

# Archived Information

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## **Objective 2.4: Special populations participate in appropriate services and assessments consistent with high standards.**

### **National Need**

**National Concerns.** Children with special needs, including students in high-poverty schools, students with limited English proficiency, students with disabilities, migrant students, Native American students, and students who are homeless, neglected, and delinquent, should benefit from the same access to high-quality schooling as other students. States and districts are in different stages of implementing comprehensive assessment systems by the 2000-01 school year so that *all* students, including children with special needs, reach high standards. States must have aligned assessment systems that meet the requirements of Title I final assessment systems to fulfill their accountability role and ensure adequate educational opportunities for all students. The Individuals with Disabilities Education Act (IDEA) Amendments of 1997 require that general state and district-wide assessment programs include children with disabilities, with appropriate accommodations where necessary. By July 2000, state or local education agencies are required to conduct alternative assessments for those students with disabilities who cannot participate in state and district-wide assessments. To ensure that students with special needs participate in state assessment systems, states are challenged to develop, implement, and be held accountable for policies and practices on inclusion and testing accommodations or alternative assessments where appropriate.

**Our Role.** A Federal emphasis on ensuring that high standards are set, appropriate assessments are in place, and supports are available to schools is critical to ensuring that these students are not left behind. In addition to providing special assistance to children from low-income families, Federal funds support states and districts in serving the needs of students with disabilities, ensuring compliance with civil rights laws, and increasing opportunities for *all* students who are at risk of educational failure.

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### **Our Performance**

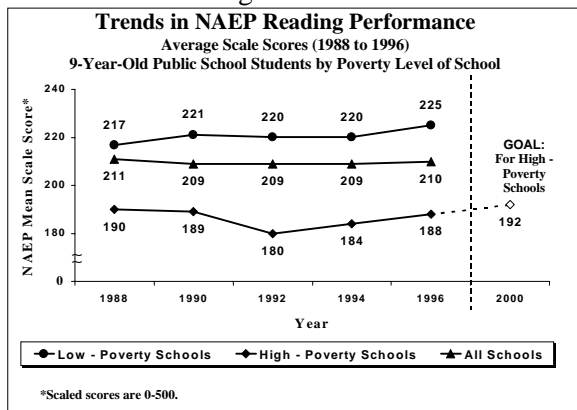
**How We Measure.** The Department of Education is monitoring this objective by examining progress by states, districts, and schools in implementing effective strategies for teaching students from diverse populations and students with special needs and tracking the results. Outcomes are measured by examining trends in the achievement of students with special needs compared with overall National achievement on the National Assessment of Educational Progress (NAEP), and on state assessments. NAEP is the only nationally representative and continuing assessment that measures what students know and are able to do in different subject areas. The Department is tracking states' progress in developing assessment systems that include *all* students, with appropriate accommodations or alternative assessments when needed, and that are aligned to state content and performance standards.

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### **Indicator 2.4.a. Increasing percentages of students in high-poverty schools will reach the basic level or higher levels of proficiency in reading and math on the National Assessment of Educational Progress (NAEP), compared with those for the Nation.**

**Assessment of Progress in Reading for High-Poverty Schools.** No 1999 data are available, but most recent results show a positive trend toward the target. Scores on the long-term assessment of the National Assessment of Educational Progress (NAEP) of 9-year-olds in high-poverty public schools increased eight points (close to one grade level) between 1992 and 1996 (Figure 2.4.a.1).

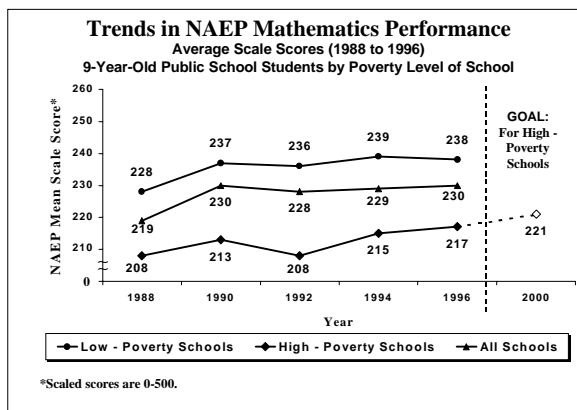
Figure 2.4.a.1



**Source:** U.S. Department of Education, National Center for Education Statistics (NCES), National Assessment of Educational Progress, NAEP Reading Trends, unpublished tabulations, 1998. *Frequency:* Long-term NAEP, every 4 years beginning in 1999. *Next Update:* August 2000. **Validation procedure:** Data validated by NCES's review procedures and *NCES Statistical Standards*. **Limitations of data and planned improvements:** Long-term NAEP data for reading and math become available every 4 years.

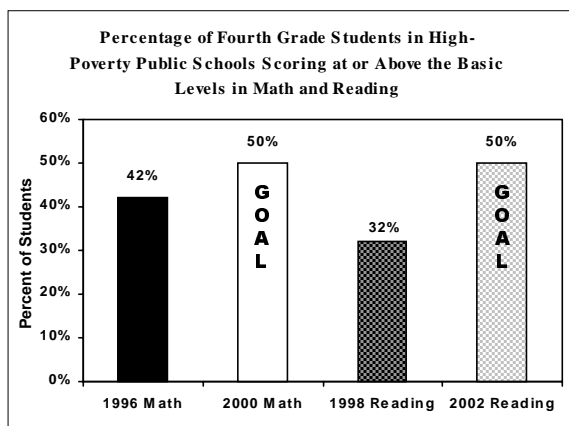
**Assessment of Progress in Mathematics for High-Poverty Schools.** Positive trend toward target. NAEP scores on the long-term trend assessment show an increase of about 10 points for all 9-year olds from 1988 through 1996 (Figure 2.4.a.2). The average mathematics scale scores of 9-year-old students in the highest poverty schools dropped in 1992 but have increased since then.

Figure 2.4.a.2



**Source:** U.S. Department of Education, National Center for Education Statistics (NCES), National Assessment of Educational Progress, NAEP Mathematics Trends, unpublished tabulations, 1998. *Frequency:* Long-term NAEP, every 4 years beginning in 1999. *Next Update:* August 2000. **Validation procedure:** Data validated by NCES's review procedures and *NCES Statistical Standards*. **Limitations of data and planned improvements:** Long-term NAEP data for reading and math become available every 4 years.

Figure 2.4.a.3



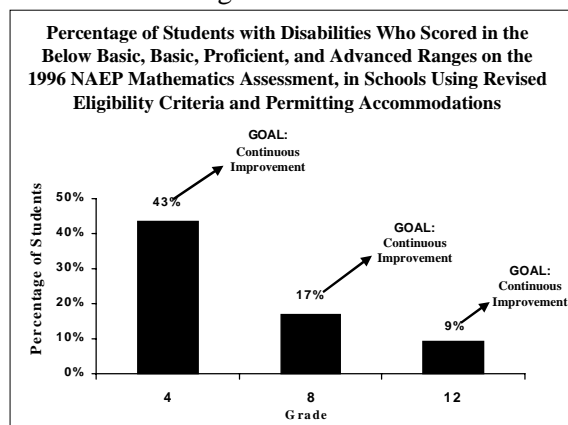
**Source:** U.S. Department of Education, Planning and Evaluation Service (September 1998). *School Poverty and Academic Performance: NAEP Achievement in High-Poverty Schools. A Special Evaluation Report for the National Assessment of Title I*. U.S. Department of Education, National Center for Education Statistics (NCES) (February 1999), National Assessment of Educational Progress (1998 Reading). *Frequency:* Next Main NAEP in reading and mathematics occurs in 2000; reading occurs in 2002 and mathematics in 2004. *Next Update:* August 2001. **Validation procedure:** Data validated by NCES's review procedures and *NCES Statistical Standards*. **Limitations of data and planned improvements:** Performance measurement of this indicator requires clarification. This figure needs to be checked for consistency with the performance data that are reported for Objective 2.2 (reading) and Objective 2.3 (mathematics). The performance data are based on the analysis of long-term NAEP data, whereas performance goals reflect time periods for the Main NAEP schedule. The Department needs to implement consistency of data sources.

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**Indicator 2.4.b. Increasing percentages of students with disabilities will reach the basic level or higher levels of proficiency in reading and math on the National Assessment of Educational Progress (NAEP), compared with all students participating in NAEP.**

**Assessment of Progress.** Data serve as baseline only. The NAEP 1996 assessment measured the mathematics skills and knowledge of fourth, eighth, and twelfth-graders in the United States on a scale of 0 to 500. Across all three grades, students with disabilities performed lower than students without disabilities; that gap was wider among eighth and twelfth graders than among fourth-graders. In schools using traditional eligibility criteria, fourth graders with disabilities had a mean mathematics score of 197.5, compared with 225.7 for students without disabilities.

Figure 2.4.b.1



**Source:** U.S. Department of Education, Unpublished data tabulations from 1996 Main NAEP database. *Frequency:* Main NAEP Mathematics Assessment, 1998 and 2000. *Next Update:* 2001 and 2002. *Frequency:* Main NAEP Reading Assessment, 1996, 1998, and 2000. *Next Update:* 2001 and 2002. **Validation procedure:** Data tapes provided by NCES. Data analyzed by outside contractor. **Limitations of data and planned improvements:** Performance measurement of this indicator relies on support of a separate analysis of NAEP data. Since 1990, NAEP has included an identifiable sample of students with disabilities, but participation rates for students with disabilities have been low. The National Center for Education Statistics (NCES) revised the criteria for participation and field tested new test accommodations. To maintain valid trend results in mathematics, some schools used materials and administration procedures consistent with the 1990 and 1992 assessments, and others used revised materials and procedures. This allowed NCES to study the effects of the revised procedures without invalidating trend data.

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**Indicator 2.4.c. By 2001, states will implement appropriate procedures for assessing and reporting progress toward achieving high standards by all students, including students with disabilities; students with limited English proficiency; children who are educationally disadvantaged, homeless, neglected, or delinquent; or children of migrant workers.**

**Assessment of Progress.** By 2000-01, states are required to develop assessment systems that include appropriate procedures for assessing and reporting progress of students who have disabilities, have limited English proficiency, or are children of migrant workers. State-reported data indicate an increase in the numbers of states including students with special needs in state assessments and an increase in the development of policies and procedures on appropriate accommodations. States' efforts in developing alternative assessments for students with disabilities who cannot participate in state general assessments, and reasonable adaptations and accommodations for students with diverse learning needs, continue to require the Department's support and assistance, as do states' reporting on the results of assessments for all students. Our goal for 2000-01 is 100 percent state implementation of appropriate procedures for assessing and reporting student achievement.

**Source:** Peer Reviewer system for evaluating evidence of final assessments under Title I of the ESEA. *Frequency:* Biannual Part B State Performance Reports. *Next Update:* 2001. **Validation procedure:** Both sources of data are being implemented. The Department will be

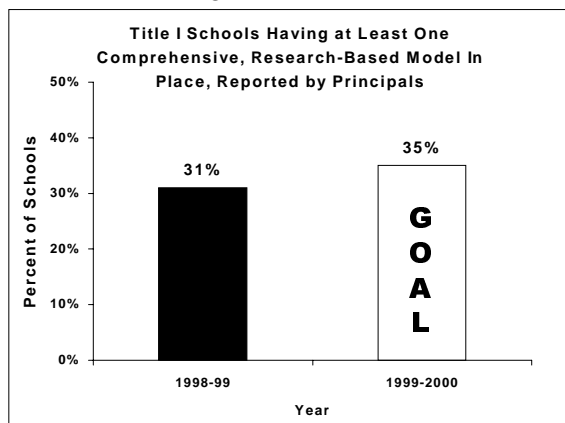
developing methods to analyze these data for the Government Performance and Results Act (GPRA) reporting purposes. **Limitations of data and planned improvements:** None expected.

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### **Indicator 2.4.d. The number of schools using comprehensive, research-based approaches to improve curriculum and instruction and support services for at-risk students will increase annually.**

**Assessment of Progress.** The success of schools in teaching all children and in raising student performance is closely linked to schools' adoption of models of comprehensive reform and to providing students who are at risk for educational failure with the necessary supports and educational services enabling them to reach the same high standards as their peers. The Department plans to continue its support of research, dissemination, and technical assistance activities that contribute to the existing knowledge base of research-based comprehensive school reform models.

Figure 2.4.d.1



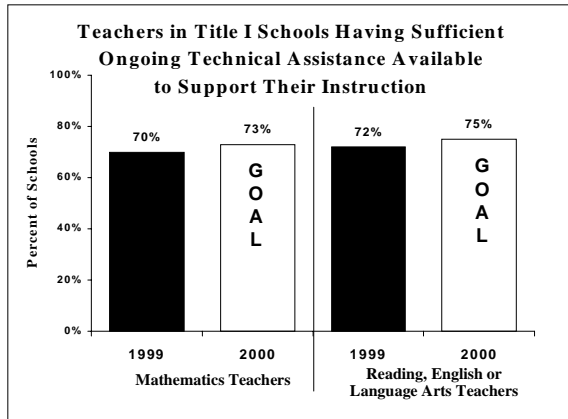
**Source:** National Longitudinal Survey of Schools. Unpublished tabulations, 2000. **Frequency:** Annual for three years, 2000-03. **Next Update:** 2001. **Validation procedure:** Internal review procedures of an experienced data collection agency. **Limitations of data and planned improvements:** Performance data are based on preliminary data analysis of unpublished data tabulations.

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### **Indicator 2.4.e. Increasing percentages of administrators and educators working with at-risk children will have access to and use high-quality information and technical assistance on effective practices.**

**Assessment of Progress.** The 1999 data establish the baseline. The Department supports national research, development, dissemination, technical assistance, and clearinghouse activities so that practitioners and administrators at local levels have up-to-date and effective strategies for educating students with diverse or special learning needs. Teachers tend to access information from professional associations and organizations and from Federal, state, or district Title I offices for technical assistance. State Administrators of Federal programs are most likely to look for technical assistance from sources outside their own district on the topics of improvement of curriculum and instruction in reading or language arts and mathematics; analyzing and interpreting student achievement data; and improving the quality of bilingual education and English as a Second Language (ESL) programs. Administrators most often turn to their state education agency or intermediate education agency for information and assistance. The Department plans to continue to monitor the individual GPRA performance plans for its programs that serve at-risk populations.

Figure 2.4.e.1

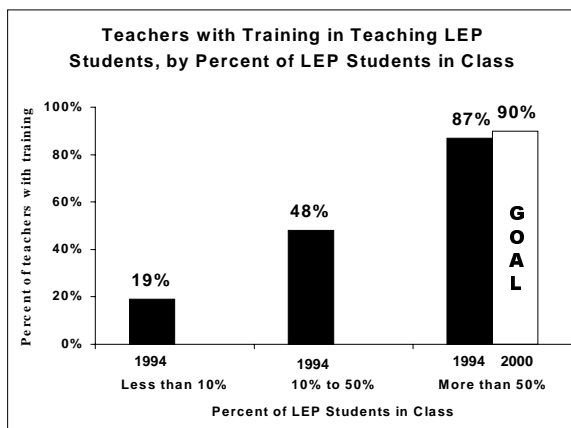


**Source:** U.S. Department of Education, National Longitudinal Survey of Schools (NLSS). Unpublished tabulations, 2000. *Frequency:* Annually, for 3 years. *Next Update:* 2001. U.S. Department of Education. Comprehensive Regional Assistance Centers Program: Final Report on the Evaluation. (2000) *Frequency:* One-time evaluation. **Validation procedure:** Data from Nationally representative sample analyzed by outside contractor.

**Indicator 2.4.f. Increasing percentages of teachers will be equipped with strategies to enable students with limited English proficiency or disabilities or children who are educationally disadvantaged, homeless, neglected, or delinquent to meet challenging standards.**

**Assessment of Progress.** The growing number of limited English proficiency students requires an increase in the number of teachers trained to address their particular needs. At the same time, increased accountability for *all* students requires greater attention to the training of teachers serving students who are most at risk.

Figure 2.4.f.1



**Source:** NCES (1997, January). A Profile of Policies and Practices for Limited English Proficiency Students (SASS 1993-94). *Frequency:* Sporadic. *Next Update:* 2001. **Validation procedure:** National Center for Education Statistics. **Limitations of data and planned improvements:** Baseline data serve as a proxy for the indicator and are dated (1993-94). The (1999) Schools and Staffing Survey will provide an update.

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## How We Plan to Achieve Our Objective

### How ED's Activities Support the Achievement of this Objective.

#### ■ Increase financial support for special populations.

- Request \$8.4 billion for FY 2001 Title I Grants to Local Educational Agencies to help states and school districts continue to implement major reforms intended to help reduce the gap between the educational achievement of disadvantaged children and that of their more advantaged peers. This will be supplemented with an additional \$380 million to support services to migrant children.
- Request \$6.1 billion for FY 2001 for IDEA State Grants to improve the quality of education for children with disabilities so that these children can, to the maximum extent possible, meet the same challenging standards that have been established for all children, while also preparing them for employment and independent living.
- Request \$180 million for FY 2001 Bilingual Education Instructional Services, which support projects designed to develop the English language skills of participating students to help them meet the same challenging standards expected of all students.
- Request \$116 million for FY 2001 Indian Education programs, which supplement the efforts of states, local districts, and Indian tribes to improve educational opportunities for Indian children.
- Request \$1 billion for FY 2001 for the 21st Century Community Learning Centers program to provide more high-quality extended learning opportunities for children and to help ensure that every child attending a failing school will have the opportunity to participate in quality after-school or summer-school programs.
- Request \$50 million for FY 2001 for a new Recognition and Reward program to reward states for improving student achievement and for reducing the achievement gap between high- and low-performing students, as measured by state results on the National Assessment of Educational Progress.
- Request \$32 million for FY 2001 Education for Homeless Children and Youth Grants to ensure that all homeless children have access to a free, appropriate public education.
- Request \$42 million for FY 2001 for the Title I Neglected and Delinquent program for services to children and youth in state-operated institutions.

#### ■ Improve supports and educational services for all children.

- Continue to disseminate *Peer Reviewer Guidance for Evaluating Evidence of Final Assessments Under Title I of ESEA* (1999), which includes requirements that states include all children in state assessments and reporting. This publication and related regional training sessions offered in conjunction with ED's regional Improving America's Schools Conferences describe in detail the process that will be used to ensure that state assessments systems, to evaluate Federal programs, fairly evaluate the performance of all students on state academic standards.
- Revise and publish a resource guide developed by the Office for Civil Rights for educators and policymakers on the use of tests when making high-stakes decisions for individual students. The resource guide will include sections on inclusion and accommodations for students with limited English proficiency and students with disabilities.
- Disseminate results of research conducted through the Office of Bilingual and Minority Languages Affairs, Office of Special Education and Rehabilitative Services, and the Office of Educational Research and Improvement, which will inform the development of assessments for all children and strategies for accommodations.
- Monitor programs to ensure that all children with disabilities are included in general assessments, as appropriate, and that children with disabilities who do not participate in general assessments are included in alternative assessments by July 2000.

- Promote attention, through Federal monitoring and technical assistance, to tracking and promoting measures of successful practices in addressing the needs of disadvantaged students.

■ **Highly qualified teachers.**

- Promote the training and recruitment of teachers to serve children with special needs, such as students with limited English proficient or students with disabilities, and for high-poverty areas as part of the President's Class-Size Reduction Initiative.
- Review and work with states and districts to encourage teacher recruitment and placement practices that engage the most qualified staff to teach students who are most disadvantaged.
- Support IDEA State Improvement grants to states to implement plans for system reform and respond to their needs for highly qualified personnel.
- Request \$40 million for the School Leadership program to provide current and prospective superintendents and principals, particularly individuals who serve in high-poverty, low-performing districts and schools, with sustained and intensive training to improve their capacity to be effective leaders and successfully implement standards-based reforms in their schools and classrooms.
- Request \$175 million for Teacher Quality initiatives, including Hometown Teachers, Higher Standards, Higher Pay, and Teacher Quality Incentives, to help expand the supply of teachers and build a strong teaching force, especially in high-poverty areas.
- Request \$30 million for the Early Childhood Educator Professional Development program to help improve the school readiness of children, especially in high-poverty communities, by creating high-quality professional development opportunities.

■ **Research, dissemination, and implementation of effective practices.**

- Expand the scope of ED-supported dissemination regarding the implementation of strategies to support the education of students with special needs and in high-poverty districts, including those supported through the Comprehensive School Reform Demonstration program.
- Request funding to support new research projects that develop designs to improve reading in English for Spanish speakers.
- Develop and implement a comprehensive Department-wide strategy for disseminating promising practices and guidance to targeted districts and schools (e.g., those serving the highest concentrations of poor and limited English proficient students).
- Continue to fund OSERS research, development, and training efforts to improve services and results for students with disabilities.
- Continue the five-year \$10 million initiative begun in 1998 to provide training and disseminate information to state and local administrators, teachers, parents, and others on the implementation of the IDEA Amendments of 1997, including access to challenging curricula, programs based on high expectations, and general assessments.

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## **How We Coordinate with Other Federal Agencies**

- **Children of families with special needs.** Expand coordination efforts with the Departments of Health and Human Services and Labor to ensure that children from families moving from welfare to work and others with special needs (e.g., migratory workers, homeless families) receive opportunities to participate fully in educational activities.
- **Research.** Continue to support the efforts of the National Institute for Child Health and Development (NICHD) in studying ways in which Spanish-speaking children can best learn English. Continue the

Interagency Education Research Initiative, a collaborative effort between the Department of Education, the National Science Foundation, and the National Institute of Child Health and Human Development, to improve pre-kindergarten through grade 12 student learning and achievement in reading, mathematics, and science by supporting rigorous, interdisciplinary research.

- **President’s Hispanic Education Initiative.** As the lead agency for the President’s Hispanic Education Initiative, we build on public and private partnerships to support increased family and community involvement in education. For example, with the Partnership for Family Involvement, we promote America Reads and other efforts to support a greater emphasis on reading through Spanish language television (e.g., Univision), radio, and print media.
- **Executive Order on American Indian and Alaska Native Education.** Support programmatic strategies—including dissemination and support for the implementation of comprehensive reform strategies—and conduct research related to the education of Native Americans, as determined by an interagency task force.
- **Support for homeless and migrant children.** Continue to participate—as a member of a Federal interagency council on homelessness—in developing collaborative strategies to address the unique needs of homeless children that pose barriers to student achievement. Support migrant technology grants and multistate consortia established to develop materials and implement procedures, across states, for addressing the needs of migrant children—particularly those related to their mobility.
- **Juvenile justice.** Coordinate with the Department of Justice in supporting and disseminating improved state-level strategies for the collection, analysis, and use of data regarding youth who are placed in juvenile facilities.
- **Improving services for children with disabilities.** Continue to collaborate with the Public Health Service in providing technical assistance and disseminate information to improve mental health service delivery in schools.

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## **Challenges to Achieving Our Objective**

States should be prepared to submit evidence that their final assessment systems have been field-tested and are in place by the spring or summer of 2000. To determine whether states have met Title I assessment requirements, the Department will use a peer review process involving experts in the fields of standards and assessments to evaluate state assessment systems against Title I requirements only. The Department will review IDEA assessment requirements as reported in Biannual Part B State Performance Reports. Assessment results must be disaggregated within each school and district by gender, major racial and ethnic groups, English proficiency status, migrant status, students with disabilities as compared with students without disabilities, and economically disadvantaged students as compared with students who are not economically disadvantaged. States are in varying stages of developing and implementing assessments aligned to state standards and accountability systems, and including and reporting on the results of *all* students.



