, and blog entries for each assignment. Outreach efforts should acknowledge these areas and tailor story ideas to a number of formats, helping reporters repurpose the material for different platforms.

- **Story Bank.** The Board should create a bank of broader story ideas that came out of release events, reports, and publications, and pitch those to journalists.

- **Database Expansion.** Expand media lists to include influential bloggers, online journalists, and others outside of traditional mainstream media.

IV. SOCIAL MEDIA STRATEGY

The Governing Board can engage in social media effectively while honoring its mission and maintaining its position of independence. Tactics include the following.

- **Create Facebook and Twitter Accounts.** The Board should develop profile pages for Facebook and Twitter to allow it to quickly and easily communicate with others using a variety of social media tools, including blogs, videos, images, tags, lists of friends, forums, and messaging. Alerts and postings on Board happenings and resources – events, data, background variables, etc. – can easily be disseminated and daily or weekly account updates keep the Board in the spotlight between releases. Also, Board members and staff with Facebook and Twitter accounts already can help promote Board activities.

- **Blogs by Board Members.** Board members can rotate in writing a blog for www.nagb.org, with postings prompted by test score trends, framework issues, news topics, and the like. Board members can share insights, pose questions, and provoke

thoughtful discussion without overstepping their bounds. Ideally, the content would then be picked up by other bloggers who will send it to others, generating a viral effect.

- **Disseminate E-mail Newsletters.** The Board can develop a robust newsletter that includes content of interest to various audience groups, including teachers, associations, alumni, parents, and students who may not be aware of the Board and NAEP. It will help to forge connections and a sense of community among these audiences.

V. WEBSITE STRATEGY

To position the Governing Board as a leading voice and authority on the complex issues of academic assessment and advancing educational innovation and excellence, its website should be positioned to play a more prominent role in achieving its objectives. This requires a redesign that supports and promotes the various communications channels and content of the entire communications plan outlined above, including:

- **Website Design.** The overall design should support the key content areas the website is targeting and be organized for easy navigation by subject or audience.

- **Search Engine Optimization (SEO).** Reingold, the Board's communications contractor, will work with the Board and its web contractor, Quotient, to ensure the website receives full credit from search engines for content as it is published. This will involve ensuring design, word usage, tags, and the like will be positioned to help www.nagb.org show up on searches, so that people looking up phrases like "national assessment" and "high school achievement" would find us as well.

- **Keyword Research.** This process will help the Board identify high-traffic subject areas and the associated keywords or search terms most frequently used to research them. It will help shape the organization and development of content in the "language" of the Board's target audiences, using keywords and phrases they use when navigating search engines to find information and relevant content. Because nearly 90 percent of all clicks from search engine results pages originate on the first results page, it is critical to understand which words and phrases the Board can realistically compete for to achieve a first-page position and then ensure those keywords and phrases appear in the target page's URL, tile, meta description, image alt text, video narration, and/or body text.

- **Content Development.** Once the above preliminary work is done, the site's content that is interesting and relevant to the Board's target audiences must be continuously developed, integrating your targeted keywords, posted in the appropriate areas of the site, and refreshed regularly.

- **Link-Building & Outreach.** The Board should develop an effective link-building campaign that includes initial research to identify a broad list of other relevant and authoritative websites, blogs, forums and other outlets based upon the www.nagb.org content and keyword strategy and approved by Board members and staff. Reingold can then approach these sites with requests that should identify a specific page on their

website and connect that content/topic back to a specific page on the www.nagb.org website with complimentary content, information or resources. The strategy would increase Board exposure and improve SEO efforts.

VI. NAEP COMMUNICATIONS ALIGNMENT

In the campaign's first six months, Reingold will help the Governing Board work with NCES and other internal stakeholders to develop the foundation for expanded outreach. This foundation will focus on specific tasks under the strategies for stakeholder outreach and partnerships, traditional media, social media, Report Card releases, and the website.

Overarching Tasks

- **Review Governing Board branding.** Reingold will help the Governing Board and NCES to review the NAEP brand platform, determining how well its messaging and graphic elements distinguish and elevate NAEP and communicate the roles of the Governing Board and NCES.

- **Establish working group with NCES.** The Governing Board will create a NAEP working group with NCES to examine the activities and outreach undertaken by each group to determine if optimization is possible through greater coordination and collaboration. The group also can review the effectiveness of all NAEP materials and the Report Card release process, provide feedback, and recommend improvements.

- **Collaborate.** The Board staff and Reingold will define release plan roles, discuss deadlines, and streamline approval processes for release materials with NCES in a timeframe that enables optimal messaging, materials and content development.

- **Synergy.** The Board and NCES will work to align outreach strategies in communications and the website. For example, if NCES and its contractors sponsor a NAEP booth at a convention, then the Board can look into offering a member or staffer to give a presentation related to NAEP. Also, the Board and NCES can link to each other's sites more regularly on NAEP-related items so that each group is contributing to increased exposure for the other.

Private School Participation Rates

and Plans for 2012 and 2013

Private school participation rates in the 2011 reading and mathematics assessments were sufficiently high to allow reporting of private schools overall, Catholic schools, Conservative Christian schools, and Lutheran schools. As with previous assessments, participation of other private schools, such as independent schools, did not meet standards for reporting as a separate group. However, students from those schools that did participate are included in the overall private school results as well as national results for all students.

In 2012, NAEP is conducting two assessments. These are the long-term trend assessments of students aged 9, 13, and 17; and an assessment of economics at grade 12. Both are national-level assessments, and private schools will be part of the samples. There will not be oversampling of private schools for these assessments that would allow separate reporting of Lutheran and Conservative Christian schools. Results for private school students overall, and Catholic school students, will be reported if response rates are sufficient.

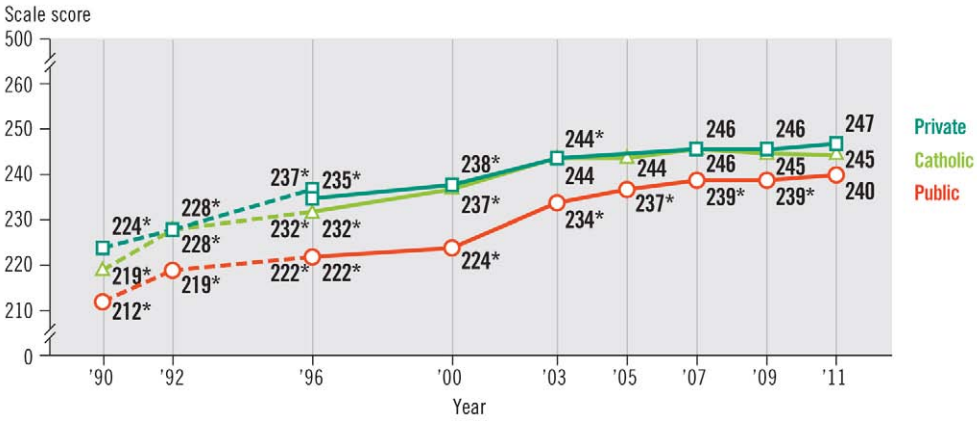
In 2013, mathematics and reading will be assessed at grades 4, 8, and 12. Private schools will be part of the national samples at all grades. As with the 2012 assessments, oversampling is not planned for Lutheran and Conservative Christian schools in these assessments.

Private school students score higher than those in public schools

In 2011, the average mathematics score for fourth-graders attending public schools was 7 points lower than the overall score for students attending private schools, and 5 points lower than for students attending Catholic schools specifically (**figure 10**). There may be many reasons why private school students perform differently, on average, from public school students. Differences in demographic composition, availability of resources, admissions policies, parental involvement, and other factors not measured in NAEP may influence student achievement scores.

The average score for public school students was 1 point higher in 2011 than in 2009, while there was no significant change in the score for private school students overall or for Catholic school students over the same period. Scores for all three groups were higher in 2011 than in 1990; however, the 7-point score gap between private and public school students in 2011 was not significantly different from the gap in 1990.

Figure 10. Trend in fourth-grade NAEP mathematics average scores, by type of school



* Significantly different ($p < .05$) from 2011.
NOTE: Private schools include Catholic, other religious, and nonsectarian private schools. Results are not shown for private schools in 2005 because the participation rates fell below the required standards for reporting.

Ninety-two percent of fourth-graders attended public schools in 2011, and 8 percent attended private schools, including 4 percent in Catholic schools (table **4**). In comparison to 1990, the percentage of students attending public schools in 2011 was larger, and the percentage attending private schools was smaller.

Table 4. Percentage distribution of students assessed in fourth-grade NAEP mathematics, by type of school: Various years, 1990–2011

Type of school	1990[1]	1992[1]	1996	2000	2003	2005	2007	2009	2011
Public	89*	88*	89*	90*	90*	90*	91*	91	92
Private	11*	12*	11*	10*	10*	10	9*	9	8
Catholic	7*	8*	8*	5*	5*	5*	4*	4	4

* Significantly different ($p < .05$) from 2011.
[1] Accommodations not permitted.
NOTE: Private schools include Catholic, other religious, and nonsectarian private schools. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2011 Mathematics Assessments.

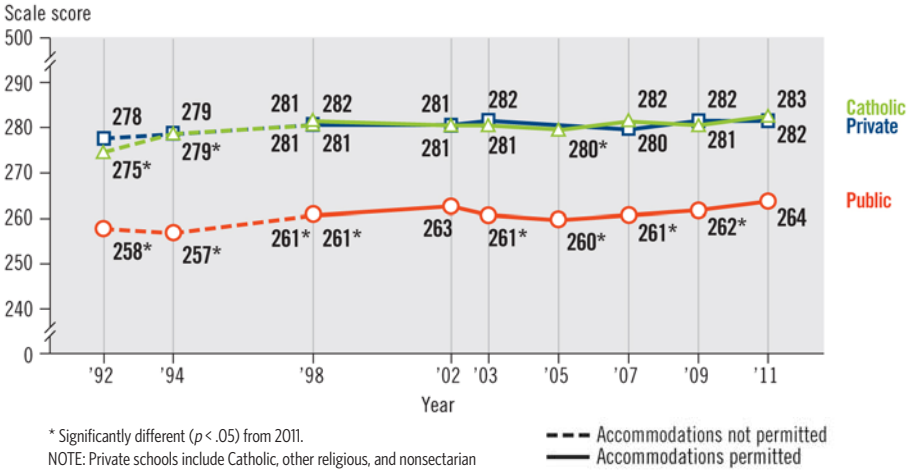
No significant change in score gap between public and private school students

In 2011, the average reading score for eighth-graders attending public schools was 19 points[3] lower than the overall score for students attending private schools, and 20 points[3] lower than for students attending Catholic schools specifically (**figure 26**). The score gap between private and public school students in 2011 was not significantly different from the gap in either 2009 or 1992.

The average score for public school students was 1 point[3] higher in 2011 than in 2009 and 6 points higher than in 1992, while there was no significant change in the score for private school students overall in comparison to either previous assessment year. The average score for Catholic school students did not change significantly from 2009 to 2011, but was 8 points higher in 2011 than in 1992.

[3] The score-point difference is based on the difference between the unrounded scores as opposed to the rounded scores shown in the figure.

Figure 26. Trend in eighth-grade NAEP reading average scores, by type of school



* Significantly different ($p < .05$) from 2011.
NOTE: Private schools include Catholic, other religious, and nonsectarian private schools. Results are not shown for private schools in 2005 because the participation rates fell below the required standards for reporting.

Ninety-one percent of eighth-graders attended public schools in 2011, and 9 percent attended private schools, including 4 percent in Catholic schools (**table 11**). In comparison to 1992, the percentage of students attending public schools in 2011 was larger, and the percentages attending private schools and Catholic schools were smaller.

Table 11. Percentage distribution of students assessed in eighth-grade NAEP reading, by type of school: Various years, 1992–2011

Type of school	1992[1]	1994[1]	1998	2002	2003	2005	2007	2009	2011
Public	89*	89*	89	91	91*	91	91	91	91
Private	11*	11*	11	9	9*	9	9	9	9
Catholic	6*	7*	7	5*	5*	5*	4	5	4

* Significantly different ($p < .05$) from 2011.
[1] Accommodations not permitted.
NOTE: Private schools include Catholic, other religious, and nonsectarian private schools. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2011 Reading Assessments.

ies NATIONAL CENTER FOR EDUCATION STATISTICS

National Assessment of Educational Progress (NAEP)

Private School NAEP Results Online

NAEP assesses representative samples of private school students at grades 4, 8, and 12 (or at ages 9, 13, and 17 for the long-term trend assessment) with each assessment. Private school results are reported whenever at least 70% of the schools in the sample participate. The symbol ‡ shows up in the tables or charts whenever the data could not be reported.

For a quick but detailed look at results for private and public schools, use the Private School Quick Data tool below. Select the subject and grade, then select whether you want to see the data broken out by two categories (public and private schools) or by five categories (including Catholic, other private schools, and schools of the Bureau of Indian Education and the Department of Defense). Then press "Show table." This will take you to a results table in the NAEP Data Explorer (NDE), in a new tab or window.

Private School Quick Data

Mathematics

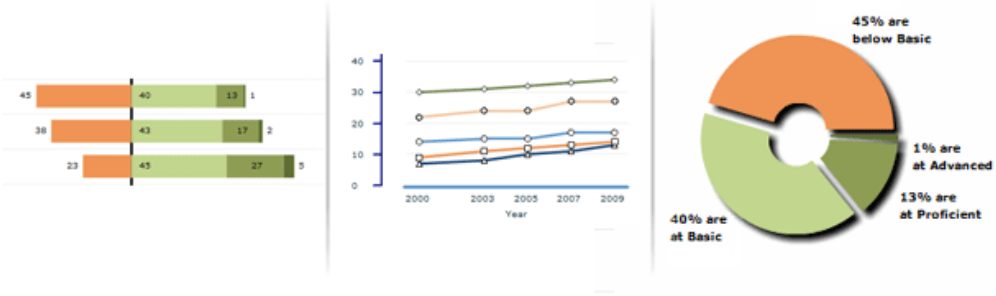
Public or private school (2 category)

Achievement Level (Cumulative)

Grade 4

show table

Once you see the results in the NDE, you can explore them further by customizing your tables or viewing them in a variety of chart formats, such as these:



To learn more about how to use the NDE, watch a short video or use the Quick Reference Guide (595K PDF). Learn about additional NDE features from the tutorial or access Help from every page of the tool.

The links on the Private and Other Nonpublic Schools page show you the results from the Nationsreportcard.gov website, where you will find detailed information about the report for that assessment.

Last updated 04 February 2011 (NB)

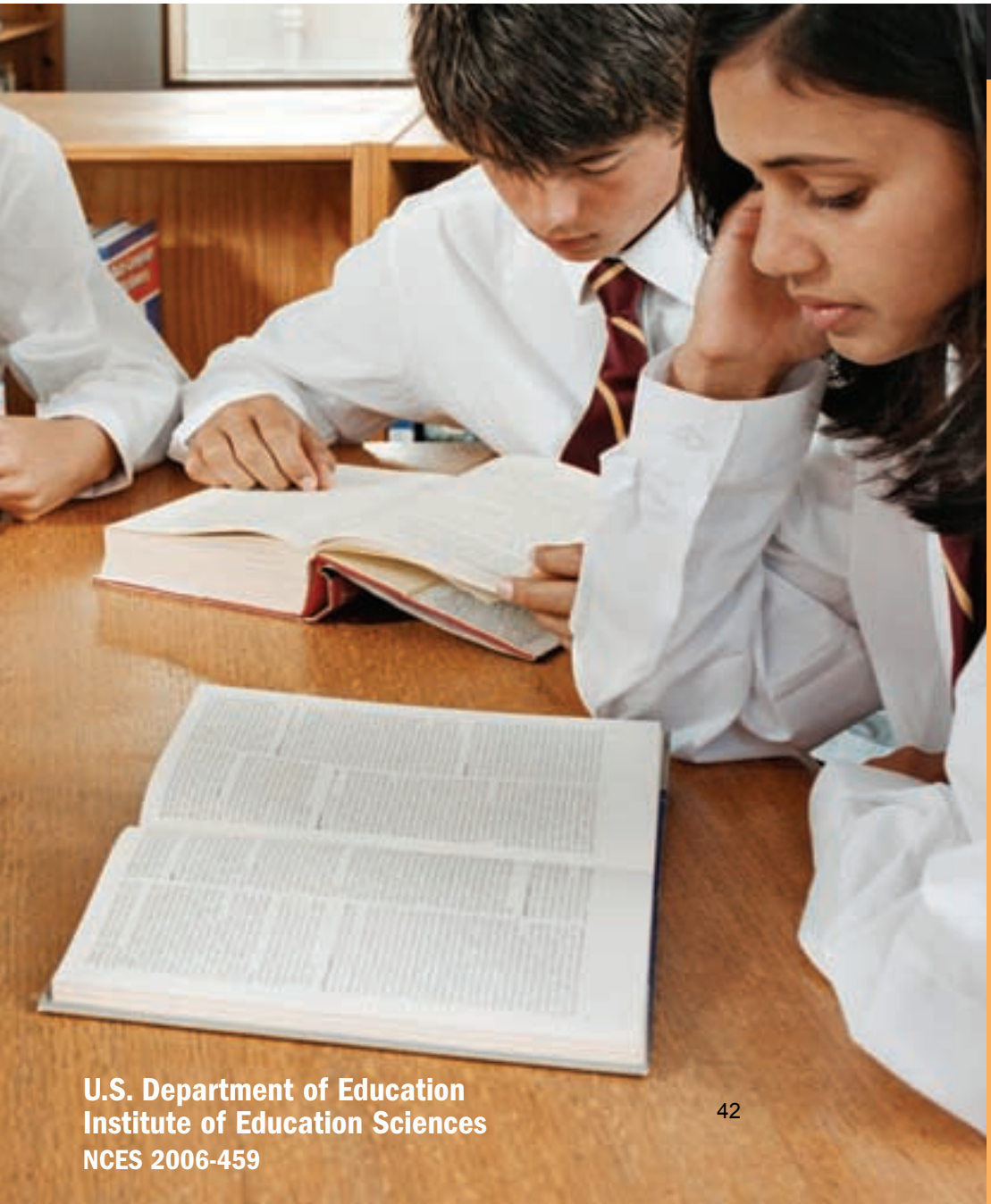
National Center for Education Statistics - http://nces.ed.gov
U.S. Department of Education

National Assessment of Educational Progress

The Nation's Report Card™

Student Achievement in Private Schools

Results From NAEP 2000–2005



CONTENTS

U.S. Department of Education
Institute of Education Sciences
NCES 2006-459

The Nation's Report Card NAEP

NCES National Center for Education Statistics

Executive Summary

This report is the first to focus on private school students' performance on NAEP assessments. It provides results in reading, mathematics, science, and writing in 2000, 2002, 2003, and 2005. Specifically, it focuses on the three private school types that combined enroll the greatest proportion of private school students (Catholic, Lutheran, and Conservative Christian) as well as private schools overall. It also compares the performance of students in these schools to that of public school students to provide additional perspective.

Comparing student performance among the three types of private schools highlights several differences at grades 4 and 8 and a few at grade 12. Among the three types of private schools, few significant differences in performance were found at grade 12. The exceptions were that in 2000, the average score in science for grade 12 students in Catholic schools was 6 points higher than for students in Lutheran schools, and that in the 2000 mathematics assessment, a higher percentage of twelfth-graders in Catholic schools performed at or above *Proficient* than twelfth-graders in Conservative Christian schools. Where differences existed at grades 4 and 8, students in Lutheran schools generally outperformed those in Conservative Christian schools. In some grade/subject combinations, Lutheran school students outperformed Catholic school students, and Catholic school students outperformed Conservative Christian school students.

Students in Lutheran schools outperformed students in Conservative Christian schools in some instances in grades 4 and 8.

Students at grades 4, 8, and 12 in all categories of private schools had higher average scores in reading, mathematics, science, and writing than their counterparts in public schools. In addition, higher percentages of students in private schools performed at or above *Proficient* compared to those in public schools.

Average scores in mathematics at grades 4 and 8 increased between 2000 and 2003 for both public and private schools overall. Students in Catholic schools also had higher average mathematics scores in 2003 than in 2000 in both grades.

The three types of private schools have few differences in their student demographics, except that Catholic schools generally enroll a greater proportion of Hispanic students than Lutheran schools. In general, private schools enroll a higher proportion of White students than public schools, while public schools have a higher proportion of Black and Hispanic students. Private schools also enroll a smaller proportion of students with disabilities, English language learners, and students eligible for free or reduced-price school lunch.

Private schools generally enroll a smaller proportion of Black and Hispanic students than public schools.

Black and Hispanic fourth-graders in all private schools combined had higher average mathematics scores in 2003 than in 2000. However, no significant differences in scores were found across the same time period for Black and Hispanic private school students in grade 4 reading or grade 8 mathematics.

A word of caution is needed: The data in this report provide a summary of the performance of students in public and private schools. The number of assessed students in some types of private schools is small, so it is not always feasible to make statistically meaningful comparisons between the performance of public school students and students in particular types of private schools. Factors not reported here, such as admission policies and parental involvement, can also influence student achievement.

Introduction

The National Assessment of Educational Progress (NAEP) measures the knowledge of students in grades 4, 8, and 12 in a variety of subject areas. About 10 percent of the entire U.S. school population, almost 5.3 million students, attended private schools during the 2001–02 school year (Broughman and Pugh 2004). This report provides NAEP results for private schools in 2000, 2002, 2003, and some in 2005. The subjects addressed in this report are reading and writing at grades 4 and 8, and mathematics and science at grades 4, 8, and 12.

What Information Is Available From NAEP About Private Schools?

In the 1970s and 1980s, the NAEP long-term trend assessment reported data separately for public school students and for all private school students, without distinguishing among types of private schools. Beginning in 1990, main NAEP also has reported performance data separately for private school students in Catholic and in non-Catholic schools. NAEP further increased the number of reporting categories for private schools for the 2000 assessments to include Catholic, Lutheran, Conservative Christian, Other Religious, and Nonsectarian. Different reporting categories for private schools were used in 2002 and 2003. In 2005, data were available only for Catholic and Lutheran schools. Table 1 shows the types of private schools for which NAEP collected reportable data in each subject and assessment year.

What Findings Are Discussed in This Report?

For the past 30 years, NAEP has reported that students in private schools outperform students in public schools. This report confirms that point, but also looks more closely at NAEP results for three types of private schools: Catholic, Lutheran, and Conservative Christian. Combined, these schools enroll the majority of private school students, and they participated in NAEP at most grades in 2000, 2002, and 2003. This is the first NAEP report to compare the performance of students in these three types of private schools.

In this report, results of the 2000, 2002, and 2003 NAEP assessments for Catholic, Lutheran, and Conservative Christian schools are compared with each other. Although all categories of private schools are included in the total for "overall" private, only these three categories are shown separately. An update on 2005 results for Catholic and Lutheran schools is also provided.

For More Info...

The NAEP website (http://nces.ed.gov/nationsreportcard/) provides an array of information and results from the main NAEP assessments in 2000, 2002, 2003, and 2005, including PDF versions of all NAEP reports, a data tool for exploring the summary results and calculating statistical significance of differences, and a tool for examining released questions from the assessment.

Subject-area frameworks for the NAEP assessments are available on the NAGB website (http://www.nagb.org/pubs/pubs.html).

Comparisons to public schools are also provided as points of reference. Results are given for students overall, as well as for student groups defined by race/ethnicity and—at grades 8 and 12 only—by the highest level of education reached by the students' parents.[1] Comparisons over time for the 2000–2003 mathematics and reading assessments are included whenever possible. Changes in the gaps between private and public school students' performance are also discussed. The comparisons discussed in this report between students in the different types of private schools, and between students in private schools and public schools, are statistically significant unless otherwise stated.

[1]Eighth- and twelfth-grade students reported the highest level of education attained by either parent. Parental education data from fourth-graders are not reported because research indicates that these students are less likely to report data accurately.

Table 1. Grades assessed with reportable data, by subject and type of private school: Various years, 2000–2005

Type of school	Enrollment in private schools: Fall 2001	Reading				Mathematics			Science	Writing
		2000	2002	2003	2005	2000	2003	2005	2000	2002
Catholic	2,515,524 (4.7%)	4	4/8/‡	4/8	4/8/‡	4/8/12	4/8	4/8/‡	4/8/12	4/8/‡
Lutheran	219,397 (0.4%)	‡	4/8/‡	4/8	4/8/‡	4/8/12	4/8	4/8/‡	4/8/12	4/8/‡
Conservative Christian	823,469 (1.6%)	‡	4/‡/‡	‡/8	‡/‡/‡	4/‡/12	‡/8	‡/‡/‡	4/8/‡	4/‡/‡
Other Religious	882,009 (1.7%)	‡	–	–	–	4/‡/‡	–	–	‡/‡/‡	–
Nonsectarian	901,114 (1.7%)	‡	–	–	–	‡/‡/‡	–	–	‡/‡/‡	–
Other Private	– (–)	–	‡/‡/‡	‡/‡	‡/‡/‡	–	‡/‡	‡/‡/‡	–	‡/‡/‡

– Not available because data were not collected.
‡ Reporting standards not met. Data are not reported because participation rates failed to meet minimum NCES standards for reporting.
NOTE: The grade in each cell indicates that reportable data for the category are available at this grade in this subject and year. Percentages of all students enrolled in each type of private school are shown in parentheses. Enrollment numbers are for elementary and secondary schools combined.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, Private School Universe Survey (PSS), 2001–2002, National Assessment of Educational Progress (NAEP), various years, 2000–2005 Reading, Mathematics, Science, and Writing Assessments.

Private School Types

- *Catholic* schools included parochial, diocesan, and private order schools.
- *Lutheran* schools included all those that indicated an affiliation with any branch of the Lutheran Church.
- *Conservative Christian* schools included all those that indicated membership in Accelerated Christian Education, American Association of Christian Schools, Association of Christian Schools International, Association of Christian Teachers and Schools, or the Oral Roberts University Educational Fellowship.
- *Other Religious* included all other schools that indicated an affiliation with any other religious organization. This category was tabulated separately only in 2000.
- *Nonsectarian* schools included all private schools without an affiliation to any religious organization or institution. This category was tabulated separately only in 2000.
- *Other Private* schools included the combined data for "Nonsectarian" and "Other Religious" schools, when data in those categories were too few to report separately. This category was created in 2002.

How Are Results Reported?

Results are reported in two ways: as average scale scores and as percentages of students attaining NAEP achievement levels. Average scale scores in NAEP measure what students know and can do, and are reported on 0–500 scales in mathematics and reading, with all three grades on the same scale; science and writing are reported on 0–300 scales with each of the three grades on a separate scale.

Three achievement levels—*Basic*, *Proficient*, and *Advanced*—have been developed by the National Assessment Governing Board (NAGB) to provide a context for interpreting student performance on NAEP assessments. These achievement levels state what students should know and be able to do in each subject area and at each grade assessed. Further information on achievement levels and sample questions associated with these achievement levels can be found in previous NAEP reports (see, for example, Braswell et al. 2005; Donahue, Daane, and Jin 2005) or online at http://nces.ed.gov/nationsreportcard/itemmaps/ or http://www.nagb.org/pubs/pubs.html.

As provided by law, the National Center for Education Statistics (NCES), upon review of congressionally mandated evaluations of NAEP, has determined that achievement levels are to be used on a trial basis and should be interpreted and used with caution. However, NCES and NAGB have affirmed that these performance standards are useful for understanding trends in achievement. NAEP achievement levels have been widely used by national and state officials for over a decade.

Cautions in Interpretation

It is important to note that a relationship between a variable and measures of educational achievement, like the ones presented in this report, does not imply that a difference in the variable causes differences in educational achievement. Higher performance scores in private schools do not imply that the private schools are better than public schools, as they often serve different populations of students. In addition, the results are cross-sectional, rather than longitudinal, so they only provide a snapshot for any given point in time. Comparing students of a particular demographic group may provide more information; however, only one characteristic is compared at a time. For example, this report compares the performance of Black students in different types of schools, but it does not compare the performance of Black students who are eligible for free school lunch across school types, because of limitations of the sample. There are many reasons why the performance of one group of students differs from another, including factors that are not measured in NAEP.

Some key results are presented in the body of the report. Additional data for reading and mathematics are found in the Technical and Data Appendix. As indicated in the appendix tables, some of the data presented in the appendix should be interpreted with caution due to the uncertainty of the variability of the estimates. Also, estimates based on smaller student groups are likely to have relatively large standard errors. These large standard errors mean that some differences that seem large may not be statistically significant. Because private school results are based on smaller samples, they are less likely to show significant differences than the results from public schools. Standard errors, as well as additional data on science and writing, can be found using the NAEP data tool at http://nces.ed.gov/nationsreportcard/nde/. Further explanation is provided in the Technical and Data Appendix.

What Are NAEP Achievement Levels?

Achievement levels are performance standards set by the National Assessment Governing Board (NAGB) to help interpret student performance on NAEP. The three NAEP achievement levels, from lowest to highest, are

Basic—denotes partial mastery of the knowledge and skills that are fundamental for proficient work at each grade.

Proficient—represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.

Advanced—signifies superior performance.

Detailed descriptions of the NAEP achievement levels for each subject can be found on the NAGB website (http://www.nagb.org/pubs/pubs.html).

Characteristics of Students in Private Schools

Comparison of the characteristics of students in different types of private schools can indicate the extent to which they are serving different student populations. Characteristics of public school students are also shown for comparison. The student groups highlighted here include those defined by students' race/ethnicity, by the level of their parents' education, by their eligibility to receive free or reduced-price school lunch, and by whether they have been identified as having a disability or as English language learners. The figures on these pages display the data from the 2003 grade 8 reading assessment, and are representative of findings across the subjects and grades. For student demographics in other grades and subjects, see the data appendix and the NAEP data tool, http://nces.ed.gov/nationsreportcard/nde/.

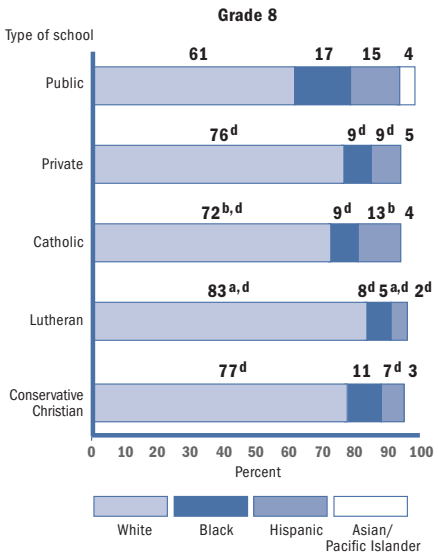
Race/Ethnicity

At all grades and in all subject assessments included in this report, private schools overall had a higher percentage of White students than public schools, and public schools had higher percentages of Black and Hispanic students than private schools. Within the different types of private schools, Lutheran schools generally enrolled a higher percentage of White students than Catholic schools, and Catholic schools enrolled a higher percentage of Hispanic students than Lutheran schools. Figure 1 shows the racial/ethnic distributions for the 2003 grade 8 reading assessment. The racial/ethnic categories shown—White, Black, Hispanic, and Asian/Pacific Islander—are mutually exclusive. Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Data for American Indian/Alaska Native students are included in the total but are not broken out separately due to small sample sizes.

Parents' Highest Level of Education

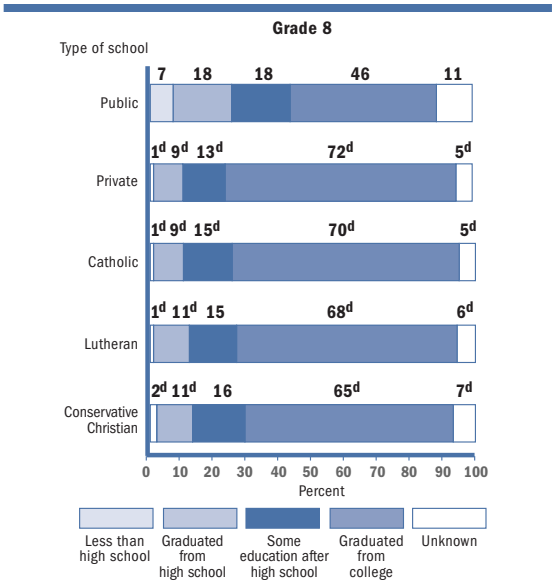
When eighth-grade students were asked to report their parents' highest level of education, a greater percentage of students in private schools compared to public schools reported that at least one parent had graduated from college. No statistically significant differences in the highest level of education reported for at least one parent were found for any school category among the three types of private schools. Figure 2 provides data at grade 8 from the 2003 reading assessment.

Figure 1. Percentage distribution of students who participated in reading assessment, by race/ethnicity and type of school, grade 8: 2003



[a] Significantly different from Catholic schools.
[b] Significantly different from Lutheran schools.
[d] Significantly different from public schools.
NOTE: At each grade, approximately 1 percent of public school students were classified as American Indian/Alaska Native, while the proportion of students of the same race/ethnicity in private schools rounds to zero. Results are not shown for students whose race/ethnicity was "other." Data for Other Private schools are included in the overall Private data but not reported separately.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

Figure 2. Percentage distribution of students who participated in reading assessment, by student-reported parents' highest level of education and type of school, grade 8: 2003



[d] Significantly different from public schools.
NOTE: Detail may not sum to totals because of rounding. Data for Other Private schools are included in the overall Private data but not reported separately.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

KEY FINDINGS

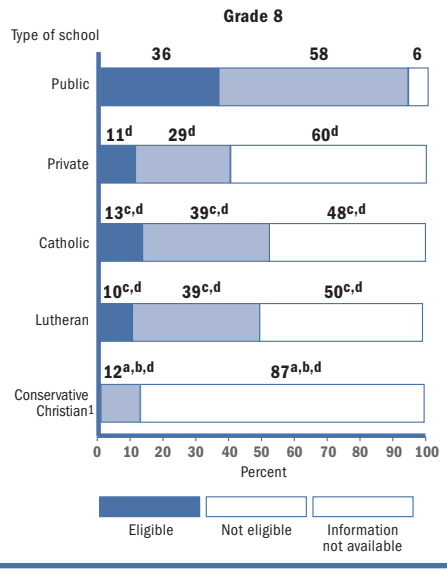
- Private schools enrolled a higher percentage of White students and a lower percentage of Black and Hispanic students than public schools.
- On average, Lutheran schools enrolled a higher percentage of White students than Catholic schools, and Catholic schools enrolled a higher percentage of Hispanic students than Lutheran schools.
- For all the assessments discussed in this report, at each grade, students in all types of private schools scored higher on average than public school students.
- Where differences existed at grades 4 and 8, students in Lutheran schools generally outperformed those in Conservative Christian schools.

Free and Reduced-Price School Lunch

A student's eligibility for free or reduced-price school lunch, which depends on family income, is often used as a proxy for a measure of socioeconomic status. In the 2003 reading assessment, 6 percent of students in all private schools combined were reported as eligible for free or reduced-price lunch at grade 4, and 11 percent at grade 8. Approximately 9 percent of fourth-graders in both Catholic and Lutheran schools were eligible. In contrast, public schools reported that 44 percent of their fourth-graders were eligible for free or reduced-price lunch.

However, these data should be interpreted with caution because of the high percentages of students in private schools for whom information was not available. Information was not available for about half of the fourth-grade students in Catholic and Lutheran schools. As seen in figure 3, the percentages of private school students for whom lunch-eligibility information was not available are also high for grade 8. In contrast, information was not available for only 6 percent of the eighth-grade students in public schools. As a result, this report does not present performance data by groups defined by eligibility for free and reduced-price school lunch.

Figure 3. Percentage distribution of students in reading, by students' eligibility for free/reduced-price school lunch and type of school, grade 8: 2003

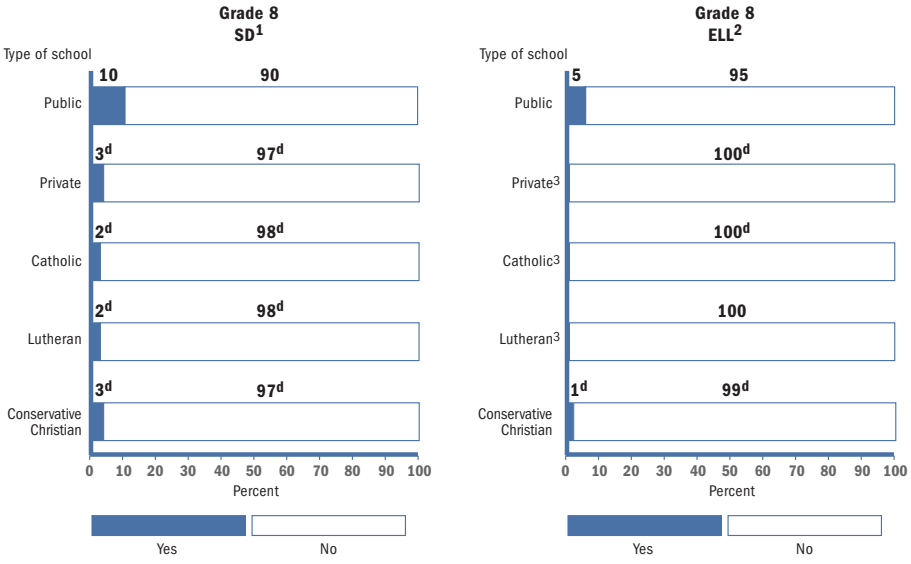


[a] Significantly different from Catholic schools.
[b] Significantly different from Lutheran schools.
[c] Significantly different from Conservative Christian schools.
[d] Significantly different from public schools.
[1] For Conservative Christian schools, the percentage of students who were eligible for free/reduced-price lunch rounds to zero. This percentage is significantly different from the percentages in Catholic, Lutheran, and public schools.
NOTE: Detail may not sum to totals because of rounding. Data for Other Private schools are included in the overall Private data but not reported separately.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

Students With Disabilities (SD) and English Language Learners (ELL)

Two other demographic variables that were analyzed for this report are the percentage of students with disabilities and the percentage of students identified as English language learners in the different types of schools. Figure 4 shows these percentages for eighth-graders participating in the reading assessment in 2003. Overall, less than 3 percent of grade 8 students enrolled in any private school were identified as SD or ELL. No significant differences in this percentage were found among the three private school types discussed here. Public schools enroll a larger percentage of students who are SD, ELL, or both—15 percent.

Figure 4. Percentage distribution of students in reading, by students with disabilities and English language learners, and by type of school, grade 8: 2003



d Significantly different from public schools.
1 Students with disabilities.
2 English language learners.
3 The percentages of students who are English language learners round to zero in private schools overall and in Catholic and Lutheran schools. For private schools overall and for Catholic schools, these percentages are significantly different from those for public schools.
NOTE: Detail may not sum to totals because of rounding. Data for Other Private schools are included in the overall Private data but not reported separately.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

Performance of Students in Private Schools

Few differences in performance were found among the three types of private schools. Where differences were found, students in Lutheran schools generally outperformed their counterparts in Conservative Christian schools. With some exceptions, no significant differences were found between the performance of students in Lutheran schools and Catholic schools. Students in Catholic schools outperformed students in Conservative Christian schools in three of the grade/subject combinations.

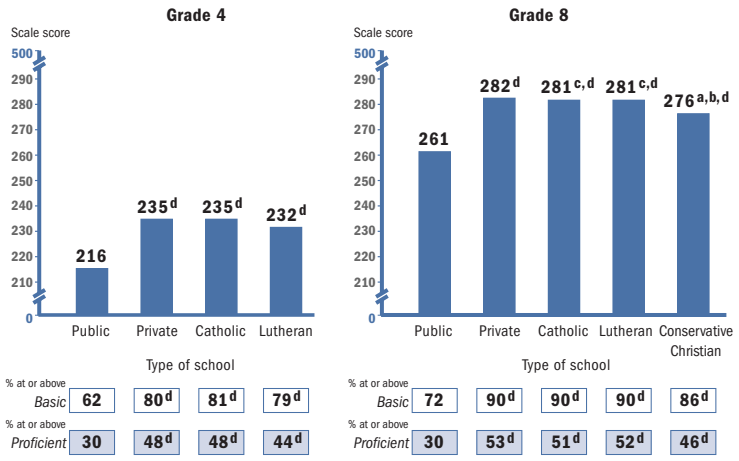
For each assessment discussed in this report at each grade, students as a whole in every category of private schools had a higher average score than their counterparts in public schools. In addition, higher percentages of students in most categories of private schools performed at or above *Proficient* and *Basic* compared to the percentages of public school students.

Reading Performance

As shown in figure 5, among the three types of private schools, there were no significant differences in reading performance at grade 4 in 2003. The average scale scores in 2003 for students at grade 8 in both Catholic and Lutheran schools were higher than the average score for those in Conservative Christian schools.

Students in all types of private schools at both grades 4 and 8 had higher average reading scores in 2003 than students at the same grade in public schools. Also, higher percentages of students at grades 4 and 8 performed at or above *Proficient* and at or above *Basic* in reading in all private schools combined, as well as in all the subcategories of private schools, than in public schools. No significant differences in these percentages were found among the three types of private schools at either grade.

Figure 5. Average scale scores and achievement-level results in reading, by type of school, grades 4 and 8: 2003



[a] Significantly different from Catholic schools.
[b] Significantly different from Lutheran schools.
[c] Significantly different from Conservative Christian schools.
[d] Significantly different from public schools.
NOTE: The NAEP reading scale ranges from 0 to 500. Data for Other Private schools are included in the overall Private data but not reported separately.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

Mathematics Performance

Figure 6 shows that at grade 4 there were no significant differences in mathematics performance between students in Catholic and Lutheran schools in 2003. At grade 8, students in Lutheran schools scored higher on average than students in Catholic and Conservative Christian schools in 2003. A greater percentage of eighth-graders in Lutheran schools also performed at or above *Proficient* in 2003 than their counterparts in Catholic and Conservative Christian schools. There were no significant differences in average scores among the three types of private schools at grade 12 in 2000.

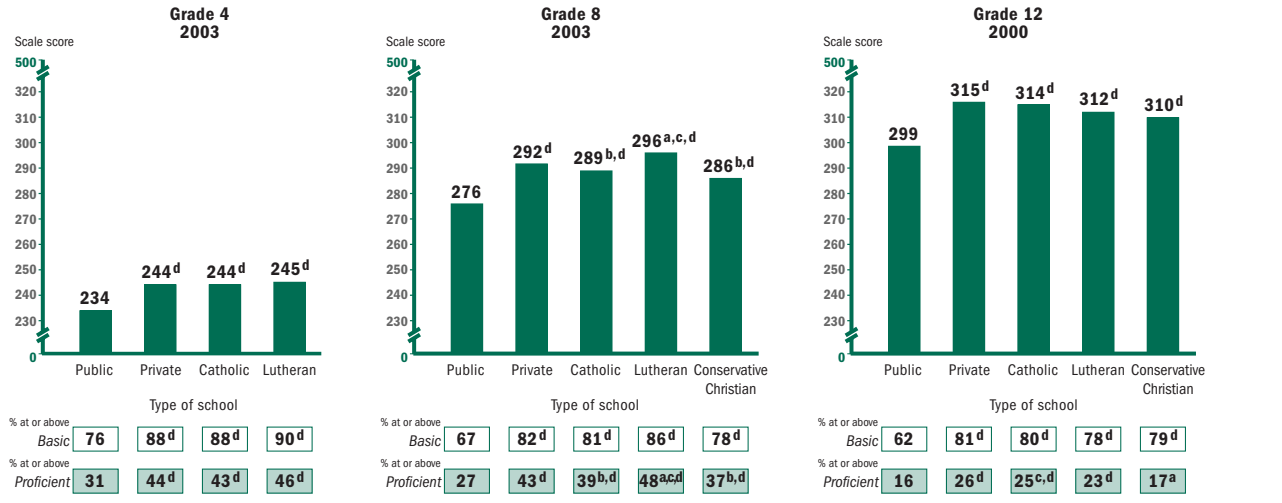
In 2003, students at grades 4 and 8 in private schools overall, and in all types of private schools with reportable data, had higher average scores in mathematics than students in public schools. Similar results were seen for grade 12 in 2000 (the most recent mathematics assessment for that grade). Also, higher percentages of students at all three grades in private schools overall, and in Catholic and Lutheran schools, performed at or above *Proficient* and at or above *Basic,* compared to their counterparts in public schools.

Science Performance

Figure 7 shows results from the most recent science assessment in 2000. Fourth-graders in Lutheran schools scored 8 points higher, on average, than their counterparts in Conservative Christian schools. No significant differences were seen among eighth-grade students in the three private school types. The average score of twelfth-graders in Catholic schools was 6 points higher than the average score of twelfth-graders in Lutheran schools. Also, a greater percentage of Catholic school students at grade 12 than their peers in Lutheran schools performed at or above *Basic*. These twelfth-grade science results are the only overall results in which students in Catholic schools outperformed their Lutheran school counterparts.

In 2000, students at grades 4, 8, and 12 in all categories of private schools with reportable data had higher average scores in science than students in public schools. Higher percentages of students at grades 4 and 8 in all private school categories performed at or above *Proficient* in comparison to their counterparts in public schools. At grade 12, higher percentages of students in private schools overall and in Catholic schools than students in public schools performed at or above *Proficient*.

Figure 6. Average scale scores and achievement-level results in mathematics, by type of school, grades 4, 8, and 12: 2000 and 2003



[a] Significantly different from Catholic schools.
[b] Significantly different from Lutheran schools.
[c] Significantly different from Conservative Christian schools.
[d] Significantly different from public schools.

NOTE: The NAEP mathematics scale ranges from 0 to 500. Data for Nonsectarian and Other Religious schools for 2000 and data for Other Private schools for 2003 are included in the overall Private data for those years but not reported separately.

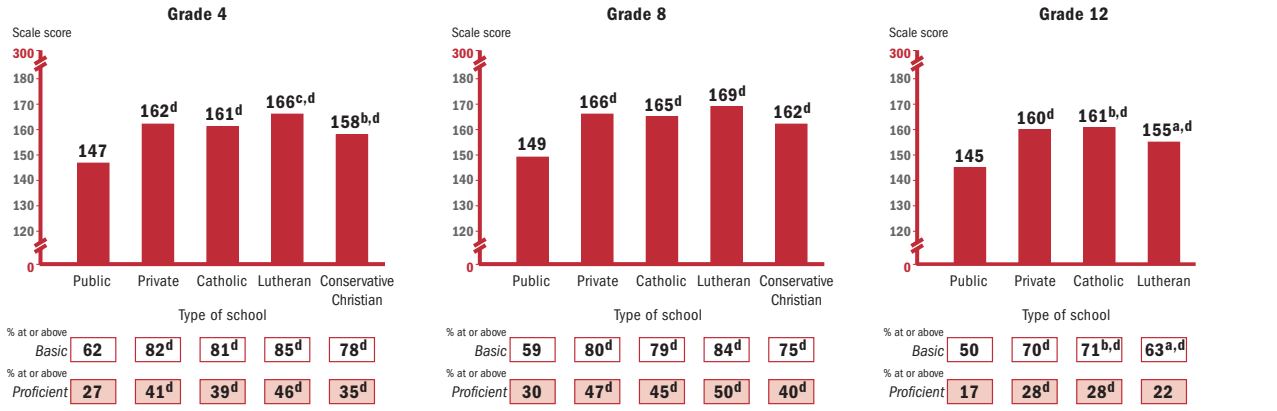
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 and 2003 Mathematics Assessments.

Writing Performance

Figure 8 shows results from the most recent writing assessment in 2002. Average scores for fourth-graders in Catholic and Lutheran schools were higher than the average score for fourth-graders in Conservative Christian schools. The percentages of students at grade 4 who scored at or above *Proficient* were higher in Catholic and Lutheran schools than in Conservative Christian schools. There were no significant differences in performance among the three private school types at grade 8.

In 2002, students at grades 4 and 8 in private schools overall, and in Catholic and Lutheran schools, had higher average scores in writing than students in the same grades in public schools. Students at grade 4 in Conservative Christian schools scored higher on average than their counterparts in public schools. Higher percentages of fourth- and eighth-grade students in private schools overall, in Catholic, and in Lutheran schools performed at or above *Proficient* in writing in comparison to their counterparts in public schools.

Figure 7. Average scale scores and achievement-level results in science, by type of school, grades 4, 8, and 12: 2000

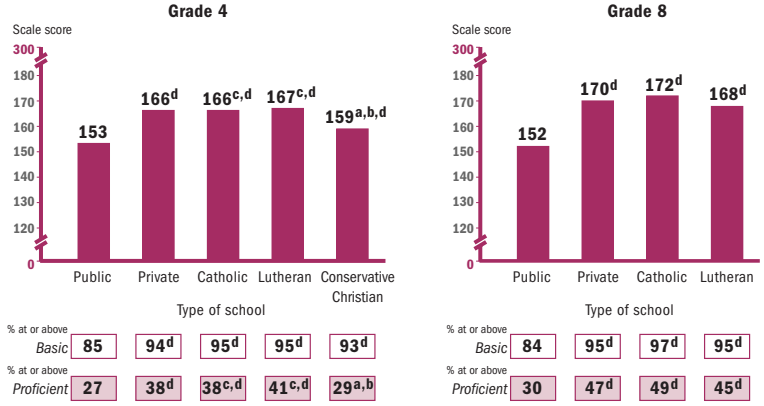


[a] Significantly different from Catholic schools.
[b] Significantly different from Lutheran schools.
[c] Significantly different from Conservative Christian schools.
[d] Significantly different from public schools.

NOTE: The NAEP science scale ranges from 0 to 300. Data for Nonsectarian and Other Religious schools are included in the overall Private data but not reported separately.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 Science Assessment.

Figure 8. Average scale scores and achievement-level results in writing, by type of school, grades 4 and 8: 2002



[a] Significantly different from Catholic schools.
[b] Significantly different from Lutheran schools.
[c] Significantly different from Conservative Christian schools.
[d] Significantly different from public schools.

NOTE: The NAEP writing scale ranges from 0 to 300. Data for Other Private schools are included in the overall Private data but not reported separately.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

Changes in Scores for Public and Private Schools

Changes in performance between 2000 and 2003 can be examined for reading at grade 4 and mathematics at grades 4 and 8. Studying changes over time will help to determine which types of schools are making strides in improving student achievement as well as provide an indicator of changing demographics. Changes in overall average scale scores are shown in this section. Additional results, including changes in achievement-level performance and changes for particular student groups, can be found in the data appendix.

Grade 4 Reading Changes

As shown in figure 9, the apparent increase between 2000 and 2003 in the average reading score for private school students was not statistically significant. Catholic schools were the only private school type with reliable data in both 2000 and 2003. The apparent increase of 6 points between those two years was also not statistically significant. Public school students showed an improvement of 5 points in the average reading score during the same time. There was no statistically significant change in the reading score gap between public and private school fourth-graders from 2000, when it was 20 points, to 2003, when it was 18 points.

Grade 4 Mathematics Changes

At grade 4, improvements in average mathematics scores between 2000 and 2003 were seen in almost all types of schools, including private overall, Catholic, Lutheran, and public schools (see figure 10). Average scores in Catholic and Lutheran schools increased by 7 and 4 points, respectively, while average scores for all private schools combined increased 6 points. Average scores in public schools increased by 10 points in this same time period. The public-private score gap decreased from 14 points in 2000 to 10 points in 2003.

Grade 8 Mathematics Changes

As shown in figure 11, average mathematics scores increased between 2000 and 2003 for eighth-grade students in all private schools combined, in Catholic schools, and in public schools. The average score for Catholic schools increased by 6 points between 2000 and 2003. The apparent increase during that same time in average score for Lutheran schools was not statistically significant. The difference between average mathematics scores of eighth-grade students in public and private schools did not change significantly between 2000, when it was 15 points, and 2003, when it was 16 points.

2005 Private School Results

The 2005 results for private school students overall are not presented because the participation rates for this group were too low to produce valid and reliable estimates. Results are, however, available for students who attended two types of private schools: Catholic and Lutheran. Only these two private school types had sufficient participation rates to produce valid and reliable results.

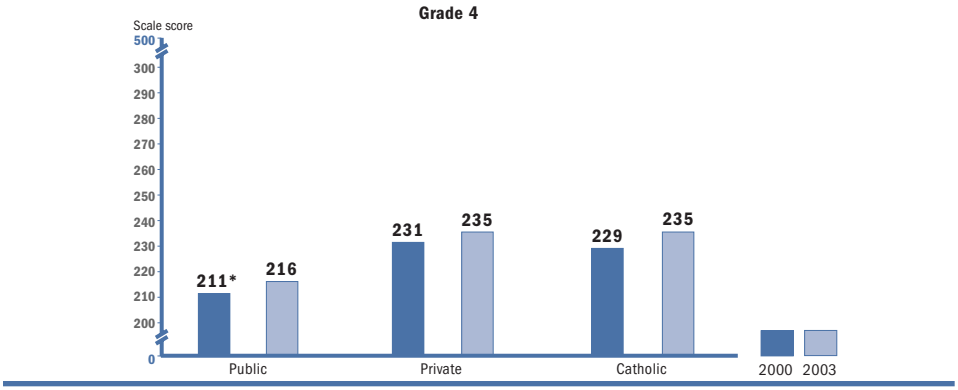
In reading, the average scores for Catholic and Lutheran students were not significantly different in 2005 than in any previous assessment year in both grades 4 and 8. Likewise, the average mathematics scores for both types of schools did not differ significantly from those in previous years in either grade. No differences between 2005 and previous assessment years were seen in the percentage of students performing at or above *Proficient* or at or above *Basic* at either grade 4 or 8 in either subject. No differences were seen in 2005 between the two types of private schools on any measure.

These data and other 2005 data are available through the NAEP data tool (http://nces.ed.gov/nationsreportcard/nde/.)

	Reading			Mathematics		
		Percentage of students			Percentage of students	
Type of school	Average scale score	At or above *Basic*	At or above *Proficient*	Average scale score	At or above *Basic*	At or above *Proficient*
Grade 4						
Catholic	234	80	46	244	88	43
Lutheran	231	77	44	245	89	47
Grade 8						
Catholic	280	90	49	290	81	40
Lutheran	280	89	49	293	84	44

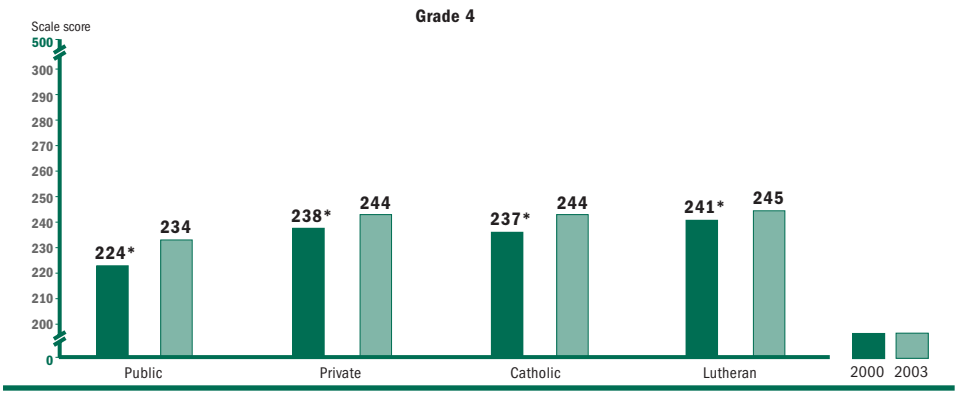
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading and Mathematics Assessments.

Figure 9. Average reading scale scores, by type of school, grade 4: 2000 and 2003



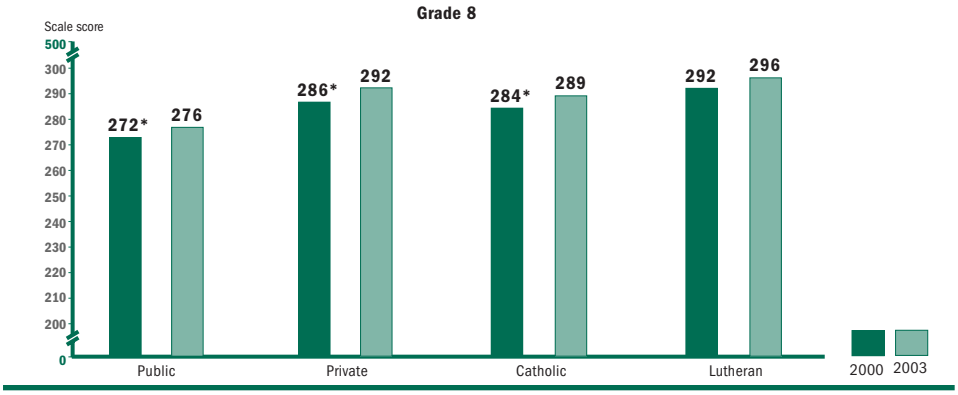
* Significantly different from 2003.
NOTE: The NAEP reading scale ranges from 0 to 500. Data for Nonsectarian and Other Religious schools for 2000 and data for Other Private schools for 2003 are included in the overall Private data for those years but not reported separately.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 and 2003 Reading Assessments.

Figure 10. Average mathematics scale scores, by type of school, grade 4: 2000 and 2003



* Significantly different from 2003.
NOTE: The NAEP mathematics scale ranges from 0 to 500. Data for Nonsectarian and Other Religious schools for 2000 and data for Other Private schools for 2003 are included in the overall Private data for those years but not reported separately.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 and 2003 Mathematics Assessments.

Figure 11. Average mathematics scale scores, by type of school, grade 8: 2000 and 2003



* Significantly different from 2003.
NOTE: The NAEP mathematics scale ranges from 0 to 500. Data for Nonsectarian and Other Religious schools for 2000 and data for Other Private schools for 2003 are included in the overall Private data for those years but not reported separately.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 and 2003 Mathematics Assessments.

Average Performance for Various Student Groups

NAEP gathers information related to academic achievement from school records and from questionnaires administered to the students it assesses. The groups highlighted in this report include those defined by students' race/ethnicity and by level of parents' education. Further results for these groups, and information on results by gender, can be found in the data appendix for reading and mathematics and in the data tool for writing and science (http://nces.ed.gov/nationsreportcard/nde/.)

Race/Ethnicity

No significant differences were found in the performance of Black students or Hispanic students in the three types of private schools. In several instances, White students in Catholic and Lutheran schools had higher average scores than White students at the same grade in Conservative Christian schools. For instance, at grade 4, White students in Catholic schools had higher average scores on the 2002 writing assessment than White students in Conservative Christian schools. At grade 8, White students in Catholic schools scored higher, on average, on the 2003 reading assessment than White students in Conservative Christian schools. White eighth-grade students in Lutheran schools also had higher average mathematics scores in 2003 than their counterparts in Conservative Christian schools.

In private schools overall, in every case but one, students from each racial/ethnic category had higher average scores than their counterparts in public schools in the most recent assessment year. The one exception was in grade 4 mathematics (shown in figure 12), where there was no statistically significant difference between the average scores of Asian/Pacific Islander students in public schools (246) and in private schools overall (249) in 2003.

White students and Hispanic students in Catholic schools scored higher on average than public school students of the same race/ethnicity in every subject and grade where the sample size was sufficient to produce a reliable estimate. Black students in Catholic schools had higher average scores than Black students in public schools in all subjects and grades, except in grade 4 mathematics and grade 4 writing, where the apparent differences were not statistically significant.

Again, as with the average scores, generally a greater percentage of students in private schools performed at or above *Proficient* than their counterparts in public schools, regardless of their racial/ethnic background. However, there were some exceptions. For example, there was no statistically significant difference between the percentages of Asian/Pacific Islander students performing at or above *Proficient* in mathematics and writing in private schools overall compared to public schools at grade 4.

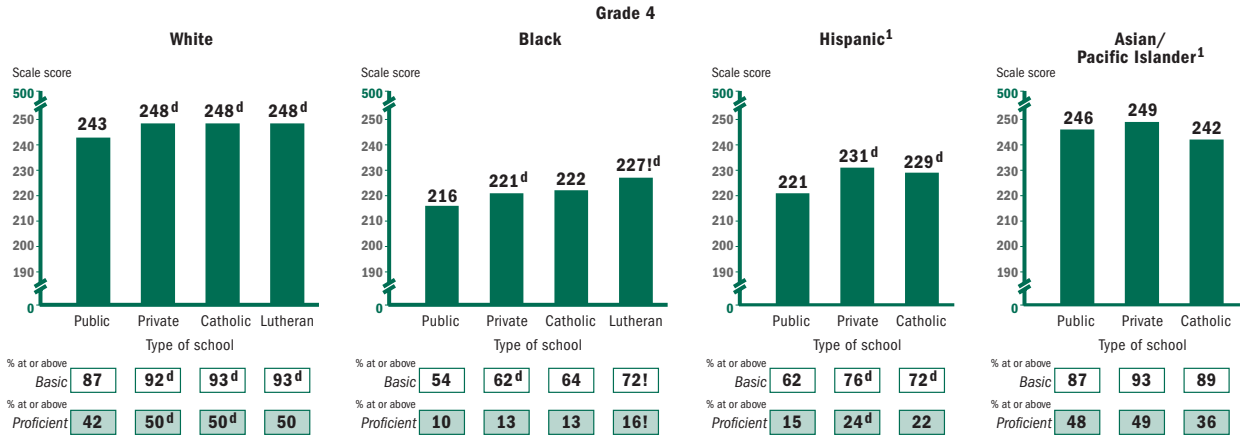
Parents' Highest Level of Education

Within each level of parents' highest educational attainment, there were almost no differences in the performance of students among the three types of private schools. Figure 13 illustrates these findings with grade 8 data from the 2003 reading assessment. Additional data are provided in the data appendix. The exceptions were in grade 8 mathematics and grade 12 science. In 2003, the average mathematics score of eighth-graders in Lutheran schools who reported that at least one parent graduated from college was higher than the average scores of their counterparts in Catholic and Conservative Christian schools. In 2000, the average science score of twelfth-graders in Catholic schools who reported that one parent received some education after high school was higher than the average score of students in Lutheran schools reporting the same parental education level.

In almost all cases, the average scores of students in all types of private schools were higher than those of their counterparts in public schools for each reported level of their parents' education. Exceptions to this pattern occurred in mathematics and science at grades 8 and 12, where there were no significant differences between the average scores of students in public and private schools for certain categories of parents' education.

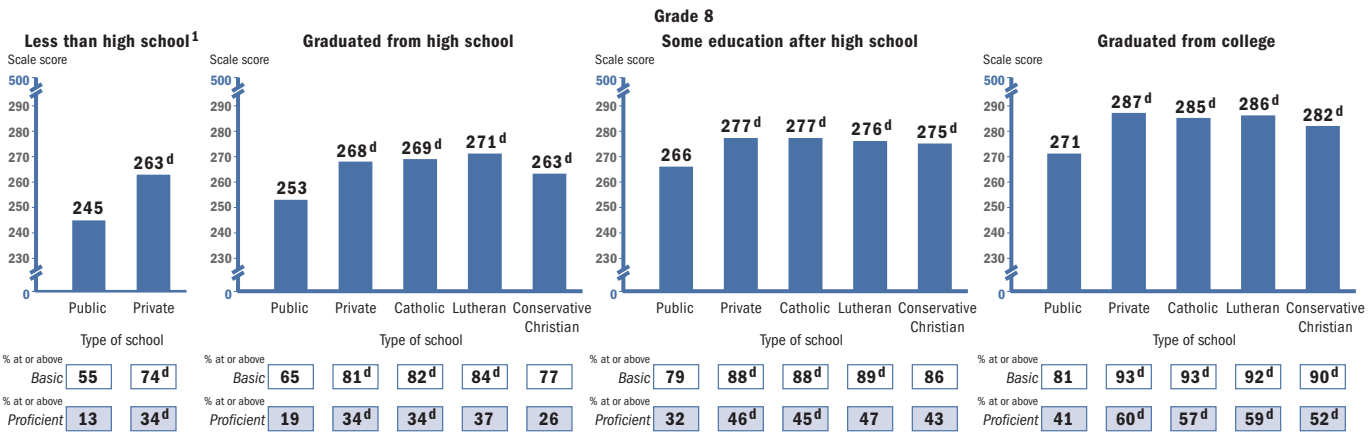
In both eighth and twelfth grades and in all subjects included in this report, a greater percentage of students reporting that at least one parent graduated from college than their counterparts in public schools performed at or above *Proficient*.

Figure 12. Average scale scores and achievement-level results in mathematics, by race/ethnicity and type of school, grade 4: 2003



! Interpret data with caution. The nature of the sample does not allow accurate determination of the variability of the statistic.
[d] Significantly different from public schools.
[1] Data for Hispanic and Asian/Pacific Islander students attending Lutheran schools are not shown because sample size is insufficient to permit a reliable estimate.
NOTE: The NAEP mathematics scale ranges from 0 to 500. Data for Other Private schools are included in the overall Private data but not reported separately.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment.

Figure 13. Average scale scores and achievement-level results in reading, by student-reported parents' highest level of education and type of school, grade 8: 2003



[d] Significantly different from public schools.
[1] Data for Catholic, Lutheran, and Conservative Christian are not shown because sample sizes are insufficient to permit reliable estimates of these categories for students whose parents' reported education level is less than high school.
NOTE: The NAEP reading scale ranges from 0 to 500. Data for Other Private schools are included in the overall Private data but not reported separately.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

Changes in Average Scores for Racial/Ethnic Groups

Because of the strong national emphasis on reducing the achievement gaps between minority and nonminority students, it is informative to examine the changes in average scores by race/ethnicity (see tables 2 and 3). This section examines the White – Black and White – Hispanic score gaps in private schools. Because the sample sizes for Black and Hispanic students in private schools were small, resulting in large standard errors, tests of statistical significance may show no difference in cases where the differences appear large.

Grade 4 Reading

No significant improvements in average reading scores for any racial/ethnic group were detected for any type of private school between 2000 and 2003. For public school students, average reading scores increased between 2000 and 2003 at grade 4 for Whites (by 4 points), Blacks (by 9 points), and Hispanics (by 11 points).

Comparing the White – Black and White – Hispanic reading score gaps between 2000 and 2003 showed no statistically significant change in any type of school, with one exception. The White – Hispanic score gap decreased by 7 points between 2000 and 2003 for public school students.

Grade 4 Mathematics

The average mathematics scores in private schools overall increased for White, Black, and Hispanic fourth-graders between 2000 and 2003. Average scores for White and Hispanic fourth-graders in Catholic schools also increased between 2000 and 2003. In Lutheran schools, the average score for White students increased by 6 points from 2000 to 2003. The apparent changes in the White – Black and White – Hispanic score gaps between 2000 and 2003 were not statistically significant in any of the types of private schools. In contrast, the score gaps between White and Black students and between White and Hispanic students in public schools decreased between 2000 and 2003.

Grade 8 Mathematics

Average scores for White eighth-graders increased between 2000 and 2003 in private schools overall and in Catholic schools. In public schools, average mathematics scores for White, Black, and Hispanic eighth-graders increased between 2000 and 2003, by 4, 8, and 6 points, respectively. The White – Black score gap decreased between 2000 and 2003 in public schools only. No statistically significant changes in the score gaps between White and Hispanic students were detected for any type of school.

Table 2. Average scale scores and score gaps for White and Black students in reading and mathematics, by type of school, grades 4 and 8: 2000 and 2003

Grade, subject, and type of school	Average scale score						White average score minus Black average score		
	White			Black					
	2000	2003	Difference	2000	2003	Difference	2000	2003	Difference
Grade 4									
Reading									
Public	223	227	4 *	189	197	9 *	34	30	-4
Private	236	239	3	213 !	210	-3	24	29	6
Catholic	236	240	4	209 !	211	1	27	29	3
Mathematics									
Public	233	243	9 *	203	216	13 *	30	27	-4 *
Private	241	248	7 *	213	221	8 *	29	27	-2
Catholic	241	248	7 *	210	222	12	31	26	-5
Grade 8									
Mathematics									
Public	283	287	4 *	243	252	8 *	40	35	-5 *
Private	291	297	6 *	258	260	2	33	37	4
Catholic	289	296	7 *	254 !	260	6	35	36	1

! Interpret data with caution. The nature of the sample does not allow accurate determination of the variability of the statistic.
* Statistically significant change.
NOTE: The NAEP reading and mathematics scales each range from 0 to 500. Score differences are calculated based on differences between unrounded average scale scores. Data for Nonsectarian and Other Religious schools for 2000 and data for Other Private schools for 2003 are included in the overall Private data for those years but not reported separately.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 and 2003 Reading and Mathematics Assessments.

Table 3. Average scale scores and score gaps for White and Hispanic students in reading and mathematics, by type of school, grades 4 and 8: 2000 and 2003

Grade, subject, and type of school	Average scale score						White average score minus Hispanic average score		
	White			Hispanic					
	2000	2003	Difference	2000	2003	Difference	2000	2003	Difference
Grade 4									
Reading									
Public	223	227	4 *	188	199	11 *	35	28	-7 *
Private	236	239	3	215	220	5	21	19	-2
Catholic	236	240	4	211 !	219	8	25	21	-4
Mathematics									
Public	233	243	9 *	207	221	14 *	26	21	-5 *
Private	241	248	7 *	220	231	11 *	21	17	-4
Catholic	241	248	7 *	217	229	11 *	24	20	-4
Grade 8									
Mathematics									
Public	283	287	4 *	252	258	6 *	31	28	-3
Private	291	297	6 *	273	274	1	18	23	5
Catholic	289	296	7 *	271	272	1	18	24	6

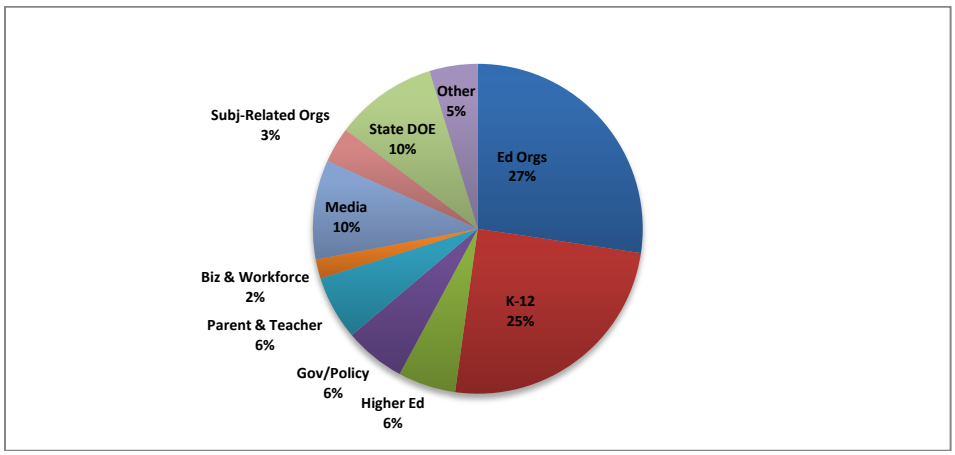
! Interpret data with caution. The nature of the sample does not allow accurate determination of the variability of the statistic.
* Statistically significant change.
NOTE: The NAEP reading and mathematics scales each range from 0 to 500. Score differences are calculated based on differences between unrounded average scale scores. Data for Nonsectarian and Other Religious schools for 2000 and data for Other Private schools for 2003 are included in the overall Private data for those years but not reported separately.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 and 2003 Reading and Mathematics Assessments.

The Nation's Report Card: 2011 Mathematics and Reading, TUDA Grades 4 and 8 Release Event Debrief Report

Overview

The public release of *The Nation's Report Card: 2011Mathematics and Reading, TUDA Grades 4 and 8* took place on December 7, 2011 at 10 a.m. EST as a live and webcast event at City Springs Elementary/Middle School in Baltimore, MD. Governing Board member Tonya Miles served as the moderator and the release panel included Governing Board member Andrés Alonso, National Center for Education Statistics (NCES) Commissioner Jack Buckley, and Michael Casserly, executive director of the Council of the Great City Schools (CGCS). Reingold, in partnership with Ogilvy PR Worldwide, conducted all release activities in cooperation with the Governing Board staff, NCES staff, and contractors. For this release the participants included a total of 66 in-person release attendees (all internal staff and contractors were removed from the registrant list) and 252 webcast participants (all internal staff and contractors were removed from the registrant list).

Webcast and Live Event Attendees – 318 total (excluding internal staff and contractors)



Social Media Outreach Results

The release was promoted across social media sites by many stakeholder groups and public school districts. In addition, as a result of online channels, many other stakeholders posted or

reposted content promoting the release. The Governing Board's increased engagement with Twitter users leading up to the release helped raise awareness and generate interest in the event.

1 **On December 7, there were over 550 mentions** of the release on social media; primarily on Twitter, blogs, and Facebook. Multimedia was also posted on YouTube and Flickr.
2 During the webinar release hour (10 am – 11 am), there were over 175 on-topic social media mentions.
3 There were over 100 visits to the event splash page from social media sites, mobile device applications, and other online sources, and the splash page was shared 75 times through social media.
4 Several reporters and media outlets promoted the release via social media, including: Huffington Post Education, Shanker Blog, Dorie Turner (Associated Press), and Erik Robelen and Catherine Gewertz (Education Week).
5 Several individuals and groups, including media, wrote replies, re-tweeted, and shared the Board's content. Stakeholders that promoted the release included:
    - AFT Teach
    - Atlanta Public Schools
    - American Federation of Teachers
    - Baltimore City Public Schools
    - Baltimore County Chamber of Commerce
    - Baltimore Curriculum Project
    - Baltimore Education Coalition
    - Boston Public Schools
    - Council of the Great City Schools
    - Dallas Independent School District
    - Detroit Public Schools
    - Drexel Math Forum
    - Ed Trust
    - Ed Sector
    - Fritzwire
    - Grantmakers for Children
    - Meck Ed
    - National Association of State Boards of Education
    - New York Academy of Sciences
    - National Council of Teachers of Mathematics
    - PIE Network
    - School Choice Kentucky
    - Southern Education Desk
    - Supporting Public Schools of Choice (Baltimore)
    - U.S. Department of Education
    - Young Education Professionals

Traditional Media Outreach Results

Advisories on the release were sent to thousands of print, broadcast and online journalists nationally, and access to an embargoed media site was established 48 hours prior to the event.

The Board also convened an embargoed media call the day before the release to answer journalists' questions, with participation from Board executive director Cornelia Orr, Commissioner Jack Buckley and CGCS executive director Michael Casserly.

1 The release received news coverage through **258** print, broadcast and online media stories with **117** local news stories in outlets targeting TUDA districts.

2 The combined coverage of this release has the potential to reach **222.6 million people**.

- Independent coverage in **19** daily newspapers, including those in 11 TUDA districts reached a daily print circulation of **4.8 million readers**.

- Online placements of **154** stories in major online newspapers and consumer news websites like the *Huffington Post*, *Education Week,* and *Slate* will reach approximately **160 million unique visitors per month**.

- Broadcast media outlets published 54 news stories posted in the week following the release allowing coverage to reach an estimated total of **20.8 million unique visitors per month**. This figure includes coverage from TodayShow.com, MSNBC.com, CNN.com and CBS.com.

- Twenty-nine well-reputed blogs, including the Philadelphia Public Schools Notebook, Gotham Schools, Joanne Jacobs, Washington Post and the Education Gadfly discussed the release. These blogs combine for more than **37 million unique visitors per month**.

3 The TUDA press release was picked up by **239** news sites that carry wire stories.

The Nation's Report Card:
2011 Trial Urban District Assessment, Mathematics and Reading

Select Media Clips

Associated Press
Austin American-Statesman
Baltimore Sun
Christian Science Monitor
CNN
Education Week
Miami Herald
Michigan Radio
New York Times
Slate Magazine
The Today Show/Charlotte Observer
Voices of San Diego
Wall Street Journal
Washington Post
WBAL-TV (NBC affiliate in Baltimore)

Associated Press
Report: Atlanta students improving despite scandal
By Dorie Turner

ATLANTA (AP) — Atlanta students are performing better than ever before on national math and reading tests — and they're not cheating to get there, federal officials said Wednesday.

The city's fourth- and eighth-graders have made substantial gains on the National Assessment of Educational Progress — called the "Nation's Report Card" — since 2002, a report released by the U.S. Department of Education shows. A federal probe determined that Atlanta schools did not cheat on the national test, as they did on state standardized exams.

In July, Georgia investigators found widespread cheating in nearly half of Atlanta's 100 schools on state standardized tests dating back to 2001. Tens of thousands of students were affected by what experts say is the largest test cheating scandal in U.S. history. The national test is administered by independent officials rather than by the district.

Atlanta is one of 21 urban districts that volunteered to be part of the federal testing program, which is congressionally mandated to gauge how students are performing using a uniform measure.

Federal officials warned against comparing the urban districts that participated in the national test because they vary widely in student makeup, teacher experience and culture. Still, the urban districts' results mirror results released in a national report last month — students made progress in math but their reading scores have mostly remained stagnant in the last two years.

Since 2002, though, reading scores have climbed steadily in most participating cities for fourth- and eighth-graders.

"Urban schools in general are getting better. But we are determined to make them better still," said Michael Casserly, executive director of the Council of the Great City Schools. "We are not satisfied but we believe that we are on the right track — and the new NAEP data bolster our confidence."

In Atlanta, 24 percent of fourth-graders are proficient in reading, compared to 11 percent in 2002 and 21 percent two years ago, according to the report. Those scores outpace the national average for urban districts of 23 percent proficiency.

Eighth-grade math students hit 16 percent proficiency, up from just 6 percent in 2003 and 11 percent two years ago. But that trails the urban district average of 26 percent.

"The travesty of all of this is there are more and more indicators that suggest the system did not have to cheat," Atlanta schools Superintendent Erroll Davis told The Associated Press. "The educational achievement levels are not near where we want them to be, but we are continuing adding value at rates faster than other systems are adding value."

Elsewhere:
—In Boston, 27 percent of fourth-graders passed muster in reading, compared to 15 percent in 2002. And 33 percent of eighth-graders were proficient in math, compared to 18 percent in 2003.

—Chicago saw 20 percent of fourth-graders score at the proficient level in math, compared to 10 percent in 2003, while 20 percent of eighth-graders passed muster, compared to just 9 percent eight years prior.

—For Detroit, where the troubled school district is being run by the state, there were small gains since 2009 — the first year the district participated in NAEP — but the numbers are still lagging behind many other districts: 69 percent of fourth-graders scored below basic in reading, and just four percent of eighth-graders passed muster in math.

In the Atlanta cheating scandal, investigators said nearly 180 educators gave answers to students, changed answers on tests after students had turned them in or ordered subordinates to cheat. Teachers who tried to report the cheating were retaliated against and punished, creating a culture of "fear and intimidation" in the district, investigators reported.

The educators face possible criminal charges and could lose their teaching licenses. So far, eight teachers and three school administrators have lost their certification with the state. Many of the educators had resigned or retired when the report was released over the summer, but the ones remaining have been placed on leave and are in the process of being fired.

But the national test scores show that most Atlanta students were learning despite the cheating on the state test, experts said.

"The NAEP results represent the district as a whole, not this school or that school where there might have been cheating occurring," said Cornelia Orr, executive director of the National Assessment Governing Board, which administers the test. "I don't think you can assume that because it went on with a certain group of students in certain schools, gains were not across the board."

The national test doesn't come with the same pressure as the state tests, which are used to determine whether a school meets federal benchmarks, experts said. And the students who take the test are chosen by federal officials to create a sample that represents the entire district.

The testing problems in Atlanta schools first came to light after The Atlanta Journal-Constitution reported that some scores were statistically improbable. The state released audits of test results after the newspaper published its analysis.

A state probe also has led to an investigation by the U.S. education department's Office of Inspector General and the Georgia Department of Education, which says the district could owe thousands in federal money for low-income schools that have high test scores.

Austin American Statesman
Austin fourth grade math performance goes up
By Laura Heinauer

Austin fourth grade students' performance increased in math in the past two years, according to a report released today.

The report looked specifically at students in large urban school districts who took the National Assessment of Educational Progress exam this year.

The report showed Austin students' average score continue to be higher than other urban districts in 2011, and that the average math score was higher for Austin fourth graders in 2011 compared to what they were in 2009. The scores for fourth grade reading and for eighth grade math and reading not significantly different from what they were in 2009, the report said.

"Results from the Nation's Report Card show that the AISD fourth and eighth grade students' scores in mathematics and reading were among the highest in the nation," said Meria Carstarphen in a statement. "We are extremely proud of our students."

Baltimore Sun

Baltimore students remain in bottom third on test vs. other cities

By Liz Bowie

Baltimore's scores on a rigorous national math and reading test were in the bottom third of large urban school districts across the country, though educators highlighted some progress in math and a promising trend of better-than-average results among some low-income black students.

Overall achievement was poor on the National Assessment of Educational Progress, a test Congress mandated be given to a sampling of students across the nation every two years. The results released Wednesday showed that the city's children in fourth and eighth grades are scoring better than those in Detroit, Washington and Cleveland but behind those in New York, Boston and Atlanta.

"If you look at the absolute numbers, the nature of the challenge is huge," Baltimore schools CEO Andrés Alonso said. He said the results show the "urgency of the work" to be done in the school system. But deeper in the data, Alonso and others also found some reason for optimism.

Baltimore students "compared very well with African-American students in other districts," said Michael Casserly, executive director of the Council of Great City Schools, a group that represents urban districts. "We want to see more progress. I remain convinced they are on the right track with their reforms."

NAEP, also called the Nation's Report Card, began in the late 1960s and is the longest-running national assessment of basic skills. In recent years, a group of urban school districts have allowed a larger sample of their students to be tested so that the results could be compared among districts with similar demographics. Alonso decided several years ago that Baltimore would join the other districts so that the city's progress could be charted against its peers.

This year's results showed that only 11 percent of fourth graders are considered proficient or advanced readers, and only 17 percent are proficient or advanced at math. Twelve percent of eighth graders were proficient or advanced in reading, and 13 percent ranked in those categories in math.

Those results come more than a decade after public schools in Baltimore undertook a systemwide reform, and illustrate that the city still lags behind statewide scores. According to NEAP data released earlier this year, 40 percent to 48 percent of Maryland students in math and reading are considered proficient or advanced.

Alonso points out that below the discouraging data lie some positive trends. Baltimore is doing as well as many school districts with low-income black students, who comprise more than 85 percent of the student population. When the white, Asian, and middle-income students are stripped out of the data, Baltimore's scores look better.

For instance, Alonso said when he compared low-income students who are African-American males in the city to students in that same demographic in the other 21 urban 6 school districts, the city ranked eighth, ahead of Atlanta, Los Angeles and Chicago — cities that are considered to have had success with education reforms.

Casserly said that African-American students in Baltimore are performing "at levels higher than what you would expect statistically" and so more analysis should be done to understand what reforms in Baltimore could be replicated elsewhere.

Baltimore also made progress in fourth- and eighth-grade math since the test was last given in 2009. The city's fourth graders made the third greatest improvement in math of the 21 urban districts. Alonso noted that those teachers are among the least experienced compared to other districts.

"So, maybe we need to stop talking about the experience of our teachers… and about what's going on in the classroom," Alonso said.

Eighth graders made the fifth largest gains in math, although that improvement isn't considered statistically significant. Scores dropped in fourth-grade reading and stayed constant in eighth-grade reading. NAEP is considered more difficult than the annual state tests, including the Maryland School Assessments, on which Baltimore students score far better.

Alonso said he agreed to join the other urban school districts in NEAP testing because he wanted to change the discussion among teachers and administrators from how to meet the targets of the No Child Left Behind law to what students in the city needed to learn. And he said he wants the system aims for a bar "much higher than the bar that has been set before us."

The Nation's Report Card has charted significant progress in school districts where the test has been given since 2003. Atlanta, for instance, has made some of the largest gains in both math and reading in both grades. Boston, Chicago, Charlotte and Washington also have made gains in some areas. In addition, the urban districts that take part have been improving at a faster rate than schools in the rest of the nation.

"It is clear that the nation's urban public schools are not only improving but are catching up," Casserly said.

Math scores rose in the urban districts in 2011, while reading scores were stagnant. The reason, educators believe, is that math is taught almost entirely at school while many of the skills needed to become a good reader are also taught at home.

The city has been more focused on improving math, including providing more training for teachers and a Saturday school for students who need extra help. "Reading is where we're going to have to show that we are ready for that kind of transformation in the classroom," Alonso said.

The NAEP results include a wealth of data apart from subject scores, including information on how often students read for pleasure. Surprisingly, fourth graders who were asked to read aloud frequently in school performed worse on the NAEP reading test than those who weren't often asked to do so. And 80 percent of students tested in Baltimore are reading aloud in class almost every day. The results also show that students who say they read for fun score better on the reading portion of the test.

"When children have access to a novel or literature that they're passionate about, they do better," said Maura Roberts, a fourth grade teacher at City Springs Elementary and Middle School who argues that the curriculum should require teachers to use more good books rather than short excerpts in the teaching of reading in the elementary grades. In addition, she said, so many students come with a limited vocabulary.

"So we really have to be explicit in how we talk to and challenge them," she said. "We use as many words as possible. We speak to them as if we're speaking to a professional."

At City Springs, which hosted the press conference to announce the NEAP results in Baltimore, students are taught reading through a prescribed program that includes having students tap to help them learn to stop at commas and periods. Fourth grader Khlil Lowther said he likes it because it helps him focus.

"I want to get better in my reading, and tapping," he said. "It makes more sense."

Baltimore Sun reporter Erica Green contributed to this article.

Christian Science Monitor
Students in big-city schools show gains in latest NAEP 'report card'
By Amanda Paulson

Students in America's largest cities are making gains in math, in many cases faster than students in the nation as a whole. Reading scores in those large cities – just as in the nation – have largely remained flat for the past two years.

And in some cities – including Atlanta, Boston, Los Angeles, and Houston – students have made particularly striking gains over the past eight years, while in other cities progress has lagged.

Most notably, the gap between national scores and large-city scores is narrowing. That's the good news in the latest report from the National Assessment of Educational Progress (NAEP), better known as the Nation's Report Card.

The release Wednesday provided detailed scores for students in 21 large cities – a voluntary subset that participates in NAEP's Trial Urban District Assessment (TUDA). Ten of those cities – Los Angeles, Houston, Atlanta, Washington, New York, Chicago, San Diego, Charlotte, N.C., Boston, and Cleveland – have participated at least since 2003, giving a decent picture of how their students have fared in that time.

"We're now down to less than a 10 scale-point difference between [large cities] and the country in reading and math for both fourth and eighth grade," says Michael Casserly, executive director of the Council of Great City Schools, noting that that gap has closed by 25 to 35 percent in the past eight years depending on which subject and grade are examined.

"It's clear we're improving the numbers of kids at a proficient level and decreasing the numbers at the below-basic level – maybe not as fast as we would like, but it's a convincing set of trend lines that tells us we're heading in the right direction."

The data also show wide differences in how cities perform. One fourth-grade mathematics problem, for instance, asked students to do a four-digit subtraction problem. The percentage of students answering it correctly ranged from 41 percent in Detroit to 77 percent in Austin, Texas.

The average score for fourth-grade math ranges from 203 in Detroit to 247 in Charlotte (on a 500-point scale), with a national average of 240. And in Charlotte, 48 percent of fourth-graders performed at proficient or advanced, compared with 3 percent in Detroit. The student populations also vary drastically by city.

In terms of racial makeup, for instance, about 16 percent of fourth-graders nationally are African-American, while in the 21 TUDA districts the averages range from 2 percent in Albuquerque, N.M., to 87 percent in Baltimore.

A few cities particularly shine in certain areas. In Austin and Charlotte, both fourth- and eighth-graders outperformed their peers in math in both large cities and the nation. As with the nation, reading scores from the big-city districts were largely stagnant.

Charlotte was the only district that posted an increase since 2009, for Grade 8. But in math, four districts improved their scores at Grade 4 since 2009 (Atlanta, Austin, Baltimore, and Philadelphia). Six districts did so for Grade 8 (Atlanta, Charlotte, Chicago, Detroit, Washington, and Jefferson County, Ky.).

The hope for all this data – and the reason the TUDA project was started – is to gain clues as to what's working in certain districts, and how policymakers can continue to make a difference for often-disadvantaged urban students. NAEP results never show the cause of gains or declines, but Mr. Casserly's organization recently completed a lengthy review of all the data through 2009, combined with case studies of what different cities were doing, and came to a few conclusions.

The study focused in particular on Atlanta, where students were making reading gains more than three times larger than in other cities or in the nation; on Boston, where students have been making similarly large gains in math; on Charlotte, where students outperform all other TUDA districts in reading and math, even after adjusting for demographics; and on Cleveland, which was the only city to not show consistent gains. In the end, six key areas seemed to make the difference:

- Stable reform-focused leadership.
- Clear goals and mechanisms for holding staff accountable.
- A common, high-quality curriculum.
- High-quality, strategic professional development.
- Good support and oversight for reform efforts.
- Data systems used to inform those reforms.

"The differences for the districts that really moved were clustered in those six areas," says Casserly.

In Baltimore, where the TUDA results were released Wednesday, both fourth- and eighth-graders made improvements in math since 2009, though only the fourth-grade change was considered statistically significant.

In prepared remarks Wednesday, Andrés Alonso, CEO of Baltimore City Public Schools, credited numerous reforms in the past two years for the improvements, including overhauling the math curriculum, creating extended learning opportunities for students, providing parents and students with more options, and giving schools more autonomy over resources.

"The TUDA results show us where we are making progress and where we need to focus more attention moving forward," Superintendent Alonso said, noting that the flat results in reading are unsurprising given that the emphasis on literacy has been more recent. He also praised the wealth of data available in the report.

"I urge my fellow TUDA superintendents to look not just at their scores, but to go deep with the data, use it to direct change, and share our successes and our disappointments," Alonso said.

CNN

Student scores are up in many urban school districts

By Sally Holland

Math scores in some urban school districts are improving faster than the nation as a whole according to a report released Wednesday by the National Assessment Governing Board that compares math and reading scores for fourth and eighth graders.

"We continue to narrow the differences between urban school districts and the nation at large," said Michael Casserly of the Council of the Great City Schools.

Large city school districts tend to have higher numbers of students considered to be at risk than their suburban counterparts because the students often come from lower-income households or are from black or Hispanic families, groups that traditionally score lower than whites on standardized tests.

"Despite their distinct challenges, many of these districts are making steady progress in math. But, like school districts nationwide, they need to find ways to raise student achievement in reading," said David Driscoll of the National Assessment Governing Board.

Atlanta; Austin, Texas; Baltimore and Philadelphia improved their scores in grade four mathematics, while Atlanta; Charlotte, North Carolina; Chicago; Detroit; the District of Columbia and Jefferson County, Kentucky, improved their grade eight mathematics scores when compared to the last assessment two years ago. Charlotte also had an increase in its eighth grade reading scores compared to the 2009 assessment.

In a call with reporters before the release of the study, Casserly was asked about the numbers for Atlanta in light of the reports of teachers changing student responses on the Georgia state standardized tests.

"There appeared because of the state investigative report that there was cheating by some teachers on the state test but at the same time what you saw by way of reform in the school district was real," said Casserly. "There's no reason to believe that the results on the national assessment should be called into question at all."

Some large school districts have shown improvement over the long run while others have not. Analyzing data from 2009 and before for Atlanta, Boston, Charlotte-Mecklenburg and Cleveland, the Council for Great City Schools found that the instructional practices of the first three districts were quite different than those for Cleveland, which showed lower performance and lower gains.

Differences were found in areas including leadership and reform vision, accountability, curriculum and instruction, teacher quality and use of data and assessments. Not all large cities take part in the comparisons.

Twenty-one districts volunteered to have their scores compared in the 2011 assessment, including Atlanta; Austin; Baltimore; Boston; Charlotte-Mecklenburg; Chicago; Cleveland; Detroit; District of Columbia; Fresno, California; Houston; Jefferson County (Louisville, Kentucky); Los Angeles; Miami-Dade County; Milwaukee; New York; San Diego; Philadelphia and, for the first time, Albuquerque, New Mexico; Dallas and Hillsborough County, Florida.

Education Week
Urban Districts Post Gains in NAEP Math
By Erik W. Robelen

Reading achievement in a set of large urban districts has stayed mostly flat since 2009, based on new national test results, while in mathematics, half the school systems saw some growth over the past two years, including Atlanta, the district at the center of a recent, high-profile cheating scandal.

In math, four out of 18 big-city districts posted statistically significant 4th grade gains from 2009 to 2011, while six out of 18 made progress at 8th grade, according to data released today from the Trial Urban District Assessment, which tests representative samples of students on the National Assessment of Educational Progress, known as "the nation's report card."

Atlanta was the only district to make math gains at both grade levels since 2009. In reading, meanwhile, the Charlotte-Mecklenburg, N.C., school district was the only participant to see reading gains of statistical significance since 2009, and those were only at the 8th grade level.

The longer historical view tells a more hopeful story, however. Nearly all the districts to participate in TUDA since the early 2000s have made gains in both subjects. For instance, all six urban systems that took part in the 4th grade reading exam back in 2002, when TUDA began, posted higher scores this round. And in math, nine of 10 districts gained ground since 2003 both at the 4th and 8th grades. (Cleveland saw no statistical changes.)

Atlanta's academic growth since 2009, and over the long haul, seems especially noteworthy, given that the system has been reeling from a state investigation that found widespread cheating on state assessments for a number of years.

In a conference call with reporters early this week, a federal official emphasized that, based on a separate federal investigation, there was no reason to believe the cheating extended to NAEP.

"The short story is we couldn't find any evidence [of cheating]," said Jack Buckley, the commissioner of the National Center for Education Statistics, which administers NAEP. "What happened is virtually impossible on NAEP" because of its format and other factors, he added. Atlanta's strongest gains were in 8th grade math, where the district climbed 6 points on the 500- point scale since 2009, and 22 points since 2003.

Measured another way, the proportion of Atlanta students scoring "basic" or above climbed from 30 percent in 2003 to 54 percent in 2011. In reading, Atlanta saw no statistically significant changes since 2009, but climbed by 16 points since 2002 at 4th grade and by 17 points at 8th grade.

"There was cheating by some teachers on the state tests, but at the same time, what you saw by way of reform in the district was real," said Michael Casserly, the executive

director of the Washington-based Council of the Great City Schools, who took part in the conference call.

Narrowing the Gap

The latest TUDA results come about a month after a new round of NAEP data in reading and math for the nation was released. That data found average reading scores flat in the 4th grade, but a slight increase in 8th grade reading as well as math at both grade levels.

The new TUDA report provides a close look not only at the set of participating districts, but also highlights average achievement for students across all large U.S. cities and suggests the achievement trend here largely mirrors the nation as a whole. However, the pace of improvement for large cities appears to be eclipsing that of the nation.

For example, 8th grade math scores for students from big cities climbed 3 points from 2009, compared with 1 point for the nation. In taking a longer view, large cities gained 12 points since 2003, compared with 7 for the nation.

In 4th grade reading, there was no significant change since 2009 for the nation or for large cities, but urban students posted a 9-point increase since 2002, compared with a 3-point rise in the national average.

“We’ve continued to narrow the differences between urban school districts and the nation at large,” said Mr. Casserly. He noted that the gap for the first time was less than 10 points in all four categories—that is, in both grade levels and subjects. Mr. Casserly said his organization earlier this fall issued a report on the factors that help to explain why some urban districts have shown greater gains than others.

The report identifies some common threads among urban districts that have shown strong improvements over time. They include strong and stable leadership and setting clear, systemwide goals and a “culture of accountability” for meeting them, as well as a coherent, well-articulated program of curriculum and instruction and regular use of data to gauge learning, modify practice, and target resources.

Detroit Makes Headway

Although Atlanta was the only TUDA district to make gains in math at both the 4th and 8th grades since 2009, half the participants did see significant improvement in one or the other grade. Those to do so at the 4th grade were Austin, Texas; Baltimore; and Philadelphia. At the 8th grade, the other districts to improve were Charlotte-Mecklenburg, Chicago, Detroit, the District of Columbia, and Jefferson County, Ky.

The largest gains posted in 8th grade math were for Detroit, which climbed 8 points since 2009. But even with those gains, its score of 246 was the lowest of all 21 districts to participate in TUDA this year. Measured another way, 71 percent of Detroit’s 8th graders scored below basic in the subject. And only 4 percent were “proficient” or “advanced.” This year, three school districts in urban locations participated in TUDA for the first time: Albuquerque, N.M.; Dallas; and Hillsborough County, Fla. They join 18 others that have taken part more than once.

The Miami Herald

Miami-Dade students continue to outperform peers in national test

By Laura Figueroa

National test scores released Wednesday show that Miami-Dade students outperform students in the nation's top four largest school districts.

Miami-Dade may be the nation's fourth-largest school district, but when stacked against its larger counterparts — New York, Los Angeles and Chicago — the district tops the list in national reading and math scores, according to testing data released Wednesday.

The results of the 2011 National Assessment in Education Progress, dubbed the "nation's report card," show that Miami-Dade has largely been able to score higher than other large urban school districts and remain on par with its peers nationwide.

Held as the gold standard for comparison between districts, the NAEP exams are given every two years to a sample of fourth- and eighth- grade students throughout the nation to compare student achievement from state-to-state.

The U.S. Department of Education also pulls data from 21 urban school districts, including Miami-Dade, where the majority of students are minorities or classified as poor, to determine how those students measure up against their peers nationwide.

In 2009, Miami-Dade's first time participating in the sample, the district received national praise for its scores among Hispanic and black students. The district managed to keep those scores steady, only dropping by 1 or 2 percent in most categories.

"Recognizing a number of factors, including growing poverty in our community, the fact that we were able to hold the ground from our 2009 scores, that we remain a national leader in the student achievement, I was fairly gratified," Miami-Dade Superintendent Alberto Carvalho said.

Fourth-grade reading scores show that 67 percent of test takers scored at or above grade reading level, which is just above the national average of 66 percent, but one point below the district's score in 2009. Math scores for fourth-graders show that 79 percent of students had basic to advanced skills, one point below the district's number in 2009 and just two points below the national average of 81 percent.

Nearly 70 percent of Miami-Dade's eighth-graders scored at or above grade reading level, two points below the district's score in 2009, and five points below the national average. Eighth-grade math scores indicate that 62 percent of students scored basic or higher on their exams, some 11 points below the national average.

"It speaks well for South Florida, particularly for Miami-Dade, that a diverse urban district can perform to the national level and in many cases outperform other large urban school districts," Carvalho said.

Though Broward is the nation's sixth-largest district, it is not included in the urban measure, because not enough students meet the poverty criteria. Miami-Dade was initially the only Florida district included in the urban sample, but this year Hillsborough County was added. The Tampa-area district posted scores that were on average slightly higher than Miami-Dade's. Both districts and their superintendents were heralded by Florida Education Commissioner Gerald Robinson.

"The commitment and leadership in these districts represent Florida's focused mission to reduce the academic achievement gap while supporting our students in their pursuit of excellence," Robinson said in a prepared statement.

Overall, test administrators say urban school districts have steadily increased their scores since 2003, closing the gap between large city districts and smaller suburban districts.

"We know that we're still behind, but we seem to be narrowing the gaps," said Michael Casserly, executive director of the Council of the Great City Schools.

Michigan Radio
Detroit students show small gains on national standardized test
By Sarah Cwiek

Students in Detroit Public Schools showed slight improvements in the latest round of a benchmark standardized test. But Detroit students still posted the worst scores of any district in the country on the National Assessment of Educational Progress test.

The NAEP exam tests fourth and eighth-graders in reading and math. When Detroit students took the test for the first time in 2009, they produced the worst scores in the test's history. In 2011:
· Math, 4th grade: proficiency up from 31% to 34%
· Math, 8th grade: proficiency up from 22% to 29%
· Reading, 4th grade: proficiency up from 27% to 31%
· Reading, 8th grade: proficiency up from 41% to 43%

Some experts question whether the posted gains are even statistically significant. But Detroit schools' emergency manager Roy Roberts says the important thing is a positive trend.

"Detroit had the highest gains of any city in any subject in mathematics," Roberts says. "Detroit also exceeded the state in gains in reading."

"Like the budget deficit, it will not be eliminated overnight. But we have demonstrated real progress." Roberts says the biggest thing hindering Detroit students' academic performance has been "instability" in the district.

He says the district will announce in January how many more schools to close, charter, or move to the Education Achievement System, a new statewide district for the lowest-performing schools.

New York Times
New York's Math Scores Dip on U.S. Student Tests, Diverging From Trend in Other Big Cities,
By Winnie Hu
New York City students scored slightly lower on federal math tests this year compared with two years ago, according to results released on Wednesday, even as test scores of their counterparts in other big cities inched upward.

The results from the National Assessment of Educational Progress, also known as the nation's report card, showed that the city's fourth-grade math average dropped three points to 234 (on a scale of 500) from 2009, the last time the exams were taken.

Federal education officials cautioned that the changes were too small to be significant, but the dip diverged from the trend nationally and for other large cities. In 2011, the average fourth-grade math score rose by one point nationally and two points for cities with 250,000 or more people.

For the city's eighth graders, the average math score dropped one point from 2009, to 272; nationally, the average eighth-grade math score rose by one point, and three points for students in large cities.

On reading tests, the city's fourth-grade average score remained flat at 216; the national score also stayed flat at 220. The average eighth-grade reading score rose by two points in New York, to 254, a positive turn. Nationally, the eighth-grade average score was up a point.

The results for the city's students generally matched what happened across New York State on fourth- and eighth-grade math scores, which declined, and on eighth-grade reading scores, which rose. But while the statewide fourth-grade reading score declined, the city's held steady. And even with the recent declines, the city's fourth- and eighth-grade math scores are still up eight points and six points, respectively, since 2003.

Allison Horowitz, a policy analyst with the Education Trust, an advocacy group promoting academic achievement, said New York City's overall averages had not improved as much as in other large cities, though there had been "good progress" in moving students up from the lowest achievement level since 2003.

"Parents in New York City have the same high aspirations for their kids as other parents across the country," she said. "And we're not going to get all students where they need to be if all we're doing is lifting the floor."

Indeed, the 2011 results show the city has made little, if any, progress in reaching the lowest-performing students since 2009. The percentage of students performing below basic achievement levels actually grew by one point in fourth-grade reading and eighth

grade math, and three points in fourth-grade math. Once again the only improvement came in eighth-grade reading, with a three-point drop.

At the top end, the percentage of students performing at or above proficiency level shrank by two points each in fourth-grade and eighth-grade math from 2009. Among fourth graders, 33 percent are at or above the proficient level in math in 2011, and 76 percent are at or above the basic level — both below national percentages, but better than those of other large cities. There was a two-point increase in the percentage of students at or above proficiency in eighth-grade reading, while fourth-grade reading was unchanged.

But New York City showed significant improvement in narrowing the achievement gap for poor students over a decade. Eighth-grade students eligible for free and reduced lunch scored 14 points lower on reading than those who were not eligible in 2011, compared with 30 points lower in 2003.

The achievement gap for blacks also appeared to shrink slightly in the city. In 2011, black students averaged 26 points lower than white students on reading tests in fourth grade, compared with 29 points lower in 2002. In math, they averaged 22 points lower in fourth-grade and 30 points lower in eighth grade, compared with 25 points and 36 points lower in 2003.

Girls generally did better on reading tests, averaging nine points higher in fourth-grade, eight points higher in eighth-grade. On math tests, there was little difference between sexes.

Slate.com
Urban NAEP Scores Show Slowly Brightening Education Picture
By Matthew Yglesias

Today the latest round of Trial Urban District Assessment data about American school performance came out. On the reading front it showed no statistically significant change over the past two years in fourth graders in any of the participating cities, and statistically significant (and positive) change for eighth graders in Charlotte while everyone else was insignificant.

When you combine all the cities into a large sample, it shows a modest overall statistically significant improvement. In math we fourth graders improving in Atlanta, Austin, Baltimore, and Philadelphia and eighth graders improving in Atlanta, Charlotte, Chicago, Detroit, DC, and Louisville. There are no statistically significant declines anywhere.

I don't think you can draw any sweeping conclusions from this, but I do think it's worth laying it out there as a baseline. Most of the commentary I read about public education in America is very negative but to the best we can tell things are gradually improving even during a very difficult social and economic period for the country.

The math gains in Atlanta seem especially noteworthy since a lot of attention has been paid to a big cheating scandal on the Georgia state tests. It looks, however, like that cheating was occurring against a background of real learning gains for the city's kids.

The thing I do worry about, however, is that lots of cities don't participate in TUDA. Policy varies greatly across the participating cities, but one thing they have in common is that they all *want to know how they're doing*, which I think is the baseline beginning for improvement.

But some very large school districts -- most notably Clark County in Nevada, a bunch of non-Miami Florida districts, and Dallas, TX -- seem to prefer to wallow in ignorance. There's really no excuse for this.

Today Show / Charlotte Observer
CMS scores shine on 'nation's report card'
By Ann Doss Helms

CHARLOTTE, N.C. -- Charlotte-Mecklenburg Schools topped most other big cities on this year's national reading and math tests, according to results released this morning.

CMS is among 21 urban districts reporting fourth- and eighth-grade reading and math scores on the National Assessment of Educational Progress, also known as NAEP or the nation's report card. CMS rated first or second in all areas.

The strong comparative showing affirms the recognition CMS earned this fall, when it claimed the Broad Prize for Urban Education. But the results also reinforce a theme sounded at that ceremony: Academic progress has been painfully slow for poor and minority students, even in the most successful districts.

Fewer than 20 percent of low-income and black CMS eighth-graders were rated proficient in either subject, falling far below white and middle-class counterparts. For instance, 16 percent of African American eighth-graders in CMS scored proficient in math, compared with 66 percent of white classmates. Yet Charlotte's black eighth-graders topped the national average and outperformed counterparts in most of the urban districts.

CMS officials are holding a news conference this morning to discuss the NAEP results. The national report repeatedly highlights Charlotte's success. The NAEP was launched in 1969 to gauge national progress and compare state results. In 2002 it started breaking out results for a handful of urban districts, and CMS joined that group in 2003.

CMS; Austin, Texas; and Hillsborough County (Tampa), Fla., juggled the top three spots in each category. With 52 percent of students qualifying for federal lunch aid, CMS has the lowest poverty level of all the urban districts tallied, matching the national average for all public schools. Austin and Tampa are next-lowest. Districts at the bottom of the rankings, such as Detroit, have very few white and non-poor students.

But the edge at CMS and the other high-ranking districts doesn't come solely from having more of the students who traditionally do well on tests. They also fare better than average on same-group comparisons.

NAEP doesn't report results for individual schools, and not all students take the exams. A representative sampling is tested in participating districts. The reading and math tests do not include high schools. Read details at www.nationsreportcard.gov (see "Trial Urban District Assessments").

Voices of San Diego
Math Gap Grows Between Black and White Students
By Emily Alpert

The gap between math scores for black and white students in San Diego Unified grew wider on a national exam despite growing attention to math in the school district. It's a troubling change that school officials are still trying to understand.

While 58 percent of white eighth graders scored proficient or above on the math tests, only 8 percent of black students did. White students had improved continuously over years; black students improved and then dropped this year.

The math gap between poor students and their better-off classmates also grew. The results are especially disappointing because San Diego Unified devoted more attention to math last year, after Superintendent Bill Kowba announced that it would be a major focus for improvement.

It also just launched a new plan to improve African American student achievement, though it hasn't put any money behind that plan so far. These results underscore why it is paying special attention.

Deputy Superintendent Nellie Meyer said they are still analyzing the results, but she fears budget cuts are part of the problem. The school district has shrunk its day-to-day spending over the last four years, cutting back on summer school, reducing tutoring and paring back school site budgets.

"We have a safety net for students who need it and we're slowly cutting it away," Meyer said.

San Diego students take a smattering of different exams, but what makes this one unique is that it provides a common yardstick to compare San Diego Unified to other urban school systems across the country. State tests differ from state to state; this exam gives a window into how students do nationally.

The national exam is given every other year to a sample group of students in fourth and eighth grade in a smattering of urban school districts. It gauges math and reading skills.

San Diego Unified has improved significantly since it started taking the national tests eight years ago. It tends to perform well on these tests compared to the average urban district, perhaps partly because it has fewer poor children than other districts that take the exam. It also outperforms the California average despite having more poor children and more English learners.

But the recent gains are so slight that they didn't make a statistical blip. And math scores for eighth graders actually dropped, although the drop was so small it doesn't count statistically either.

The small improvements are puzzling because in the same years, San Diego Unified has made notable strides on state tests. The same gap showed up last year, when San Diego Unified showed only slight growth on the national exam yet surged on state tests.

Ron Rode, who oversees assessments, believes that the national exam measures more critical thinking and problem-solving than the state tests. The slow growth makes him wonder whether the school district is doing enough to cultivate skills that go beyond the simpler questions on state tests. Beefing up critical thinking is another thing Kowba promised to push; these results suggest there is more left to do.

Wall Street Journal
Urban Schools Gain but Trail National Averages
By Stephanie Banchero

Large urban school districts have made steady progress on national elementary school math and reading exams over the past nine years but continue to score far below national averages, according to federal data released Wednesday.

Results of the 2011 National Assessment of Educational Progress show that scores in urban districts rose slightly or remained flat since the exams were last given in 2009—similar to the national performance.

But a more promising picture emerges when trend lines are extended back to the early 2000s. Students in cities such as Chicago, Atlanta and Houston posted double-digit gains on several exams since 2002, helping close the chasm between their performance and that of districts nationwide.

The results will likely fuel the debate over how to improve the lowest-performing schools, many of which are in cities. The data also come amid an intensifying battle between congressional Republicans and the Obama administration over how to revamp No Child Left Behind, the federal education law that some say propelled the test score gains in inner cities.

The Council of Great City Schools, a research and policy group that represents large districts, commissioned a study that found districts making the most progress had stable leadership, high academic goals for students, quality professional development for teachers and data analysis that helped alter teaching. The study was funded by the Bill & Melinda Gates Foundation.

By law, the U.S. Department of Education gives the math and reading tests to a representative sample of students in every state biennially. Ten cities have volunteered for the comparative study in math since the exam was first given in 2003.

All of them, except Cleveland, posted statistically significant gains, with most surpassing the growth made nationwide. Boston schools, for example, scored 237 out of 500 on fourth-grade math, a 17-point jump since 2003. Washington, D.C., schools saw a 17-point bump to 222, and Chicago a 10-point increase to 224.

Nationwide, the average math score increased six points to 240 in the period. In eighth grade math, nine of the 10 districts equaled or surpassed the average national improvement of seven points—only Cleveland didn't.

Still, in most of the 21 urban districts tested this year, 75% of their students did not score "proficient" in math. Proficient means students have a solid grasp of the material.

In fourth-grade reading, six urban districts have participated since the exam was first given in 2002 and each posted gains of at least twice the national average of three points.

In eighth grade, the national reading score hasn't budged since 2002, but students in Atlanta, Houston and Los Angeles posted gains, while the other cities remained steady. Atlanta Public Schools, jolted by a state-test cheating scandal this year, made the most improvement. Federal officials said they have analyzed the scores and feel confident cheating didn't take place in the U.S. exams, noting the exams are administered and scored by federal contractors.

"The real travesty of the cheating scandal is that it clearly didn't need to take place," said Erroll Davis Jr., who became superintendent of Atlanta schools when his predecessor resigned amid the cheating probe. "As you can see from the data, our teachers continue to add spectacular value to our students."

The federal study also showed that Detroit and Cleveland—Rust Belt cities losing population and economic resources—continue to rank at the bottom. In Detroit, the ailing district has been under the control of a state-appointed emergency manager for almost three years. Roy Roberts, appointed by Republican Gov. Rick Snyder of Michigan to oversee the schools, said he anticipates improvement as the district stabilizes its academics and finances.

LaMarr Mitchell, an eighth grader at low-income City Springs Elementary Middle School in Baltimore, which hosted the national press conference on the test scores, attributed his school's success to teachers who "make school fun, so it's easy to learn." He said he has written plays in his language-arts class and competes in school math tournaments that pit girls against boys.
—Matthew Dolan contributed to this article

Washington Post

D.C. schools have largest black-white achievement gap in federal study

By Lyndsey Layton

D.C. public schools have the largest achievement gap between black and white students among the nation's major urban school systems, a distinction laid bare in a federal study released Wednesday.

The District also has the widest achievement gap between white and Hispanic students, the study found. The study is based on the 2011 National Assessment of Educational Progress, federal reading and math exams taken this year by fourth- and eighth-graders across the country.

The tests are the only continuing and nationally representative assessment of what students know. State-by-state results were released last month, but large cities have agreed to have their own results published separately since 2002, with 21 participating this year.

Generally speaking, the results in large cities mirror national trends: Students are showing some improvement in math, but progress in reading is stagnating. In reading and math, the gap in scores between black and white students was widest in D.C. schools compared with those in 20 other urban systems, including New York City, Los Angeles and Miami.

The D.C. gap was also greater than the national average and the average for cities with populations of 250,000 or more, according to the study. On the fourth-grade math test, for example, black students in the District scored an average of 223 points out of a possible 500 while their white classmates averaged 272, or 49 points higher. That difference is more than twice the national achievement gap for that test.

The achievement gap has proved to be a stubborn problem, and one of growing concern among educators, policy makers and civic leaders. With enactment of the No Child Left Behind law in 2002, the federal government made closing the gap a priority and a reason for increased accountability in public education. A host of strategies have been deployed by schools across the country to attack the gap, but few have resulted in substantial progress.

All 21 cities in the study displayed a difference in performance between whites and blacks and between whites and Hispanics. But in every case, their variations were less than in the District — in some cases five times smaller. In the fourth grade math example, for instance, Cleveland's black and white students were separated by a 14-point gap.

The District's racial gap is really an income divide, said Michael Casserly, executive director of the Council of the Great City Schools, which represents the largest urban school systems.

“You’ve got relatively more well-to-do whites in Upper Northwest quadrants, particularly Ward 3, which score higher than white students nationally and you’re comparing it with poor, African American students largely in Wards 7 and 8,” Casserly said. “There are extreme income disparities.”

Atlanta, which also has a sizeable achievement gap, presents the same problem, Casserly said. “You’ve got white students in the Buckhead section scoring off the charts but when you compare with poor African Americans that make up most of Atlanta, you’re looking at an achievement gap that is similar to the District’s,” he said.

And although Cleveland appears to have a narrow racial gap, the small difference between test scores of black and white students is linked to the fact that both groups are relatively low-income, Casserly said.

“You’ve got poor Appalachian whites in Cleveland and poor African American students,” he said. “You’re looking at a wealth factor.”

The District’s racial achievement gap is a long-standing pattern, he said. But it’s difficult to say whether that gap has changed over time relative to the other cities because for much of the past decade, there haven’t been enough white students in D.C. taking the test to reliably draw conclusions, according to the National Assessment Governing Board, which sets policy for the test.

Currently, 46,191 students are enrolled in D.C. public schools, with about 79 percent African American, 12 percent Hispanic, 7 percent white and 2 percent self-declared “other.”

The new study did not include test scores of students who attend public charter schools in the District, which now educate about 40 percent of public schoolchildren. An analysis of the test scores of D.C. public charter students in 2011 showed that black students attending charters scored higher in math and reading tests in both fourth and eighth grades than their counterparts in traditional District schools. The number of white students attending public charters in the District was too small to draw a conclusion about their academic performance compared with any other group.

Overall, the District placed at or near the bottom of the 21 cities in the study in terms of scores for math and reading in fourth and eighth grades; D.C. tied with Detroit for last place in eighth grade reading.

The school systems that consistently scored at the top of the heap were Charlotte, which was either No. 1 or 2 in every category; Hillsborough County, Fla.; and Austin.

Staff writer Bill Turque contributed to this report.

WBAL-TV
4th-Grade Math Results On Rise In City: NAEP Test Results Released

BALTIMORE -- Maryland fourth-graders are making progress in math, according to results from a national test that were released Wednesday.

11 News education reporter Tim Tooten said the results are from the NAEP test -- or National Assessment of Educational Progress. It's a test that compares how well Baltimore students are doing with students in 20 other major urban cities, Tooten said.

Tooten on Wednesday visited City Springs Elementary-Middle School, where the students have a love for math.

"I don't think math is hard, because math isn't hard if you pay attention and get through it," said fourth-grader Chelsea Gilmer.

Fourth-grade math scores were up slightly in the NAEP, which compares city students to those in cities like Philadelphia, Washington, D.C., and New York. Tooten said that over a two-year period, fourth-grade math scores were up 3.4 percent. There was also an increase for eighth-graders, but it was below the nation's best.

"I think these are gratifying results," said Baltimore City Schools CEO Andres Alonso. "Results that underline the urgency around how our kids are doing, and really useful information in terms of what to do about our core mission." Alonso was part of a national panel which released the NAEP, Tooten said.

"For we are not interested in reflecting or perpetuating the inequities under which too many of our children suffer, our job is to overcome them, so poverty, race and language never define our kids' chances for a brighter future," said Michael Casserly, executive director of Great City Schools.

Baltimore school officials said there is plenty of room for improvement across the board in reading and math, but they seemed most impressed with the progress of African-American male students, Tooten said.

Their math scores increased 1.8 percent for fourth-graders, and 3.5 percent for eighth-graders. Educators said the progress has a lot to do with what's taking place in the classroom.

"We try to approach math as a science, so the children are constantly discovering new things, and they are coming with these theories on their own," said fourth-grade teacher Maura Roberts. "And they're learning that's how it works, that's how it applies."

The results represent only a sampling of Baltimore fourth- and eighth-graders, Tooten said.

NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

Upcoming NAEP Reports as of March 2012

Report	Expected Release Date

Initial NAEP Releases

2005 High School Transcript Study: Mathematics Course Content Analysis	April 2012
2009 Science Hands-On Tasks and Interactive Computer Tasks: Grades 4, 8, and 12	May 2012
2011 Science Report Card: Grade 8	May 2012
2011 Writing Report Card: Grades 8 and 12	July 2012
2011 National Indian Education Study: Grades 4 and 8	July 2012

Other NAEP Reports

2011 Meaning Vocabulary: Grades 4 and 8	July 2012
Linking NAEP and TIMSS 2011 Mathematics and Science Results for the 8th Grade	December 2012

NAGB Reports

Mega-States Report: Grades 4, 8, and 12	July 2012

Other Related Reports from NCES

Arts Education in Public Elementary and Secondary Schools: 1999-2000 and 2009-2010	April 2, 2012
Reading, Mathematics, and Science Achievement of Language-Minority Students in Grade 8	February/March 2012
Digest of Education Statistics, 2011	February/March 2012
Characteristics of the 100 Largest Public Elementary and Secondary School Districts in the United States: 2009-10	March/April 2012

NATIONAL ASSESSMENT GOVERNING BOARD
RELEASE PLAN FOR
NAEP SCIENCE 2011 REPORT

The Nation's Report Card in Science 2011

The Nation's Report Card in Science 2011 will be released to the general public during May 2012. Following review and approval of the report's results, the release will be arranged as an online webinar. The release event will include a data presentation by the Commissioner of Education Statistics, with moderation and comments by at least one member of the National Assessment Governing Board. Full accompanying data will be posted on the Internet at the scheduled time of release.

The Report Card presents results of the National Assessment of Educational Progress (NAEP) from a representative sample of about 122,000 8th graders at the national and state levels. Results will be reported in terms of scale scores and the percentage of students at or above achievement levels. In addition to results for the nation as a whole, the report will include national and state level NAEP results for various demographic groups. Information about the Science Framework will be included, along with examples of questions and student responses.

This assessment was purposely scheduled for 2011 so that the data could be linked with the Trends in International Mathematics and Science Study (TIMSS) that was also administered in 2011. The NAEP-TIMSS linking report will be issued following release of the international TIMSS results in December 2012.

DATE AND LOCATION

The release event for the media and the public will occur in May 2012. The exact date and location will be determined by the Chair of the Reporting and Dissemination Committee, in accordance with Governing Board policy, following acceptance of the final report.

EVENT FORMAT

- Introductions and opening statement by a member of the National Assessment Governing Board
- Data presentation by the Commissioner of Education Statistics
- Comments by at least one Governing Board member
- Questions from members of the press and then the general audience
- Program will last approximately 60 minutes
- Event will be broadcast live over the Internet, and viewers will be able to submit questions electronically for panelists. An archived version of the webinar, with closed captioning, will be posted on the Governing Board website.

EMBARGOED ACTIVITIES BEFORE RELEASE

In the days preceding the release, the Governing Board and NCES will offer embargoed briefings to U.S. Congressional staff in Washington, DC. Representatives of governors, state education agencies, and appropriate media will have access to a special website with embargoed data after signing the Governing Board's embargo agreement.

REPORT RELEASE

The Commissioner of Education Statistics will publicly release the report at the NAEP website–http://nationsreportcard.gov–at the scheduled time of the release event. An online copy of the report, along with data tools, questions, and various other resources, will be available at the time of release on the NAEP site. An interactive version of the release with panelists' statements, a Governing Board press release, publications and related materials will be posted on the Board's web site at www.nagb.org. The site will also feature links to social networking sites, key graphics, and audio and/or video material related to the event.

ACTIVITIES AFTER THE RELEASE

The Governing Board's communications contractor, Reingold-Ogilvy, will work with Board staff to coordinate an in-person or online event designed to extend the life of the NAEP Science results by featuring current topics that would be of great interest and relevance to stakeholders. The event will be designed for organizations, officials, and individuals in the fields of education and policy who have an interest in science education and assessment.

NOTE TO Reporting and Dissemination Committee on NAEP Testing and Reporting of SD and ELL Students

Based on recommendations by two expert panels, the Governing Board adopted a new policy in March 2010 on NAEP Testing and Reporting on Students with Disabilities (SD) and English Language Learners (ELL). The policy covers how such students should be tested by NAEP and how NAEP reporting should take into account their participation or exclusion from state and district samples. The policy also contains a research and development agenda for additional improvements.

At the March 2 meeting NCES will present an update on implementation of the policy, including changes in the 2011 Report Cards, research on targeted testing at different performance levels, and plans for the introduction of new rules for testing SD and ELL students in 2013.

Information on these activities as well as the text of the Board's SD and ELL policy is included in this attachment.

The attachment also includes a letter from Florida Education Commissioner Gerard Robinson, requesting further action because of the continued wide differences in SD and ELL participation rates for the states and urban districts in NAEP. Commissioner Robinson said the variations "call into question the validity" of NAEP's state comparisons. He proposes that NAEP not report data for jurisdictions falling below the inclusion goals set by the Board—95 percent of all students selected for a NAEP sample and 85 percent of students in the sample who are identified as either SD or ELL. Starting in 2011, the goals have been included in NAEP Report Cards along with information on which jurisdictions met them and which did not. Robinson proposes that "states not meeting the minimum standards should face funding sanctions."

The attachment includes responses to his letter by Board Chairman David Driscoll and NCES Associate Commissioner Peggy Carr plus several news articles.

Some issues to consider:

Should the goals and targets in the Board policy for SD and ELL student participation become the standards for reporting state and district data on NAEP?

Should some other, lower rate be adopted as the minimum for reporting, such as the 70 percent school participation rate used for publishing private school results?

Should the issue of SD and ELL reporting standards be studied by an expert panel?

Should consideration of any changes in reporting criteria be deferred until after implementation of the new testing rules in 2013?

Governing Board Policy Implementation in 2011

Policy Principle 1

As many students as possible should be encouraged to participate in the National Assessment. Accommodations should be offered, if necessary, to enable students with disabilities and English language learners to participate, but should not alter the constructs assessed, as defined in assessment frameworks approved by the National Assessment Governing Board.

- NAEP 2012 includes a pilot test of the new decision tree for including students with disabilities and English language learners.
- Other special studies have been completed to determine possible accommodations for NAEP (Calculator Booklet Study, Inclusion Booklet (KaSA) Study).

Policy Principle 2

To attain comparable inclusion rates across states and districts, special efforts should be made to inform and solicit the cooperation of state and local officials, including school personnel who decide upon the participation of individual students.

- Each state develops state-specific guidelines for including students with disabilities and English language learners on NAEP. The guidelines include the allowable accommodation for NAEP and spell out the state's expectation for including students on NAEP. The guidelines are included with the preassessment visit packet with the SD/ELL worksheets.
- NAEP state and TUDA coordinators monitor exclusions during the preassessment window and contact schools that are not following the state's expectations for including students on NAEP and encourage these students to be included on NAEP.

Policy Principles 3 and 4

The proportion of all students excluded from any NAEP sample should not exceed 5 percent. Samples falling below this goal shall be prominently designated in reports as not attaining the desired inclusion rate of 95 percent.

Among students classified as either ELL or SD a goal of 85 percent inclusion shall be established. National, state, and district samples falling below this goal shall be identified in NAEP reporting.

- Since the inclusion goals were implemented in the reporting of NAEP 2011, most states and districts worked to increase inclusion on NAEP.

Policy Principle 7

Enhanced efforts should be made to provide a short clear description of the purpose and value of NAEP and of full student participation in the assessment. These materials should be aimed at school personnel, state officials, and the general public, including the parents of students with disabilities and English language learners. The materials should emphasize that NAEP provides important information on academic progress and that all groups of students should be counted in the Nation's Report Card. The materials should state clearly that NAEP gives no results for individual students or schools, and can have no impact on student status, grades, or placement decisions.

- See the attached Inclusion Fact Sheet. This was developed through the NAEP 2012 Field Publications meetings with input from NCES and NAEP contractors.
- The Inclusion Fact sheet was included in the preassessment visit packet to provide context for including students in NAEP. SD/ELL worksheets are completed by school staff that are most knowledgeable about how each student should be included in assessments and determine how the student should participate in NAEP.

Policy Principle 8

Before each state and district-level assessment NAEP program representatives should meet with testing directors and officials concerned with SD and ELL students to explain NAEP inclusion rules. The concerns of state and local decision makers should be discussed.

- In fall 2010, prior to the administration of NAEP 2011, NCES and the NAEP State Service Center hosted Inclusion Workshops for state and district officials to explain the new Governing Board policy on inclusion. NAEP state and TUDA coordinators attended with a team of state and district representatives (assessment directors, exceptional children specialist, English acquisition specialist, and accommodation specialist) to develop strategies for increasing inclusion on NAEP and plans to communicate the inclusion expectations with school-level decision makers.
- The Inclusion Workshop will be held again on September 11-12, 2012 to prepare for the administration of NAEP 2013.

2011 and 2012 NAEP Studies on Testing and Reporting SD and ELL Students

2011 Knowledge and Skills Appropriate (KaSA) Study

Overview of the Study

NAEP has had difficulties measuring the abilities of lower-performing students nationally, as well as in comparatively low-performing jurisdictions. In an effort to obtain more information on what low-performing students know and can do, new fourth- and eighth-grade mathematics blocks of items were developed to be more **knowledge and skills appropriate** (KaSA) for such students.

These blocks of KaSA items were administered, along with the regular operational math blocks, in the mainland U.S. and in Puerto Rico to a small special study sample in 2011. The target sample size for each grade was roughly 9,000 students (5,000 in Puerto Rico and 4,000 in the mainland U.S.).

One goal of the analysis is to determine whether the addition of KaSA items does in fact provide better measurement of the knowledge and skills of Puerto Rico's students, for whom it has been difficult to obtain reliable results in previous NAEP administrations. Although the 2011 KaSA study focused on the use of these items in Puerto Rico, the results have implications for the possible use of KaSA items to aid in the measurement of lower-performing students throughout the nation.

The Mathematics Computer-Based Study

In 2011, NAEP administered the Mathematics Computer-Based Study (MCBS) to a sample of 8th-grade students as an exploration of the feasibility and potential advantages of an adaptive testing model in the NAEP context. The primary goals of the study were to administer items better targeted at students' ability levels in order to:

- Improve student engagement in the NAEP mathematics assessment; and
- Reduce measurement error across a wider range of ability levels than is possible with the current NAEP administration model.

As the goal of the study was to understand the potential impact of this alternative design in NAEP, and to provide a roadmap for moving forward with an adaptive approach, the study had both experimental and control conditions. In the experimental condition, students were randomly assigned one of two routing blocks, which were scored by the computer. Based on their performance in the routing block, a decision was then made to assign students an easy, medium, or difficult block. In the control condition, students were also randomly assigned one of the two routing blocks, but the assignment of the second block was not based on performance in the first block. Instead, students were randomly assigned to the easy, medium, or difficult blocks.

The blocks used in this study were constructed of items in the existing item pool, and adapted for administration on the computer. As such, this was not considered a study of new or innovative technology-

enhanced items. The primary focus was on the potential implementation of an adaptive model for NAEP. Some of the research questions for this study include:

1. Does multi-staged testing improve students' engagement?

2. What are the implications of this administration model for scaling?

3. Is measurement error reduced, especially in the lower range of ability?

4. How effective and efficient were the routing decisions that were made?

NCES is currently analyzing the data from this study, and will share the results as they become available. We anticipate that the results of this study will help design a next generation of assessment that will improve our ability to measure a wider range of student performance effectively and efficiently.

2011 and 2012 NAEP Studies on Testing and Reporting SD and ELL Students

2011 Mathematics Inclusion Study

The 2011 mathematics inclusion study is designed to determine if excluded students can meaningfully participate in NAEP with one of two special booklets, thereby increasing inclusion rates. The two types of special booklets used in the study were (1) a calculator booklet, and (2) a less demanding (KaSA) booklet.

The study included two passes through the SD decision tree with the first pass conducted in the standard NAEP fashion. After all inclusion decisions had been made via the first pass, NAEP field staff reviewed with school coordinators the list of excluded students and offered the special inclusion booklets as appropriate. Excluded students who use a calculator as an accommodation on the state math assessment were offered the calculator special study booklet. Excluded students who do not use a calculator as an accommodation on the state math assessment were offered the KaSA booklet. These students were counted as excluded in the 2011 assessments, and their responses were not part of the results that were published.

One purpose of this study is to see how inclusion rates would have changed if these students had been considered "assessed" instead of excluded. The second component of analysis is to examine the effect on student performance had these students been included in the results. To accomplish these analyses, the entire operational analysis will be repeated with the special study students included. The results (i.e., average scale scores and achievement level percentages for the nation and states) will be compared to the published results.

2012 SD and ELL Decision-Tree Pilot Studies

Goals of the Governing Board Policy "NAEP Testing and Reporting on Students with Disabilities and English Language Learners" include (1) ensuring that NAEP is fully representative of SD and ELL students and (2) maximizing student participation in NAEP.

All students sampled to participate in NAEP who are identified as SD and/or ELL are individually evaluated via a "decision tree" with the help of knowledgeable school staff to determine if they can participate in the assessment and if an accommodation is appropriate given their IEP/504 and ELL status. The current operational decision trees have been modified and are being pilot-tested in 50 schools in 2012 at 4^{th} and 8^{th} grade. The main changes to the SD decision tree include (1) general encouragement that the students take the assessment even if the required accommodation(s) is not offered and (2) provision for exclusion only if the student's IEP calls for them to be tested with an alternative assessment with alternate achievement standards.

The primary change to the ELL decision tree was a provision to exclude students only if they have been enrolled in US schools for less than 1 academic year.

The primary goals of the special pilot are to (1) provide information from the field about language refinements needed to make the tree more user-friendly and (2) provide a comparison sample to gauge the impact of the new decision tree on inclusion rates. Data collection is currently ongoing.

NAEP
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

2011–2012

Inclusion on NAEP

WHAT IS NAEP?

- The National Assessment of Educational Progress (NAEP) is the largest continuing and nationally representative assessment of what our nation's students know and can do in core subjects such as mathematics and reading.
- NAEP is congressionally mandated, and was first administered in 1969 to measure student achievement nationally. Teachers, principals, parents, policymakers, and researchers all use NAEP results to assess progress and develop ways to improve education in the United States.

Students with Disabilities and English Language Learners

To ensure that the National Assessment of Educational Progress (NAEP) reflects the educational progress of all students, students with disabilities and English language learners must be included to the fullest extent possible.

The Importance of Inclusion

The responses of students with disabilities and English language learners on NAEP represent those of hundreds of other similar students. Without them, information about how to best meet the educational needs of these students would be lost. NAEP incorporates inclusive policies and practices into every aspect of the assessment, including selection of students, participation in the assessment administration, and valid and effective accommodations. Such best practices are essential to ensuring an inclusive assessment that yields meaningful NAEP results for students with disabilities and English language learners. By representing their peers across the nation on NAEP, students with disabilities and English language learners help to ensure that NAEP results can be used to inform efforts to improve educational programs.

Selection

Students with disabilities and English language learners are selected to participate in NAEP just like any other student. NAEP is administered to a sample of students who represent the student population of the nation as a whole and of individual states and districts participating in the Trial Urban District Assessment (TUDA). Within each selected school and grade to be assessed, students are chosen at random to participate in NAEP. Regardless of race/ethnicity,

For more information about NAEP, visit:
http://nces.ed.gov/nationsreportcard

socioeconomic status, disability, status as an English language learner, or any other factors, every student has the same chance of being chosen.

Participation

Many students with disabilities and English language learners are able to participate in the assessment administration alongside their peers. Participating in NAEP allows students with disabilities and English language learners to experience a large-scale assessment administration without high-stakes consequences. Since NAEP does not produce scores for individual students or results for schools, participation in NAEP is not tied to grades or evaluations of students, teachers, or schools.

Accommodations

Students with disabilities and English language learners are provided with testing accommodations so that they can demonstrate their content knowledge and skills on NAEP. NAEP offers a comprehensive set of accommodations to increase access to testing for students with disabilities and English language learners. To ensure that appropriate accommodations are determined for individual students, NAEP relies on school staff to make inclusion and accommodations decisions for those students selected for the assessment.

The accommodations allowed on NAEP and those allowed in states are often similar, but there may be some differences. Sometimes these differences result from the way that the subject being measured is defined in the NAEP frameworks. For example, NAEP does not allow read-aloud of any part of the NAEP reading test except the instructions, because decoding words is part of what the NAEP framework is measuring.

Your NAEP State Coordinator has developed state-specific guidelines for including students with disabilities and English language learners on NAEP and provided them to schools selected for the assessment. These instructions will highlight any differences between NAEP and your state's policies and provide guidance on how to include and accommodate sampled students.

For More Information

Contact your NAEP State Coordinator with specific questions about including students with disabilities and English language learners. Details of the National Assessment Governing Board's policy on testing and reporting results on students with disabilities and English language learners on NAEP are available at http://www.nagb.org/publications/inclusion-special-population-naep.pdf. Current NAEP accommodations and inclusion policies are posted on the website at http://nces.ed.gov/nationsreportcard/about/inclusion.asp.

under contract ED-07-DO-0338 to the National Center for Education Statistics, U.S. Department of Education.

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FLORIDA DEPARTMENT OF EDUCATION

Gerard Robinson
Commissioner of Education

Just Read, Florida!

January 10, 2012

Chair David Driscoll
National Assessment Governing Board
800 North Capitol Street, NW
Suite 825
Washington, DC 20002

Dear Chair Driscoll:

As the Chair of the Executive Board of the National Assessment Governing Board (NAGB), we know you understand how important it is to include as many students with disabilities (SDs) and English language learners (ELLs) as possible in the NAEP sample. Unfortunately, in recent years, there have been substantial variations in inclusion rates among states that have led us to be concerned about the validity of state-level comparisons to the nation, as well as other states.

On March 6, 2010, NAGB adopted a Policy Statement based on input from panels of experts in the field as well as consideration of the views expressed by a wide range of public comments and in the detailed analyses provided by the National Center for Education Statistics (NCES), the agency responsible for conducting NAEP under the policy guidance of NAGB. As the policy states, the goal is to maximize participation of sampled students in NAEP, reduce variation in inclusion rates for SD and ELL students across states and districts, develop uniform rules for including students in NAEP, and ensure that NAEP is fully representative of SD and ELL students.

The Policy Statement defines specific inclusion goals for NAEP samples at the national, state, and district levels: 95 percent of all students selected for NAEP samples and 85 percent of those in a NAEP sample who are identified as SD or ELL.

In 2011, the percentage of identified SD and ELL students participating in the grade 4 NAEP reading sample for the nation was 77 percent. Similarly, the grade 8 NAEP reading inclusion rate for the nation was 76 percent. Of course, the national percentage is reflective of a large variation in state inclusion rates, with Maryland having the lowest inclusion rates—including only 31 percent of their identified SD students in grade 4, and 30 percent of their identified SD students in grade 8. While the national inclusion rates of identified ELL students met the minimum standards, there still remained much variation at the state level.

For many years, NAEP has been identified as the "gold standard" to which all state-level results should be compared. Because of the importance of NAEP results, it is imperative that NAGB seek ways to ensure all states meet the minimum requirements. To continue reporting results, despite significant variations in state inclusion rates, calls into question the validity of any conclusions drawn from state-level comparisons to the nation or to other states.

As you prepare for the Future of NAEP Summit, as well as any potential Congressional actions, I propose that you consider a policy of only reporting or using state-level results if the minimum standards are met. This would ensure the validity of the reported results for the nation and for the participating states. States not meeting the minimum standards should face funding sanctions.

Thank you for your consideration of this important issue. I look forward to your response.

Sincerely,

Gerard Robinson

Gerard Robinson

GR/KE/sk

January 30, 2012

Gerard Robinson
Commissioner of Education
Florida Department of Education
325 W. Gaines Street
Tallahassee, FL 32399

Dear Commissioner Robinson:

Thank you very much for your letter about the variations in state exclusion rates on the National Assessment of Educational Progress. The concerns you raise are indeed serious ones that the Governing Board has been trying to respond to for some time.

As you note, the Board adopted a new policy in March 2010 on NAEP testing and reporting on students with disabilities (SD) and English-language learners (ELL). Several key features of the policy that deal with public reporting of assessment results were implemented in the reports on the 2011 NAEP assessments in reading and mathematics. The key aspects related to student testing are scheduled for implementation in 2013. These include limiting the grounds on which students may automatically be exempted from NAEP and revising the "decision-trees" for determining exclusions and accommodations.

All of the changes are being made with two goals in mind: increasing participation in the National Assessment and reducing the state-to-state and district-to district variations in exclusion and accommodation rates, which are still much too large.

At its meeting on March 2-3, the Board will receive a briefing on implementation of the SD and ELL policy from the National Center on Education Statistics (NCES). We will also be discussing your letter. In addition, NCES will provide you shortly with information about studies they conducted to better understand the impact of differing exclusion rates.

I appreciate your interest in assuring that comparisons reported by NAEP are full and fair.

Sincerely,

David P. Driscoll
Chairman

U.S. DEPARTMENT OF EDUCATION
INSTITUTE OF EDUCATION SCIENCES

NATIONAL CENTER FOR EDUCATION STATISTICS

February 7, 2012

Commissioner Gerard Robinson
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399-0400

Dear Commissioner Robinson:

Your letter to the Honorable David Driscoll, Chair of the National Assessment Governing Board, was forwarded to me for response. I share your concern about the variation among states in the inclusion of students with disabilities (SD) and English language learners (ELL) on the National Assessment of Education Progress (NAEP). We have devoted considerable research beginning in the early 1990s, and we continue to develop new procedures to increase the participation of these two groups in our assessments.

In the last 20 years, the percentage of students identified as either disabled or ELL has increased considerably. At the same time, we have made considerable progress in reducing exclusion rates in NAEP. In 1992, for example, 10 percent of all 4th grade students in the NAEP reading assessment were identified as SD or ELL, compared with 22 percent in 2011. During the same period, our exclusion rate decreased from 6 percent to 4 percent of all students. Thus, in 1992, 60 percent of disabled students and 64 percent of ELLs were excluded, compared with 23 percent of disabled students and 11 percent of ELLs in 2011.

While this improvement is encouraging, we have endeavored to do more. One feature of the Governing Board's new policy on the testing and reporting of SD and ELL students is a more inclusive decision tree (a tool provided to the participating schools to guide officials in deciding whether a sampled SD or ELL student may be excluded from the NAEP assessment). This new decision tree should result in lower exclusion rates in all jurisdictions.

As one example, the *new* decision tree states that the only SDs eligible for exclusion are those who take an alternate state test with alternate achievement standards. The *current* decision tree (the one used in 2011) allows for exclusion of any student who has an accommodation on their IEP that NAEP does not allow. Maryland (which you mentioned in your letter) allows the "read aloud" accommodation on their state reading test and NAEP does not; Maryland thus excluded from NAEP many of the students who had this accommodation on their IEP. When the new decision tree is fully implemented, NAEP guidelines will indicate that these students are to be assessed.

The exception would be that those students who take the alternate state assessment with alternate achievement standards could still be excluded. This is expected to be a very small percentage of students (i.e. 1% or less). This very important change was made to help standardize the exclusion decision among jurisdictions participating in NAEP.

While we anticipate continued decline in exclusion rates in NAEP, we are confident that the variations that do remain have little to no impact on the validity of the conclusions drawn from the comparisons between jurisdictions and the nation. This is a pattern we have documented for more than a decade as part of our ongoing investigation into the impact of exclusion rates on NAEP scores. These data show a small to negligible non-consistent pattern between state exclusion rates and state scores on NAEP. These findings indicate that it is not possible to reliably predict NAEP state scores based on state exclusion rates. In any given year, how states score on NAEP is not related to how many students they exclude.

More consistent with the inferences in your memo, however, we have found a moderate relationship between *changes* in exclusion rates and *changes* in NAEP scores, but typically only for reading at grade 4. Changes in state exclusion rates over time have been found to be moderately related to changes in NAEP scores. In 2011, we found a significant correlation of .45 for reading at grade 4. When exclusion rates went up over time, a state's average 4th grade NAEP reading score tended to increase. For other grade/subject combinations, such relationships are typically found to be negligible or nonexistent.

Because of these latter findings, for several years NCES has closely monitored the impact of changes in exclusion rates on NAEP trends using what we call "full population estimates" (FPE; http://nces.ed.gov/nationsreportcard/about/inclusion.asp#research). These FPEs allow us to see how each state's published NAEP score compares to what the score would have been if the exclusion rate had been zero. In 2011, for 4th grade reading, there were no significant differences between the published NAEP scores and the full population estimates. However, there are 4 jurisdictions in which that difference (one as low as .1) was enough to convert the 2009 to 2011 published NAEP score from a significant gain to a non-significant one using the FPE results.

Collectively, such research provides no technical basis for NCES to withhold reporting state scores if they exceed a certain exclusion rate. Absolute state exclusion rates in any given year are not correlated with NAEP scores, and changes in exclusion rates over time, for any given state, don't reliably predict state trends on NAEP. (The exception, as noted above, has been 4th grade reading to a moderate extent.) In fact, it is not uncommon for jurisdictions to decrease exclusion while also increasing their absolute scores. While we are unable to account for all of the reasons why a common standard is not technically feasible, our data indicate that states differ in the prevalence of students with disabilities and English language learners, the degree of severity of those disabilities or lack of English fluency, and differences in state policies regarding testing accommodations. In large part, this variation is why we have seen little or no predictability in scores using a common standard. In an NCES study entitled *Measuring Status and Change in Exclusion Rates of Students with Disabilities,* available at http://nces.ed.gov/nationsreportcard/pubs/studies/2011457.asp, the analysis underscores the differences in the characteristics of the disabled population among states and how those differences should result in differential expectations for exclusion rates for states.

Thank you for taking the time to suggest ways in which we can improve NAEP. We are confident that differences in exclusion rates among states will continue to decline as we implement our new policy in 2013. If you should have any further concerns or questions, please let me know.

Sincerely,

Peggy Carr, PhD
Associate Commissioner of Assessment

Cc: David Driscoll, PhD, Chair of the National Assessment Governing Board
Cornelia Orr, PhD, Executive Director of the National Assessment Governing Board
Jack Buckley, PhD, Commissioner of the National Center for Education Statistics

WASHINGTON, D.C. 20006–

ADOPTED UNANIMOUSLY BY NAGB—3/6/2010

National Assessment Governing Board

Policy Statement on NAEP Testing and Reporting on Students with Disabilities and English Language Learners

INTRODUCTION

To serve as the Nation's Report Card, the National Assessment of Educational Progress (NAEP) must produce valid, comparable data on the academic achievement of American students. Public confidence in NAEP results must be high. But in recent years it has been threatened by continuing, substantial variations in exclusion rates for students with disabilities (SD) and English language learners (ELL) among the states and urban districts taking part.

Student participation in NAEP is voluntary, and the assessment is prohibited by law from providing results for individual children or schools. But NAEP's national, state, and district results are closely scrutinized, and the National Assessment Governing Board (NAGB) believes NAEP must act affirmatively to ensure that the samples reported are truly representative and that public confidence is maintained.

To ensure that NAEP is fully representative, a very high proportion of the students selected must participate in its samples, including students with disabilities and English language learners. Exclusion of such students must be minimized; they should be counted in the Nation's Report Card. Accommodations should be offered to make the assessment accessible, but these changes from standard test administration procedures should not alter the knowledge and skills being assessed.

The following policies and guidelines are based on recommendations by expert panels convened by the Governing Board to propose uniform national rules for NAEP testing of SD and ELL students. The Board has also taken into consideration the views expressed in a wide range of public comment and in detailed analyses provided by the National Center for Education Statistics, which is responsible for conducting the assessment under the policy guidance of the Board**.** The policies are presented not as statistically-derived standards but as policy guidelines intended to maximize student participation, minimize the potential for bias, promote fair comparisons, and maintain trends. They signify the Board's strong belief that NAEP must retain public confidence that it is fair and fully-representative of the jurisdictions and groups on which the assessment reports.

POLICY PRINCIPLES

1. As many students as possible should be encouraged to participate in the National Assessment. Accommodations should be offered, if necessary, to enable students with disabilities and English language learners to participate, but should not alter the constructs assessed, as defined in assessment frameworks approved by the National Assessment Governing Board.

2. To attain comparable inclusion rates across states and districts, special efforts should be made to inform and solicit the cooperation of state and local officials, including school personnel who decide upon the participation of individual students.

3. The proportion of all students excluded from any NAEP sample should not exceed 5 percent. Samples falling below this goal shall be prominently designated in reports as not attaining the desired inclusion rate of 95 percent.

4. Among students classified as either ELL or SD a goal of 85 percent inclusion shall be established. National, state, and district samples falling below this goal shall be identified in NAEP reporting.

5. In assessment frameworks adopted by the Board, the constructs to be tested should be carefully defined, and allowable accommodations should be identified.

6. All items and directions in NAEP assessments should be clearly written and free of linguistic complexity irrelevant to the constructs assessed.

7. Enhanced efforts should be made to provide a short clear description of the purpose and value of NAEP and of full student participation in the assessment. These materials should be aimed at school personnel, state officials, and the general public, including the parents of students with disabilities and English language learners. The materials should emphasize that NAEP provides important information on academic progress and that all groups of students should be counted in the Nation's Report Card. The materials should state clearly that NAEP gives no results for individual students or schools, and can have no impact on student status, grades, or placement decisions.

8. Before each state and district-level assessment NAEP program representatives should meet with testing directors and officials concerned with SD and ELL students to explain NAEP inclusion rules. The concerns of state and local decision makers should be discussed.

IMPLEMENTATION GUIDELINES

For Students with Disabilities

1. Students with disabilities should participate in the National Assessment with or without allowable accommodations, as needed. Allowable accommodations are any changes from standard test administration procedures, needed to provide fair access by students with disabilities that do not alter the constructs being measured and produce valid results. In cases where non-standard procedures are permitted on state tests but not allowed on NAEP, students will be urged to take NAEP without them, but these students may use other allowable accommodations that they need.

2. The decision tree for participation of students with disabilities in NAEP shall be as follows:

NAEP Decision Tree for Students with Disabilities

BACKGROUND CONTEXT

1. NAEP is designed to measure constructs carefully defined in assessment frameworks adopted by the National Assessment Governing Board.

2. NAEP provides a list of appropriate accommodations and non-allowed modifications in each subject. An appropriate accommodation changes the way NAEP is normally administered to enable a student to take the test but does not alter the construct being measured. An inappropriate modification changes the way NAEP is normally administered but does alter the construct being measured.

STEPS OF THE DECISION TREE

3. In deciding how a student will participate in NAEP:

   a. If the student has an Individualized Education Program (IEP) or Section 504 plan and is tested without accommodation, then he or she takes NAEP without accommodation.

   b. If the student's IEP or 504 plan specifies an accommodation permitted by NAEP, then the student takes NAEP with that accommodation.

   c. If the student's IEP or 504 plan specifies an accommodation or modification that is not allowed on NAEP, then the student is encouraged to take NAEP without that accommodation or modification.

3. Students should be considered for exclusion from NAEP only if they have previously been identified in an Individualized Education Program (IEP) as having the most significant cognitive disabilities, and are assessed by the state on an alternate assessment based on alternate achievement standards (AA-AAS). All students tested by the state on an alternate assessment with modified achievement standards (AA-MAS) should be included in the National Assessment.

4. Students refusing to take the assessment because a particular accommodation is not allowed should not be classified as exclusions but placed in the category of refusals under NAEP data analysis procedures.

5. NAEP should report separately on students with Individualized Education Programs (IEPs) and those with Section 504 plans, but (except to maintain trend) should only count the students with IEPs as students with disabilities. All 504 students should participate in NAEP.

   At present the National Assessment reports on students with disabilities by combining results for those with an individualized education program (who receive special education services under the Individuals with Disabilities Education Act [IDEA]) and students with Section 504 plans under the Rehabilitation Act of 1973 (a much smaller group with disabilities who are not receiving services under IDEA but may be allowed test accommodations).[*] Under the Elementary and Secondary Education Act, only those with an IEP are counted as students with disabilities in reporting state test results. NAEP should be consistent with this practice. However, to preserve trend, results for both categories should be combined for several more assessment years, but over time NAEP should report as students with disabilities only those who have an IEP.

6. Only students with an IEP or Section 504 plan are eligible for accommodations on NAEP. States are urged to adopt policies providing that such documents should address participation in the National Assessment.

For English Language Learners

1. All English language learners selected for the NAEP sample who have been in United States schools for one year or more should be included in the National Assessment. Those in U.S. schools for less than one year should take the assessment if it is available in the student's primary language.

   One year or more shall be defined as one full academic year before the year of the assessment.

[*] NOTE: The regulation implementing Section 504 defines a person with a disability as one who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment. 34 C.F.R. § 104.3(j)(1).

2. Accommodations should be offered that maximize meaningful participation, are responsive to the student's level of English proficiency, and maintain the constructs in the NAEP framework. A list of allowable accommodations should be prepared by NAEP and furnished to participating schools. Such accommodations may be provided only to students who are not native speakers of English and are currently classified by their schools as English language learners or limited English proficient (LEP).

3. Bilingual versions of NAEP in Spanish and English should be prepared in all subjects, other than reading and writing, to the extent deemed feasible by the National Center for Education Statistics. The assessments of reading and writing should continue to be in English only, as provided for in the NAEP frameworks for these subjects.

4. Staff at each school should select from among appropriate ELL-responsive accommodations allowed by NAEP, including bilingual booklets, those that best meet the linguistic needs of each student. Decisions should be made by a qualified professional familiar with the student, using objective indicators of English proficiency (such as the English language proficiency assessments [ELPA] required by federal law), in accordance with guidance provided by NAEP and subject to review by the NAEP assessment coordinator.

5. Schools may provide word-to-word bilingual dictionaries (without definitions) between English and the student's primary language, except for NAEP reading and writing, which are assessments in English only.

6. NAEP results for ELL students should be disaggregated and reported by detailed information on students' level of English language proficiency, using the best available standardized assessment data. As soon as possible, NAEP should develop its own brief test of English language proficiency to bring consistency to reporting nationwide.

7. Data should be collected, disaggregated, and reported for former English language learners who have been reclassified as English proficient and exited from the ELL category. This should include data on the number of years since students exited ELL services or were reclassified.

8. English language learners who are also classified as students with disabilities should first be given linguistically-appropriate accommodations before determining which additional accommodations may be needed to address any disabilities they may have.

RESEARCH AND DEVELOPMENT

The Governing Board supports an aggressive schedule of research and development in the following areas:

1. The use of plain language and the principles of universal design, including a plain language review of new test items consistent with adopted frameworks.

2. Adaptive testing, either computer-based or paper-and-pencil. Such testing should provide more precise and accurate information than is available at present on low-performing and high-performing groups of students, and may include items appropriate for ELLs at low or intermediate levels of English proficiency. Data produced by such targeted testing should be placed on the common NAEP scale. Students assessed under any new procedures should be able to demonstrate fully their knowledge and skills on a range of material specified in NAEP frameworks.

3. A brief, easily-administered test of English language proficiency to be used for determining whether students should receive a translation, adaptive testing, or other accommodations because of limited English proficiency.

4. The validity and impact of commonly used testing accommodations, such as extended time and small group administration.

5. The identification, measurement, and reporting on academic achievement of students with the most significant cognitive disabilities. This should be done in order to make recommendations on how such students could be included in NAEP in the future.

6. A study of outlier states and districts with notably high or low exclusion rates for either SD or ELL students to identify the characteristics of state policies, the approach of decision makers, and other criteria associated with different inclusion levels.

The Governing Board requests NCES to prepare a research agenda on the topics above. A status report on this research should be presented at the November 2010 meeting of the Board.

NAEP Inclusion

It is important for NAEP to assess as many students selected to participate as possible. Assessing representative samples of students, including students with disabilities (SD) and English language learners (ELL), helps to ensure that NAEP results accurately reflect the educational performance of all students in the target population and can continue to serve as a meaningful measure of U.S. students' academic achievement over time.

The National Assessment Governing Board, which sets policy for NAEP, has been exploring ways to ensure that NAEP continues to appropriately include as many students as possible and to do so in a consistent manner for all jurisdictions assessed and reported. In March 2010, the Governing Board adopted a new policy, *NAEP Testing and Reporting on Students with Disabilities and English Language Learners*. This policy was the culmination of work with experts in testing and curriculum, and those who work with exceptional children and students learning to speak English. The policy aims to

- maximize participation of sampled students in NAEP,
- reduce variation in exclusion rates for SD and ELL students across states and districts,
- develop uniform national rules for including students in NAEP, and
- ensure that NAEP is fully representative of SD and ELL students.

The policy defines specific inclusion goals for NAEP samples. At the national, state, and district levels, the goal is to include 95 percent of all students selected for the NAEP samples, and 85 percent of those in the NAEP sample who are identified as SD or ELL.

Students are selected to participate in NAEP based on a sampling procedure designed to yield a sample of students that is representative of students in all schools nationwide and in public schools within each state. First, schools are selected, and then students are sampled from within those schools without regard to disability or English language proficiency. Once students are selected, those previously identified as SD or ELL may be offered accommodations or excluded.

States and jurisdictions vary in their proportions of special-needs students and in their policies on inclusion and the use of accommodations. Despite the increasing identification of SD and ELL students in some states, in particular of ELL students at grade 4, NAEP inclusion rates have generally remained steady or increased since 2003. Only a small number of states included a smaller percentage of students in the 2011 NAEP reading assessments than in 2009. At grade 4, inclusion rates increased by more than 1 percentage point for 28 of 52 jurisdictions and decreased by more than 1 percentage point for only 2 states. At grade 8, the inclusion rates increased by more than 1 percentage point for 19 jurisdictions, and no jurisdictions saw a decline of more than 1 percentage point. This reflects efforts on the part of states and jurisdictions to include all students who can meaningfully participate in the NAEP assessments. The new NAEP inclusion policy is an effort to ensure that this trend continues.

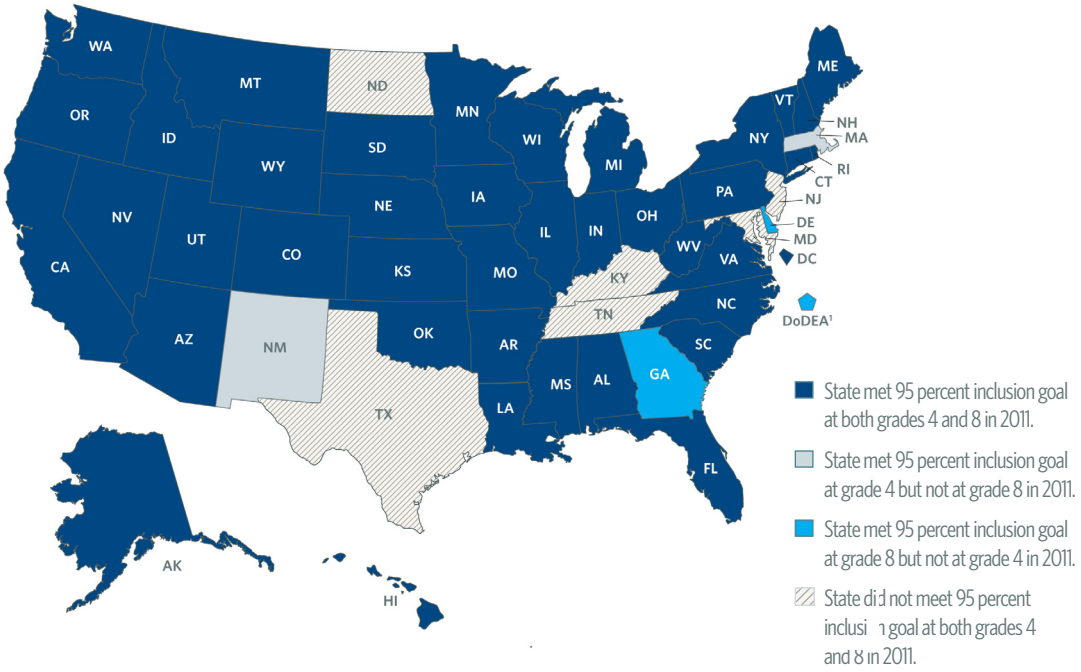
Determining whether each jurisdiction has met the NAEP inclusion goals involves looking at three different inclusion rates—an overall inclusion rate, an inclusion rate for SD students, and an inclusion rate for ELL students. Each inclusion rate is calculated as the percentage of sampled students who were included in the assessment (i.e., were not excluded).

Inclusion rate percentages are estimates because they are based on representative samples of students rather than on the entire population of students. As such, the inclusion rates are associated with a margin of error. The margin of error for each jurisdiction's inclusion rate was taken into

account when comparing it to the corresponding inclusion goal. For example, if the point estimate of a state's overall inclusion rate was 93 percent and had a margin of error of plus or minus 3 percentage points, the state was considered to have met the 95 percent inclusion goal because the 95 percent goal falls within the margin of error, which ranges from 90 percent to 96 percent. Refer to the Technical Notes for more details about how the margin of error was used in these calculations.

Forty-one of the states/jurisdictions participating in the 2011 reading assessment met the 95 percent inclusion goal at both grades 4 and 8 (**figure 33**). See appendix **table A-4** for the inclusion rates as a percentage of all students in each state/jurisdiction, and **table A-5** for the rates as a percentage of the SD or ELL students.

Figure 33. States and jurisdictions meeting the 95 percent inclusion rate goal in NAEP reading at grades 4 and 8: 2011



[1] Department of Defense Education Activity (overseas and domestic schools).

Inclusion Policy

See the National Assessment Governing Board's policy on *NAEP Testing and Reporting on Students with Disabilities and English Language Learners* at http://www.nagb.org/policies/PoliciesPDFs/Reporting%20and%20Dissemination/naep_testandreport_studentswithdisabilities.pdf.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Table A-4. Inclusion rate and confidence interval in NAEP reading for fourth- and eighth-grade public school students, as a percentage of all students, by state/jurisdiction: 2011

State/jurisdiction	Grade 4			Grade 8		
		95% confidence interval			95% confidence interval	
	Inclusion rate	Lower	Upper	Inclusion rate	Lower	Upper
Nation (public)	**96**[1]	**95.9**	**96.3**	**97**[1]	**96.4**	**96.7**
Alabama	98[1]	97.0	98.3	98[1]	97.1	98.5
Alaska	98[1]	97.4	98.4	98[1]	97.6	98.6
Arizona	99[1]	97.9	99.0	99[1]	98.3	99.2
Arkansas	99[1]	98.3	99.1	99[1]	98.0	98.9
California	98[1]	96.8	98.5	98[1]	97.1	98.4
Colorado	99[1]	98.1	99.0	98[1]	97.8	98.9
Connecticut	98[1]	96.7	98.5	98[1]	96.8	98.4
Delaware	93	92.1	93.8	95[1]	94.0	95.4
Florida	98[1]	97.2	98.3	98[1]	97.0	98.2
Georgia	94	92.4	94.8	96[1]	94.7	96.4
Hawaii	98[1]	97.1	98.2	98[1]	97.2	98.3
Idaho	98[1]	97.5	98.7	98[1]	97.7	98.7
Illinois	98[1]	97.6	98.9	98[1]	97.8	98.8
Indiana	99[1]	98.3	99.1	98[1]	97.0	98.5
Iowa	99[1]	98.4	99.4	99[1]	98.8	99.5
Kansas	98[1]	97.2	98.3	98[1]	97.4	98.6
Kentucky	91	90.2	92.2	93	92.1	93.4
Louisiana	99[1]	98.1	99.1	99[1]	98.5	99.3
Maine	98[1]	98.0	98.8	98[1]	97.6	98.8
Maryland	90	88.6	90.6	92	90.5	92.5
Massachusetts	94[1]	93.3	95.2	94	92.5	94.7
Michigan	96[1]	95.5	97.2	95[1]	94.2	96.0
Minnesota	98[1]	97.8	98.9	97[1]	96.3	97.8
Mississippi	99[1]	98.4	99.3	99[1]	98.6	99.3
Missouri	98[1]	97.8	98.8	99[1]	98.0	99.0
Montana	96[1]	94.9	96.5	96[1]	95.2	96.6
Nebraska	96[1]	94.4	96.7	95[1]	94.6	95.9
Nevada	99[1]	98.4	99.2	98[1]	97.3	98.6
New Hampshire	97[1]	96.3	97.9	96[1]	94.9	96.6
New Jersey	91	89.2	92.4	93	91.2	94.3
New Mexico	94[1]	92.9	95.4	94	93.6	94.9
New York	97[1]	96.2	98.3	97[1]	96.0	97.6
North Carolina	98[1]	97.2	98.3	98[1]	97.2	98.5
North Dakota	94	92.6	94.3	92	91.2	92.9
Ohio	94[1]	92.5	95.6	94[1]	93.1	95.2
Oklahoma	95[1]	93.9	96.0	96[1]	94.7	96.5
Oregon	97[1]	96.7	97.9	98[1]	97.2	98.3
Pennsylvania	97[1]	96.2	97.8	97[1]	95.8	97.7
Rhode Island	98[1]	97.3	98.4	99[1]	98.4	99.1
South Carolina	97[1]	96.2	98.0	95[1]	93.6	95.6
South Dakota	97[1]	96.1	97.4	97[1]	96.2	97.3
Tennessee	93	91.7	94.0	94	92.6	94.6
Texas	90	88.4	91.5	94	92.7	95.0
Utah	96[1]	94.7	96.8	96[1]	95.4	97.0
Vermont	98[1]	96.9	98.2	97[1]	96.7	97.7
Virginia	97[1]	96.3	97.9	96[1]	95.4	97.2
Washington	97[1]	96.4	97.8	98[1]	97.3	98.3
West Virginia	98[1]	97.7	98.7	99[1]	98.0	98.9
Wisconsin	98[1]	97.6	98.6	98[1]	97.2	98.3
Wyoming	98[1]	97.5	98.5	98[1]	97.4	98.5
Other jurisdictions						
District of Columbia	97[1]	95.9	97.4	97[1]	96.4	97.7
DoDEA[2]	93	92.4	94.0	97[1]	95.9	97.4

[1] The state/jurisdiction's inclusion rate is higher than or not significantly different from the National Assessment Governing Board goal of 95 percent.

[2] Department of Defense Education Activity (overseas and domestic schools).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Table A-5. Inclusion rate and standard error in NAEP reading for fourth- and eighth-grade public school students with disabilities (SD) and English language learners (ELL), as a percentage of identified SD or ELL students, by state/jurisdiction: 2011

State/jurisdiction	Percentage of identified SD or ELL students							
	Grade 4				Grade 8			
	SD		ELL		SD		ELL	
	Inclusion rate	SE	Inclusion rate	SE	Inclusion rate	SE	Inclusion rate	SE
Nation (public)	**77**	**0.5**	**89**[1]	**0.7**	**76**	**0.5**	**86**[1]	**0.8**
Alabama	77	3.5	95[1]	3.4	82[1]	2.9	‡	†
Alaska	92[1]	1.4	92[1]	1.5	88[1]	1.7	96[1]	1.1
Arizona	88[1]	2.2	99[1]	0.6	89[1]	2.2	‡	†
Arkansas	89[1]	1.5	98[1]	0.9	87[1]	2.1	97[1]	1.6
California	80[1]	3.3	96[1]	0.8	78	3.3	95[1]	1.1
Colorado	89[1]	1.8	98[1]	0.7	87[1]	2.1	92[1]	2.2
Connecticut	88[1]	2.0	84[1]	4.8	87[1]	2.4	77[1]	5.9
Delaware	60	2.6	63	4.4	67	2.2	‡	†
Florida	89[1]	1.5	92[1]	1.5	87[1]	1.9	83[1]	2.8
Georgia	54	3.4	69	7.3	62	3.1	60	8.9
Hawaii	87[1]	2.1	89[1]	2.4	93[1]	1.6	84[1]	1.9
Idaho	84[1]	2.5	94[1]	2.4	82[1]	3.0	87[1]	2.7
Illinois	91[1]	1.6	92[1]	2.3	90[1]	1.6	91[1]	2.7
Indiana	93[1]	1.2	98[1]	0.8	86[1]	2.2	90[1]	3.7
Iowa	93[1]	1.6	98[1]	1.1	95[1]	1.1	99[1]	0.9
Kansas	87[1]	1.5	94[1]	1.6	84[1]	2.6	98[1]	1.4
Kentucky	45	2.3	37	5.2	39	2.6	59	6.7
Louisiana	89[1]	1.9	100[1]	†	92[1]	1.9	‡	†
Maine	91[1]	1.2	98[1]	1.6	90[1]	1.5	‡	†
Maryland	31	2.2	52	4.3	30	3.3	45	6.6
Massachusetts	71	2.6	82[1]	3.2	69	2.9	70	4.8
Michigan	75	3.1	93[1]	2.4	63	3.3	79[1]	4.5
Minnesota	90[1]	1.8	98[1]	0.8	78	2.7	94[1]	2.3
Mississippi	90[1]	2.2	‡	†	88[1]	2.2	‡	†
Missouri	88[1]	1.7	97[1]	1.7	90[1]	1.7	‡	†
Montana	64	3.5	87[1]	4.0	68	2.8	‡	†
Nebraska	80	2.0	84[1]	5.0	70	2.2	‡	†
Nevada	90[1]	1.8	99[1]	0.3	83[1]	2.4	94[1]	1.8
New Hampshire	83[1]	2.1	90[1]	3.3	77	2.2	‡	†
New Jersey	50	3.9	55	8.8	64	3.7	‡	†
New Mexico	72	2.9	82[1]	2.4	66	2.4	80	1.8
New York	90[1]	2.4	86[1]	2.6	85[1]	2.1	79[1]	4.1
North Carolina	84[1]	2.0	96[1]	1.1	85[1]	2.2	91[1]	2.7
North Dakota	58	2.4	64	4.7	48	2.8	40	5.4
Ohio	59	3.9	83[1]	5.7	62	3.4	73	6.6
Oklahoma	74	2.9	80[1]	5.3	75	2.7	76[1]	6.5
Oregon	84[1]	1.8	95[1]	1.2	85[1]	1.9	94[1]	2.0
Pennsylvania	85[1]	1.9	74	4.9	84[1]	2.5	66	10.1
Rhode Island	88[1]	1.6	91[1]	2.6	95[1]	0.8	88[1]	3.3
South Carolina	82[1]	3.0	91[1]	2.4	57	3.8	80[1]	5.6
South Dakota	82	1.6	87[1]	3.1	74	2.5	71	5.1
Tennessee	50	4.1	82[1]	3.5	47	4.3	‡	†
Texas	48	3.8	75	2.7	53	3.6	80[1]	3.7
Utah	72	3.5	85[1]	3.0	70	3.0	75	4.7
Vermont	86[1]	1.9	92[1]	3.3	85[1]	1.8	‡	†
Virginia	81[1]	2.5	92[1]	1.9	77	3.0	78	3.9
Washington	82[1]	2.3	94[1]	1.1	86[1]	1.7	88[1]	2.9
West Virginia	90[1]	1.4	‡	†	89[1]	1.8	‡	†
Wisconsin	88[1]	1.4	95[1]	1.7	86[1]	1.8	92[1]	2.5
Wyoming	89[1]	1.4	91[1]	2.4	88[1]	1.9	‡	†
Other jurisdictions								
District of Columbia	83[1]	2.2	88[1]	2.2	87[1]	1.6	83[1]	2.9
DoDEA[2]	55	2.3	69	3.4	72	3.8	75	4.8

† Not applicable. Standard error estimate cannot be accurately determined.

‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

[1] The state/jurisdiction's inclusion rate is higher than or not significantly different from the National Assessment Governing Board goal of 85 percent.

[2] Department of Defense Education Activity (overseas and domestic schools).

NOTE: SD includes students identified as having an Individualized Education Program but excludes other students protected under Section 504 of the Rehabilitation Act of 1973. SE = Standard error.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Table A-6. Percentage of fourth- and eighth-grade public school students with disabilities (SD) and English language learners (ELL) identified, excluded, and accommodated in NAEP reading, as a percentage of all students, by state/jurisdiction: 2011

State/jurisdiction	Grade 4							Grade 8						
	Overall excluded	SD			ELL			Overall excluded	SD			ELL		
		Identified	Excluded	Accommodated	Identified	Excluded	Accommodated		Identified	Excluded	Accommodated	Identified	Excluded	Accommodated
Nation (public)	**4**	**13**	**3**	**7**	**11**	**1**	**4**	**3**	**13**	**3**	**8**	**6**	**1**	**2**
Alabama	2	10	2	3	2	#	1	2	10	2	4	2	#	#
Alaska	2	16	1	12	14	1	10	2	13	1	11	11	#	7
Arizona	1	12	1	8	12	#	6	1	11	1	8	2	#	1
Arkansas	1	13	1	9	8	#	5	1	11	1	9	5	#	3
California	2	10	2	5	32	1	3	2	10	2	5	17	1	3
Colorado	1	11	1	8	16	#	7	2	10	1	8	7	1	3
Connecticut	2	14	1	11	6	1	5	2	12	1	10	4	1	3
Delaware	7	16	6	7	4	1	1	5	14	5	9	2	1	1
Florida	2	16	2	11	9	1	8	2	14	2	12	5	1	4
Georgia	6	12	5	4	5	2	2	4	10	4	5	2	1	1
Hawaii	2	10	1	7	11	1	5	2	11	1	8	9	1	3
Idaho	2	11	2	6	5	#	2	2	8	1	5	4	#	1
Illinois	2	14	1	9	8	1	6	2	14	1	11	4	#	2
Indiana	1	16	1	10	7	#	5	2	14	2	11	3	#	2
Iowa	1	15	1	12	6	#	4	1	15	1	12	3	#	2
Kansas	2	14	2	8	11	1	4	2	12	2	8	6	#	1
Kentucky	9	15	8	3	2	1	1	7	12	7	4	1	1	#
Louisiana	1	20	1	16	2	#	1	1	14	1	13	1	#	1
Maine	2	17	2	14	3	#	2	2	18	2	13	2	#	1
Maryland	10	14	8	4	6	3	3	8	11	7	3	3	2	1
Massachusetts	6	18	5	12	8	1	1	6	19	5	12	4	1	1
Michigan	4	13	3	7	3	#	1	5	12	4	6	2	#	1
Minnesota	2	15	1	8	10	#	3	3	13	3	7	5	#	1
Mississippi	1	9	1	5	2	#	1	1	7	1	5	1	#	#
Missouri	2	13	2	8	3	#	2	1	13	1	10	1	#	1
Montana	4	12	4	5	2	#	#	4	12	4	6	2	#	1
Nebraska	4	17	3	8	8	1	3	5	14	4	7	3	1	1
Nevada	1	11	1	7	27	#	13	2	10	2	6	10	1	4
New Hampshire	3	17	3	13	3	#	2	4	18	4	11	2	1	#
New Jersey	9	17	8	7	3	1	2	7	17	6	10	2	1	1
New Mexico	6	13	4	7	17	3	5	6	12	4	5	12	2	2
New York	3	16	2	13	9	1	8	3	16	2	13	6	1	4
North Carolina	2	15	2	10	7	#	3	2	14	2	10	5	#	2
North Dakota	6	15	6	6	3	1	#	8	14	7	5	2	1	1
Ohio	6	14	5	7	3	1	3	6	15	5	8	1	#	1
Oklahoma	5	15	4	8	6	1	2	4	16	4	9	3	1	1
Oregon	3	15	2	8	14	1	5	2	13	2	8	6	#	2
Pennsylvania	3	15	2	10	3	1	2	3	16	2	12	2	1	1
Rhode Island	2	14	2	11	6	1	2	1	16	1	12	3	#	2
South Carolina	3	14	2	7	5	#	1	5	11	5	4	5	1	1
South Dakota	3	16	3	6	4	1	2	3	11	3	5	2	1	#
Tennessee	7	14	7	4	3	1	3	6	12	6	4	1	#	1
Texas	10	10	6	3	22	5	1	6	11	5	3	9	2	1
Utah	4	13	4	6	7	1	2	4	10	3	5	5	1	1
Vermont	2	17	2	13	2	#	1	3	18	2	13	1	#	#
Virginia	3	13	2	7	7	1	3	4	13	3	7	6	1	1
Washington	3	14	2	7	11	1	6	2	12	2	8	5	1	2
West Virginia	2	17	2	8	1	#	#	1	14	1	7	#	#	#
Wisconsin	2	14	2	11	8	#	6	2	14	2	11	5	#	3
Wyoming	2	16	2	11	4	#	2	2	13	2	11	2	1	1
Other jurisdictions														
District of Columbia	3	15	3	12	7	1	5	3	17	2	14	6	1	4
DoDEA[1]	7	13	5	5	7	2	2	3	10	3	7	5	1	1

Rounds to zero.

[1] Department of Defense Education Activity (overseas and domestic schools).

NOTE: Students identified as both SD and ELL were counted only once in overall, but were counted separately under the SD and ELL categories. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Table A-7. Percentage of fourth- and eighth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) excluded in NAEP reading, as a percentage of all students, by state/jurisdiction: Various years, 1992–2011

	Grade 4									Grade 8						
State/jurisdiction	1992[1]	1994[1]	1998	2002	2003	2005	2007	2009	2011	1998	2002	2003	2005	2007	2009	2011
Nation (public)	**6**	**6**	**7**	**7**	**6**	**7**	**6**	**5**	**4**	**4**	**6**	**5**	**5**	**5**	**4**	**3**
Alabama	6	5	8	3	2	2	3	2	2	6	2	3	2	4	2	2
Alaska	—	—	—	—	3	3	4	3	2	—	—	2	2	2	2	2
Arizona	7	7	10	8	7	6	6	4	1	5	5	6	4	5	3	1
Arkansas	5	6	5	5	6	8	7	1	1	5	5	5	6	6	2	1
California	14	12	14	5	5	5	4	3	2	4	4	4	3	3	2	2
Colorado	6	7	6	—	3	4	4	3	1	4	—	3	4	3	3	2
Connecticut	7	8	10	5	5	3	4	4	2	6	4	4	3	3	3	2
Delaware	6	6	1	8	11	13	12	8	7	2	6	9	11	7	5	5
Florida	9	10	6	7	5	6	7	5	2	5	6	6	5	5	4	2
Georgia	5	5	5	4	4	6	8	5	6	4	4	3	5	7	4	4
Hawaii	6	5	5	6	4	3	4	2	2	5	5	5	4	3	2	2
Idaho	4	5	—	4	4	3	3	3	2	—	4	4	3	3	2	2
Illinois	—	—	6	7	8	7	7	4	2	4	4	5	5	5	4	2
Indiana	4	5	—	5	4	5	5	5	1	—	4	4	4	5	5	2
Iowa	4	5	5	8	7	6	5	5	1	—	—	5	4	5	4	1
Kansas	—	—	4	5	3	4	6	6	2	4	5	4	4	5	5	2
Kentucky	4	4	7	8	9	9	8	8	9	3	7	7	7	8	7	7
Louisiana	4	6	7	10	6	14	4	2	1	5	10	6	8	3	2	1
Maine	5	10	7	6	7	6	6	4	2	5	4	5	7	6	4	2
Maryland	7	7	6	7	7	6	9	11	10	3	4	3	4	8	9	8
Massachusetts	7	8	5	6	4	8	6	5	6	4	6	4	7	7	5	6
Michigan	5	6	6	7	7	7	5	4	4	—	7	6	6	6	4	5
Minnesota	4	4	3	5	3	3	4	3	2	1	3	3	3	4	3	3
Mississippi	5	6	4	4	6	4	2	1	1	6	5	5	4	3	2	1
Missouri	5	5	6	9	8	8	4	4	2	4	8	8	8	3	3	1
Montana	—	4	2	6	5	5	4	4	4	4	4	5	5	4	4	4
Nebraska	4	4	—	5	5	5	5	5	4	—	7	5	4	4	6	5
Nevada	—	—	11	10	8	7	8	4	1	6	6	4	4	6	3	2
New Hampshire	4	6	3	—	4	4	4	3	3	—	—	3	2	4	4	4
New Jersey	6	6	—	—	5	5	7	9	9	—	—	3	5	7	7	7
New Mexico	8	8	9	10	8	10	12	7	6	8	8	8	8	9	6	6
New York	6	8	7	8	8	6	6	5	3	8	9	7	6	6	7	3
North Carolina	4	5	7	12	7	4	3	3	2	6	9	7	4	4	2	2
North Dakota	2	2	—	5	4	5	9	8	6	—	4	4	7	9	8	8
Ohio	6	—	—	8	6	8	8	6	6	—	7	6	7	9	7	6
Oklahoma	8	—	9	5	6	6	7	7	5	9	4	4	5	7	5	4
Oregon	—	—	6	8	9	7	5	4	3	4	5	6	4	3	3	2
Pennsylvania	4	6	—	5	4	5	5	3	3	—	3	2	3	5	3	3
Rhode Island	7	5	7	6	5	4	5	4	2	6	5	4	4	4	3	1
South Carolina	6	7	8	5	8	7	4	5	3	5	5	8	7	7	6	5
South Dakota	—	—	—	—	4	5	6	6	3	—	—	3	3	6	4	3
Tennessee	5	6	4	3	4	7	11	9	7	6	3	3	7	8	7	6
Texas	8	11	13	11	11	11	10	9	10	5	8	8	7	7	5	6
Utah	4	5	6	6	5	4	6	6	4	4	4	3	5	5	5	4
Vermont	—	—	—	5	6	5	7	4	2	—	5	4	4	5	3	3
Virginia	6	7	6	10	10	12	8	4	3	5	8	9	7	8	4	4
Washington	—	5	5	5	5	4	5	4	3	4	4	4	4	5	3	2
West Virginia	5	7	8	10	9	5	2	2	2	7	10	9	6	2	2	1
Wisconsin	7	7	8	8	6	6	5	4	2	5	7	5	6	7	5	2
Wyoming	4	4	3	3	2	2	4	2	2	2	3	2	3	4	3	2
Other jurisdictions																
District of Columbia	10	9	9	8	6	7	14	11	3	5	7	8	8	13	12	3
DoDEA[2]	—	—	3	3	3	4	5	6	7	1	2	2	3	3	4	3

— Not available. The state/jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.

[1] Accommodations not permitted.

[2] Department of Defense Education Activity (overseas and domestic schools).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2011 Reading Assessments.

Table A-8. Percentage of fourth- and eighth-grade public school students with disabilities (SD) excluded in NAEP reading, as a percentage of identified SD students, by state/jurisdiction: Various years, 1992–2011

State/jurisdiction	Percentage of identified SD students															
	Grade 4									Grade 8						
	1992[1]	1994[1]	1998	2002	2003	2005	2007	2009	2011	1998	2002	2003	2005	2007	2009	2011
Nation (public)	**60**	**44**	**42**	**40**	**34**	**36**	**34**	**29**	**23**	**32**	**36**	**31**	**32**	**34**	**28**	**24**
Alabama	55	50	65	18	16	15	22	15	23	53	15	19	12	26	14	18
Alaska	—	—	—	—	14	18	22	17	8	—	—	14	12	14	14	11
Arizona	61	43	49	41	45	34	31	23	12	38	33	38	27	37	22	11
Arkansas	51	51	43	36	37	49	45	9	9	43	33	29	39	39	13	12
California	49	49	60	40	25	29	26	27	20	26	25	22	23	22	19	21
Colorado	59	52	26	—	20	24	27	24	11	27	—	18	25	27	23	12
Connecticut	39	43	51	29	29	23	18	24	10	35	23	23	17	15	17	11
Delaware	49	40	9	46	63	72	55	49	38	13	41	52	67	40	27	32
Florida	54	50	34	27	19	25	25	17	11	31	25	25	22	19	18	11
Georgia	59	49	40	30	24	40	58	36	44	38	30	22	40	58	33	38
Hawaii	42	52	35	35	25	19	24	13	13	33	23	22	20	14	12	7
Idaho	43	43	—	31	23	27	25	26	15	—	29	25	20	26	22	17
Illinois	—	—	36	30	33	37	35	18	9	29	22	27	29	29	22	10
Indiana	59	45	—	36	27	25	24	27	7	—	27	23	27	30	36	13
Iowa	42	41	34	49	45	36	30	28	6	—	—	28	24	28	28	5
Kansas	—	—	34	31	19	25	41	33	13	30	33	20	29	34	37	16
Kentucky	49	51	58	69	59	56	48	48	53	33	56	53	55	58	55	58
Louisiana	56	56	49	55	29	60	21	10	7	36	62	39	51	20	12	7
Maine	47	60	50	36	37	35	31	23	9	36	24	29	34	34	19	9
Maryland	47	48	45	49	46	40	51	63	59	25	30	22	32	54	59	62
Massachusetts	40	35	23	27	16	35	29	25	27	21	25	18	34	33	24	29
Michigan	70	62	60	62	57	48	33	28	25	—	54	48	45	37	29	36
Minnesota	47	34	22	28	20	18	24	15	10	10	17	22	19	27	23	21
Mississippi	77	63	60	62	59	34	23	15	10	53	52	59	43	37	17	12
Missouri	42	42	45	54	45	46	22	24	12	27	50	49	51	25	25	10
Montana	—	32	25	40	33	38	36	30	35	34	33	32	35	30	30	32
Nebraska	31	25	—	26	24	27	29	23	20	—	36	26	24	27	38	29
Nevada	—	—	56	43	37	45	36	26	10	39	31	18	27	36	19	16
New Hampshire	37	38	22	—	20	18	21	18	15	—	—	16	12	20	17	20
New Jersey	51	47	—	—	26	29	39	47	47	—	—	14	22	36	33	35
New Mexico	60	43	51	42	24	43	50	36	28	35	36	24	34	43	36	34
New York	55	58	42	45	37	28	29	24	10	38	50	34	36	35	34	14
North Carolina	34	36	45	62	38	18	15	14	14	39	50	39	20	18	14	13
North Dakota	20	20	—	31	25	36	56	44	40	—	30	30	44	61	55	49
Ohio	63	—	—	62	46	60	50	44	38	—	57	44	50	50	45	37
Oklahoma	69	—	65	26	30	29	43	45	26	71	24	25	28	41	30	24
Oregon	—	—	31	33	39	31	28	20	16	25	30	27	26	23	19	15
Pennsylvania	44	54	—	30	23	27	30	19	15	—	17	14	22	30	17	16
Rhode Island	37	35	32	18	17	13	18	17	11	34	23	15	16	15	12	5
South Carolina	54	51	48	28	45	39	27	31	18	44	38	54	49	44	42	42
South Dakota	—	—	—	—	28	30	36	41	18	—	—	31	28	50	41	25
Tennessee	40	48	24	28	29	62	64	62	49	39	27	19	58	60	60	51
Texas	55	54	47	56	52	49	52	49	53	31	44	44	40	49	39	48
Utah	42	43	43	37	25	28	39	42	28	35	27	22	31	41	40	29
Vermont	—	—	—	34	35	32	33	17	13	—	26	25	23	26	16	13
Virginia	53	52	42	59	57	64	47	27	18	40	47	54	46	46	24	22
Washington	—	34	31	28	31	24	29	24	18	28	25	21	30	35	22	14
West Virginia	60	57	70	65	61	31	10	13	10	54	59	52	37	13	14	11
Wisconsin	63	61	53	43	32	31	31	24	12	34	40	34	33	41	28	14
Wyoming	37	37	24	17	11	10	23	11	11	20	23	15	19	24	20	12
Other jurisdictions																
District of Columbia	82	79	59	50	39	44	74	68	17	34	36	40	38	67	68	12
DoDEA[2]	—	—	43	26	23	30	33	35	42	13	16	10	20	24	28	25

— Not available. The state/jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.

[1] Accommodations not permitted.

[2] Department of Defense Education Activity (overseas and domestic schools).

NOTE: SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2011 Reading Assessments.

Table A-9. Percentage of fourth- and eighth-grade public school English language learners (ELL) excluded in NAEP reading, as a percentage of identified ELL students, by state/jurisdiction: Various years, 1992–2011

State/jurisdiction	Percentage of identified ELL students															
	Grade 4									Grade 8						
	1992[1]	1994[1]	1998	2002	2003	2005	2007	2009	2011	1998	2002	2003	2005	2007	2009	2011
Nation (public)	**64**	**39**	**38**	**26**	**24**	**22**	**20**	**16**	**11**	**29**	**28**	**24**	**21**	**23**	**17**	**14**
Alabama	‡	‡	‡	‡	‡	‡	17	9	5	‡	‡	‡	‡	‡	‡	‡
Alaska	—	—	—	—	6	7	13	10	8	—	—	4	4	4	13	4
Arizona	33	26	46	24	21	17	23	10	1	29	20	21	14	24	13	‡
Arkansas	‡	‡	‡	21	32	49	25	3	2	‡	‡	52	51	30	9	3
California	54	40	45	12	12	11	7	5	4	18	10	10	9	8	5	5
Colorado	70	43	64	—	20	18	15	7	2	‡	—	34	24	21	14	8
Connecticut	72	73	75	43	46	17	32	31	16	‡	53	40	37	33	45	23
Delaware	‡	‡	‡	59	38	42	43	17	37	‡	56	‡	51	56	40	‡
Florida	52	40	27	31	23	30	41	29	8	36	36	31	39	53	42	17
Georgia	‡	‡	‡	33	31	31	39	31	31	‡	46	29	38	57	43	40
Hawaii	49	25	32	27	29	14	17	7	11	26	31	24	32	18	17	16
Idaho	‡	46	—	16	18	6	13	13	6	—	26	16	21	17	11	13
Illinois	—	—	‡	40	46	32	28	20	8	‡	29	50	43	36	24	9
Indiana	‡	‡	—	41	18	31	33	20	2	—	‡	31	‡	37	22	10
Iowa	‡	‡	‡	‡	24	20	27	20	2	—	—	21	‡	26	‡	1
Kansas	—	—	‡	21	32	22	19	20	6	‡	42	42	36	20	23	2
Kentucky	‡	‡	‡	‡	‡	‡	46	43	63	‡	‡	‡	‡	‡	68	41
Louisiana	‡	‡	‡	‡	34	‡	‡	7	#	‡	‡	‡	‡	‡	‡	‡
Maine	‡	‡	‡	‡	‡	‡	‡	‡	2	‡	‡	‡	‡	‡	‡	‡
Maryland	‡	‡	‡	60	50	54	51	52	48	‡	39	27	‡	75	82	55
Massachusetts	58	70	43	50	36	31	30	18	18	‡	57	46	44	51	52	30
Michigan	‡	‡	‡	20	31	29	16	19	7	—	‡	‡	27	‡	15	21
Minnesota	‡	‡	18	32	14	14	14	9	2	‡	29	18	14	17	12	6
Mississippi	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Missouri	‡	‡	‡	‡	55	48	‡	28	3	‡	‡	‡	‡	19	‡	‡
Montana	—	‡	‡	‡	12	8	8	13	13	‡	‡	‡	13	12	11	‡
Nebraska	‡	‡	—	36	34	20	17	19	16	—	69	51	19	25	31	‡
Nevada	—	—	59	39	32	20	24	8	1	40	34	26	14	28	20	6
New Hampshire	‡	‡	‡	—	30	28	18	18	10	—	—	‡	‡	‡	‡	‡
New Jersey	64	55	—	—	48	54	53	64	45	—	—	33	59	45	78	‡
New Mexico	53	45	24	23	17	28	34	27	18	44	25	28	25	26	18	20
New York	37	46	‡	56	51	35	27	19	14	71	44	40	41	42	42	21
North Carolina	‡	‡	‡	68	37	19	16	15	4	‡	64	47	31	29	14	9
North Dakota	‡	‡	—	‡	19	‡	51	‡	36	—	‡	‡	‡	‡	‡	60
Ohio	‡	—	—	‡	50	56	32	35	17	—	‡	41	‡	54	63	27
Oklahoma	‡	—	‡	25	18	23	25	27	20	‡	20	18	27	27	22	24
Oregon	—	—	24	35	30	17	15	10	5	‡	31	35	25	14	11	6
Pennsylvania	‡	‡	—	46	37	32	28	24	26	—	‡	‡	‡	48	25	34
Rhode Island	59	35	40	37	26	20	21	20	9	‡	38	34	24	25	33	12
South Carolina	‡	‡	‡	‡	48	‡	17	21	9	‡	‡	‡	‡	50	35	20
South Dakota	—	—	—	—	12	25	20	‡	13	—	—	11	‡	‡	‡	29
Tennessee	‡	‡	‡	16	36	27	45	22	18	‡	‡	‡	‡	‡	‡	‡
Texas	38	40	52	34	33	40	34	28	25	24	35	41	30	34	18	20
Utah	‡	‡	‡	28	24	12	18	24	15	‡	23	19	27	16	23	25
Vermont	—	—	—	‡	‡	‡	29	19	8	—	‡	‡	‡	‡	‡	‡
Virginia	‡	‡	‡	48	49	38	31	14	8	‡	54	55	38	42	29	22
Washington	—	40	‡	40	21	17	18	13	6	‡	29	31	25	28	15	12
West Virginia	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Wisconsin	‡	‡	‡	51	32	32	26	17	5	‡	‡	44	51	41	28	8
Wyoming	‡	‡	‡	12	9	11	21	16	9	‡	11	8	9	17	‡	‡
Other jurisdictions																
District of Columbia	73	69	46	41	18	26	48	27	12	‡	38	38	51	45	37	17
DoDEA[2]	—	—	‡	20	17	16	28	34	31	‡	26	19	32	47	34	25

— Not available. The state/jurisdiction did not participate or did not meet the minimum participation guidelines for reporting.
Rounds to zero.
‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.
[1] Accommodations not permitted.
[2] Department of Defense Education Activity (overseas and domestic schools).
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2011 Reading Assessments.

Table A-10. Percentage of fourth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP reading, as a percentage of identified SD and/or ELL students, by state/jurisdiction: 2011

State/jurisdiction	Percentage of identified SD and/or ELL students											
	SD and/or ELL				SD				ELL			
		Assessed				Assessed				Assessed		
	Excluded	Total	Without accom-modations	With accom-modations	Excluded	Total	Without accom-modations	With accom-modations	Excluded	Total	Without accom-modations	With accom-modations
Nation (public)	**17**	**83**	**40**	**43**	**23**	**77**	**21**	**56**	**11**	**89**	**58**	**31**
Alabama	19	81	51	30	23	77	46	31	5	95	67	28
Alaska	7	93	21	72	8	92	17	75	8	92	23	69
Arizona	7	93	34	59	12	88	22	66	1	99	43	55
Arkansas	6	94	25	68	9	91	17	73	2	98	37	61
California	6	94	78	16	20	80	30	51	4	96	86	11
Colorado	6	94	40	54	11	89	15	75	2	98	54	44
Connecticut	12	88	9	79	10	90	9	81	16	84	9	75
Delaware	37	63	23	40	38	62	18	44	37	63	40	23
Florida	9	91	13	77	11	89	18	71	8	92	3	89
Georgia	39	61	26	35	44	56	23	33	31	69	33	36
Hawaii	11	89	31	57	13	87	10	77	11	89	47	42
Idaho	12	88	37	51	15	85	28	57	6	94	55	40
Illinois	8	92	28	64	9	91	29	62	8	92	23	69
Indiana	5	95	30	65	7	93	29	64	2	98	29	69
Iowa	5	95	17	78	6	94	15	79	2	98	22	76
Kansas	9	91	43	48	13	87	28	59	6	94	59	35
Kentucky	54	46	23	23	53	47	24	23	63	37	12	25
Louisiana	6	94	16	78	7	93	13	80	#	100	42	58
Maine	8	92	20	73	9	91	13	78	2	98	52	46
Maryland	54	46	10	35	59	41	11	30	48	52	7	44
Massachusetts	23	77	27	50	27	73	8	65	18	82	65	17
Michigan	21	79	35	43	25	75	26	49	7	93	70	23
Minnesota	7	93	48	45	10	90	34	56	2	98	67	31
Mississippi	9	91	41	50	10	90	38	52	‡	‡	‡	‡
Missouri	10	90	33	57	12	88	29	59	3	97	48	49
Montana	31	69	31	38	35	65	23	42	13	87	66	21
Nebraska	19	81	35	47	20	80	30	50	16	84	43	42
Nevada	3	97	46	50	10	90	30	61	1	99	50	49
New Hampshire	15	85	13	72	15	85	10	74	10	90	29	61
New Jersey	46	54	8	45	47	53	9	44	45	55	5	50
New Mexico	21	79	42	37	28	72	22	49	18	82	51	31
New York	11	89	4	85	10	90	5	85	14	86	2	84
North Carolina	10	90	32	57	14	86	20	66	4	96	53	43
North Dakota	38	62	24	37	40	60	18	41	36	64	49	15
Ohio	33	67	12	55	38	62	12	49	17	83	9	75
Oklahoma	24	76	31	45	26	74	25	49	20	80	45	35
Oregon	9	91	45	46	16	84	29	55	5	95	57	39
Pennsylvania	16	84	21	63	15	85	22	63	26	74	13	60
Rhode Island	11	89	24	65	11	89	8	81	9	91	58	33
South Carolina	15	85	46	39	18	82	34	48	9	91	73	18
South Dakota	16	84	44	39	18	82	42	40	13	87	49	38
Tennessee	42	58	17	41	49	51	19	32	18	82	10	72
Texas	33	67	57	10	53	47	20	27	25	75	71	4
Utah	22	78	36	41	28	72	27	45	15	85	51	35
Vermont	12	88	17	71	13	87	14	74	8	92	38	54
Virginia	15	85	35	51	18	82	26	56	8	92	46	46
Washington	13	87	35	52	18	82	29	53	6	94	39	54
West Virginia	9	91	46	44	10	90	46	44	‡	‡	‡	‡
Wisconsin	9	91	15	76	12	88	14	75	5	95	15	80
Wyoming	10	90	23	66	11	89	19	70	9	91	43	48
Other jurisdictions												
District of Columbia	15	85	8	77	17	83	4	80	12	88	16	72
DoDEA[1]	36	64	28	36	42	58	19	39	31	69	43	26

Rounds to zero.

‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

[1] Department of Defense Education Activity (overseas and domestic schools).

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Table A-11. Percentage of eighth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP reading, as a percentage of identified SD and/or ELL students, by state/jurisdiction: 2011

State/jurisdiction	Percentage of identified SD and/or ELL students											
	SD and/or ELL				SD				ELL			
		Assessed				Assessed				Assessed		
	Excluded	Total	Without accom-modations	With accom-modations	Excluded	Total	Without accom-modations	With accom-modations	Excluded	Total	Without accom-modations	With accom-modations
Nation (public)	**20**	**80**	**29**	**51**	**24**	**76**	**15**	**61**	**14**	**86**	**56**	**31**
Alabama	18	82	50	33	18	82	46	36	‡	‡	‡	‡
Alaska	9	91	18	73	11	89	6	83	4	96	30	66
Arizona	10	90	19	71	11	89	18	72	‡	‡	‡	‡
Arkansas	9	91	18	72	12	88	11	77	3	97	32	64
California	9	91	64	27	21	79	25	53	5	95	77	18
Colorado	10	90	28	62	12	88	10	78	8	92	48	44
Connecticut	14	86	10	76	11	89	8	81	23	77	13	64
Delaware	33	67	12	56	32	68	10	59	‡	‡	‡	‡
Florida	12	88	7	81	11	89	7	81	17	83	4	79
Georgia	37	63	10	53	38	62	10	53	40	60	12	48
Hawaii	11	89	38	51	7	93	24	69	16	84	53	31
Idaho	15	85	32	53	17	83	22	61	13	87	52	36
Illinois	10	90	20	71	10	90	11	79	9	91	48	43
Indiana	12	88	14	74	13	87	9	77	10	90	31	59
Iowa	4	96	15	80	5	95	10	85	1	99	36	63
Kansas	11	89	41	48	16	84	19	65	2	98	78	20
Kentucky	56	44	11	33	58	42	9	33	41	59	25	34
Louisiana	6	94	7	86	7	93	5	89	‡	‡	‡	‡
Maine	9	91	21	71	9	91	18	73	‡	‡	‡	‡
Maryland	61	39	10	29	62	38	9	29	55	45	17	28
Massachusetts	29	71	15	57	29	71	6	64	30	70	48	21
Michigan	33	67	21	45	36	64	16	48	21	79	48	31
Minnesota	17	83	39	44	21	79	27	52	6	94	69	25
Mississippi	12	88	21	68	12	88	16	72	‡	‡	‡	‡
Missouri	10	90	13	77	10	90	12	78	‡	‡	‡	‡
Montana	30	70	21	48	32	68	18	50	‡	‡	‡	‡
Nebraska	29	71	26	45	29	71	21	50	‡	‡	‡	‡
Nevada	11	89	40	49	16	84	21	62	6	94	51	42
New Hampshire	21	79	21	58	20	80	18	62	‡	‡	‡	‡
New Jersey	37	63	8	56	35	65	6	59	‡	‡	‡	‡
New Mexico	26	74	45	29	34	66	22	44	20	80	62	18
New York	15	85	2	82	14	86	2	84	21	79	2	77
North Carolina	12	88	22	66	13	87	13	74	9	91	46	45
North Dakota	50	50	14	36	49	51	13	37	60	40	15	25
Ohio	36	64	10	54	37	63	9	54	27	73	18	55
Oklahoma	24	76	24	52	24	76	20	56	24	76	50	26
Oregon	12	88	37	51	15	85	25	60	6	94	61	33
Pennsylvania	18	82	9	73	16	84	9	75	34	66	9	57
Rhode Island	6	94	23	71	5	95	19	77	12	88	38	50
South Carolina	35	65	38	27	42	58	25	32	20	80	65	14
South Dakota	26	74	29	45	25	75	25	50	29	71	54	17
Tennessee	49	51	16	36	51	49	16	33	‡	‡	‡	‡
Texas	33	67	51	16	48	52	28	25	20	80	73	6
Utah	26	74	31	43	29	71	21	50	25	75	46	28
Vermont	14	86	20	66	13	87	18	69	‡	‡	‡	‡
Virginia	20	80	36	44	22	78	27	52	22	78	55	23
Washington	13	87	28	58	14	86	18	68	12	88	49	38
West Virginia	10	90	38	52	11	89	37	53	‡	‡	‡	‡
Wisconsin	12	88	13	75	14	86	9	77	8	92	25	68
Wyoming	14	86	12	75	12	88	7	81	‡	‡	‡	‡
Other jurisdictions												
District of Columbia	13	87	9	77	12	88	4	83	17	83	23	60
DoDEA[1]	23	77	22	55	25	75	9	66	25	75	48	26

‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

[1] Department of Defense Education Activity (overseas and domestic schools).

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

EDUCATION WEEK
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NEWS IN BRIEF

Fla. Presses Changes to NAEP Exclusions

Back to Story

Florida education Commissioner Gerard Robinson has asked the National Assessment Governing Board to consider setting standards for the numbers of students with disabilities and English-language learners that states exclude from taking national assessments in reading and math. In a letter to David Driscoll, the chairman of NAGB, which sets policy for the National Assessment of Educational Progress, Mr. Robinson wrote that differences in inclusion rates among states raise concerns about state-level comparisons of the test results.

The numbers of 4th and 8th grade students who took NAEP and were identified as having disabilities or being English-language learners have risen for more than a decade, since NAEP first allowed students to use accommodations on the tests. Recent NAEP results showed Florida's reading and math gains have stalled after years of steep increases.

On the most recent NAEP administration, 40 states plus the District of Columbia met the goal of including 95 percent of all 4th and 8th graders in the reading assessment samples.

The Tampa Bay Times reported that Cornelia Orr, the executive director of NAGB and a former testing honcho in Florida, said that while the percentages of excluded students in some states may appear large, the raw numbers of students are small, so it doesn't make a large difference in the overall scores.

By Nirvi Shah

EDUCATION WEEK
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NAEP Test-Taking Pool Grows More Inclusive

By Lesli A. Maxwell and Nirvi Shah

Back to Story

Following a push to make "the nation's report card" better reflect the academic performance of all children in America's schools, most states boosted the numbers of students with disabilities and English-language learners who participated in the 2011 reading and math tests that are part of the **National Assessment of Educational Progress**.

But many states still have far to go to reach the inclusion targets set for them last year by federal policymakers.

Overall, the numbers of 4th and 8th grade students who took NAEP and were identified as having disabilities or being English-language learners rose in 2011, continuing a longer-term trend that began more than a decade ago when NAEP first allowed students to use accommodations, such as additional time, when taking the exams.

But to further drive up inclusion rates for students with disabilities and English-learners, especially in states and school districts that continue to exclude large numbers of such students, the **National Assessment Governing Board**—the independent body that makes policy for NAEP—set inclusion targets last year for states to meet in the 2011 reading and math exams.

Forty states, plus the District of Columbia, met the goal of including 95 percent of all students in the original testing sample for the reading assessment for grades 4 and 8. On the math assessment, Oklahoma was the only state to fall short of the 95 percent inclusion goal for both grades, while Maryland did so in grade 8.

"We think states and school districts are taking this seriously and we think there will continue to be improvement," said David P. Driscoll, NAGB's chairman. "We want to see an end to these exclusion rates bouncing all over the place."

Far fewer states measured up when it came to meeting NAGB's goal of including 85 percent of the students identified as having disabilities or being English-learners targeted for testing. And some continue to exclude large numbers of students from the exams.

To ensure that "the nation's report card" is a nationally representative sample of students, the federal testing program selects potential test-takers from a state's entire population at each grade level. State and district educators then may exclude students whose language difficulties or disabilities make test-taking impractical. A state's exclusion rate is the percentage of students from these categorical groups that are removed from testing.

Left Out

The rates at which students with disabilities and English-language learners are being excluded from National Assessment of Education Progress in reading and mathematics have declined overall since at least 2003. The goal is for the tests to be administered to 95 percent of all students and 85 percent of special education students or English-language learners who are in the initial sample of students targeted for testing.

SOURCE: National Center for Education Statistics

Jumps in Exclusions

In Kentucky, which has one of the highest exclusion rates, 63 percent of the 4th graders who were identified as English-learners in the state's testing sample were excluded from the reading assessment

in 2011, up 20 percentage points from two years ago. Among the targeted test-takers in Oklahoma, 60 percent of the 8th graders identified as having disabilities were excluded from the math exam, as were 51 percent of 4th graders. The Oklahoma numbers represent double-digit increases over the exclusion rates in 2009.

Keeping those percentages consistent across states is important because scores could rise and fall with changes in the population of test-takers with learning challenges. The stakes will get higher for states in 2013 when additional rules kick in to further limit who can be excluded from the tests.

Only students with significant cognitive disabilities who take alternate state assessments may be excluded, said Grady Wilburn, an associate research scientist at the **National Center for Education Statistics**, which oversees the design and administration of NAEP. And for English-learners, school districts will have to include all such students who have been in a U.S. school more than one year. That rule is technically in effect already, but school districts have found ways around it, he said.

NAGB board member Andrew Porter, the dean of the University of Pennsylvania's graduate school of education, zeroed in on exclusions when he joined the board six years ago.

"What we want is fair and valid comparisons over time," he said. "It was obviously an area we needed to look at. I wouldn't have raised it as an issue if I didn't think it was clouding some of the results.

"There's also just the credibility factor: If you have a lot of exclusions, it raises questions," he said. "We want NAEP to be the gold standard."

Even before NAGB approved its policy last year to minimize exclusions from NAEP, the objective had long been to include more students with disabilities and English-learners. That had mostly been done by allowing for a range of testing accommodations for students who needed them. For example, an English learner can take the math NAEP using a bilingual test booklet.

That's why even as the number of English-learners has grown markedly, the percentage of such students participating in NAEP has also increased, said Arnold Goldstein, the director for design, analysis, and reporting at the NCES.

"Allowing for those accommodations has really been a major vehicle to getting those students participating in the test," Mr. Goldstein said.

There are still a few accommodations that NAEP doesn't allow, Mr. Goldstein said. Students can't have someone read aloud to them during the NAEP in reading, for one. Another is giving a test over multiple days, both of which some states allow on their assessments.

But in some states the NAEP accommodations don't appear yet to have had a major effect on inclusion rates for English-learners. Kentucky is one.

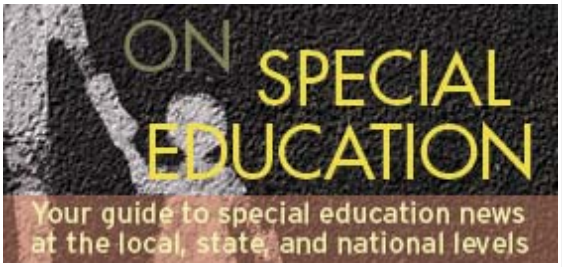
The state has roughly 15,500 English-learners in its public schools, out of a total enrollment of 645,000, said Lisa Y. Gross, a spokeswoman for the Kentucky education department.

Ms. Gross said the department had not yet analyzed the 2011 NAEP exclusion rates for English-learners to understand why the percentage had jumped from 43 percent in 4th grade reading to 63 percent. In contrast, the rate dropped in 8th grade reading from 68 percent in 2009 to 41 percent this year. Ms. Gross said one possible explanation for the 4th grade spike is growth in the English-learner population since newcomers don't take NAEP.

RELATED BLOG

Kentucky also allows readers for all parts of its state reading exams. Any student who has received that accommodation on the state test may have automatically been excluded from taking NAEP, Ms. Gross

said. But that accommodation window will shrink when the state's new **assessment and accountability system** takes effect in the spring, she said.



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Opportunity to Improve

Laura Kaloi, the public-policy director for the New York-based **National Center for Learning Disabilities**, wondered if the lack of dramatic progress in national NAEP scores in 2011—performance improved in math and 8th grade reading but was flat at the 4th grade level—is in part because more special education students were included in NAEP this year.

"It shines a light on why students with disabilities weren't being included in NAEP," she said. In a nutshell, schools and districts fear, as they do with other tests, that special education students will bring down scores. Instead, she said, educators should view expanding their testing populations as an opportunity to improve instruction.

The District of Columbia, which had a detailed plan for including more students with disabilities in NAEP, excluded 17 percent of 4th graders and 12 percent of 8th graders in reading, compared with a 68 percent exclusion rate in 2009. But reading scores were almost unchanged compared with 2009 and better than prior years.

"By removing barriers, D.C. was bringing in some capable students who could show their skills and abilities," said Mr. Goldstein of the NCES.

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Florida: States Excluding Too Many Students from NAEP

By Nirvi Shah on January 17, 2012 10:29 AM

Although there **has been a push** to make "the nation's report card"—the National Assessment of Educational Progress—better reflect the academic performance of all children in America's schools, the effort hasn't gone far enough, Florida Education Commissioner Gerard Robinson **wrote recently**.

As colleague **Lesli A. Maxwell** and I **noted late last year**, overall, the numbers of 4th and 8th grade students who took NAEP and were identified as having disabilities or being English-language learners rose in 2011, continuing a long-term trend that began more than a decade ago when NAEP first allowed students to use accommodations, such as additional time, when taking the exams.

As the ***Tampa Bay Times* wrote**, last week's letter from Commissioner Robinson comes two months after NAEP results showed Florida's reading and math gains have stalled after years of steep increases. In addition, last week's ***Quality Counts* report** showed Florida tumbling from the sixth-ranked state to 11th place among states, with NAEP scores playing a role in that drop.

Maryland, which Robinson pointed out as having among the lowest inclusion rates—
only 31 percent of their identified students with disabilities in 4th grade and 30 percent in 8th grade—**was the top ranked state** in *Quality Counts*.

On the most recent NAEP administration, 40 states, plus the District of Columbia, met the goal of including 95 percent of all students in the original testing sample for the reading assessment for grades 4 and 8. In math, Oklahoma was the only state to fall short of the 95 percent inclusion goal for both grades, while Maryland did so in grade 8.

The *Times* reported that Cornelia Orr, the executive director of NAGB and the former testing honcho in Florida, said that while the percentages of excluded students in some states may appear large, the raw numbers of students are small, so it doesn't make a large difference in the overall scores.

Robinson told NAGB that they should consider a policy of only reporting or using state-level results if the minimum standards of inclusion are met. "This would ensure the validity of the reported results for the nation and for the participating states. States not meeting the minimum standards should face funding sanctions."

Categories: **Testing**

Gradebook

Education news and notes from Tampa Bay and Florida

JANUARY 13, 2012

Florida education commissioner raises concerns about state comparisons with NAEP test

When it comes to comparing academic success across states, there is no better tool than the National Assessment of Educational Progress, better known as NAEP and often called the nation's report card. Fast-rising NAEP scores are one of the main reasons why Florida's ed reforms generated buzz over the past decade.

But now Florida's education commissioner is raising concerns about the validity of state comparisons with NAEP, given big difference from state to state in the percentages of potentially struggling students that are excluded from taking it.

This week - and the timing can't be overlooked - Commissioner Gerard Robinson fired off a letter to David Driscoll, chair of the National Assessment Governing Board that oversees NAEP, and proposed that the board not report NAEP data for states that do not test high percentages of students with disabilities and students learning English. "Because of the importance of NAEP results, it is imperative that NAGB seek ways to ensure all states meet the minimum requirements," Robinson wrote in the letter, dated Tuesday and attached below. "To continue reporting results, despite significant variations in state inclusion rates, calls into question the validity of any conclusions drawn from state-level comparisons to the nation or to other states."

This is wonky as all get out. But interesting on several levels.

The letter comes two months after the most recent NAEP results showed Florida's reading and math gains have largely stalled after a decade of steep increases. It was also sent on the eve of the latest *Education Week* Quality Counts report, which showed Florida falling from No. 6 to No. 11 among states. Those stagnant NAEP scores are one of two reasons why Florida tumbled.

So, is Florida's concern about NAEP "inclusion rates" sour grapes? Or a valid attempt to find out if the highly regarded national test really is giving us apples-to-apples comparisons? Well ...

The rates, again, do vary wildly. And some of the states ahead of Florida in the rankings do exclude significantly higher numbers of SD and ELL students.

We put together a quick spreadsheet, attached below, that shows the inclusion rates for *Ed Week's* Top 10 states, for both groups of kids, for all four NAEP tests at issue.

The inclusion goal set by the NAGB is for 85 percent of SD and ELL students selected in the NAEP sample to take the test. Florida is one of the few top-ranked states that clearly meets the goal in every case or nearly every case. Maryland, by contrast - the No. 1 state, according to *Ed Week* - misses it in nearly every case and in most cases isn't even close. Other states fall short a majority of the time, too.

How much does it matter? Frankly, we don't have the statistical chops to know and we haven't had time to talk to people who do.

After Kathleen Shanahan, the state Board of Education chair, raised the issue with The Gradebook yesterday (in response to the the latest *Ed Week* rankings), we spoke briefly with Cornelia Orr, the executive director of NAGB and the former top testing official in Florida.

Orr said while the percentages of excluded students in some states may appear large, the raw numbers of students are small, so it doesn't make a large difference in the overall scores. But could it make a small difference? Enough to swing a state's average score a point? Enough to affect a state's rank a notch?

The NAGB has been dealing with this issue for some time. It required the reporting of inclusion rates in the NAEP reports for the first time last year. (You can find the inclusion rates for all states in the 2011 reading report here and the 2011 math report here.)

In his letter, Robinson proposed that the NAGB only report NAEP results for states that meet the minimum standards. He also suggested funding sanctions for states that don't.

(Image from palmbeachpost.com)

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Gradebook features education articles and insights on schools in Florida, focusing on Tampa Bay area schools. What's the latest from the Florida Department of Education? How is the FCAT being used to compare Florida schools? What's going in on in Tampa Bay schools? Get an insider's view from the Times education reporting team.

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NAEP inclusion rates								
2011								
	Reading				**Math**			
	4th grade		8th grade		4th grade		8th grade	
	SD	ELL	SD	ELL	SD	ELL	SD	ELL
Maryland	31	52	30	45	57	86	43	74
Massachusetts	71	82	69	70	84	89	80	78
New York	90	86	85	79	94	94	93	94
Virginia	81	92	77	78	84	95	81	87
Arkansas	89	98	87	97	92	98	88	96
New Jersey	50	55	64	*	81	89	75	96
Georgia	54	69	62	60	87	95	74	92
Vermont	86	92	85	*	90	*	93	*
West Virginia	90	*	89	*	91	*	89	*
Ohio	59	83	62	73	84	94	65	96
FLORIDA	89	92	87	83	91	96	88	95
Nation	77	89	76	86	84	96	80	93
Source: 2011 NAEP reports								
* sample size insufficent to permit reliable estimate								