

**Department of Education**  
**INSTITUTE OF EDUCATION SCIENCES**  
**Fiscal Year 2009 Request**  
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For carrying out activities authorized by the Education Sciences Reform Act of 2002, the National Assessment of Educational Progress Authorization Act, section 208 of the Educational Technical Assistance Act of 2002, and section 664 of the Individuals with Disabilities Education Act, [\$555,815,000] \$658,247,000, of which [\$293,155,000] \$347,241,000 shall be available until September 30, [2009] 2010:<sup>1</sup> *Provided*, That [of the amount] funds available to carry out section 208 of the Educational Technical Assistance Act may be used for Statewide data systems that include postsecondary and workforce information:<sup>2</sup> *Provided further*, That up to \$5,000,000 of the funds available to carry out section 208 of the Educational Technical Assistance Act may be used for State data coordinators and for awards to [entities, including entities other than States,] public or private organizations or agencies to improve data coordination. (*Department of Education Appropriations Act, 2008*.)

Note.—Each language provision that is followed by a footnote reference is explained in the Analysis of Language Provisions and Changes document which follows the appropriation language.

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**Analysis of Language Provisions and Changes**

Language Provision	Explanation
<p><sup>1</sup> ...[\$555,815,000] <u>\$658,247,000</u>, of which [\$293,155,000] <u>\$347,241,000</u> shall be available until September 30, [2009] <u>2010</u>:</p>	<p>This language provides 2-year availability of funds for Research, Development, and Dissemination; Research in Special Education; Statewide Data Systems; and Special Education Studies and Evaluations. This language is needed to facilitate the planning of long-term programs of research.</p>
<p><sup>2</sup> <i>Provided</i>, That [of the amount] <u>funds</u> available to carry out section 208 of the Educational Technical Assistance Act <u>may be used for Statewide data systems that include postsecondary and workforce information</u>:</p>	<p>This language permits funds to be used to expand State data systems to include postsecondary and workforce information.</p>
<p><sup>3</sup> <i>Provided further</i>, That up to \$5,000,000 <u>of the funds available to carry out section 208 of the Educational Technical Assistance Act</u> may be used for State data coordinators and for awards to [entities, including entities other than States,] <u>public or private organizations or agencies</u> to improve data coordination.</p>	<p>This language clarifies the authority included in 2008 concerning what types of entities are eligible for awards.</p>

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**Amounts Available for Obligation  
(\$000s)**

	2007	2008	2009
Discretionary appropriation:			
Annual appropriation.....	\$517,485	\$555,815	\$658,247
Across-the-board reduction.....	<u>0</u>	<u>-9,710</u>	<u>0</u>
Subtotal, discretionary appropriation.....	517,485	546,105	658,247
Unobligated balance, start of year .....	311	4,600	0
Recovery of prior-year obligations .....	129	0	0
Unobligated balance expiring.....	-236	0	0
Unobligated balance, end of year .....	<u>-4,600</u>	<u>0</u>	<u>0</u>
Total, direct obligations .....	513,089	550,705	658,247

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**Obligations by Object Classification**  
(\$000s)

	2007	2008	2009
Personnel compensation and benefits:			
Personnel compensation:			
Full-time permanent .....	\$628	\$730	\$750
Other than full-time permanent .....	682	973	1,000
Awards .....	89	67	67
Civilian personnel benefits .....	<u>289</u>	<u>402</u>	<u>418</u>
Subtotal .....	1,688	2,172	2,235
Travel .....	166	325	351
Rent .....	278	275	278
Communications, utilities, and misc.....	39	52	47
Printing and reproduction .....	431	450	450
Other contractual services:			
Advisory and assistance services .....	10,061	11,282	12,098
Peer review .....	2,588	2,794	3,355
Other services .....	156,200	170,519	201,636
Purchases of goods and services from			
Government accounts.....	9,056	9,059	5,064
Research and development contracts .....	115,263	117,481	108,795
Operation/maintenance of equipment .....	<u>207</u>	<u>203</u>	<u>216</u>
Subtotal .....	293,375	311,338	331,164
Supplies and materials .....	27	21	21
Equipment.....	563	322	241
Building alterations.....	100	0	0
Interest and dividends.....	9	0	0
Grants, subsidies, and contributions .....	<u>216,413</u>	<u>235,750</u>	<u>323,460</u>
Total, obligations.....	513,089	550,705	658,247

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**Summary of Changes**  
(\$000s)

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2008 .....	\$546,105
2009 .....	<u>658,247</u>
Net change.....	+112,142

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	<u>2008 base</u>	<u>Change from base</u>
<b>Increases:</b>		
<u>Built-in:</u>		
Increase in personnel compensation for NAGB staff for annualization of the enacted 3.5 percent FY 2008 pay raise and proposed 2.9 percent FY 2009 pay raise.	\$730	+\$20
Increase in NAGB share of health, retirement, and other benefits due to inflation.	402	+18
<u>Program:</u>		
Increase for Research, development, and dissemination to support a research initiative on restructuring schools.	159,696	+7,500
Increase for Statistics to cover increased costs of data collections and to support a secondary longitudinal study.	88,449	+16,144
Increase for Regional educational laboratories to support an evaluation of the program.	65,569	+2,000
Increase for Assessment to expand State NAEP to include the 12 <sup>th</sup> grade, to include an oversampling of private school students and various special studies in 2009, and to prepare for geography, U.S. history, and writing assessments in future years.	98,121	+32,000
Increase for NAGB to support activities related to setting achievement levels and for 12 <sup>th</sup> grade NAEP.	4,800	+2,753
Increase for Statewide data systems to support grants to additional States and to expand State data systems to include postsecondary and workforce information.	48,293	<u>+51,707</u>
Net change		+112,142

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**Authorizing Legislation**  
(\$000s)

Activity	2008 Authorized	2008 Estimate	2009 Authorized	2009 Request
Research and Statistics				
Research, development, and dissemination <i>(ESRA, parts A, B, and D, except section 174)</i>	Indefinite <sup>1</sup> (1)	\$159,696	Indefinite <sup>1</sup> (1)	\$167,196
Statistics <i>(ESRA, part C)</i>		88,449		104,593
Regional educational laboratories <i>(ESRA, section 174)</i>	Indefinite	65,569	Indefinite	67,569
Assessment				
National Assessment of Educational Progress <i>(NAEPAA, section 303)</i>	Indefinite	98,121	Indefinite	130,121
National Assessment Governing Board <i>(NAEPAA, section 302)</i>	Indefinite	5,932	Indefinite	8,723
Research in special education <i>(ESRA, part E)</i>	Indefinite	70,585	Indefinite	70,585
Statewide data systems <i>(ETAA, sec. 208)</i>	Indefinite	48,293	Indefinite	100,000
Special education studies and evaluations <i>(IDEA, sec. 664)</i>	<u>Indefinite</u>	<u>9,460</u>	<u>Indefinite</u>	<u>9,460</u>
Total definite authorization				
Total annual appropriation		546,105		658,247

<sup>1</sup> Section 194(a) of the Education Sciences Reform Act authorizes to be appropriated such sums as may be necessary for the programs authorized in the Act, except the Regional Laboratories. It further provides that not more than the lesser of 2 percent of the amount appropriated or \$1,000 thousand shall be made available for the National Board of Education Sciences and that the National Center for Education Statistics shall be provided not less than its fiscal year 2002 amount (\$85,000 thousand).

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**INSTITUTE OF EDUCATION SCIENCES**

**Appropriations History  
(\$000s)**

	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2000	\$540,282	\$390,867	\$368,867	\$596,892
Rescission	0	0	0	-5,811
Supplemental	0	0	0	368
2001	517,567	494,367	506,519	732,148
Transfer	0	0	0	-10,000
2002	410,120	442,120	402,567	443,870
2003	432,923	397,887	397,387	447,956
2004	375,915	500,599	532,956	475,893
2005	449,621	526,804	536,804	523,233
2006	479,064	522,696	529,695	517,468
2007	554,468	N/A <sup>1</sup>	N/A <sup>1</sup>	517,485
2008	594,262	535,103	589,826	546,105
2009	658,247			

<sup>1</sup> This account operated under a full-year continuing resolution (P.L. 110-5). House and Senate Allowance amounts are shown as N/A (Not Available) because neither body passed a separate appropriations bill.



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### Significant Items in FY 2008 Appropriations Reports

#### **Minority Representation in STEM Fields**

House With the renewed focus on science, technology, engineering and mathematics (STEM) education, the Committee notes with concern the severe under-representation of Hispanics, African Americans, and Native Americans in the STEM fields. In particular, the Center for the Advancement of Hispanics in Science and Engineering Education (CAHSEE) notes that Hispanic Americans constitute 12 percent of the population in the United States, and yet represent less than 3 percent of the engineering and scientific community nationwide. With the goal of increasing the percentage of Hispanic Americans and all minority subgroups that contribute to the STEM fields, the Committee requests that the Department investigate the reasons for this disparity and issue a report within one year with the findings of that investigation, including suggested remedies to bridge the divide.

Response: The Department intends to study this issue and submit a report on it to the Committee.

#### **Research and Development Centers**

Senate: The Committee is pleased with the framework identified by the Institute in June 2, 2006 correspondence from the Director that outlines concrete steps the Institute is taking to implement the national research and development centers program, consistent with the intent of the Committee. The Committee intends for fiscal year 2007 and 2008 funds available to the Institute to be utilized in the same manner.

Response: IES utilized its fiscal year 2007 funds in the manner outlined in its June 2, 2006, correspondence and intends to do likewise with its fiscal year 2008 funds.

#### **Regional Educational Laboratories**

Senate: The Committee is pleased that the research, development, dissemination, and technical assistance activities carried out by the regional educational laboratories will be consistent with the standards for scientifically based research prescribed in the Education Sciences Reform Act of 2002. The Committee believes that the laboratories, working collaboratively with the comprehensive centers and Department-supported technical assistance providers, have an important role to play in helping parents, States, and school districts improve student achievement as called for in No Child Left Behind. In particular, the Committee intends for the laboratories and their technical assistance provider partners to provide products and services that will help States and school districts utilize the school improvement funds available in the Education for the Disadvantaged account to support school improvement activities that are supported by scientifically based research.

Response: The Regional Educational Laboratories (REL) program has made it a priority to offer products and services to help districts and States support school

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### Significant Items in FY 2008 Appropriations Reports (Continued)

#### Regional Educational Laboratories

improvement efforts based on scientific research. Visitors to the REL website can use the project selector tool (<http://ies.ed.gov/ncee/edlabs/projects/selector.asp>) to search reports and information for REL applied research and development studies and fast response projects by subject area for different academic subjects, grade levels, or other topics such as research on adequate yearly progress (AYP) and accountability provisions under the No Child Left Behind Act. The REL dissemination activities are also coordinated with the Education Resources Information Center, the What Works Clearinghouse, and the Department's other technical assistance providers.

#### Statistics

- House: For arts in education, the Committee directs that within the total \$2,200,000 is for the fast response survey system to collect data for the report of arts education in public elementary and secondary schools during the 2008-2009 school year. The Committee expects this survey to be administered by the National Center for Education Statistics. The survey should have the comprehensive quality of the 2002 report and should include national samples of elementary and secondary school principals, as well as surveys of elementary and secondary classroom teachers and arts specialists.
- Senate: The Committee has included funds above the fiscal year 2007 level under the arts in education evaluation activity and within this program for the National Center for Education Statistics to utilize its Fast Response Survey System to collect data for the report of Arts Education in Public Elementary and Secondary Schools during the 2008-2009 school year. The Committee expects this survey to be co-requested by the Office of Innovation and Improvement and the National Endowment for the Arts, and administered by the Institute for Education Sciences. The Committee believes the survey must have the comprehensive quality of the 2002 report and should include national samples of elementary and secondary school principals, as well as surveys of elementary and secondary classroom teachers and arts specialists.
- Conference: [Innovation and Improvement] In addition, the amended bill provides \$2,200,000 within this program [Arts in Education] for the Fast Response Survey System to collect data for the report of Arts Education in Public Elementary and Secondary Schools during the 2008-09 school year, as described in Senate Report 110-107. The survey is to be administered by the National Center for Education Statistics, but with the Office of Innovation and Improvement and the Institute of Education Sciences (IES) jointly determining the scope of work of the project. The House proposed this funding level within IES. The Senate proposed \$500,000 within the Fund for the Improvement of Education for the survey and additional funding within IES.

## INSTITUTE OF EDUCATION SCIENCES

### Significant Items in FY 2008 Appropriations Reports (Continued)

#### Statistics

Response: The Department plans to conduct a comprehensive survey of Arts Education in Elementary and Secondary Schools using the Fast Response Survey System (FRSS). While the survey is in the early stages of development, the Department is planning to collect data from elementary and secondary school principals, arts specialists, and classroom teachers on topics related to the delivery of arts education in classrooms. Survey topics may include the availability and quality of instructional programs; educational background and experience level of teachers; teaching practices; participation in professional development activities; and integration of the arts into other areas of the curriculum.

As requested, the development and administration of the Arts Education survey will be a joint effort between the Office of Innovation and Improvement (OII) and the Institute of Education Sciences (IES).

#### National Assessments of Educational Progress

Conference: The National Assessment Governing Board is requested to make particular certifications regarding the National Assessment of Educational Progress 2009 science test, as described in section 310 of H.R. 3043, as passed by the Senate. The House bill did not include a similar provision.

Response: NAGB intends to make the requested certifications.

#### Statewide Data Systems

Senate: The Committee commends the Institute for its work in establishing an expert team to design the program and plan the 2005 grant competition. These actions are the first steps toward fulfilling the goals established in the Educational Technical Assistance Act and the statement of the managers accompanying the fiscal year 2005 Department of Education appropriations act. The Committee supports the progress of the Institute of Education Sciences in implementing the Statewide Longitudinal Data Systems program through the 14 grant awards made to States to date. The goals of these grants are to enhance the ability of States to use education data from individual student records to make data-driven decisions to improve student learning, to facilitate research to increase student achievement and close achievement gaps, and to comply with requirements under the Elementary and Secondary Education Act of 1965 and other reporting requirements. The Committee intends for the Institute to continue to administer this program in a manner that addresses all of these goals.

Response: The Department will continue to administer the program in a manner that improves State's ability to use education data from individual student records to improve education and to provide needed data for ESEA.

Conference: The amended bill includes language that permits funds available under the Statewide Data Systems program to be used for grants to States for data

## INSTITUTE OF EDUCATION SCIENCES

### Significant Items in FY 2008 Appropriations Reports (Continued)

#### Statewide Data Systems

coordinators, who will increase State capacity to more seamlessly collect data from LEAs, utilize that data within State policy and educational improvement initiatives, and ensure that complete and proper data is reported to the Education Department and the public, in accordance with NCLB and other statutes. The bill language also allows for the Secretary to make an award or awards to improve data collection and coordination through a State education data center.

The Appropriations Committees request a report from the Department before any funds are obligated for these newly-authorized purposes that includes an assessment of the impact on funding available to States for the original purpose of the program's authorization; how the State education data center will ensure State and local reporting burden will be reduced; how the Department will maintain accountability provisions of the Federal statutes under a third-party data collection regime; and the policies established or proposed to ensure that non-governmental organizations continue to have appropriate access to data collections.

Response: The Department will submit the report prior to making awards for the State data coordinators or other coordination activities.

**DEPARTMENT OF EDUCATION FISCAL YEAR 2009 PRESIDENT'S BUDGET**

(in thousands of dollars)			2007 Annual	2008	2009	Change from 2008	
Office, Account, Program and Activity	Category Code	CR Operating Plan	Appropriation	President's Request	Amount	Percent	
<b>Institute of Education Sciences</b>							
1. Research and statistics:							
(a) Research, development, and dissemination (ESRA I-A, B and D)	D	162,552	159,696	167,196	7,500	4.7%	
(b) Statistics (ESRA I-C)	D	90,022	88,449	104,593	16,144	18.3%	
2. Regional educational laboratories (ESRA section 174)	D	65,470	65,569	67,569	2,000	3.1%	
3. Assessment (NAEPAA):							
(a) National assessment (section 303)	D	88,095	98,121	130,121	32,000	32.6%	
(b) National Assessment Governing Board (section 302)	D	5,054	5,932	8,723	2,791	47.1%	
Subtotal		93,149	104,053	138,844	34,791	33.4%	
4. Research in special education (ESRA, Part E)	D	71,840	70,585	70,585	0	0.0%	
5. Statewide data systems (ETAA section 208)	D	24,552	48,293	100,000	51,707	107.1%	
6. Special education studies and evaluations (IDEA, section 664)	D	9,900	9,460	9,460	0	0.0%	
<b>Total</b>	<b>D</b>	<b>517,485</b>	<b>546,105</b>	<b>658,247</b>	<b>112,142</b>	<b>20.5%</b>	
<i>Outlays</i>	<i>D</i>	<i>437,484</i>	<i>428,963</i>	<i>461,048</i>	<i>32,085</i>	<i>7.5%</i>	

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NOTES: Category Codes are as follows: D = discretionary program; M = mandatory program.  
 FY 2008 detail may not add to totals due to rounding.

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### Summary of Request

The activities funded under the Institute of Education Sciences (IES) account support research, data collection and analysis activities, and the assessment of student progress. The Administration requests \$658.247 million for this account for fiscal year 2009, an increase of \$112.142 million.

The Administration requests \$167.196 million for research, development, and dissemination, an increase of \$7.5 million over the 2008 appropriation. The requested increase would support a new initiative to accelerate research on issues related to the No Child Left Behind Act, specifically on the identification and evaluation of models for turning around low-performing schools. Funds would also support ongoing programs of research in reading, mathematics, science, cognition, teacher quality, high school reform, postsecondary education, and education finance and leadership.

An increase of \$16.144 million, to \$104.593 million, is requested for the Statistics program, which collects, analyzes, and reports data related to education at all levels. The request would allow the National Center for Education Statistics to pay for the secondary longitudinal study that began in 2007 and to cover increases needed for the rising costs of data collections. Without the increase, NCES will be required to postpone or cancel ongoing surveys.

The Administration requests \$67.569 million for the Regional Educational Laboratories program, an increase of \$2 million over the 2008 appropriation. The increase would support an evaluation of the program, required by the Education Sciences Reform Act. The request would support the fourth year of 5-year contracts to support training and technical assistance, applied research, development, and wide dissemination of the best practices to aid school improvement efforts.

The Administration requests \$138.844 million for Assessment in 2009, an increase of \$34.791 million over 2008. Of this amount, \$130.121 million would provide support for the National Assessment of Educational Progress (NAEP) and \$8.723 million would support the National Assessment Governing Board (NAGB). The increase for Assessment would support expanding 12th grade State NAEP to include all States in 2011, a private school oversample and various special studies in 2009, and preparation for geography, U.S. history, and writing assessments. The increase for NAGB would support setting achievement levels for reading, mathematics, and science assessments and a range of validity studies designed to enable NAEP to report on the preparedness of 12<sup>th</sup> grade students for college and training for occupations.

The request includes level funding of \$70.585 million for Research in Special Education. The request would support ongoing programs of research on the education of children with autism, infants and toddlers with disabilities, Individualized Education Programs, serious behavior disorders, transition to postsecondary education and work, teacher quality, and research on academic instruction in reading, mathematics, and science for children with disabilities.

The Administration requests \$100 million for the Statewide Data Systems program. The increase of \$51.707 million would support awards to additional States as well as awards to currently-funded States to allow them to expand kindergarten through grade 12 data systems to include postsecondary and workforce information.

## **INSTITUTE OF EDUCATION SCIENCES**

The request includes level funding of \$9.46 million for Special Education Studies and Evaluations to support studies, evaluations, and assessments related to the implementation of the Individuals with Disabilities Education Act (IDEA). The request would support ongoing studies as well as the national assessment of IDEA.

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### Research, development, and dissemination

(Education Sciences Reform Act, Parts A, B, and D)

FY 2009 Authorization (\$000s): Indefinite <sup>1,2,3</sup>

Budget Authority (\$000s):

<u>2008</u>	<u>2009</u>	<u>Change</u>
\$159,696	\$167,196	+\$7,500

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<sup>1</sup> The GEPA extension applies through September 30, 2009.

<sup>2</sup> The authorizing law provides that not more than the lesser of 2 percent of the amount appropriated to carry out the Education Sciences Reform Act (except the Regional Educational Laboratories) or \$1 million shall be made available for the National Board for Education Sciences.

<sup>3</sup> The authorizing law requires that of the amount appropriated for the Education Sciences Reform Act (except the Regional Educational Laboratories), the National Center for Education Statistics shall be provided not less than its fiscal year 2002 amount (\$85,000 thousand).

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## PROGRAM DESCRIPTION

The Education Sciences Reform Act (ESRA) established the Institute of Education Sciences (IES). IES promotes excellence and equity in education by providing information needed to ensure that all students meet or exceed challenging academic standards and master skills they will need throughout their lives. IES supports sustained programs of research, evaluation, and data collection that are intended to provide solutions to the problems and challenges faced by schools and learners.

IES includes four national centers: the National Center for Education Research, the National Center for Education Statistics, the National Center for Education Evaluation and Regional Assistance, and the National Center for Special Education Research. The request for research, development, and dissemination includes activities in the National Center for Education Research and the National Center for Education Evaluation. The Director of IES is responsible for coordinating the activities of centers, establishing and maintaining peer review standards, and ensuring that all publications are based on sound research. The National Board for Education Sciences (NBES), composed of leaders in business and public affairs as well as researchers and educators, provides guidance to IES.

The National Center for Education Research (NCER) conducts sustained programs of scientifically rigorous research that will produce the knowledge on which more effective educational practice can be based. Activities within NCER are organized around focal research topics such as reading comprehension, school readiness, learner motivation, teacher professional development, school reform, and accountability and assessment. The research portfolio includes research centers, investigator-led research projects, and collaborative program projects.

The National Center for Education Evaluation and Regional Assistance (NCEERA) is responsible for evaluating the effectiveness of key Federal education programs. NCEERA also funds field-initiated evaluations and serves as a standards and validation body for educational



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### Research, development, and dissemination

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evaluations. The Commissioner who heads NCEERA is also responsible for making the results of research relevant to practice and for enhancing the utilization of research knowledge by policymakers and practitioners. Current dissemination activities, such as the National Library of Education and the Education Resources Information Center, are housed in NCEERA. These programs work with the Statistics, Research, and Special Education Research Centers to promote and make accessible the results of their work. NCEERA will also embark on broader public awareness efforts to promote the use of evidence in making educational decisions.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2004.....	\$165,518
2005.....	164,194
2006.....	162,552
2007.....	162,552
2008.....	159,696

### FY 2009 BUDGET REQUEST

The Administration requests \$167.196 million, an increase of \$7.5 million above the 2008 appropriation, to support much needed investments in research to generate solutions to critical problems in education. This increase would support an important new research initiative to identify and evaluate models for turning around schools struggling to meet the goals of the No Child Left Behind Act (NCLB). In order to provide the flexibility IES needs to plan and administer a regular cycle of research competitions, the Administration requests that funding be available for 2 years, as it has been in previous years.

The mission of IES is to transform education into an evidence-based field. Reports from the first What Works Clearinghouse contract demonstrate clearly that too few high quality studies have been done over the years to provide education policymakers and practitioners with the level and type of trustworthy information they need for the many decisions they have to make. To address this, the National Center for Education Research (NCER) supports research that contributes to improved academic achievement for all students, and particularly for those whose education prospects are hindered by conditions associated with poverty, minority status, family circumstance, and inadequate education services. Although many conditions may affect academic outcomes, NCER supports research on those that are within the control of the education system, with the aim of identifying, developing, and validating effective education programs and practices. The level of funding and number of grants in each topic area is based on the quality of applications received as rated by panels of scientists. NCER awards grants to applications that are rated either excellent or outstanding by the peer review panel.

In order to stimulate competition and better serve the field, NCER has begun holding two rounds of competition each fiscal year. This strategy will be continued in 2009. It provides increased flexibility to applicants, giving them more time to develop applications and initiate research projects. In its competition announcements, NCER invites applications on specific research topics. Within each topic, applicants must specify one of the following purposes for their

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proposed projects: (1) identifying approaches that may have an impact on student outcomes; (2) developing new approaches with potential to improve student outcomes; (3) conducting trials to determine the efficacy of fully developed approaches that either have evidence of potential efficacy or are widely used but have not been rigorously evaluated; (4) determining the effectiveness of approaches implemented at scale; or (5) developing or validating data and measurement systems and tools. Approaches include programs (such as curricula), practices (including instructional techniques), and policies.

#### **Research on Effective Ways to Turn Around Chronically Low-Performing Schools.**

Schools that do not meet adequate yearly progress goals under NCLB are identified as needing improvement and subject to a series of escalating interventions that culminate in restructuring (State takeover, privatization, re-staffing, conversion to a charter school, or any other major restructuring of the school's governance arrangement). For the 2006-2007 school year, 937 schools were identified as being in the restructuring planning stage after not meeting their adequate yearly progress (AYP) goals for five consecutive years, and 1,242 schools were identified for restructuring implementation after not meeting their AYP goals for six consecutive years. That number is expected to grow dramatically over the next few years.

The research base on how to turn around low performing schools is sparse. In general, studies examining school restructuring models or programs have provided correlational, descriptive information and have not been designed to provide evidence of efficacy. Since many schools and districts across the country will be required to implement a school restructuring plan after not meeting their State's AYP requirements for six consecutive years, the Administration requests \$7.5 million for rigorous scientifically based research to identify and evaluate models for turning around low performing schools. IES will carry out this initiative in collaboration with a number of large urban districts under the guidance of the Urban Education Research Task Force, which was established in October 2006 by IES and is chaired by Michael Casserly of the Council of Great City Schools.

In fiscal year 2008, IES will award a design contract to identify potential research design options based on a review of the existing research literature and the guidance of experts on school restructuring. The design contract will also provide guidance on the type and number of schools needed to provide evidence that could be applied to schools of different grade levels, size, and with different student demographics and geographic locations. These findings would be used to guide the implementation of the new research initiative.

This research initiative also responds to the concerns of many in the education field that greater Federal investment is needed in research on issues directly related to NCLB. The report accompanying the Senate 2008 appropriations bill (Senate Report 110-107 on S. 1710) proposed an increase of \$20 million "to accelerate research and development of programs that can help States and local school districts meet the goals of No Child Left Behind." In its report *Beyond NCLB: Fulfilling the Promise to Our Nation's Children*, the Aspen Institute's Commission on No Child Left Behind recommended doubling the research budget for elementary and secondary education at IES to support research that "furthers the goals of NCLB and helps practitioners achieve these objectives, [concentrating] on real problems identified by educators and policymakers." This request would provide the focused investment of resources called for by the Commission and others, while taking into account the capacity of the field.

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The requested funds would also support continuations and new awards under NCER's ongoing programs of research, described below. The specific outcomes, conditions, grade levels, and goals addressed by the 2009 competitions will be determined based on the response to the 2008 competitions.

**Cognition and Student Learning.** The purpose of the program of research on cognition and student learning in the classroom is to bring recent advances in cognitive science to bear on significant problems in education in order to improve student learning. The long-term outcome of the program will be approaches to instruction that are based on principles of learning and information processing gained from cognitive science and for which preliminary evidence has been generated of their usefulness in education settings. Since it was initiated in 2002, this program has attracted strong applications from promising scientists, and NCER has awarded 57 grants for research on this topic. NCER invited applications for new awards on this topic in 2008; the request for applications for the competition is available on the IES website ([http://ies.ed.gov/ncer/pdf/2008305\\_casl.pdf](http://ies.ed.gov/ncer/pdf/2008305_casl.pdf)).

**Social and Behavioral Context for Academic Learning.** In 2003, NCER, in collaboration with the Centers for Disease Control and Prevention's National Center for Injury Prevention and Control, awarded seven grants to support randomized trials to determine the efficacy of school-based programs that use character education, violence prevention, social-emotional learning, and/or behavior management strategies to promote social and character development and prevent problem behavior (<http://ies.ed.gov/ncer/projects/year.asp?ProgID=22&year=2003>). A multi-site evaluation across these grants began in Fall 2004 and is tracking the development of two cohorts of third graders in 96 schools across six States. The evaluation concluded in Spring 2007, with 3 years of longitudinal data on the outcomes for the first cohort and 2 years of data on the second cohort. Additional information on the multi-site evaluation is available on the evaluator's website (<http://www.sacdprojects.net/>). In 2008, NCER expanded this program to include research on social and behavioral programs intended to support learning in academic settings (such as social skills training for student and teacher professional development training on classroom management). The request for applications for this competition is available on the IES website ([http://ies.ed.gov/ncer/pdf/2008305\\_socbeh.pdf](http://ies.ed.gov/ncer/pdf/2008305_socbeh.pdf)).

**Early Childhood Programs and Policies.** In 2002, NCER awarded seven grants to support randomized trials of widely used preschool curricula, with Research Triangle Institute International collecting common data across the seven projects. In 2003 NCER awarded an additional six grants, with Mathematica Policy Research, Inc. serving as their national evaluation coordinator. National evaluation data were collected in the Fall and Spring of the preschool year and the Spring of the kindergarten year. The combined sample included Head Start, Title I, State Pre-K and private preschool programs serving over 2,000 children in 20 geographic locations implementing 13 different experimental preschool curricula (<http://ies.ed.gov/ncer/projects/preschool/preschool.asp>). Grants awarded in 2002 are ending now.

NCER believes the emerging findings from these studies and the multi-site evaluation will be highly relevant to Federal and State policy on preschool education and will enable education providers to make informed choices about preschool curricula. After examining its early childhood research portfolio, NCER expanded this program in 2008 and invited applications for research on early childhood education programs and policies. The request for applications for

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this competition is available on the IES website ([http://ies.ed.gov/ncer/pdf/2008305\\_earlychild.pdf](http://ies.ed.gov/ncer/pdf/2008305_earlychild.pdf)).

**Reading and Writing Education.** Through the Reading and Writing Education research program, NCER supports research on the development and evaluation of curricula and instructional approaches associated with better achievement in reading and writing. This program also supports the development and validation of assessments of student progress in reading and writing for instructional purposes. Since 2002, NCER has awarded 47 grants for research on this topic. As discussed in the program performance section below, six of these grants have already produced evidence of efficacy in improving student outcomes in reading or writing that meets the standards of the What Works Clearinghouse. NCER invited applications for new awards on this topic in 2008; the request for applications is available on the IES website ([http://ies.ed.gov/ncer/pdf/2008305\\_readwrite.pdf](http://ies.ed.gov/ncer/pdf/2008305_readwrite.pdf)).

**Mathematics and Science Education.** Through the Mathematics and Science Education research program, NCER supports research to develop and evaluate mathematics and science interventions (e.g., curricula, instructional approaches) and assessments. The long-term outcome of this program will be an array of tools and strategies (e.g., curricula and programs) that have been demonstrated to be effective for improving mathematics and science learning and achievement. Since 2003, NCER has awarded 33 grants for research on mathematics and science education. As discussed in the program performance information section below, four of these grants have already produced evidence of efficacy in improving student outcomes in mathematics or science that meets the standards of the What Works Clearinghouse. NCER invited applications for new awards on this topic in 2008; the request for applications for the competition is available on the IES website ([http://ies.ed.gov/ncer/pdf/2008305\\_mathsci.pdf](http://ies.ed.gov/ncer/pdf/2008305_mathsci.pdf)).

**High School Reform.** NCER created the education research program on High School Reform to support research on approaches, programs, and practices that promise to enhance the potential of at-risk students to complete high school with the skills necessary for success in the workplace, college, or the military. The long-term goal of this research program is to examine the effectiveness of different high school reform practices on student outcomes. This research program is designed to support crosscutting reform efforts. It will complement existing IES research programs on teacher quality, reading and writing, interventions for struggling adolescent and adult readers, mathematics and science education, education leadership, and policy and systems, each of which includes high school education. Since this topic was initiated in 2006, NCER has awarded seven new grants for research on this topic ([http://ies.ed.gov/ncer/projects/hsreform/fy06\\_awards.asp](http://ies.ed.gov/ncer/projects/hsreform/fy06_awards.asp)). NCER invited applications for new awards on this topic in 2008; the request for applications is available on the IES website ([http://ies.ed.gov/ncer/pdf/2008305\\_hsreform.pdf](http://ies.ed.gov/ncer/pdf/2008305_hsreform.pdf)).

**Interventions for Struggling Adolescent and Adult Readers and Writers.** A significant number of adolescent and adult readers are not able to read well enough to make sense of short passages, much less the longer stretches of text that most readers are expected to understand every day. NCER created the Interventions for Struggling Adolescent and Adult Readers and Writers research program to call attention to the need for rigorous research on programs and strategies to improve basic reading and writing skills for those adolescents and adults whose reading and writing skills impede their success either in the classroom or

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workplace. In 2007, NCER awarded three grants for research on this topic. NCER invited applications for new awards on this topic in 2008; the request for applications is available on the IES website ([http://ies.ed.gov/ncer/pdf/2008305\\_intervention.pdf](http://ies.ed.gov/ncer/pdf/2008305_intervention.pdf)).

**Postsecondary Education.** Improving participation and persistence in postsecondary education is a national concern, especially for high-risk students. In 2007, NCER awarded three grants under a new research program to support rigorous research that evaluates the effectiveness of programs designed to improve access to and completion of postsecondary education. In 2008, NCER invited applications for new awards to support research on a wide range of strategies intended to improve access to and retention in postsecondary education, such as alternative approaches to financial aid, freshman seminars, and developmental programs for under-prepared students. The request for applications for the 2008 competition is available on the IES website ([http://ies.ed.gov/ncer/pdf/2008305\\_postsec.pdf](http://ies.ed.gov/ncer/pdf/2008305_postsec.pdf)).

**Teacher Quality.** The goal of the Teacher Quality research program is to identify effective strategies for improving the performance of classroom teachers in ways that increase student learning and school achievement. Since 2005, NCER has held separate competitions for research on teacher quality by academic area: reading and writing and mathematics and science. The purpose of these research programs is to identify effective strategies for improving the performance of teachers in ways that lead to increases in students' learning in that subject area, and to develop practical assessments of teacher knowledge and validate these assessments against measures of student performance. Through these programs, NCER supports research on the development and evaluation of teacher preparation programs, teacher professional development programs, and assessments of teacher knowledge. Since 2003, NCER has awarded 16 grants for research on teacher quality in mathematics and science and 21 grants for research on teacher quality in reading and writing. As discussed in the program performance information section below, three of these grants have already produced evidence of efficacy in enhancing teacher characteristics with demonstrated positive effects on student outcomes that meets the standards of the What Works Clearinghouse. NCER invited applications for new awards on this topic in 2008; the request for applications is available on the IES website ([http://ies.ed.gov/ncer/pdf/2008305\\_tqread.pdf](http://ies.ed.gov/ncer/pdf/2008305_tqread.pdf); [http://ies.ed.gov/ncer/pdf/2008305\\_tqmath.pdf](http://ies.ed.gov/ncer/pdf/2008305_tqmath.pdf)).

**Education Policy, Finance, and Systems.** Through this program, NCER supports research to improve student learning and achievement by identifying changes in the ways in which schools and districts are led, organized, managed, and operated that may be directly or indirectly linked to student outcomes. Rather than improving student learning by directly changing the curricula or instructional approaches, organizational and management approaches are generally designed to change the structure and operation of schools or districts in ways that may indirectly improve the overall teaching and learning environment and lead to increased student achievement. NCER is interested in hypothesis-generating studies that point toward promising practices, as well as studies that develop, implement, and rigorously evaluate the efficacy of particular policies, programs, and practices. Since 2004, NCER has awarded 10 grants on this topic. NCER invited applications for new awards on this topic in 2008; the request for applications is available on the IES website ([http://ies.ed.gov/ncer/pdf/2008305\\_policy.pdf](http://ies.ed.gov/ncer/pdf/2008305_policy.pdf)).

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**Education Leadership.** Through the Education Leadership research program, NCER supports research to improve the quality of leadership and administration at the local level in order to enhance the teaching and learning environment and thereby improve student outcomes. This program is intended to support research on innovative approaches to the recruitment, retention, and training of education leaders as well as the development and evaluation of professional development programs for education leaders. Innovative approaches to recruitment of education leaders include alternative pathways to school leadership that are designed to eliminate the barriers that keep talented potential school leaders from joining the profession and to provide the preparation and support necessary for these leaders to function effectively in today's complex education environment. Since 2005, NCER has awarded five grants for research on this topic. NCER invited applications for new awards on this topic in 2008; the request for applications for this competition is available on the IES website ([http://ies.ed.gov/ncer/pdf/2008305\\_edlead.pdf](http://ies.ed.gov/ncer/pdf/2008305_edlead.pdf)).

**Education Technology.** After an examination of its current research portfolio, NCER believes that although its current research programs (e.g., Reading and Writing, Mathematics and Science Education, Teacher Quality) support research to develop and evaluate education technology tools (e.g., intelligent tutors for math education and online professional development training), these research programs are not attracting sufficient numbers of education technology researchers. This research program focuses on education technology in order to stimulate rigorous research and evaluation of education technology tools that address the approved research priorities of IES. NCER invited applications for new awards on this topic in 2008; the request for applications for the competition is available on the IES website ([http://ies.ed.gov/ncer/pdf/2008305\\_edtech.pdf](http://ies.ed.gov/ncer/pdf/2008305_edtech.pdf)).

**Post-doctoral Research Training.** There are significant capacity issues within the education research community. Most schools of education have withdrawn from rigorous research training for doctoral students. While such training is often provided elsewhere in universities, such as in psychology departments, these training programs are seldom focused on topics in education, and students are pointed towards other careers and research topics. Since 2005, NCER has awarded grants to 13 institutions of higher education to establish post-doctoral fellowships in which experienced scientists in non-education fields spend 2 years retraining to conduct education research. NCER invited applications for new awards on this topic in 2008; the request for applications for the competition is available on the IES website ([http://ies.ed.gov/funding/pdf/2008305\\_training.pdf](http://ies.ed.gov/funding/pdf/2008305_training.pdf)).

**Predocctoral Research Training.** To address the shortage of education scientists who are prepared to conduct rigorous education research, NCER established a program to support the development of a new generation of education scientists in 2004. Since then, IES has supported the creation of 10 predoctoral interdisciplinary research training programs in the education sciences. NCER invited applications for new awards on this topic in 2008; the request for applications for the competition is available on the IES website ([http://ies.ed.gov/funding/pdf/2008305\\_training.pdf](http://ies.ed.gov/funding/pdf/2008305_training.pdf)).

**Small Business Innovation Research.** The Small Business Innovation Research (SBIR) Program provides support for qualified small businesses to conduct innovative research and development projects. Under phase I, IES supports feasibility studies to evaluate the scientific

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and technical merit of an idea with awards for periods of up to 6 months in amounts up to \$100,000. Promising phase I recipients can apply for up to 2 additional years of funding for a total of \$750,000 under phase II to expand on the results of and further pursue the development of their projects. NCER awarded 38 new phase I awards in 2006 ([http://ies.ed.gov/ncer/projects/sbir/fy06\\_awards.asp](http://ies.ed.gov/ncer/projects/sbir/fy06_awards.asp)). In 2008, NCER will hold a competition for new SBIR contract awards, but the number and type of awards have not yet been determined.

Daniel K. Davies of Ablelink Technologies won the prestigious 2006 Katherine M. Swanson Equality Award for using technology to benefit humanity in the area of advancing equality. His 2005 SBIR Phase II project focuses on "Rocket Reader," which uses a personal digital assistant (PDA) to deliver a portable reading system that gives individuals with intellectual disabilities greater access to audio books and electronic documents.

**National Research and Development Centers.** The Education Sciences Reform Act requires that IES support not less than eight national research and development centers. Each center is to carry out research related to one or more of 11 research topics that the statute requires IES to address. Since 2004, NCER has awarded nine grants for new research and development centers. Information on all of the National Research and Development Centers is available on the IES website (<http://ies.ed.gov/ncer/projects/randdcenters/index.asp>). NCER invited applications for two new national research and development centers on cognition and science instruction and instructional technology; the request for applications for this competition is available on the IES website ([http://ies.ed.gov/funding/pdf/2008305\\_randd.pdf](http://ies.ed.gov/funding/pdf/2008305_randd.pdf)).

Funds requested for 2009 would be used to support a new national research and development center on effective teachers. The center will use State K-12 longitudinal databases to identify consistently more and less effective teachers. The research program will be directed towards discovering the observable behaviors that differentiate effective from ineffective teachers, determining which of these characteristics are most malleable, and developing professional development programs that reduce ineffective and enhance effective teaching behavior.

The Administration's request for Research, Development, and Dissemination also supports the following dissemination activities administered by the National Center for Education Evaluation and Regional Assistance (NCEERA):

**Education Resources Information Center (ERIC).** The current ERIC was launched in September 2004 by NCEERA with the goal of providing more education materials, more quickly, and more directly to audiences through the Internet. The ERIC online system provides the public with a centralized ERIC website (<http://www.eric.ed.gov>) for searching the ERIC bibliographic database of more than 1.1 million citations going back to 1966. Roughly 600 journals are currently indexed in ERIC, resulting from more than 450 agreements with publishers and organizations. From August 2005 to December 2005, there were more than 32 million searches of the ERIC database.

All ERIC functions use electronic technologies to increase database efficiency. Individual authors (copyright holders) can register through the website and authorize ERIC to disseminate their materials electronically. Another feature enables users at any participating university to link to electronic resources available in their library. In 2006, NCEERA developed a structured abstract template to enable ERIC to identify materials for cataloging and archiving electronically.

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A video describing the new structured abstract is available on the IES website ([http://eric.ed.gov/ERICWebPortal/resources/html/news/eric\\_news\\_35.html](http://eric.ed.gov/ERICWebPortal/resources/html/news/eric_news_35.html)). In addition to the Government-sponsored ERIC website, the ERIC database is also distributed by commercial database vendors including Cambridge Scientific Abstracts, Thompson Dialog, EBSCO Information Services, Online Computer Library Center, Ovid, ProQuest, and SilverPlatter.

**What Works Clearinghouse (WWC).** The purpose of the What Works Clearinghouse is to provide educators, policymakers, researchers, and the public with reviews of the best scientific evidence on the effectiveness of specific interventions (programs, products, practices, and policies) to improve student outcomes. The What Works Clearinghouse website (<http://www.whatworks.ed.gov/>) has published detailed reviews for consumers on the evidence of effectiveness for specific interventions in middle school mathematics, character education, beginning reading, early childhood education, elementary school mathematics, English language learning, and dropout prevention. Through August 2007, the WWC produced reviews of 88 programs across the topics of reading, mathematics, dropout prevention, character education, early childhood education, and English learners. It has also produced topic summaries on reading, middle school mathematics, dropout prevention, and character education. Invisible to the end-user but extremely important to the enterprise, the WWC has produced detailed protocols and rules for coding, scoring, and presenting information. The WWC has examined more than 38,000 studies in the course of its work to date. This work has been challenging because of the many technical issues that had to be addressed and the generally poor quality of reports of education research. This critical work provides the basis for the efficient handling of future reviews.

Usage of the WWC website has doubled in the last year. The WWC is featured on more than 75 high-traffic websites for education agencies, major education organizations, national research organizations, schools of education, education technical assistance providers, parenting organizations, education developers and vendors, and the media. The WWC website offers a registry of outcome evaluators, the WWC Help Desk, and user-friendly guides to resource information specifically targeted to the needs of researchers, education officials, program providers, and educators.

In 2007, IES published the following practice guides: *Effective Literacy and English Language Instruction for English Learners in the Elementary Grades*, *Organizing Instruction and Study to Improve Student Learning*, and *Encouraging Girls in Math and Science* (<http://ies.ed.gov/ncee/wwc/practiceguides/index.asp>). These are the first three in a series of guides being developed by the WWC that are designed to bring the best available evidence and expertise to bear on the types of systemic challenges that cannot currently be addressed by single interventions or programs. Although the target audience is a broad spectrum of school practitioners such as administrators, curriculum specialists, coaches, staff development specialists and teachers, the more specific objective is to reach district-level administrators with Practice Guides that will help them develop practice and policy options for their schools. The Practice Guides offer specific recommendations for district administrators and indicate the quality of the evidence that supports these recommendations.

IES recently awarded a 5-year contract for the WWC to a new contractor, Mathematica Policy Research. The WWC will continue systematic, evidence-based reviews of research on



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educational interventions. The new contract requires reviews on eight education topics and five special education topics each year. New features will include significantly expanded coverage of programs for students with disabilities; practice guides like the one recently published on English learners; new formats for reports that better address the needs of educators; a redesigned and more functional website; and quick turn-around reviews of individual studies.

**Support for Dissemination.** In 2005, IES expanded its dissemination activities directed at advancing the skills of practitioners with regard to evidence-based education through publications, meetings, and training events. The guides *Identifying and Implementing Educational Practices Supported by Rigorous Evidence* and *Random Assignment in Program Evaluation and Intervention Research: Questions and Answers* are just two examples of the types of materials IES will disseminate in the future. The workshops organized for IES by the Coalition for Evidence-Based Policy are examples of the kinds of training events IES will host. These activities will be expanded in 2008 and 2009 as more results become available from IES-supported activities.

In July, IES introduced a new feature to its website that facilitates easier searches of IES research grants (<http://ies.ed.gov/funding/grantsearch/>). Visitors to the website can search by IES center, grant program, title, grantee, principal investigator, or year to find detailed abstracts for each grant that describe the purpose of the grant, its research design and methodology, as well as information on publications.

#### PROGRAM OUTPUT MEASURES (\$000s)

	<u>2007</u>	<u>2008</u>	<u>2009</u>
Research activities:			
Turning around chronically low-performing schools	0	0	\$7,500
Cognition and student learning	\$21,222 <sup>1</sup>	tbd <sup>2</sup>	tbd <sup>3</sup>
Social and behavioral context for academic learning	0	tbd <sup>2</sup>	tbd <sup>3</sup>
Early childhood programs and policies	0	tbd	tbd <sup>3</sup>
Reading and writing education	12,973 <sup>1</sup>	tbd <sup>2</sup>	tbd <sup>3</sup>
Mathematics and science education	26,802 <sup>1</sup>	tbd <sup>2</sup>	tbd <sup>3</sup>
High school reform	9,496 <sup>1</sup>	tbd <sup>2</sup>	tbd <sup>3</sup>
Interventions for struggling adolescent and adult readers and writers	5,948	tbd <sup>2</sup>	tbd <sup>3</sup>
Postsecondary education	3,770	tbd <sup>2</sup>	tbd <sup>3</sup>
Teacher quality	10,254 <sup>1</sup>	tbd <sup>2</sup>	tbd <sup>3</sup>
Education policy, finance, systems, and leadership	4,949	tbd <sup>2</sup>	tbd <sup>3</sup>
Education technology	0	tbd <sup>2</sup>	tbd <sup>3</sup>
Pre- and post-doctoral training	1,955	tbd <sup>2</sup>	tbd <sup>3</sup>
Small Business Innovation Research	6,396	\$6,150	tbd <sup>4</sup>
Research and development centers	26,437 <sup>1</sup>	25,000	tbd <sup>3</sup>
Research contracts	840	500	tbd <sup>3</sup>
Unsolicited proposals	<u>3,483</u> <sup>1</sup>	<u>tbd</u> <sup>2</sup>	<u>tbd</u> <sup>3</sup>
Subtotal, research	134,525	132,007	138,508

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#### PROGRAM OUTPUT MEASURES (\$000s)

	<u>2007</u>	<u>2008</u>	<u>2009</u>
Dissemination activities:			
Education Resources Information Center	\$8,462	\$8,572	\$8,500
What Works Clearinghouse	7,753	7,082	8,023
National Library of Education	1,500	1,500	1,500
Dissemination/Logistical/Technical Support	8,100	8,188	8,244
Peer review of applications for new awards	1,625	1,597	1,671
National Board for Education Sciences	<u>587</u>	<u>750</u>	<u>750</u>
Total, Research, development, and dissemination	162,552	159,696	167,196

<sup>1</sup> Amounts include funding for FY 2008 and 2009 continuations.

<sup>2</sup> IES has invited applications for new research awards. The number and size of awards will depend on the quality of applications received.

<sup>3</sup> Funds requested in 2009 would enable IES to support new research awards in this area. The specific outcomes, conditions, grade levels, and goals for the 2009 competitions will depend on the response to the 2008 competitions.

<sup>4</sup> The amount available for SBIR awards in 2009 will depend on the amount of applied research and development that is supported in 2008.

#### PROGRAM PERFORMANCE INFORMATION

##### Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data, and an assessment of the progress made toward achieving program results. Achievement of results is based on the cumulative effect of the resources provided in previous years and those requested in FY 2009 and future years, and the resources and efforts invested by those served by the program.

**Goal: Transform education into an evidence-based field. Decision makers will routinely seek out the best available research and data in adopting and implementing programs and practices that will affect significant numbers of children.**

**Objective:** *Raise the quality of research funded or conducted by the Department.*

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#### Long-term Measures

**Measure:** By 2013, at least 15 IES-supported interventions on reading or writing will have been reported by the What Works Clearinghouse to be effective at improving student outcomes.

**Measure:** By 2013, at least 12 IES-supported interventions on mathematics or science education will have been reported by the What Works Clearinghouse to be effective at improving student outcomes.

**Measure:** By 2013, at least 10 IES-supported interventions on teacher quality will have been reported by the What Works Clearinghouse to be effective at improving student outcomes.

**Measure:** By 2013, at least 200 individuals who have completed IES-supported pre- or post-doctoral research training programs will be actively engaged in education research.

**Measure:** By 2013, 25 percent of decisionmakers surveyed will indicate that they consult the What Works Clearinghouse prior to making decision(s) on interventions in reading, writing, mathematics, science, or teacher quality.

#### Annual Measures

<b>Measure:</b> The number of IES-supported interventions with evidence of efficacy in improving student outcomes in reading or writing.		
Year	Target	Actual
2005		1
2006		3
2007		6
2008	11	
2009	13	

<b>Measure:</b> The number of IES-supported interventions with evidence of efficacy in improving student outcomes in mathematics or science.		
Year	Target	Actual
2006		1
2007		4
2008	7	
2009	10	

<b>Measure:</b> The number of IES-supported interventions with evidence of efficacy in enhancing teacher characteristics with demonstrated positive effects on student outcomes.		
Year	Target	Actual
2006		1
2007		3
2008	5	
2009	7	

**Assessment of progress:** Data for each of these new measures demonstrate progress toward meeting future targets for the annual measures as well as progress toward meeting the targets

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for the aligned long-term measures for the program. Some of these research findings have already been reported in high-profile publications. For example, IES-supported research on the effects of temporal spacing of practice problems on learning of mathematics has been profiled in a cover story in *Psychological Science*, the flagship research journal of the Association for Psychological Science. Compared to the 4 effective programs across the Federal Government identified in the Academic Competitive Council's (ACC) report on Federal STEM education programs, IES has 13 rigorous studies that have already produced evidence of positive effects that meet or exceed the ACC standards.

<b>Measure:</b> The number of individuals who have been or are being trained in IES-funded research training programs.		
Year	Target	Actual
2005		35
2006		97
2007		185
2008	230	
2009	265	

**Assessment of progress:** Data for this new measure demonstrate progress toward meeting future annual targets as well as progress toward the long-term measure's target, which is to have at least 200 individuals who have completed IES-supported pre- or post-doctoral research training programs actively engaged in education research.

### Efficiency Measures

<b>Measure:</b> The average number of research grants administered per each program officer employed in the National Center for Education Research.		
Year	Target	Actual
2001		1.3
2006		20
2007		32
2008	32	
2009	34	

**Assessment of progress:** From fiscal year 2001 to 2007, funding for the Research, Development, and Dissemination program increased significantly from \$120.6 million to \$162.6 million, but efficiency has increased even more during this period. In fiscal year 2001, OERI, the predecessor organization to IES, supported 89 active grants under the Research, Development, and Dissemination program. By 2007, IES had 417 active grants under the same program, while the number of program officers decreased significantly.

The number of research competitions increased from 3 in fiscal year 2002 to 11 in fiscal year 2007, and the number of applications received increased from 226 in fiscal year 2002 to 459 in fiscal year 2007. Most importantly, these gains in efficiency were not achieved by sacrificing quality or relevance. In 2006, 94 percent of funded grant applications received a score of excellent from the panels of distinguished scientists responsible for the peer review of grant applications and 74 percent of the projects funded were deemed to be of high relevance to

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education practice as determined by an independent review panel of experienced practitioners.

#### Follow-up on PART Findings and Recommendations

In 2007, the Department and OMB reviewed the Research, Development, and Dissemination program using the Program Assessment Rating Tool (PART). The program received a rating of "Effective," with the assessment noting that IES has transformed the quality and rigor of education research within the Department of Education and increased the demand for scientifically based evidence of effectiveness in the education field as a whole. The PART also found that the program has ambitious long-term performance goals and that data from the annual measures indicate that IES is on track to meet these goals. The PART assessment noted that IES has made significant reforms to its grant management operations, enhancing its efficiency while improving the quality of the grants and contracts it funds.

The PART improvement plan recommendations are presented below, followed by a description of the Department's actions to address them.

- *Implement the recommendations of the National Board for Education Sciences' forthcoming evaluation of the IES research programs.* The National Board for Education Sciences awarded a contract for an independent evaluation of IES on May 30, 2007. The contractor is currently examining records and extant data. The final report is expected on June 30, 2008. IES will be able to determine how to address the recommendations, if any, in the Board's evaluation once the report has been completed.
- *Work with other ED offices to increase IES involvement in developing technical assistance materials and guidance on the use of effective research to improve program outcomes in critical areas.* In FY 2007, IES released three practice guides with discrete recommendations and explanations of the strength of the evidence supporting them. The guides are available online at: <http://ies.ed.gov/ncee/wwc/practiceguides/index.asp>. The content contained on the Department's new Doing What Works website (<http://dww.ed.gov/>), which is dedicated to helping educators learn about and use effective teaching practices, is based on the practice guides and other reports from IES' What Works Clearinghouse. In 2008, IES plans to release several new practice guides and to hold periodic briefings for senior program officials in the Department on research evidence related to particular areas. In addition, the What Works Clearinghouse will release additional reports that assess the research evidence related to the effectiveness of particular education programs and practices.
- *Produce budget requests that specify how IES will use the funds to support the achievement of each of its long-term goals for the Research, Development, and Dissemination program.* IES has analyzed its investments to date under each of its long-term goals. In order to produce budget requests that are aligned with the achievement of its long-term goals, IES will also need to consider the capacity of the field and other factors in order to determine how much funding would be required to achieve long-term targets. The Department anticipates that this will be possible for the FY 2011 budget request.

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### Statistics

(Education Sciences Reform Act of 2002, Part C)

FY 2009 Authorization (\$000s): Indefinite <sup>1,2</sup>

Budget Authority (\$000s):

<u>2008</u>	<u>2009</u>	<u>Change</u>
\$88,449	\$104,593	+\$16,144

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<sup>1</sup> The GEPA extension applies through September 30, 2009.

<sup>2</sup> The statute authorizes such sums as may be necessary for all of title I, of which not less than the amount provided to the National Center for Education Statistics for fiscal year 2002 shall be available for Part C, which is \$85,000 thousand.

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### PROGRAM DESCRIPTION

The National Center for Education Statistics (NCES) is the chief Federal entity engaged in collecting, analyzing, and reporting data related to education in the United States and, as such, makes a unique contribution to our understanding of the American educational system. NCES is one of four Centers in the Institute of Education Sciences (IES), which was established by the Education Sciences Reform Act of 2002.

NCES is authorized to collect, acquire, compile, and disseminate full and complete statistics on the condition and progress of education in the United States; conduct and publish reports on the meaning and significance of such statistics; collect, analyze, cross-tabulate, and report data, where feasible, by demographic characteristics, including gender, race, ethnicity, socioeconomic status, limited English proficiency, mobility, disability, and urbanicity; help public and private educational agencies and organizations improve their statistical systems; acquire and disseminate data on education activities and student achievement in the United States compared with foreign nations; conduct longitudinal and special data collections necessary to report on the condition and progress of education; help the IES Director prepare a biennial report describing the activities of IES; and determine, in consultation with the National Research Council of the National Academies, methodology by which States may accurately measure graduation rates. NCES may also establish a program to train employees of public and private educational agencies, organizations, and institutions in the use of statistical procedures and concepts and may establish a fellowship program to allow such employees to work as temporary fellows at NCES.

Statistical information collected by NCES contributes to the identification of needs; the development of policy priorities; and the formulation, evaluation, and refinement of programs. The authorizing statute requires the Commissioner of NCES to issue regular reports on education topics, particularly in the core academic areas of reading, mathematics, and science, and to produce an annual statistical report on the condition and progress of education in the United States. Over the last few years, NCES-sponsored studies have provided information to inform debate surrounding issues such as preparation for higher education, college costs, student financial aid, high school dropouts, use of technology in education, school crime, school

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expenditures, academic standards, literacy, teacher shortages, changing test scores, and the achievement of students in the United States compared with that of other nations. NCES coordinates with other Federal agencies when carrying out surveys to ensure that information collected is valuable to relevant agencies. For example, both the United States Department of Agriculture and the Department of Health and Human Services have participated in the Birth Cohort of the *Early Childhood Longitudinal Survey (ECLS-B)*, and the National Science Foundation has participated in the *Trends in International Mathematics and Science Study (TIMSS)*. Most work is conducted through competitively awarded contracts.

The Education Sciences Reform Act authorizes the National Board for Education Sciences to provide advice to the NCES Commissioner, and the Board may establish a standing committee to advise the Center.

Six areas, each with a set of specific activities, make up the statistics budget:

- *Elementary and Secondary Education* surveys provide information on both public and private education in the United States. These surveys provide extensive information about State and local educational agencies, schools, teachers, and funding for education.
- *Postsecondary and Adult Education* surveys provide comprehensive information on the Nation's postsecondary institutions, faculty, and students; postsecondary financial aid; and adult literacy.
- *Elementary and Secondary Longitudinal Surveys* are designed to collect in-depth information on the same students as they progress over time. This provides analysts with a tool for understanding the processes by which education leads individuals to develop their abilities, and can ultimately provide parents, educators, and policymakers with information to improve the quality of education.
- *International Studies* provide insights into the educational practices and outcomes in the United States by allowing comparisons with other countries. Interest in these studies has grown with the increasing concern about global economic competition and the role education plays in ensuring economic growth.
- The *Library Program* collects and reports academic library statistics and information on school media centers.
- *Cross-cutting Surveys and Activities* include the National Household Educational Survey (NHES), NCES items in the Bureau of the Census Current Population Survey, activities designed to enhance the quality and usefulness of its statistical data collections, key publications, and printing.

Funding levels for the past 5 fiscal years were as follows:

	(\$000s)
2004.....	\$91,664
2005.....	90,931
2006.....	90,022
2007.....	90,022
2008.....	88,449

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#### FY 2009 BUDGET REQUEST

The Administration requests \$104.593 million for Statistics, an increase of \$16.144 million over the 2008 level. The request includes funds for a program of statistics that has evolved over the past decade in response to legislation and to the particular needs of data providers, data users, and educational researchers. The Statistics program provides general statistics about trends in education, collects data to monitor educational reform and progress, and informs the Department's research agenda. The National Center for Education Statistics (NCES) also is planning to meet the statistical needs of the future with new technologies, training, data development and analysis, and methodological studies that will support more efficient data collection and produce information that is more useful for parents, teachers, administrators, and policymakers.

The requested increase is necessary to cover the rising costs of data collections. Funding for the Statistics program declined from \$91.664 million in 2004 to \$88.449 million in 2007, but the cost of collecting and analyzing data has increased substantially, and will continue to do so in the future. Contract costs for professional staff—sampling statisticians, project managers, and programmers—have been rising at an annual rate of 4 to 6 percent. In addition, changes in the way in which surveys must be conducted have increased costs. For example, the shift from landlines to cell phones has increased data collection costs because additional staff hours are needed to track and locate potential respondents. Respondents also are more likely to expect monetary compensation for completing surveys. Most notably, postsecondary institutions now expect reimbursements to defray personnel and computing costs associated with participating in surveys. Without increases in funding, data quality and coverage will be compromised, or selected data collections will need to be discontinued.

In addition, the increase will be used for the new secondary longitudinal data collection that began in 2007. This data collection, which will follow students who are in the 9<sup>th</sup> grade in 2009, will provide valuable information on the factors that contribute to students' success as they move through high school and into college and the workforce. The study is critical for identifying associations between education-related variables and short- and long-term outcomes in individuals' lives, and this particular study will have a special focus on mathematics and science.

The remaining 2009 funds will support the ongoing statistical program, which includes the following surveys and activities:

#### **Elementary and Secondary Education**

The Elementary and Secondary Education program, which provides information on both public and private education in the United States, would receive approximately \$23.5 million in 2009 to support a range of ongoing surveys, including:

- The *Common Core of Data (CCD)* (<http://nces.ed.gov/ccd/>) is the Department's primary database on public elementary and secondary education in the United States and provides comprehensive, annual information on all school districts and public elementary and secondary schools (including public charter schools). The CCD is designed to be comparable across States and contains basic descriptive information, including student enrollment, demographic, and dropout data; numbers of teachers and other staff; and fiscal



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data, including revenues and expenditures. In addition, the CCD has added a teacher compensation survey that will collect information on teacher pay and benefits. The Department hopes to have 2006-07 school year teacher compensation data from 15 to 20 States, with additional States participating in future years. Data are available on the Web and users can construct custom tables using the "Build A Table" tool (<http://nces.ed.gov/ccd/bat/>). The CCD data collection is coordinated with the EdFacts Education Data Exchange Network (EDEN), and States are reporting school year 2006-07 non-fiscal CCD data through the EDEN portal.

- The *Private School Survey* (<http://nces.ed.gov/surveys/pss/>), conducted every 2 years, provides information on the number of private schools, teachers, and students. The survey, which includes all private schools, is being conducted in 2007-08 and will next be conducted in 2009-2010.
- The *Schools and Staffing Survey (SASS)* (<http://nces.ed.gov/surveys/sass/>), which is being conducted in 2007-08, is an extensive survey of American kindergarten through 12th-grade schools that provides information on public and private schools, the principals who head these schools, and the teachers who work in them. The survey is conducted every 4 years. The Teacher Follow-up Survey (TFS), which follows a sample of the teachers who were respondents to SASS in the previous school year and will next be conducted in 2008-09, is designed to measure attrition from the teaching profession and teacher mobility. The funds requested for 2009 would pay for data analysis and reporting of prior SASS and TFS collections and for the conduct and analysis of the next collections.
- The *National Cooperative Education Statistics System* serves as the umbrella for a number of efforts to improve the quality, timeliness, and comparability of statistics used for education policymaking at all levels of government, including the National Forum on Education Statistics (<http://nces.ed.gov/forum/about.asp>), which is composed of representatives from NCES, the 50 States, the District of Columbia, Puerto Rico, the Bureau of Indian Affairs, the Department of Defense dependents schools, local educational agencies, and professional associations and Federal agencies involved in the collection and reporting of education statistics. One project supported with these funds is the production of best practices guides; recent guides include a guide to finance data elements (<http://nces.ed.gov/pubs2007/2007801.pdf>) and a curriculum for improving education data (<http://nces.ed.gov/pubs2007/2007808.pdf>).

Other activities that will continue to receive support in 2009 include the *Census Mapping* project, which uses school district geographic boundaries to map census blocks to school districts, and the *Decennial Census School District Project*, which allows users to view aggregated Census data for public school districts across the Nation.

### Postsecondary and Adult Education

The postsecondary and adult education program, which provides comprehensive information on the Nation's postsecondary institutions, faculty, and students; postsecondary financial aid; and adult literacy, would receive approximately \$30.2 million in 2009. Key activities include:

- The *Integrated Postsecondary Education Data System (IPEDS)* (<http://nces.ed.gov/ipeds/>), a comprehensive collection system for postsecondary institutions, including all Title IV

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institutions. Components of the survey include institutional characteristics, fall enrollment, completions, salaries, finance (including current fund revenues by source; current fund expenditures by function, assets, and indebtedness; and endowment investments), student financial aid, libraries, and staff. Policymakers and researchers at the Federal, State, and local levels, as well as the media and the general public, use information from IPEDS. IPEDS retention and graduation rate data are used for performance measurement for a number of the Department's postsecondary education programs. IPEDS is conducted annually, although not all data are collected every year. All IPEDS data are available via the Web through the Peer Analysis System, an online data tool that allows easy access to survey information.

- The *National Study of Postsecondary Faculty* (NSOPF) (<http://nces.ed.gov/surveys/nsopf/>) collects information on postsecondary faculty and instructors, including information regarding the backgrounds, responsibilities, workloads, salaries, benefits, and attitudes of both full- and part-time faculty in postsecondary institutions. In addition, information is gathered from institutional and department-level respondents on such issues as faculty composition, turnover, recruitment, retention, and tenure policies.
- The *National Postsecondary Student Aid Survey* (NPSAS) (<http://nces.ed.gov/npsas/>), which is conducted approximately every 4 years, is a comprehensive study that examines how students and their families pay for postsecondary education. It includes nationally representative samples of undergraduate, graduate, and first-professional degree students, including students attending public and private less-than-2-year institutions, community colleges, 4-year colleges, and major universities. Students who receive financial aid as well as those who do not receive financial aid participate in NPSAS. The survey provides information on one of the most important issues facing postsecondary education today, tuition increases, and their relationship to future enrollment and financial aid.
- The *Beginning Postsecondary Student Longitudinal Survey* (BPS) (<http://nces.ed.gov/surveys/bps/>), which provides information on the progress of postsecondary students, following first-time postsecondary students through their postsecondary education and into the labor force. The third BPS cohort is based on the 2004 NPSAS and collected information on students in 2006 and will do so again in 2009.
- The *Baccalaureate and Beyond Survey* (B&B) follows students who complete their baccalaureate degrees. Initially, students in the NPSAS surveys who are identified as being in their last year of undergraduate studies are asked questions about their future employment and education expectations, as well as about their undergraduate education. In later follow-ups, students are asked questions about their job search activities, education, and employment experiences after graduation. The next survey will be conducted in 2009 with a sample of 2008 bachelor's degree recipients from public and private postsecondary institutions.
- The *Postsecondary Cooperative Statistical System Analysis and Dissemination* funds, which will support the Postsecondary Education Descriptive Analysis Reports (PEDAR), the National Postsecondary Education Cooperative (NPEC) (<http://nces.ed.gov/npec/>), the State Higher Education Executive Officers (SHEEO)/NCES communication network (<http://www.sheeo.org/>), and the National Education Data Resource Center (NEDRC) (<http://nces.ed.gov/partners/nedrc.asp>). The purpose of the PEDAR program is to provide a

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series of reports that focus on postsecondary education policy issues, and to develop an information system that organizes postsecondary data sets and analyses. NPEC is a voluntary partnership among governmental and nongovernmental providers and users of education data to promote the quality, comparability, and utility of postsecondary data for policy development at the Federal, State, and institution levels. The SHEEO network provides timely dissemination of NCES products to State policymakers and supports the State IPEDS coordinators. The NEDRC serves the education information needs of teachers, researchers, policymakers, and others by providing access to data sets and customized tables from many studies maintained by NCES.

- The *Programme for the International Assessment of Adult Competencies* (PIACC), which is sponsored by the Organisation for Economic Cooperation and Development (OECD), is an international assessment scheduled for 2012 that will examine differences in key competencies that are believed to be related to successful personal and workplace outcomes and help provide guidance for enhancing those competencies.
- The *Survey of Earned Doctorates in the United States* (<http://www.nsf.gov/statistics/>) has collected basic statistics from the universe of doctoral recipients in the United States each year since the 1920's. It is conducted by the National Science Foundation (NSF) and is supported by NCES, as well as several other Federal agencies, including the NSF, National Endowment for the Humanities, U.S. Department of Agriculture, National Institutes of Health, and National Aeronautics and Space Administration.

### Elementary and Secondary Longitudinal Surveys

The *Longitudinal Surveys* program is designed to collect in-depth information on the same students as they progress over time. This provides analysts with a tool for understanding the processes by which education leads individuals to develop their abilities, and can ultimately provide parents, educators, and policymakers with information to improve the quality of education. Under the 2009 request, funding for the longitudinal surveys would increase from an estimated \$19.1 million in 2008 to \$22.8 million in 2009, with the increase providing support for the High School Longitudinal Study of 2009, which began in 2007. Key activities include the following surveys:

- The *Early Childhood Longitudinal Study* (<http://nces.ed.gov/ecls/>), which consists of two major data surveys, the Birth Cohort of the *Early Childhood Longitudinal Study* (ECLS-B) and the Kindergarten Cohort of the *Early Childhood Longitudinal Study* (ECLS-K). ECLS-B is chronicling the development of a sample of children born in 2000, following them from birth to the first grade. ECLS-K, which began in 1998, is following a nationally representative sample of children from kindergarten through the 8<sup>th</sup> grade. Because both surveys collect data at the kindergarten and first grade levels, it will be possible to link performance data to obtain a single synthetic cohort that will provide a comprehensive view of growth from birth through high school. Data from the survey will inform child development practices and policies regarding child care and early learning programs. NCES plans to continue this work by conducting a second kindergarten study that will follow a nationally representative sample of children who are in kindergarten in 2010-11.
- The *Education Longitudinal Study of 2002* (ELS:2002) (<http://nces.ed.gov/surveys/els2002/>), which is following a nationally representative sample of high school students who were

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10<sup>th</sup> graders in 2002. ELS:2002 is the fourth in a series of major secondary school longitudinal studies sponsored by the Department. Data from this study will be used to examine cognitive growth; high school completion; and postsecondary education choice, access, and persistence.

- The *High School Longitudinal Study of 2009 (HLS:09)*, on which the Department began work in 2007. In the fall of 2009, HLS:09 will collect data from students in the 9<sup>th</sup> grade, a crucial transition year for most students and a critical grade in determining what will happen to them in high school. The second round of data collection will occur at the end of 11<sup>th</sup> grade in 2012, when most of the students will be completing their junior year. The data collection schedule will allow researchers and policymakers to learn if and how 9<sup>th</sup> grade plans are linked to students' subsequent behavior, from coursetaking to postsecondary choices, and how these plans evolve over time. In subsequent waves of data collection, the sample members will be followed into college and beyond, providing information on transitions from high school and to postsecondary education or work. The study will examine factors that are associated with students' success, with a special focus on mathematics and science, curricular coverage, teacher effects, and at-risk students.

### International Studies

The *International Studies* program (<http://nces.ed.gov/surveys/international/>) provides insights into the educational practices and outcomes of the United States by allowing comparisons with other countries. Interest in these studies has grown with the increasing concern about global economic competition and the role education plays in ensuring economic growth. The activities of the NCES International Studies program are a vital component of the Department's strategy for providing an up-to-date knowledge base to support education reform and equity. The international studies would receive approximately \$9.6 million in 2009. Surveys and activities include:

- The *Trends in International Mathematics and Science Study (TIMSS)*, which is sponsored by the International Association for the Evaluation of Educational Achievement, is a study of students' mathematics and science achievement in the United States and other participating nations across time. The study is conducted every 4 years, with the last data collection in the spring of 2007. Prior collections were in 1995 and 2003 for fourth-graders, and in 1995, 1999, and 2003 for eighth-graders. The study has gained the attention of educators, policymakers, and the public and has stirred interest in improving middle school mathematics learning and achievement. Fiscal year 2009 funds will pay for analysis and reporting as well as preparation for future surveys.
- The *Program for International Student Assessment (PISA)*, which is sponsored by OECD, is designed to monitor, on a regular 3-year cycle, the achievement of 15-year-old students in three subject areas: reading literacy, mathematical literacy, and scientific literacy. While some elements covered by PISA are likely to be part of the school curriculum, PISA goes beyond mastery of a defined body of school-based knowledge to include the knowledge and experiences gained outside of school. The survey had a special focus on reading literacy in 2000, on mathematical literacy in 2003, and on scientific literacy in 2006. This cycle will be repeated in 2009, 2012, and 2015. Fiscal year 2009 funds would pay for continued analysis

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and reporting of surveys conducted in prior years, the 2009 survey, and preparation for future surveys.

- The *Progress in International Reading Literacy Study* (PIRLS) assesses the reading literacy of fourth-graders and the experiences they had at home and school in learning to read. PIRLS was first conducted in 2001, was next conducted in the spring of 2006, and is scheduled to be conducted every 5 years thereafter. Fiscal year 2009 funds would pay for continued analysis and reporting of findings from prior studies and preparation for future studies.
- The *International Indicators of Education Systems Project* (INES) is a cooperative project among member countries of the OECD to develop an education indicator reporting system. The goal is to improve the comparability of education data across OECD countries and to develop, collect, and report on a key set of indicators of the condition of education in these countries. NCES chairs Network A, which develops indicators for student outcomes, and participates in other networks and a technical group that develops indicators in other areas. The set of indicators includes measures of student enrollment and achievement, labor force participation, school and school system features, and costs and resources. The primary vehicle for reporting on these indicators is a report entitled *Education at a Glance*.

### Library Program

NCES's Library Program (<http://nces.ed.gov/surveys/libraries/>) collects academic library statistics on a 2-year cycle and collects information on School Media Center statistics as part of SASS, which is scheduled to be collected every 4 years. In past years, NCES also supported the collection and reporting of annual information on public library and State library agency statistics. However, in 2006, NCES began working with the Institute of Museum and Library Services (IMLS) to transfer responsibility for the public library and State library agency collections to IMLS. Fiscal year 2007 was a transition year, with IES and IMLS sharing responsibility for the surveys, and in 2008, IMLS is assuming full responsibility for the surveys. Fiscal year 2009 appropriations in the Statistics account will pay only for the academic and school library collections. The library program would receive approximately \$1.3 million in 2009.

### Cross-cutting Surveys and Activities

The Cross-cutting Surveys and Activities category, which would receive approximately \$17.3 million in 2009, includes two surveys that collect information from early childhood through adult education:

- The *National Household Education Survey* (NHES) (<http://nces.ed.gov/nhes/>) is designed to provide descriptive data on a wide range of education-related issues. The NHES:2005 included three surveys: Early Childhood Program Participation, After-School Programs and Activities, and Adult Education and Lifelong Learning. NHES:2007 also includes three surveys: School Readiness, Parent and Family Involvement in Education, and Adult Education for Work-Related Reasons. Funding in 2009 will be used to support preparation for the next data collections, which are likely to be in the areas of early childhood program participation and parent and family involvement in education, as well as activities related to the prior surveys (e.g., continued analysis and reporting).

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- The October supplement of the *Current Population Survey (CPS)* (<http://nces.ed.gov/surveys/cps/>), conducted by the Bureau of the Census, gathers data on school enrollment and educational attainment for elementary, secondary, and postsecondary education. Related data also are collected about preschooling and the general adult population. In addition, NCES regularly funds additional items on education-related topics such as language proficiency, disabilities, computer use and access, student mobility, and private school tuition. These collections play a central role in NCES reporting on high school dropouts and completers, and on various sampling and weighting activities that are central to other NCES data collection efforts.

Other activities that would be supported by the 2009 request include:

- An analysis and publication program that features the annual production of three major statistical compilations of critical education indicators (*The Condition of Education*, the *Digest of Education Statistics*, and *Projections of Education Statistics*);
- A standards and methodology program that includes statistical and methodological enhancements, improved analytic applications, and software development, as well as technology programs to enhance data collection and dissemination, including effective use of the Internet;
- Special studies to improve the quality and utility of assessments, including activities that include enhancements of survey methodology, assessment development, data analysis, and dissemination, as well as quality control procedures for NCES products; and
- A training program that provides technical training for researchers who use NCES data as well as non-technical information sessions for other users.

### PROGRAM OUTPUT MEASURES (\$000s)

	<u>2007</u>	<u>2008</u>	<u>2009</u>
Elementary and Secondary Education	\$19,692	\$20,379	\$23,455
Postsecondary and Adult Education	27,020	23,477	30,237
Longitudinal Surveys	16,743	19,093	22,765
International Studies	8,459	8,459	9,565
Library Program	2,017	1,200	1,253
Cross-cutting Surveys and Activities	<u>16,091</u>	<u>15,841</u>	<u>17,318</u>
Total	90,022	88,449	104,593

### PROGRAM PERFORMANCE INFORMATION

#### Performance Measures

This section presents selected program performance information, including, for example, GPRA goals and objectives, measures, and performance targets and data, and an assessment of the progress made toward achieving program results. Achievement of program results is based on

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the cumulative effect of the resources provided in previous years and those requested in 2009 and future years, and the resources and efforts invested by those served by the program.

NCES uses customer survey data to help identify areas where improvements are needed in the data collection and reporting systems. In 1997, 1999, 2001, and 2004, NCES administered the survey to a random sample of over 3,900 academic researchers; education associations; education journalists; users of NCES's National Education Data Resource Center; and Federal, State, and local policymakers. In 2006, NCES modified the methodology for the customer survey and began collecting data from a random sample of visitors to the NCES website, who receive a "pop-up box" asking them to complete an online survey. The data are not comparable to the data collected prior to 2006 and are therefore reported separately, not as part of a trend from the earlier years. NCES has set the target for each of the measures at 90 percent of customers reporting that they are satisfied or very satisfied.

**Goal: To collect, analyze, and disseminate information on the condition of education in the United States and to provide comparative international statistics.**

**Objective:** *Provide timely and useful data that are relevant to policy and educational improvement.*

<b>Measure:</b> The percentage of customer respondents satisfied or very satisfied with the following aspects of NCES data files.						
	Ease of Understanding		Timeliness		Relevance	
Year	Target	Actual	Target	Actual	Target	Actual
2006		89	90	86		94
2007	90	89	90	84	90	94
2008	90		90		90	
2009	90		90		90	

**Assessment of progress:** The 2007 NCES customer survey showed most users (89 percent) were satisfied with the ease of understanding of NCES data files, and that NCES was close to meeting its target of 90 percent. NCES has instituted practices that help ensure the utility of its products. NCES's policy is to solicit advice from providers and users of the data and to include in each contract a requirement for a review panel to monitor the technical and programmatic aspects of collection activities. Prior to the release of data or publications, products must meet rigorous statistical standards and undergo reviews by experts within and outside the Department. Furthermore, NCES has developed a variety of online data analysis tools for many of its data sets. These tools, which allow users to create custom data tables, should increase the utility of the data for many users by allowing them to tailor analyses to their own unique needs.

The survey also showed that a clear majority of users (84 percent), although slightly fewer than in 2006, were satisfied with the timeliness of NCES data files. NCES strategies for improving the timeliness of data and publications include online data collections that provide respondents with immediate feedback about out-of-range or questionable items, thus reducing the amount of time needed to edit the data and making them available sooner for analysis and reporting. NCES also is releasing products, including data files, on the Web, which makes it easier for

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most NCES customers to obtain needed information quickly. In addition, IES has established timeliness goals for the release of data from NCES surveys.

The percentage of customers (94 percent) satisfied with the relevance of NCES data files exceeded the target (90 percent). As noted above, NCES has devoted considerable effort to working with researchers, educators, and policymakers to ensure that data are available for their needs.

<b>Measure:</b> The percentage of customer respondents satisfied or very satisfied with the following aspects of NCES publications.						
	<b>Ease of Understanding</b>		<b>Timeliness</b>		<b>Relevance</b>	
<b>Year</b>	<b>Target</b>	<b>Actual</b>	<b>Target</b>	<b>Actual</b>	<b>Target</b>	<b>Actual</b>
<b>2006</b>		93	90	85		95
<b>2007</b>	90	90	90	86	90	94
<b>2008</b>	90		90		90	
<b>2009</b>	90		90		90	

**Assessment of progress:** NCES met its target for the percentage of customers who found the NCES publications easy to understand and exceeded its target for the percentage who were satisfied with the relevance of the publications. NCES's policy is to solicit advice from providers and users to ensure that materials meet their needs. NCES did not meet its target for the timeliness of publications, but 86 percent of respondents were satisfied with their timeliness. NCES has established an efficiency indicator, discussed below, to track the timeliness of the release of information from its surveys.

<b>Measure:</b> The percentage of customer respondents satisfied or very satisfied with the following aspects of NCES services.						
	<b>Courtesy of NCES staff providing services</b>		<b>Timeliness</b>		<b>Ease of finding information on nces.ed.gov</b>	
<b>Year</b>	<b>Target</b>	<b>Actual</b>	<b>Target</b>	<b>Actual</b>	<b>Target</b>	<b>Actual</b>
<b>2006</b>		95	90	92		82
<b>2007</b>	90	96	90	94	90	81
<b>2008</b>	90		90		90	
<b>2009</b>	90		90		90	

**Assessment of progress:** Nearly all customers (96 percent) were satisfied with the courtesy of the NCES staff providing services and 94 percent were satisfied with the timeliness of NCES services. While these percentages exceed the targets for future years, NCES will continue to improve performance and ensure that all customers receive high-quality, timely service. Only 81 percent of respondents found it easy to find information on the NCES website. NCES does not appear to be on track to meet the targets for 2008 and beyond and will continue to work to improve its website design.

In 2007, NCES adopted a number of new measures designed to further track their performance in three areas: customer satisfaction, use of data, and survey quality. These new measures are discussed below.



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NCES will collect customer service information through the American Customer Satisfaction Index (ACSI) (<http://www.theacsi.org/>), which provides satisfaction scores based on samples of customers. The measure will be the percentage of respondents who would recommend NCES to others and who would rely on NCES in the future. The ACSI reports data that allow for comparisons across other Federal agencies and businesses on customer expectations, perceived quality, customer satisfaction, customer complaints, customer loyalty, and customer retention. The baseline for this measure will be established in 2008, and data will be collected every other year.

A key component of NCES's mission is disseminating statistical information to its constituents. In 2007, NCES added three measures that help assess how well it is fulfilling this part of its mission. These measures—the number of visits to the NCES website; the number of users of the NCES Data Analysis System (an online tool for analyzing NCES data sets); and the number of downloads of NCES reports—will allow the Department to track use of NCES information. Baselines for the three website measures will be set in 2008.

In 2008 NCES will also begin reporting the number of times NCES Statistics program data are cited on the web sites of 90 education associations and organizations. This measure will provide an additional source of information on use of NCES data.

One way in which NCES is attempting to ensure the accuracy of its work is by maintaining high response rates. High response rates help ensure that survey data are representative of the target populations, and NCES has set specific benchmarks for different types of studies (e.g., universe surveys, cross-sectional surveys, and longitudinal studies). When a survey response rate is lower than 85 percent, the NCES statistical standards require that NCES conduct bias analyses to help determine the effect of the low rate on the survey results.

<b>Measure:</b> The percentage of survey data collections with either a response rate of 85 percent or higher or a non-response bias analysis and weight adjustments to adjust for bias identified in the nonresponse bias analysis.		
Year	Target	Actual
2007		100
2008	100	
2009	100	

**Assessment of progress:** In 2007, NCES released 25 reports that included 45 survey components. The response rates for 80 percent (36 components) were 85 percent or above, and the remaining 20 percent (9 components) had nonresponse bias analysis conducted because their response rates were below 85 percent. Those nonresponse bias analyses informed the nonresponse weight adjustments to help ensure published results accurately reflected the target population values.

### Efficiency Measures

NCES has adopted two efficiency measures. One of the measures looks at timeliness; the other examines cost per completed case (e.g., respondent).

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The first NCES efficiency measure tracks the time it takes to release survey information. Most initial data releases will be in *First Look Reports*, which have taken the place of the E.D. TABS publication format. The prescribed format for the *First Look Reports* will result in shorter reports that consequently take less time to produce and review. The efficiency measure will address customers' concerns about the data timeliness and help assess how efficiently NCES garners its resources to ensure that work is completed in a timely manner.

In 2005, NCES established the following timeliness goal:

- In 2006, 90 percent of initial releases of data will occur (a) within 18 months of the end of data collection or (b) with an improvement of 2 months over the previous time of initial release of data from that survey program if the 18-month deadline is not attainable in 2006.
- In 2007 through 2010, NCES will reduce by 2 months each year the deadline for initial release, until the final goal of 12 months is reached.

For collections where the release date is determined by an entity other than NCES (e.g., the Organisation of Economic Cooperation and Development for certain international studies), the release date will be the date the report is released to the other entity.

**Measure:** The percentage of NCES Statistics program initial releases that either meet the target number of months, or show at least a 2-month improvement over the prior release, with the starting point of 18 months in 2006, then declining to 16 months in 2007, 14 months in 2008, and 12 months in 2009 and beyond.

Year	Target	Actual
2006	90	90
2007	90	100
2008	90	
2009	90	

**Assessment of progress:** In 2007, NCES exceeded its target, with all 20 initial releases meeting their target release dates. Sixteen of the 20 reports (80 percent) were released in 16 months or less, and the remaining 4 had a reduction of 2 or more months in the time from end of data collection to release when compared to the prior administration of the survey. The range of reduction was 7 to 19.5 months.

NCES also has adopted a second efficiency measure, which is the average cost per completed case for selected surveys.

**Measure:** The average cost per completed case, adjusted for inflation.

Year	Fast Response Survey System		National Postsecondary Student Aid Study		Trends in Mathematics and Science Study	
	Target	Actual	Target	Actual	Target	Actual
2007		\$159.09				
2008	\$159.09		\$174.12		NA	
2009	\$159.09		NA		NA	

**Assessment of progress:** Baseline data are available for three surveys: the Fast Response Survey System (FRSS), the National Postsecondary Student Aid Study (NPSAS), and the Trends in Mathematics and Science Study (TIMSS). The three collections being monitored were

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selected because they have alternative modes of operation: the FRSS is a school-based mail survey, NPSAS is administered via the Web with a computer-assisted telephone interview follow-up, and TIMSS is administered in schools. NCES calculates the average cost per completed case by dividing the total survey costs for data collection and processing by the final number of completed cases. The target is no increase from the baseline, which, in 2006 dollars, was \$159.09 per case for the FRSS generic survey (Spring 2006), \$174.12 for the NPSAS Student Component (academic year 2003-04), and \$177.77 for TIMSS (Spring 2003). Data will not be available every year for NPSAS and TIMSS because they are on a 4 year cycle.

### Follow-up on PART Findings and Recommendations

The Statistics program was assessed in 2003 and received an "Effective" rating. The PART assessment noted that the customer survey data indicated that customers are, overall, satisfied with NCES publications, data files, and services. However, the assessment recommended that NCES focus on improving the timeliness of products and services and report data on the progress of improving the timeliness of release of data. NCES undertook a number of initiatives designed to improve timeliness, including online data collection, release of products and data on the Web, and implementation of an internal tracking system to ensure that survey activities stay on schedule. In addition, as discussed above, NCES established timeliness goals for release of NCES survey data.

The PART improvement plan recommendations are presented below, followed by a description of the Department's actions to address them.

- *Report data on the progress of improving the timeliness of the release of survey data.* NCES continues to monitor customer satisfaction with the timeliness of data files, publications, and services and the time to release of initial reports from data collections. NCES has internal tracking systems in place to help identify when production is "off track," and improving timeliness is an NCES priority.
- *Review postsecondary longitudinal student based data collections to ensure alignment with the new High School Longitudinal Study of 2009.* This activity will help to ensure that information collected from the different surveys can be compared, increasing the utility of information available for analysts and policy makers.
- *Review two other surveys to ensure that they are addressing current policy concerns, eliminating items that are no longer of relevance and adding new items that are.* Ensuring that the data collected are the data needed by educators and policymakers has been a key goal for NCES. Reviewing surveys to ensure that data items meet current needs is an essential activity to ensure that surveys continue to be relevant.

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### Regional educational laboratories

(Education Sciences Reform Act, section 174)

FY 2009 Authorization (\$000s): Indefinite<sup>1</sup>

Budget Authority (\$000s):

	<u>2008</u>	<u>2009</u>	<u>Change</u>
	\$65,569	\$67,569	+\$2,000

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<sup>1</sup> The GEPA extension applies through September 30, 2009.

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### PROGRAM DESCRIPTION

The Regional Educational Laboratories program supports a network of 10 laboratories that serve the needs of their region of the United States through training and technical assistance, applied research, development, and wide dissemination of the best practices to aid school improvement efforts. The allocation of assistance among the regions is based on the number of local educational agencies and the number of school-age children, as well as the cost of providing services within the geographic area encompassed by the region. The Director of the Institute of Education Sciences (IES) is authorized to enter into 5-year contracts with research organizations, institutions of higher education, or partnerships among such entities or individuals with the demonstrated ability or capacity to carry out these activities. The program is administered by the National Center for Education Evaluation and Regional Assistance.

In early 2006, the Department awarded 5-year contracts to 10 Regional Educational Laboratories (see the press release at <http://www.ed.gov/news/pressreleases/2006/03/03282006.html>). IES addressed previous concerns about the quality of the products and services the laboratories provide by implementing the requirement in section 174(e)(5) of the authorizing statute that the applied research and development activities of the laboratories adhere to the same rigorous standards as the other research grants and contracts administered by IES.

In addition to meeting more rigorous standards, the contractors administering laboratories were required to develop a 5-year plan that describes how they identify and serve the needs of their regions. Each plan discusses how the laboratory responds to training and technical assistance requests, including referrals to the Comprehensive Centers and other technical assistance providers supported by the Department. Where existing research is not available that responds to issues raised during their analyses of the needs of States and districts in their regions, the laboratories conduct two types of applied research and development projects. Through fast response projects, the laboratories conduct studies of up to 1 year using existing data or research to respond to particular issues facing schools in the region. For issues that require more extensive analysis, the laboratories conduct rigorous studies that examine the effects of proposed policies, programs, or practices on academic achievement and related high-priority needs of the region and are designed to provide causally valid answers. All applied research and development projects are outlined in the 5-year plan, and described on the new lab website, <http://ies.ed.gov/ncee/edlabs/>.

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### Regional educational laboratories

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The laboratories also develop and disseminate reports and other publications that translate scientific research findings into language that can be understood and applied by classroom teachers, early childhood educators, librarians, parents, policymakers, and others without research backgrounds. These dissemination activities are coordinated with the Education Resources Information Center, the What Works Clearinghouse, and the Department's other technical assistance providers.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2004.....	\$66,665
2005.....	66,131
2006.....	66,470
2007.....	65,470
2008.....	65,569

### FY 2009 BUDGET REQUEST

The Administration requests \$67.569 million for the Regional Educational Laboratories program in 2009, an increase of \$2.0 million. The requested funds are needed to continue support for the fourth year of 5-year contracts awarded in early 2006, and the increase will be used to begin an evaluation of the program, as required by the authorizing statute. In fiscal year 2009, the Institute of Education Sciences (IES) proposes to award an 18-month contract for an evaluation of how well the laboratories respond to the needs of their regions by providing both short- and long-term research assistance and evidence-based technical assistance. The evaluation will also examine the effectiveness of the program's coordination activities across the laboratories and is discussed in the Program Performance Information section of this request.

The laboratories serve as a necessary bridge between the research community and State and local educational agencies by providing expert advice, including training and technical assistance, to bring the latest and best research and proven practices into school improvement efforts. Each of the laboratories is required to specify how the applied research and development projects outlined in their plans address the goals of the Elementary and Secondary Education Act (ESEA) by helping schools meet their adequate yearly progress targets for all student groups. The Regional Educational Laboratories program supports fast response (less than 1 year) and rigorous applied research studies planned on topics related to ESEA implementation, including adequate yearly progress, English language learners, highly qualified teachers, parental involvement, rural education, standards and assessments, and the education needs of students with disabilities. In 2006, the first year of the contracts, the laboratories implemented 63 fast response projects focused on 22 ESEA issues. These projects are developed based on ongoing needs analyses as well as outreach to ED-funded technical assistance agencies, such as the Comprehensive Centers.

In the first year of the contract period, both IES and the laboratories implemented the statutory requirements reflected in the new contracts for peer review of laboratory products. The first reports are now available on the program's website. At the same time that the laboratories are releasing results from their first-year projects, they are proceeding with work on 54 new second-

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year projects that will be released in the spring and summer of 2008. IES program officers are working directly with staff in the Office of Elementary and Secondary Education to see that the comprehensive regional assistance centers are informed about all of the laboratory reports and are disseminating those reports to relevant audiences. An online project selector tool has been added to the IES website for the Regional Educational Laboratories program (<http://ies.ed.gov/ncee/edlabs/projects/index.asp>).

For high priority issues lacking scientifically based research, promising types of technical assistance services are being tested in the regions to provide evidence for future technical assistance. Over 30 field tests are planned on services such as professional development to help English language learners, adolescent literacy, math skills, as well as web-based products for assessing student progress and facilitating learning. In 2008 and 2009, the laboratories will initiate new cross-laboratory collaborations on issues related to ESEA, such as providing States and school districts with tools for tracking and examining proficiency gains.

#### PROGRAM OUTPUT MEASURES (\$000s)

	<u>2007</u>	<u>2008</u>	<u>2009</u>
Northeastern Region	\$8,105	\$8,105	\$8,763
Mid-Atlantic Region	5,723	5,855	5,739
Southeastern Region	7,440	7,401	7,402
Appalachian Region	5,418	5,277	5,328
Midwestern Region	7,430	7,430	7,842
Central Region	5,125	5,200	5,162
Southwestern Region	7,963	7,962	7,346
Western Region	8,134	8,134	8,162
Northwestern Region	4,881	4,881	4,882
Pacific Basin Region	4,242	4,107	3,772
Regional educational laboratories network	1,009	1,217	1,171
Evaluation	<u>0</u>	<u>0</u>	<u>2,000</u>
Total, Regional educational laboratories	65,470	65,569	67,569

Note: Contract amounts for FY 2008 and 2009 have not yet been finalized by the Department. These amounts are estimates.

#### PROGRAM PERFORMANCE INFORMATION

The Education Sciences Reform Act of 2002 established new standards for the Regional Educational Laboratories program. IES awarded the first contracts subject to these requirements in early 2006. In fiscal year 2008, IES expects to develop new indicators that will reflect requirements under the new contracts.

In January 2009, IES proposes to conduct an independent evaluation of the Regional Educational Laboratories program. The evaluation will consist of activities such as the following:

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- Peer Review of Fast Response Reports: An outside panel of experts will review a sample of between 15 and 20 of the fast response reports produced by each of the laboratories during the first 3 years of the current contracts. The outside experts will rate the reports on three dimensions: technical quality, relevance, and utility, which is the same approach being used to evaluate the work of the Department's other technical assistance programs.
- Peer Review of Reports from Applied Research and Development Studies: Interim reports from most of the 24 applied research and development studies will be completed by the spring of 2009. An outside panel(s) of experts in research methodology will assess the technical quality of all of these reports. The evaluation will summarize the quality of the implementation of these studies based on these documents.
- Needs Analysis and Requests for Training and Dissemination: The evaluation will examine how the laboratories have responded to the information they received from their needs analysis efforts and requests for training. Based on a review of existing documents, the evaluation will determine the degree of alignment between the expressed needs of the region and the work of the laboratories. In addition, the evaluation will conduct brief surveys of State and local educators to assess the extent to which Regional Educational Laboratories products have reached the intended consumers of the information. In addition, the evaluation will conduct a brief customer satisfaction survey of the requestors of the Fast Response reports to determine whether they considered these reports to be useful.
- Coordination of Activities: The evaluation will examine the extent to which the National Laboratory Network (NLN) has facilitated the coordination of the laboratories' activities. The evaluation will review the work products of the laboratories in the first 3 years of the contract as well as the plans for the fourth year of the contracts to determine the degree to which there have been collaborative efforts among the laboratories and whether duplication of efforts has been avoided. In addition, the evaluation will examine the degree to which the Regional Educational Laboratories program website has succeeded in serving as an effective one-stop mechanism to disseminate the laboratories' products as well as those from the NLN.

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### Assessment

(National Assessment of Educational Progress Authorization Act)

FY 2009 Authorization (\$000s): Indefinite <sup>1</sup>

Budget Authority (\$000s):

	<u>2008</u>	<u>2009</u>	<u>Change</u>
National Assessment of Educational Progress	\$98,121	\$130,121	\$32,000
National Assessment Governing Board	<u>5,932</u>	<u>8,723</u>	<u>2,791</u>
Total	104,053	138,844	34,791

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<sup>1</sup> The GEPA extension applies through September 30, 2009.

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### PROGRAM DESCRIPTION

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what American students know and can do. Also known as *The Nation's Report Card*, NAEP collects and analyzes data on, measures, and reports on the status and trends in student learning over time, subject-by-subject. By making objective information on student performance available to policymakers, educators, parents, and others, NAEP has become an integral part of the Nation's measurement of educational progress.

Assessment frequency is specified in the authorizing statute. The Commissioner for Education Statistics must conduct:

- National reading and mathematics assessments in public and private schools at grades 4 and 8 at least once every 2 years;
- National grade 12 reading and mathematics assessments in public and private schools on a regular schedule; and
- Biennial State assessments of student achievement in reading and mathematics in grades 4 and 8.

If time and resources allow, the Commissioner may conduct additional national and State assessments in grades 4, 8, and 12 in public and private schools at regularly scheduled intervals in additional subject matters, including writing, science, history, geography, civics, economics, foreign languages, and arts; may conduct grade 12 State reading and mathematics assessments; and may conduct long-term trend assessments of academic achievement at ages 9, 13, and 17 in reading and mathematics. Whenever feasible, information must be collected and reported by race, ethnicity, socioeconomic status, gender, disability, and limited-English proficiency. The NAEP schedule is publicly available at <http://www.nagb.org/>.

The National Assessment Governing Board (NAGB) is responsible for formulating policy for NAEP. NAGB is composed of 25 voting members including Governors, State legislators, chief State school officers, a superintendent, State and local board of education members, testing



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### Assessment

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and measurement experts, a representative of business or industry, curriculum specialists, principals, classroom teachers, and parents. The Director of the Institute of Education Sciences serves as an ex officio, nonvoting member of the Board. Using a national consensus approach, NAGB develops appropriate assessment objectives and achievement levels for each grade in each subject area to be assessed. The assessment budget supports the following major program components:

- *National NAEP.* The main NAEP assessments report results for the Nation and are designed to follow the curriculum frameworks developed by NAGB. They periodically measure student achievement in reading, mathematics, science, writing, U.S. history, civics, geography, and other subjects;
- *Grade 4 and 8 State NAEP.* State assessments address the needs of State-level policymakers for reliable data concerning student achievement in their States in reading, mathematics, science, and writing. In 2002, the Department began paying for State participation in biennial reading and mathematics assessments in grades 4 and 8. Periodic assessments also are administered in science and writing;
- *Grade 4 and 8 Trial Urban District Assessment (TUDA).* Begun in 2002, the TUDA provides information on student achievement in a small number of urban school districts. Participation is voluntary;
- *Long-term NAEP.* In its long-term trend program, NAEP administers identical instruments from one assessment year to the next, measuring student achievement in reading and mathematics. These assessments do not evolve based on changes in curricular or educational practices; and
- *Evaluation and validation studies.* Congress mandates that the Secretary provide for continuing review of the national and State assessments and student performance levels by one or more nationally recognized evaluation organizations. NAEP funds also support studies to examine critical validity issues involving NAEP design, interpretation, and operations.

In order to inform the American public about the performance of the Nation's students, NAEP produces a series of public audience and technical reports. All NAEP reports are available through the Internet (<http://nces.ed.gov/nationsreportcard/>). In addition, an online data tool (<http://nces.ed.gov/nationsreportcard/naepdata/>) allows users to create their own data tables with national and State data.

The statute requires biennial State assessments in reading and mathematics in grades 4 and 8 and requires reporting NAEP results, where feasible, by disability and limited-English proficiency as well as by race, ethnicity, socioeconomic status, and gender. The Federal Government is specifically prohibited from using NAEP to influence standards, assessments, curriculum, or instructional practices at the State and local level, or from using NAEP to evaluate individual students or teachers or provide rewards or sanctions for individual students, teachers, schools, or school districts. In addition, the statute specifies that nothing in the law shall be construed to prescribe the use of NAEP for student promotion or graduation purposes, and that NAEP should not affect home schools. Maintenance of a system of records containing personally identifiable

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information on students is prohibited, and assessments must not evaluate or assess personal or family beliefs or attitudes.

The statute ensures the Department's ability to maintain test integrity by allowing the Statistics Commissioner to decline to release cognitive test items that will be used in future assessments for 10 years (and longer if important to protect long-term trend data) while continuing to provide for public access to assessment materials in secure settings. The statute requires that the public be notified about such access; requires that access be provided within 45 days in a mutually convenient setting; and establishes procedures for receiving, reviewing, and reporting complaints. The law provides criminal penalties for unauthorized release of assessment instruments.

The statute also mandates that participation is voluntary for students and schools, as well as for local educational agencies. Each participating State must give permission for the release of the results of its State assessment. However, under Title I of ESEA, each State participating in the Title I program must develop a State plan that demonstrates, among other things, that the State has developed high quality assessments that will be used to determine student progress (ESEA, Title I, Part A, Section 1111). In addition, each State, in its plan, had to agree to participate in the biennial grades 4 and 8 reading and mathematics NAEP assessments beginning in the 2002-2003 school year, if the Secretary paid for the costs of participation. Any State with an approved plan under section 1111 is deemed to have given its permission for the release of its grades 4 and 8 reading and mathematics NAEP data.

Funding levels for both NAEP and NAGB for the past 5 fiscal years were:

	(\$000s)
2004 .....	\$94,763
2005.....	94,073
2006.....	93,132
2007.....	93,149
2008.....	104,053

### FY 2009 BUDGET REQUEST

The Administration requests \$138.844 million for the National Assessment of Educational Progress in 2009, an increase of \$34.791 million over the 2008 appropriation. Of this amount, \$130.121 million (\$32.0 million over 2008) would provide support for the National Assessment of Educational Progress (NAEP) program and \$8.723 million (\$2.791 million over 2008) would support the National Assessment Governing Board (NAGB). NAGB is responsible for formulating policy for NAEP and develops appropriate assessment objectives and achievement levels for each grade in each subject area to be assessed.

NAEP funds for a particular fiscal year provide support for the analysis and reporting of assessments conducted in prior fiscal years, the conduct of current year assessments, and planning for future assessments. Thus, 2009 funds will pay for continued analysis and reporting of data from the 2007 and 2008 assessments, including the arts assessment; administration of

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the 2009 reading, mathematics, and science assessments; and preparation for assessments in future years.

At the request level the Department would be able to conduct the following assessments and activities:

- 2009 national and State reading, math, and science assessments at grades 4 and 8.
- 2009 national assessments in reading, math, and science assessments at grade 12.
- 2009 assessments for a small number of urban districts that participate in the TUDA. In 2007, 10 districts—Atlanta, Austin, Boston, Charlotte, Chicago, Cleveland, Houston, Los Angeles, New York City, and San Diego—plus the District of Columbia participated in the TUDA. The Department anticipates collecting data from a small number of additional districts in 2009.
- A 2009 high school transcript study that provides information about the types of courses that graduates take, how many credits they earn, their grade point averages, and the relationship between course-taking patterns and achievement, as measured by NAEP.
- Preparation for 2010 U. S. history and civics assessments at grades 8 and 12; and
- Preparation for 2011 national and State reading and math assessments at grades 4 and 8 and for the 2011 national and State writing assessment (grade 8 only).
- Analysis and reporting of assessments conducted prior to 2009, including the 2008 arts and long-term trend reading and mathematics assessments.
- Conducting voluntary 12<sup>th</sup> grade State-level reading and mathematics assessments in up to 20 States in 2009. Ensuring that all American children receive a quality education is a national priority, and NAEP provides the only means to compare the performance of children in all States over time. Today, because of requirements in *No Child Left Behind*, all States participate in reading and mathematics assessments at grades 4 and 8. Assessments at these points in time provide information on students' achievements towards the end of elementary school and prior to entry into high school. Extending State NAEP to grade 12 will complete the picture by providing parents, teachers, policymakers, and the public with critical information on how well prepared high school graduates are for further education and the workforce.

The requested increase also would allow NCES to conduct the following additional assessments and activities:

- Preparation for mandatory 12<sup>th</sup> grade reading and mathematics assessments in the 2011 State NAEP program.
- A 2009 private school oversample and various special studies and analyses, including a science trend study.
- Preparation for a 2010 geography assessment at grades 4, 8, and 12.
- Preparation for a 2010 U.S. history assessment at grade 4.

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- Preparation for 2011 national assessments in grades 4 and 12 writing and a State grade 8 writing assessment.

If the Department does not receive the additional funding in 2009, it will not be able to conduct the full range of assessments and activities outlined above.

The requested funding for NAGB would allow it to carry out its policy-setting responsibilities for NAEP, including selecting subject areas to be assessed; developing student achievement levels for each grade and subject tested; taking appropriate actions to improve the form, content, use, and reporting of NAEP; developing test objectives and specifications for assessments in each subject; handling the initial public release of NAEP reports; ensuring that all NAEP materials are free from racial, cultural, gender, and regional bias and are secular, neutral, and non-ideological; developing and implementing procedures for the review of NAEP methodology, content, frameworks, reporting, and dissemination; and reviewing complaints about NAEP submitted by parents and other members of the public and determining whether revisions to NAEP are necessary and appropriate. The funding increase requested for NAGB in 2009 would allow NAGB to conduct work on setting achievement levels in reading, mathematics, and science for the 2009 assessments and undertake a range of validity studies designed to enable NAEP to report on the preparedness of 12th grade students for college and training for occupations.

### PROGRAM OUTPUT MEASURES (\$000s)

	<u>2007</u>	<u>2008</u>	<u>2009</u>
NAEP	\$88,095	\$98,121	\$130,121
NAGB	<u>5,054</u>	<u>5,932</u>	<u>8,723</u>
Total, Assessment	93,149	104,053	138,844
Number of full-time equivalent permanent personnel associated with NAGB	12	14	14

### PROGRAM PERFORMANCE INFORMATION

#### Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data, and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in fiscal year 2009 and future years, and the resources and efforts invested by those served by this program.

The National Center for Education Statistics (NCES) uses customer survey data to help identify areas where improvements are needed in the data collection and reporting systems. In 1997, 1999, 2001, and 2004, NCES administered the survey to a random sample of over 3,900 academic researchers; education associations; education journalists; users of NCES's National

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Education Data Resource Center; and Federal, State, and local policymakers. In 2006, NCES replaced the mailed survey with an online survey of a random sample of visitors to the NCES website. Data are reported for the Statistics and Assessment programs as a whole and are presented in the Statistics justification.

In 2007, NCES added new performance measures to track customer service and the extent to which NCES is fulfilling its mission to disseminate information to its constituents.

In addition to the existing customer service measures, NCES also has decided to collect customer service information through the American Customer Satisfaction Index (ACSI) (<http://www.theacsi.org/>), which provides satisfaction scores based on samples of customers. The new measure will track the percentage of respondents who would recommend the Nation's Report Card to others and who would rely on the Nation's Report Card in the future. The ACSI reports data that allow for comparisons across other Federal agencies and businesses on customer expectations, perceived quality, customer satisfaction, customer complaints, customer loyalty, and customer retention. The baseline for this measure will be established in 2008, and data will be collected every other year.

NCES also added four measures for the Assessment program that help assess how well it is fulfilling its mission of disseminating information to its constituents. In 2007, NCES added three measures for the Assessment program that help assess how well it is fulfilling this part of its mission. Three measures—the number of visits to the NAEP website, the number of users of the Assessment Explorer (an online tool for analyzing NAEP data sets), and the number of downloads of NAEP reports—will allow the Department to track use of NAEP information. Baselines will be set in 2008, and targets will be established after examination of the baseline data.

In 2008, NCES also will begin reporting the number of times NAEP data are cited on the web sites of 90 education associations and organizations. This measure will provide an additional source of information on use of NAEP.

### Efficiency Measures

In 2003, NCES added an indicator on timeliness for the Assessment program that measures the actual time from the end of data collection to release of the initial NAEP reports in support of No Child Left Behind. The goal is to ensure that NAEP results are available within 6 months of each reading and mathematics assessment, and the measure is an indication of how efficiently the Department is providing information to the public.

**Goal: To collect, analyze, and disseminate information on the condition of education in the United States and to provide comparative international statistics.**

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**Objective:** *Timeliness of National NAEP data for Reading and Mathematics Assessment in support of No Child Left Behind.*

<b>Measure:</b> Number of months from end of data collection to initial release of results.		
Year	Target	Actual
2003	6	8
2005	6	6
2007	6	5.25
2009	6	

**Assessment of Progress:** In 2003, the national reading and mathematics results, which directly support the No Child Left Behind Act implementation, were released 8 months after the end of data collection; in 2005, results were released in 6 months, which met the goal; and in 2007, results were released in only 5.25 months, which exceeded the goal. (For NAEP, where the timing of the public release is determined by NAGB, the time to completion used to assess progress towards this goal is the time from the end of data collection to the time the report is submitted to NAGB, not the time when NAGB releases the data to the public.)

In 2007, IES established two additional timeliness goals for NAEP:

- The percentage of NAEP reports on State-level 4<sup>th</sup> grade and 8<sup>th</sup> grade (and 12<sup>th</sup> grade if implemented) reading and mathematics assessments ready for release by the National Assessment Governing Board within 6 months of the end of data collection.
- The percentage of NAEP initial releases, excluding national and State reading and mathematics assessments, which are reported as separate measures, that either meet the target number of months from the end of data collection to release of the report, or show at least a 2-month improvement over the prior release, with the starting point of 18 months in 2006, then declining to 16 months in 2007, 14 months in 2008, and 12 months in 2009 and beyond. The baseline, which was set in 2007, is 80 percent, which is also the target for 2008 and 2009.

NCES also is examining the average cost per completed case for the assessments.

<b>Measure:</b> After adjustment for inflation, the average cost per completed case for the assessments (in 2006 dollars).		
Year	Target	Actual
2007		\$79.68
2009	\$79.68	

**Assessment of Progress:** NCES established a baseline of \$79.68 in 2007, and set the outyear target at this level.

### Follow-Up On PART Findings and Recommendations

The Assessment program received an “Effective” rating when it was rated using the Program Assessment Rating Tool (PART) in 2004. The rating noted that the customer survey data indicated that customers are, overall, satisfied with NCES publications, data files, and services,

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but the rating recommended that NCES focus on improving the timeliness of products and services and present customer satisfaction data for NAEP separately, as well as for the entire NCES program.

In response to PART recommendations, NCES began reporting data on the progress of improving the timeliness of the release of assessment data. As noted above, NAEP results are now available considerably sooner after test administration than in the past. The 2007 reading and mathematics data were released in 5.25 months.

The current PART improvement plan recommendations are presented below, followed by a description of the Department's actions to address them.

- *Complete the NAEP evaluation and determine which findings can be used to recommend program improvements.* The Department is conducting the NAEP evaluation through a contract monitored by its Policy and Program Studies Service (PPSS). PPSS anticipates releasing the final report by the end of September 2008.
- *Conduct an analysis of interstate variation in exclusion rates.* This analysis will promote more accurate State NAEP comparisons as well as identify differences among the States in the extent to which they exclude students (e.g., students with disabilities or with limited-English proficiency) from their assessments.

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### Research in special education

(Education Sciences Reform Act of 2002, Part E)

FY 2009 Authorization (\$000s): Indefinite<sup>1</sup>

Budget Authority (\$000s):

<u>2008</u>	<u>2009</u>	<u>Change</u>
\$70,585	\$70,585	0

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<sup>1</sup> The GEPA extension applies through September 30, 2009.

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### PROGRAM DESCRIPTION

The Research in Special Education program supports research to address gaps in scientific knowledge in order to improve special education and early intervention services and results for infants, toddlers, and children with disabilities. The 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA) amended the Education Sciences Reform Act of 2002 and created a National Center for Special Education Research (NCSE) within the Institute of Education Sciences (IES). A Commissioner for Special Education Research, appointed by the Director of IES, heads NCSE. The Commissioner is required to have substantial knowledge of NCSE's activities, including a high level of expertise in the fields of research, research management, and the education of children with disabilities.

NCSE builds on research conducted under the Office of Special Education Programs (OSEP), while applying the higher standards that govern IES' peer review and conduct and evaluation of research. The inclusion of special education research in IES also helps to ensure that research on special education informs general education research.

The Commissioner is required to develop a research plan for the Center in collaboration with the Assistant Secretary for Special Education and Rehabilitative Services and propose it to the Director of IES. In developing the research plan, the Commissioner is required to ensure that research conducted by the Center is consistent with the priorities and mission of IES, is consistent with the purpose of the IDEA, contains an appropriate balance across all age ranges and types of children with disabilities, is coordinated with the comprehensive plan for national activities authorized under Part D, Subpart 2 of the IDEA, and is relevant to special education practice and policy.



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Funding levels for the past 5 fiscal years were:

	(\$000s)
2004.....	\$78,125
2005.....	83,104
2006.....	71,840
2007.....	71,840
2008.....	70,585

### FY 2009 BUDGET REQUEST

The Administration requests level funding of \$70.585 million for special education research in fiscal year 2009. As in general education, the gaps in scientific knowledge about the development and education of persons with disabilities are significant. The requested funds will be used to increase our investment in high quality research on special education by ensuring rigor and focus while addressing topics that are of high relevance to the needs of parents, educators, and policymakers. In order to provide the flexibility the Institute of Education Sciences (IES) needs to plan and administer a regular cycle of research competitions, the Administration requests that funding be available for 2 years, as it has been in previous years.

In order to stimulate competition and better serve the field, the National Center for Special Education Research (NCSER) within IES will hold two rounds of competition each fiscal year. This strategy provides increased flexibility to applicants, giving them more time to develop applications and initiate research projects. In its competition announcements, NCSER invites applications on specific research topics. Within each topic, applicants must specify one of the following purposes for their proposed projects: (1) identifying approaches that may have an impact on student outcomes; (2) developing new approaches with potential to improve student outcomes; (3) conducting trials to determine the efficacy of fully developed approaches that either have evidence of potential efficacy or are widely used but have not been rigorously evaluated; (4) determining the effectiveness of approaches implemented at scale; or (5) developing or validating data and measurement systems and tools. Approaches include programs (such as curricula), practices (including instructional techniques), and policies.

The level of funding and number of grants in each topic area is based on the quality of the applications received as rated by panels of scientists. NCSER awards grants to applications that are rated either excellent or outstanding by the peer review panel.

The requested funds would support continuations and new awards under NCSER's ongoing programs of research. The specific outcomes, conditions, grade levels, and goals addressed by the 2009 competitions will be determined based on the response to the 2008 competitions.

**Reading, Writing, and Language Development.** This research program addresses the need for education interventions to improve the language and vocabulary development of kindergarten through middle school students with disabilities. The program also supports research to develop and validate reading and writing assessments and measures that permit an analysis of vocabulary growth and development in different linguistic units at different points in time. Since 2006, NCSER has awarded three grants to support research to develop and evaluate the effectiveness of interventions aimed at enhancing language development,

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vocabulary growth, and reading and writing for students with disabilities and those at high risk for disabilities. NCSER invited applications for new awards on this topic in 2008; the request for applications is available on the IES website ([http://ies.ed.gov/ncser/pdf/2008324\\_readwrite.pdf](http://ies.ed.gov/ncser/pdf/2008324_readwrite.pdf)).

**Early Intervention, Early Childhood Special Education, and Assessment for Young Children with Disabilities.** This program will support the development and evaluation of preschool or kindergarten curricula and teacher professional development intended to address the cognitive, linguistic, social, and emotional needs of young children with disabilities or at high risk for disabilities. Interventions may be new programs or modifications of existing curricula adapted to address the needs of young children with disabilities. Since 2006, NCSER has awarded seven grants for research on early intervention and assessment for young children with disabilities. NCSER invited applications for new awards on this topic in 2008; the request for applications is available on the IES website ([http://ies.ed.gov/ncser/pdf/2008324\\_earlyintervention.pdf](http://ies.ed.gov/ncser/pdf/2008324_earlyintervention.pdf)).

**Serious Behavior Disorders.** The purpose of this program is to support the development and evaluation of interventions designed to improve the behavioral and social skills and, concomitantly, the academic outcomes of students with disabilities or at high risk of developing such disabilities in kindergarten through middle school. In addition, this program will support the development and validation of assessment tools and procedures that can be used in home, instructional, and non-instructional settings to identify or diagnose sources of behavior problems in kindergarten through middle school students with disabilities or at high risk for disabilities. Since 2006, NCSER has awarded 11 grants for research on this topic. NCSER invited applications for new awards on this topic in 2008; the request for applications is available on the IES website ([http://ies.ed.gov/ncser/pdf/2008324\\_behavior.pdf](http://ies.ed.gov/ncser/pdf/2008324_behavior.pdf)).

**Autism Spectrum Disorders.** Some estimates of the prevalence of autism nationally among children aged 3 to 22 show a 20 percent average annual growth rate from the 1992-93 to the 2003-04 school year, with 1 out of 264 children affected in 2003. Substantial progress has been made in developing intensive behavioral interventions for autism that are carried out by well-trained specialists. However, there is very little research that addresses what schools should do to support the development and education of children with autism. In 2008, the NCSER invited applications for a research program on the education of students with autism spectrum disorders that will focus on how to adapt for use in schools treatment models that have been shown to be effective in specialized treatment settings, how to tailor instruction and support to the age of the children and to the degree of severity of the symptoms of autism, and how to integrate school-based services with those that are delivered in the home and in specialized settings. The request for applications for the fiscal year 2008 competition is available on the IES website ([http://ies.ed.gov/ncser/pdf/2008324\\_autism.pdf](http://ies.ed.gov/ncser/pdf/2008324_autism.pdf)).

**Individualized Education Programs and Family Service Plans.** The Individuals with Disabilities Education Act (IDEA) requires education institutions, in collaboration with parents (and older students), to tailor an individualized education program (IEP) for each student with a disability that meets the unique needs of that student. Too often, IEPs are created and monitored without benefit of knowledge of the latest research on the education and assessment of students with disabilities. Since 2006, NCSER has awarded three grants for this research program, which supports the development and evaluation of training programs for IEP teams, as

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well as methods of managing and monitoring the IEP process, that will result in education services that are better aligned with scientifically based research and that enhance the achievement and development of students with disabilities. NCSER invited applications for new awards on this topic in 2008; the request for applications is available on the IES website ([http://ies.ed.gov/ncser/pdf/2008324\\_iep.pdf](http://ies.ed.gov/ncser/pdf/2008324_iep.pdf)).

**Mathematics and Science Special Education Research Program.** Little research has been conducted to evaluate the effectiveness of mathematics and science curricula and instructional practices for improving student learning and achievement for students with identified disabilities and students at high risk for disabilities. Through the Mathematics and Science Special Education research program, NCSER seeks applications that support the development and evaluation of mathematics or science curricula and instructional approaches for students with identified disabilities and students at high risk for disabilities. Since 2006, NCSER has awarded one grant under this topic. NCSER invited applications for new awards on this topic in 2008; the request for applications is available on the IES website ([http://ies.ed.gov/ncser/pdf/2008324\\_mathsci.pdf](http://ies.ed.gov/ncser/pdf/2008324_mathsci.pdf)).

**Related Services.** The purpose of this program of research is to contribute to the improvement of physical, cognitive, communication, social/emotional, adaptive, and academic outcomes of infants, toddlers, young children, and students who receive special education and related services. Such services include speech-language pathology and audiology services; interpreting services; psychological services; physical and occupational therapy; early identification and assessment of disabilities in children; counseling services, including rehabilitation counseling; orientation and mobility services; social work services in schools; and parent counseling and training. NCSER invited applications for awards on this topic in 2008, and the request for applications for this competition is available on the IES website ([http://ies.ed.gov/ncser/pdf/2008324\\_relatedservices.pdf](http://ies.ed.gov/ncser/pdf/2008324_relatedservices.pdf)).

**Response to Intervention.** The purpose of this program of research is to contribute to the improvement of instruction for students with disabilities and to the prevention of inappropriate identification of specific learning disabilities. Response to Intervention (RTI) approaches typically use multi-tiered systems of instruction that first provide a scientifically based core curriculum to all students in a general education setting. Students receive regular assessments of their academic skills with which their progress is monitored. If students are not progressing adequately, their instruction is modified and additional services are provided. This program will support research to identify, develop, or evaluate practices, programs, or systems that are effective for improving instruction for students with disabilities and preventing the inappropriate identification of students with specific learning disabilities. This program will also support research on the development and validation of RTI assessment tools and procedures that can be used to evaluate instruction, measure student initial and ongoing performance and progress, and accurately identify students eligible for special education. NCSER invited applications for new awards on this topic in 2008; the request for applications is available on the IES website ([http://ies.ed.gov/ncser/pdf/2008324\\_intervention.pdf](http://ies.ed.gov/ncser/pdf/2008324_intervention.pdf)).

**Secondary and Transition Services.** Through this program, NCSER supports research to identify, develop or evaluate curricula, instructional approaches, transition services, programs, or systems that are potentially effective for improving the academic or functional skills of

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students with disabilities in middle school and high school settings, as well as mediators and moderators of the effects of these practices. This program also supports research to develop and validate assessments of skills that predict successful education and transition outcomes for students with disabilities in secondary settings. Since 2006, NCSE has awarded two grants on this topic. NCSE invited applications for new awards on this topic in 2008; the request for applications is available on the IES website ([http://ies.ed.gov/ncser/pdf/2008324\\_secondary.pdf](http://ies.ed.gov/ncser/pdf/2008324_secondary.pdf)).

#### PROGRAM OUTPUT MEASURES (\$000s)

	<u>2007</u>	<u>2008</u>	<u>2009</u>
Research project grants:			
Reading, Writing and Language Development	\$4,542	tbd <sup>1</sup>	tbd <sup>2</sup>
Early Intervention, Early Childhood Special Ed, and Assessment for Young Children with Disabilities	9,707	tbd <sup>1</sup>	tbd <sup>2</sup>
Serious Behavior Disorders	14,261	tbd <sup>1</sup>	tbd <sup>2</sup>
Autism Spectrum Disorders	6,196	tbd <sup>1</sup>	tbd <sup>2</sup>
Individualized Education Programs and Family Service Plans	5,552	tbd <sup>1</sup>	tbd <sup>2</sup>
Mathematics and Science Education	4,575	tbd <sup>1</sup>	tbd <sup>2</sup>
Related Services	0	tbd <sup>1</sup>	tbd <sup>2</sup>
Response to Intervention	3,990	tbd <sup>1</sup>	tbd <sup>2</sup>
Secondary and Transition Services	5,053	tbd <sup>1</sup>	tbd <sup>2</sup>
Assessment for Accountability	3,124	0 <sup>3</sup>	0 <sup>3</sup>
Quality of Teachers and Other Service Providers	5,817	0 <sup>3</sup>	0 <sup>3</sup>
Reading Interventions for Students with Mental Retardation	880	\$281 <sup>3</sup>	0 <sup>3</sup>
Research on Accessible Reading Assessments	<u>0</u>	<u>1,041<sup>3</sup></u>	<u>0<sup>3</sup></u>
Subtotal, research project grants	63,697	63,245	\$64,680
Contracts	4,725	3,935	2,500
Peer review of new award applications	718	705	705
Interagency agreements	<u>2,700</u>	<u>2,700</u>	<u>2,700</u>
Total, Research in special education	71,840	70,585	70,585

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<sup>1</sup> IES has invited applications for new research awards on this topic. The number and size of awards will depend on the quality of applications received.

<sup>2</sup> Funds requested in 2009 would enable IES to support new research awards on this topic. The specific outcomes, conditions, grade levels, and goals for the 2009 competitions will depend on the response to the 2008 competitions.

<sup>3</sup> IES held competition(s) for new awards for research on this topic in previous years. The topic is not described above in the FY 2009 Budget Request section because IES will not make new awards for research on this topic in 2008 or 2009.

#### PROGRAM PERFORMANCE INFORMATION

##### Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data, and an assessment of the progress made toward achieving program results. Achievement of results is based on the

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cumulative effect of the resources provided in previous years and those requested in FY 2009 and future years, and the resources and efforts invested by those served by the program.

**Goal: Transform education into an evidence-based field.**

**Objective:** *Raise the quality of research funded or conducted by the Department.*

#### Long-term Measures

**Measure:** By 2017, at least 15 IES-supported interventions on improving reading, writing, or language outcomes for students with disabilities will have been reported by the What Works Clearinghouse to be effective.

**Measure:** By 2017, at least 12 IES-supported interventions on improving school readiness outcomes for students with disabilities will have been reported by the What Works Clearinghouse to be effective.

**Measure:** By 2017, at least 10 IES-supported interventions on improving behavior outcomes for students with disabilities will have been reported by the What Works Clearinghouse to be effective.

**Measure:** By 2017, at least 125 individuals who have completed IES-supported pre- or post-doctoral research training programs will be actively engaged in research on special education.

**Measure:** By 2017, 25 percent of decisionmakers surveyed will indicate that they consult the What Works Clearinghouse prior to making decision(s) on interventions in on reading, writing, language, school readiness, or behavior interventions for special education.

#### Annual Measures

<b>Measure:</b> The number of IES-supported interventions with evidence of efficacy in improving reading, writing, or language outcomes for students with disabilities.		
Year	Target	Actual
2009	1	

**Assessment of progress:** Data for this new measure will be collected for the first time in 2009.

<b>Measure:</b> The number of IES-supported interventions with evidence of efficacy in improving school readiness outcomes for students with disabilities.		
Year	Target	Actual
2009	1	

**Assessment of progress:** Data for this new measure will be collected for the first time in 2009.

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<b>Measure:</b> The number of IES-supported interventions with evidence of efficacy in improving behavior outcomes for students with disabilities.		
Year	Target	Actual
2009	1	

**Assessment of progress:** Data for this new measure will be collected for the first time in 2009.

<b>Measure:</b> The number of individuals who have been or are being trained in IES-funded special education research training programs.		
Year	Target	Actual
2009	6	

**Assessment of progress:** Data for this new measure will be collected for the first time in 2009. An additional measure of the number of graduates of IES-supported special education research training programs who are employed in research positions will be collected, beginning in 2013.

### Efficiency Measures

<b>Measure:</b> The average number of research grants administered per each program officer employed in the National Center for Special Education Research.		
Year	Target	Actual
2009	20	

**Assessment of progress:** Data for this new measure will be collected for the first time in 2009.

## FOLLOW-UP ON PART FINDINGS AND RECOMMENDATIONS

Research in Special Education, formerly the Research and Innovation program, underwent a Program Assessment Rating Tool (PART) review in 2003. The program received a rating of "Results Not Demonstrated," because it does not have specific long-term outcome goals against which the impact of Federal investments in special education and early intervention research can be measured. The PART recommendations are presented in italics below, followed by a description of the Department's actions to address them.

- *Implement a regular schedule for review by an independent organization to assess overall program quality, coordinated with the reauthorization cycle.* The last independent evaluation of special education research activities was a partial evaluation conducted by COSMOS in 1991. The National Board for Education Sciences awarded a contract for its evaluation of IES research activities in the summer of FY 2007. The results of this evaluation are not expected until 2008.
- *Collaborate with the Office of Special Education and Rehabilitative Services (OSERS) to create a research plan that demonstrates how the IES priorities and programs for special education research are consistent with the purposes of IDEA and coordinated with OSERS*

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*activities.* The National Board for Education Sciences has approved research priorities for IES and NCSEER has published Requests for Applications that show how these priorities are being applied within the Research in Special Education program. By the end of fiscal year 2008, IES will produce a research plan, in collaboration with OSERS, that meets the statutory requirements in section 177(c) of the Education Sciences Reform Act.

- *Collect meaningful grantee performance data and make them available to the public in a transparent and meaningful manner.* IES established new long-term and annual performance measures and a new efficiency measure for the Research in Special Education program. The first year of data for these measures will be made available to the public through the Department's Visual Performance Suite system in October 2009. These measures are aligned with the measures developed for the IES Research, Development, and Dissemination program during its 2007 PART assessment.
- *Evaluate the impact of IDEA 2004, working in coordination with the Office of Special Education Programs. Use findings from the evaluation to advise the Administration and Congress on the next IDEA reauthorization.* The National Center for Education Evaluation and Regional Assistance (NCEE) is conducting a national assessment of IDEA. Contracts for the analysis of extant data and an implementation study were awarded in 2007. The final report(s) on these studies are due by the end of FY 2008. Depending on the advice of the panel of experts and available resources, additional contract(s) may be awarded in FY 2008 for studies of interventions designed to improve educational outcomes for students with disabilities.

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### Statewide data systems

(Educational Technical Assistance Act, Section 208)

FY 2009 Authorization (\$000s): Indefinite<sup>1</sup>

Budget Authority (\$000s):

<u>2008</u>	<u>2009</u>	<u>Change</u>
\$48,293	\$100,000	\$51,707

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<sup>1</sup> The GEPA extension applies through September 30, 2009.

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### PROGRAM DESCRIPTION

Section 208 of the Educational Technical Assistance Act authorizes the Secretary to make competitive grants to State educational agencies (SEAs) to enable them to design, develop, and implement Statewide longitudinal data systems to efficiently and accurately manage, analyze, disaggregate, and use individual student data, consistent with the Elementary and Secondary Education Act (ESEA) of 1965. The goals of the program are to improve data quality, promote linkages across States, promote the generation and accurate and timely use of data for reporting and improving student achievement, and facilitate research to improve student achievement and close achievement gaps.

Funds under the Statewide data systems program are intended to supplement, not supplant, other State or local funds used for developing State data systems. The grants are expected to help SEAs develop comprehensive Statewide longitudinal data systems, but not to support the ongoing implementation and use of such systems. At a minimum, the Statewide longitudinal data systems developed with grant funds must be capable of meeting the reporting requirements of the Education Data Exchange Network (EDEN), the Common Core of Data, and reporting requirements under the ESEA. Grants are awarded competitively, based on the technical quality of the proposals.

The Institute of Education Sciences (IES) convened a team of experts to design the program and plan the 2005 competition so that it would accomplish the goals set out in the statute and in the conference report accompanying the 2005 appropriations bill. The conference report specified that Congress expected the Department to develop and implement the program so that it served the key goals of generating and using accurate and timely data to facilitate research needed to improve student achievement, eliminate achievement gaps, and comply with and meet reporting requirements of the Elementary and Secondary Education Act, as stated in section 208(c) of the Education Technical Assistance Act. IES awarded the first grants, to 14 States, in November 2005; the second competition was conducted in fiscal year 2007 and resulted in 13 new awards. The period of performance is up to 36 months.

The Department of Education Appropriations Act, 2008, authorizes the program to use up to \$5 million of its 2008 appropriation for State data coordinators and for awards to entities other than States to improve data coordination.



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Funding levels for the past 5 fiscal years were:

	(\$000s)
2004 .....	0
2005.....	\$24,800
2006 .....	24,552
2007.....	24,552
2008.....	48,293

### FY 2009 BUDGET REQUEST

The Administration requests \$100 million for Statewide data systems, an increase of \$51.7 million from 2008. This increase would support grants to approximately 32 States to develop and implement new pre-kindergarten through postsecondary (P-16) data systems or to expand existing pre-kindergarten through grade 12 (P-12) data systems to include postsecondary and workforce information, and to provide support for data coordinators at the State level. In order to provide the flexibility needed to plan and administer this program, the Administration requests that funding for fiscal year 2009 be available for 2 years, as it has been in prior years.

The longitudinal data systems funded through this program support the Department's goal of improving student achievement by ensuring data quality and promoting the generation and accurate and timely use of student achievement data. Such data help States meet reporting requirements (including data elements required for the U.S. Department of Education's *EDFacts* and the Consolidated State Performance Report); support decision-making at the State, district, school, and classroom levels; and facilitate research needed to eliminate achievement gaps and improve student learning.

For example, a key feature of these longitudinal data systems will be to enable States to have available accurate data on high school graduation rates. Increased emphasis on the importance of ensuring that all students graduate from high school prepared for higher education or the workplace has led to an examination of the numbers of students who do not graduate from high school, and it has revealed substantial differences in the manner in which States report high school graduation data. In 2005, the National Governors Association (NGA) task force on State high school graduation data recommended that States adopt a standard methodology for calculating graduation rates and develop State data systems with the capacity to produce these graduation data. Nearly all governors have indicated their support for the NGA recommendations.

Another key issue facing educators today is ensuring that their students leave high school with the skills needed for success in college and the workplace. The Administration is seeking appropriations language to allow States to expand their P-12 data collection systems to include postsecondary and workforce information that will allow them to better determine what courses and supports are most effective in helping students make successful transitions to college and the workplace. The types of postsecondary information collected is likely to include courses taken and grades received, including whether students took remedial coursework; college major; degree completion; and time to degree completion. The Administration also is seeking

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appropriations language to specifically authorize support for State data coordinators and other coordination activities, two activities for which appropriations language was provided in 2008.

Examples of State activities (see <http://nces.ed.gov/Programs/SLDS/stateinfo.asp>) include the following:

- Florida, which received a 2006 grant, had developed a pre-kindergarten through grade 20 Education Data Warehouse that linked information on students, staff, adult and postsecondary education, and the workforce. Project funds are being used to expand this system and will link longitudinal information about student and teacher performance to information about expenditures and educational facilities.
- Maryland, which also received a 2006 grant, used grant funds to develop procedures for implementing unique student identifiers, and plans to use the student identifiers in the 2007-08 school year, which will allow it to link all student data records. Staff also have catalogued data elements required for the U.S. Department of Education's *EDFacts* and the Consolidated State Performance Report and will, using State funds, organize data for *EDFacts* reporting.
- Maine, which received a 2007 grant, will use grant funds to expand its existing data management system, which does not collect sufficient student-level data to adequately analyze student performance. In addition, funds will allow the State to improve the timeliness and accuracy of its *EDFacts* reporting.
- Utah, which also received a 2007 grant, has a Statewide longitudinal data system and will use grant funds to automate the exchange of student records and transcripts, which will improve the accuracy of information on student transfers and dropouts. The State also will work with *EDFacts* staff to improve data submission.

At the request level, the following activities would be supported:

- \$94 million would support new awards to States to allow them to develop and implement new P-16 data systems or to expand existing P-12 data systems to include postsecondary and workforce information. At this funding level, the Department would be able to provide awards to approximately 32 States. States could receive one of two types of awards. States that have not received funding to date could apply for 4-year grants, at approximately \$4 million per year, to develop and implement P-16 data systems. States that received grants in prior years to develop P-12 data systems could apply for 3-year grants, at approximately \$2 million per year, to expand the systems to include postsecondary and workforce data.
- \$4 million would support a second year of awards for State data coordinators. The Statewide data coordinator awards will enable each State to support, at least part-time, a data coordinator to improve the State's capability to use, report, and maintain high quality longitudinal data in its State longitudinal data system. Data within State educational agencies (SEAs) have traditionally been held by separate program offices. Housing data in centralized repositories facilitates cross-program analysis, common data definition, stronger agency-wide data governance, and improved data management. However, the processes and systems to enable these uses across the States are relatively new, and therefore often

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under utilized and not yet integrated into the business and reporting processes of the State office.

In addition to teachers and principals, many of whom have not analyzed data across different programs to assess student performance, program leaders within the State offices will require the guidance and leadership of the data coordinator to maximize the impact of these data on instruction, program management, and communication of data to the public. Increased emphasis on the use of data for decision-making has also increased the focus on the quality of education data. This has already put a spotlight on several traditionally questionable areas of educational data, most notably graduation rates, and additional State resources will be needed to develop strategies for improving data quality.

The awards for State data coordinators will address these needs by providing 3-year awards to States to supplement existing resources at the State level to support staff who will promote the use of and improve the quality of data from Statewide longitudinal data systems. In States without Statewide Data System grants, the State coordinators will help build the capacity to apply for such awards.

- \$1 million will support the second year of a contract to facilitate the coordination of the Department of Education elementary and secondary data system (*EDFacts*) with private sector initiatives such as the Council of Chief State School Officers' State Education Data Center. Coordinating the many and varied data requests being made of States can significantly reduce the collection and reporting burden on States, school districts, and schools; help identify and reconcile definitional inconsistencies that complicate the collection and reporting of data; and improve data accuracy.

The Department anticipates announcing the competitions for 2009 awards in the late spring or early summer of 2008 and making the awards in the late fall of calendar year 2008 or early in calendar year 2009. The Department will reserve 1 percent of the available funds for peer review.

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**Statewide data systems**

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PROGRAM OUTPUT MEASURES

	<u>Funding (\$000s)</u>			<u>Number of Awards</u>		
	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
Statewide data systems development awards						
Grants awarded in FY 2006 <sup>1</sup>	\$3,787	0	0	4	0	0
Grants awarded in FY 2007 <sup>2</sup>	20,520	\$41,635	0	13	13	0
Grants awarded in FY 2009	<u>0</u>	<u>1,176</u>	<u>\$94,000</u>	<u>0</u>	<u>0</u>	<u>32</u>
Subtotal	24,307	42,811	94,000	17	13	32
State data coordinators	0	4,000	4,000	0	51	51
Data coordination	0	1,000	1,000	<u>0</u>	<u>1</u>	<u>1</u>
Peer review of new award applications	<u>245</u>	<u>482</u>	<u>1,000</u>			
Total	24,552	48,293	100,000	17	65	84

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<sup>1</sup> The first Statewide data systems development grants were awarded in November 2005 using funds from the FY 2005 appropriation. The Department made 14 awards totaling \$52.694 million, as shown in the following table.

<sup>2</sup> The second competition was conducted in FY 2007. The Department made 13 awards totaling \$62.155 million, as shown in the following table.

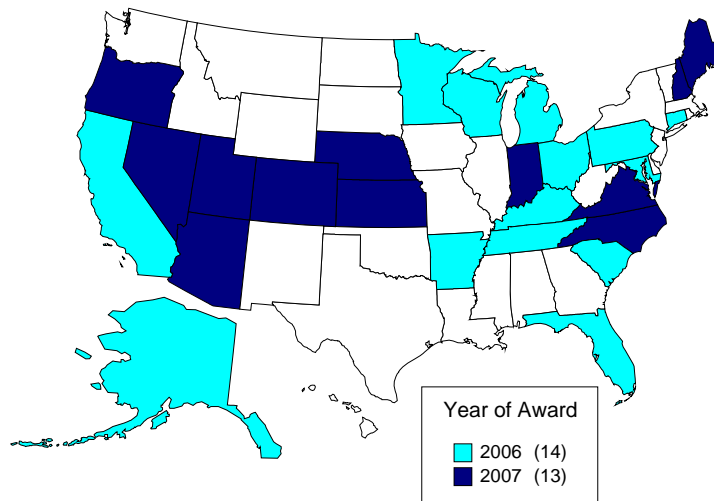
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## Statewide data systems

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### States with Statewide Longitudinal Data Systems Grants

<u>FY 2006 Awards</u>		<u>FY 2007 Awards</u>	
<u>State</u>	<u>Total Funding</u>	<u>State</u>	<u>Total Funding</u>
Alaska	\$3,506,757	Arizona	\$5,954,518
Arkansas	3,328,503	Colorado	4,244,519
California	3,255,445	District of Columbia	5,738,500
Connecticut	1,500,714	Indiana	5,188,260
Florida	1,577,602	Kansas	3,834,796
Kentucky	5,780,275	Maine	3,227,231
Maryland	5,690,718	Nebraska	3,468,335
Michigan	3,000,000	Nevada	5,999,975
Minnesota	3,272,448	New Hampshire	3,176,272
Ohio	5,670,100	North Carolina	6,000,000
Pennsylvania	4,008,875	Oregon	4,705,977
South Carolina	5,795,603	Utah	4,561,763
Tennessee	3,226,313	Virginia	<u>6,054,395</u>
Wisconsin	<u>3,081,000</u>	Total	62,154,541
Total	<u>52,694,353</u>		
Average Award	3,763,882		4,781,119
Range:			
Low	1,500,714		3,176,272
High	5,795,603		6,054,395



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### **Statewide data systems**

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#### PROGRAM PERFORMANCE INFORMATION

To evaluate the overall success of this program, the Department will determine at the end of each grant whether the State educational agency has in operation a Statewide longitudinal data system. Grantees will be expected to report in annual and final reports on the status of their development and implementation of these systems. The goal is that 100 percent of SEAs receiving grants under this program will have an operational Statewide longitudinal data system at the end of the grant period. Expert panels will first judge performance in 2009, using information in reports submitted by grantees and, as needed, site visits.

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### Special education studies and evaluations

(Individuals with Disabilities Education Act, Section 664)

FY 2009 Authorization (\$000s): Indefinite

Budget Authority (\$000s):

<u>2008</u>	<u>2009</u>	<u>Change</u>
\$9,460	\$9,460	0

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### PROGRAM DESCRIPTION

The Special Education Studies and Evaluation program awards competitive grants, contracts, and cooperative agreements to assess the implementation of the Individuals with Disabilities Education Act (IDEA) and the effectiveness of State and local efforts to provide special education and early intervention programs and services to infants, toddlers, and children with disabilities. Required studies include a national assessment of activities supported with Federal special education funds and a study of alternate achievement standards. These studies are administered by the National Center for Education Evaluation and Regional Assistance (NCEERA) in the Institute of Education Sciences.

The **National Assessment** must address both the extent to which schools, districts, States, and other recipients of Federal funds are implementing the programs and services authorized under IDEA and their effect on the attainment of developmental goals and academic achievement for children with disabilities. Outcomes mentioned in the statute include the academic achievement of children with disabilities relative to nondisabled children, their reading and literacy levels, successful transition between education levels and to the workforce, and dropout rates. The national assessment must also address the extent to which children with disabilities have access to the general curriculum and are educated in the least restrictive environment possible and whether children from minority backgrounds and with limited English proficiency are subject to inappropriate over-identification. The national assessment must also examine whether programs and services supported under IDEA are improving the participation of parents of children with disabilities in the education of their children and fostering the resolution of disputes between education personnel and parents through alternative dispute resolution.

The **National Study of Alternate Achievement Standards** must address how States select students to be assessed against alternate academic achievement standards, how these standards are aligned with State academic content standards in reading, mathematics, and science, and the validity and reliability of instruments used to assess student proficiency against alternate academic achievement standards. The study must also examine whether alternate academic achievement standards appropriately measure student progress on outcomes related to their individual instructional needs.

The IDEA requires the Secretary to delegate responsibility for the administration of most studies and evaluations in special education to the Director of the Institute of Education Sciences (IES). Not delegated to IES are the required annual report and the study of the extent to which States adopt policies under which parents of children with disabilities may choose to continue to have

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their children receive early intervention services until the children enter or are eligible under State law to enter kindergarten or elementary school.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2004.....	\$16,000
2005.....	0
2006.....	9,900
2007.....	9,900
2008.....	9,460

### FY 2009 BUDGET REQUEST

The Administration requests level funding of \$9.46 million to support studies, evaluations, and assessments related to the implementation of the Individuals with Disabilities Education Act (IDEA). The National Center for Education Evaluation and Regional Assistance (NCEEERA) would use the requested funds to continue the IDEA National Assessment and other ongoing evaluations. In order to provide the flexibility the Institute of Education Sciences (IES) needs to plan and administer a regular cycle of research competitions, the Administration requests that funding be available for 2 years, as it has been in previous years.

**IDEA National Assessment.** As required by section 664 of IDEA, the national assessment will address the extent to which States, districts, and schools are implementing the programs and services authorized under IDEA to promote a free appropriate public education for children with disabilities in the least restrictive environment possible and in partnership with parents. The National Assessment will also address the effectiveness of programs and services funded through IDEA in promoting the developmental progress, academic achievement, and academic attainment of children with disabilities.

A 10-month contract to design the National Assessment was awarded in September 2006, and a panel of experts met on November 30–December 1 to identify key issues to be addressed by the evaluation. Based on the recommendations of this expert panel, the contractor prepared several options for study designs that NCEEERA may pursue. Specific activities include reviews of relevant research literature, existing data collection instruments, and information from ongoing research and evaluation studies.

In 2007, NCEEERA awarded 2 contracts for the National Assessment. One is an analytic support contract to provide expert consulting, syntheses of existing evidence, and analyses of extant data related to disabled students' academic achievement and attainment, as well as analyses of patterns of identification, service receipt, and staffing for special education. The second contract is an implementation study that will gather data from both States and a nationally representative sample of school districts on the implementation of key provisions of IDEA. The tasks for these contracts will be complete by the end of 2009. Depending on the advice of the panel of experts and available resources, additional contract(s) may be awarded in FY 2008 for studies of interventions designed to improve educational outcomes for students with disabilities.



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**Impact Evaluation of Response to Intervention Strategies.** As part of the National Assessment of IDEA, NCEERA plans to evaluate the impact of providing early intervening services children with Part B funds before the children are identified for special education. The IDEA permits, and in some cases requires, up to 15 percent of Part B funds to be used for this purpose. An increasingly popular means of delivering early intervening services during elementary school is Response to Intervention, a multi-tiered approach to serving students struggling in the general education curriculum and needing extra support in the area of academics, behavior, or both.

NCEERA plans to award a contract for a 5-year study in 2008 using fiscal year 2007 funds. About 225 schools would be recruited and randomly assigned during 2008-2009 to receive professional development on implementing one of two versions of Response to Intervention, starting in the 2009-2010 school year. The final report for the evaluation would be completed by the winter of 2012-2013.

**Impacts of School Improvement Status on Students with Disabilities.** As part of the National Assessment of IDEA, NCEERA plans to award a contract in early 2008 for a 5-year study to assess the feasibility of evaluating impacts on schools being required to adopt programs to improve academic outcomes for students with disabilities. The focus will be on studying the effectiveness of mandatory improvement programs in schools that have repeatedly failed to make adequate progress for students with disabilities in particular grades and subjects. The evaluation will gather data on educational outcomes, instructional settings, and teacher assignments for students with disabilities as well as on the implementation of school improvement programs addressing the educational needs of these students. The first round of data collection would include gathering longitudinal student records for the 2006-2007 through 2008-2009 school years and surveying school principals in these States during the summer and fall of 2009. Interim findings from the study would be released in the spring of 2011, and a final report would be released in the spring of 2013.

**Evaluation of the Paperwork Reduction and Multi-Year IEP Pilot Programs.** The IDEA authorizes two pilot programs for States, the Paperwork Reduction and Multi-Year Individualized Education Programs (IEPs) pilots under sections 609(a) and 614(d)(5) of the IDEA, respectively. The Paperwork Reduction pilot provides an opportunity for States to identify ways to reduce paperwork burdens and other administrative duties that are directly associated with the requirements of IDEA, in order to increase the resources available for instruction and other activities aimed at improving educational and functional results for children with disabilities. The Multi-Year IEP pilot permits participating States to allow parents and local educational agencies to engage in long-term educational planning by offering the option of developing a comprehensive multi-year IEP that is designed to coincide with the natural transition points in the education of a child with a disability.

Both the Paperwork Reduction and Multi-Year IEP Pilot Programs will employ a quasi-experimental design at the district level for the evaluation. Students in the intervention and control conditions will be matched on relevant characteristics such as disability, age, prior educational outcomes, and socioeconomic status. Both the Paperwork Reduction Program and the Multi-Year IEP Program will examine the impact of the waivers on the educational and functional results for children with disabilities. The Paperwork Reduction Program will also

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examine the effect of the waiver on the time and resources spent on administrative duties and paperwork requirements by teaching and related services personnel; the quality of special education services and plans incorporated in IEPs; and the satisfaction of family members, teachers, and administrators. For the Multi-Year IEP Program, the study will also measure the effect of the waivers on time and resource expenditures by IEP team members, the quality of long-term education plans incorporated in IEPs, and the degree of collaboration among IEP members. The timing of this evaluation depends on the Department's approval of waivers for participating States.

**Evaluation of the Personnel Preparation to Improve Services and Results for Children with Disabilities Program.** The Personnel Preparation program, authorized under Part D, Subpart 2, Section 662 of the IDEA, supports projects to address State needs to prepare special education personnel as well as regular education teachers to successfully work with children with disabilities. Based on the work of a previous contract to prepare a set of design options for the evaluation of this program, NCEERA awarded a 4-year contract in FY 2007 for an evaluation that will examine the outcomes and impact of this program on improving the skills and knowledge of special education personnel and whether the preparation received has changed teacher practices and student outcomes.

**Pre-Elementary Education Longitudinal Study (PEELS).** This study describes the functional abilities and disabilities of, and services to, the preschool-age population of children receiving special education. It focuses on the children's preschool environments and experiences, their transition to kindergarten, their kindergarten and early elementary education experiences, and the children's outcomes (including academic achievement, social development, and participation in the classroom and community) by ages 8 through 10. Beginning in 2003, children ages 3 through 5 who were receiving special education services during their preschool years were included in the sample; these children will be followed regardless of whether they have exited special education services.

The PEELS sample consists of roughly 1,000 each of 3-year olds, 4-year olds, and 5-year olds, all receiving special education services at the study onset. Approximately 200 school districts across the U.S. are represented in the sample. Progress updates and results will be displayed through the PEELS website (<http://www.peels.org>). The overview report for the second wave of data collection is expected to be available in 2008.

**National Longitudinal Transition Study-2 (NLTS2).** Since 2001, the purpose of this study has been to provide a national picture of the experiences and achievements of students in special education during high school and as they transition from high school to adult life. Data are collected on students' individual and household characteristics; characteristics of their schools, school programs, and classroom experiences; secondary school performance and outcomes; adult services and supports; and early adult outcomes in employment, education, independence, and social domains. These data are used to examine new issues facing youth in transition and to suggest directions for service provision, research, and policy.

The study is based on a nationally representative sample of 11,276 special education students, ages 13 to 16 who were in at least 7th grade at the outset of the study. The four age cohorts will be followed over a 9-year period until the oldest cohort of students is age 24. All reports,

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descriptions of the study design and methodology, and data tables are available at [www.nlts2.org](http://www.nlts2.org). In April 2007, NCSEER published a fact sheet on the secondary school experiences of students with autism, based on data collected through NLTS2 on more than 1,000 students with autism. The fact sheet provides information on course taking, instructional settings, the nature of the curriculum and instruction, teacher perceptions, and the types of accommodations and supports provided for students with autism and is available on the IES website (<http://ies.ed.gov/ncser/pubs/20073005/index.asp>).

**Evaluation of States' Monitoring and Improvement Practices.** States' monitoring and improvement practices under IDEA are vital to ensuring that students with disabilities receive a free appropriate public education and that infants and toddlers with disabilities and their families receive early intervention services. State educational agencies are responsible for ensuring compliance with IDEA, Part B requirements and providing general supervision of all programs providing Part B services. For Part C, State lead agencies have parallel responsibilities; that is, lead agencies must ensure that the law's requirements are met and provide general supervision of early intervention services provided to infants and toddlers and their families. The overall purpose of the evaluation is to examine how the quality of State monitoring and improvement systems for both Parts B and C affect selected student and systemic outcomes. The project will accomplish this through an independent and systematic examination of differences in the design and effectiveness of monitoring and improvement activities across the States.

The evaluation will provide data on the quality and effectiveness of the States' current monitoring processes that can be used to guide future changes to their monitoring systems and suggest additional supports to States for implementation of improved programs, services, and systems. Reports for this evaluation are due in September of 2008 and 2009.

**National Study on Alternate Assessments.** NCEERA is conducting a national study on the alternate assessments that are used to permit certain students with disabilities to participate in State and local educational assessments and accountability systems, as required under section 664(c) of the IDEA. The study will examine the criteria that States use to determine eligibility for alternate assessments and the number and type of children who take these assessments and are assessed against alternate academic achievement standards. It will also examine the validity and reliability of alternate assessment instruments and procedures and the extent to which alternate assessments and alternate academic achievement standards are aligned with State academic content standards in reading, mathematics, and science. Finally, the study will examine the use and effectiveness of alternate assessments in appropriately measuring student progress and outcomes specific to individualized instructional need. This study will include alternate assessments based on modified academic achievement standards and alternate assessments based on grade-level academic achievement standards in order to generate a comprehensive picture of the use of alternate assessments for students with disabilities.

The study will produce profiles of the assessment systems in the States, territories, outlying areas, and Bureau of Indian Affairs schools and a national summary profile. For a selected sample of States, the study will include a qualitative analysis of case studies of States, local districts, schools, and students with disabilities to examine (a) the characteristics of alternate assessments, processes of student placement, alignment with content standards, and uses of data; (b) the State and local processes that facilitate or impede the implementation of alternate

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assessments, alternate academic achievement standards, and modified academic achievement standards; and (c) consequences for students with disabilities. These analyses will be based on information collected through the case studies, a national telephone interview survey, and State documents. The study will also include a quantitative analysis of the relationship between alternate assessment systems and student outcomes using State assessment data. This study was fully funded using FY 2005 funds, including \$1 million from the Technical Assistance and Dissemination program in the Special Education account. The study will be completed in 2009; the schedule and number of reports have not yet been determined.

**The Early Childhood Longitudinal Study** (<http://nces.ed.gov/ecls>) is being conducted by the National Center for Education Statistics. This study includes two cohorts of children—one starting at birth (ECLS-B) and the other in kindergarten (ECLS-K). Support for both cohorts has been provided, in part, from Studies and Evaluation funds in order to adapt instruments, develop assessment protocols, and extend data collection procedures to address issues related to children with disabilities. This major longitudinal study, which was initiated in 1998, provided demographic data for children receiving special education in the fall of 2000. NCES is initiating data collection for a new cohort of children entering kindergarten in 2010. Funds from this program may be used to support these data collections in 2008 and 2009.

#### PROGRAM OUTPUT MEASURES (\$000s)

	<u>2007</u>	<u>2008</u>	<u>2009</u>
Evaluation of the IDEA Personnel Preparation program	\$2,805	0	0
National Longitudinal Transition Study - 2	165	\$972	\$2,350
Pre-elementary Education Longitudinal Study	1,532	2,307	650
IDEA National Assessment Analytic Support	973	0	0
IDEA National Assessment- Implementation Study	2,000	0	0
Early Childhood Longitudinal Study - Birth	100	tbd	tbd
Early Childhood Longitudinal Study - Kindergarten, 2010	0	tbd	tbd
IDEA States Monitoring Evaluation	0	1,067	0
Evaluation of Paperwork Reduction and Multi-year IEP Demonstrations	0	1,600 <sup>1</sup>	1,600 <sup>1</sup>
Impact Evaluation of Response to Intervention Strategies	2,325	2,414 <sup>1</sup>	3,260 <sup>1</sup>
Impacts of School Improvement Status on Students with Disabilities	<u>0</u>	<u>tbd</u>	<u>1,000<sup>1</sup></u>
Total, Special education studies and evaluation	9,900	9,460	9,460

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<sup>1</sup> Estimated cost. Contract(s) for this evaluation have not yet been awarded.