

Archived Information

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

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 special population 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.

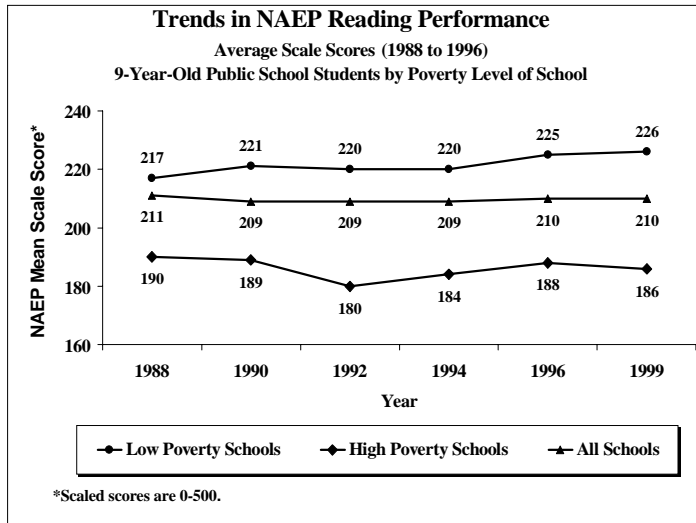
Our Performance

How We Measure. The Education Department 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), as well as 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 Education 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.

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. For high poverty schools, the long-term trend is steady although there have been some improvements since 1992. The goal for 1999 was not met. Average 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, but declined slightly in 1999 by two points (Figure 2.4.a.1). In contrast, average scores of 9-year olds in low-poverty schools have continued a steady increase since 1994, thus increasing the gap between high and low poverty schools. In 1999, there was a 40 point gap in achievement between students in high-poverty versus low-poverty public schools. The data for 2000 are yet not available.

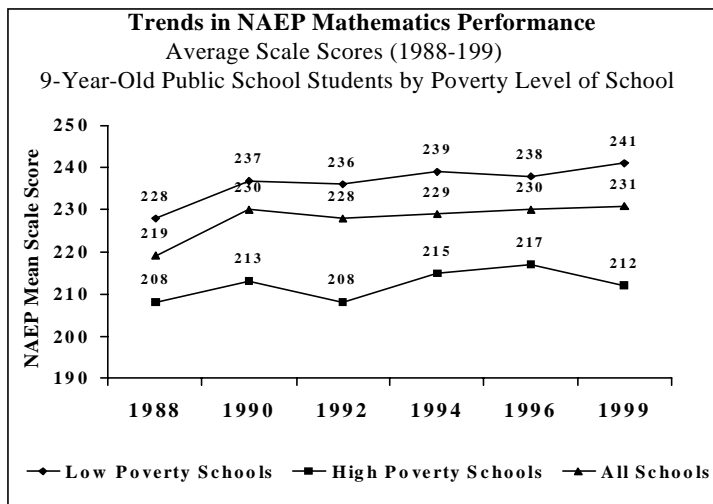
Figure 2.4.a.1



Source: U.S. Department of Education, National Center for Education Statistics (NCES), National Assessment of Educational Progress, NAEP Reading Trends, unpublished tabulations, 2000. *Frequency:* Long-term NAEP, every 4 years beginning in 1999. *Next Update:* August 2004. **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. There was an overall increase in the mid-1990s toward the goal, but the most recent year shows a decline. The goal for 1999 was not met. On the 1999 long-term NAEP trend assessment, the average mathematics scale scores of nine year-old students in the high poverty schools have dropped five points between 1996 and 1999, after a nine-point increase between 1992 and 1996. In contrast, the average score of nine year-olds in low-poverty schools has shown steady progress since 1992. The data for 2000 are not available.

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, 2000. *Frequency:* Long-term NAEP, every 4 years beginning in 1999. *Next Update:* August 2004. **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.

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. Unable to judge progress toward goal, as 1996 data are a baseline measure. 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

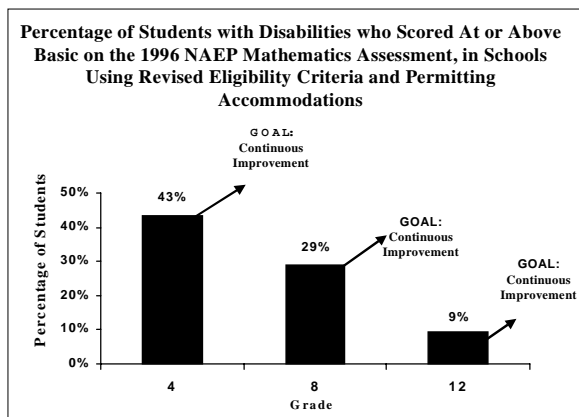
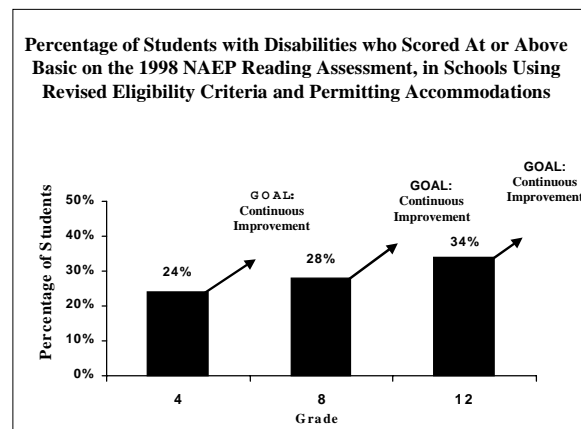


Figure 2.4.b.2



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.

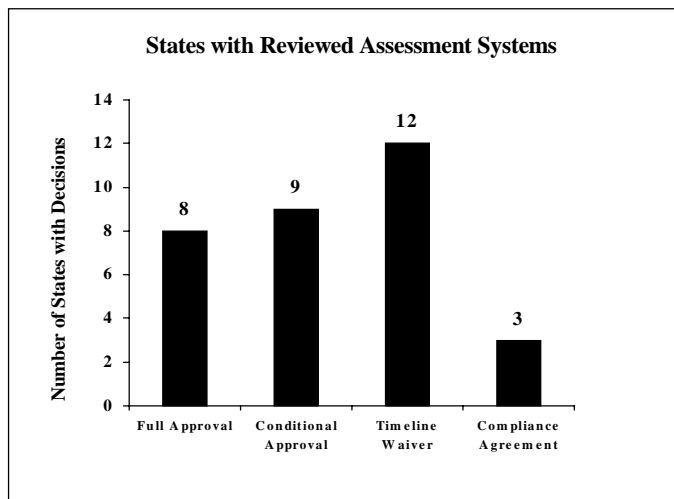
Indicator 2.4.c. By 2001, states will implement appropriate procedures for assessing and reporting progress toward achieving high standards by all students, including students with disabilities; students with limited English proficiency; children who are educationally disadvantaged, homeless, neglected,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

Assessment of Progress. By the 2000-01 school year, states are required under Title I of the Elementary and Secondary Education Act to adopt or develop student assessments that measure student performance in relation to the state's content and performance standards and to use the assessments as the primary means of evaluating the performance of Title I schools and districts. States are to provide for the participation of all students in the grades being assessed, including students with limited English

proficiency and students with disabilities, with reasonable adaptations and accommodations. Finally, state assessment systems must enable results to be disaggregated by gender and racial/ethnic group and for students with limited English proficiency, migrant students, students with disabilities vs. students without disabilities, and economically disadvantaged students vs. non-economically disadvantaged students.

As of spring 2001, the Education Department has reviewed assessment systems for all of the states and had made decisions for 32 states. Of the 32 states with decisions, eight states received full approval, nine states received conditional approval, 12 states received a timeline waiver, and three states entered into a compliance agreement.

Figure 2.4.c.1

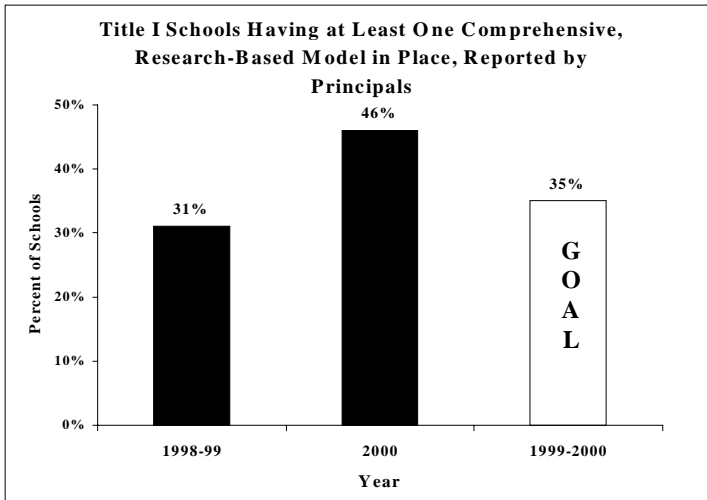


Source: Peer Reviewer system for evaluating evidence of final assessments under Title I of the ESEA. *Frequency:* Biannual Part B State Performance Reports. *Next Update:* 2001. **Validation procedure:** Both sources of data are being implemented. The Department will be developing methods to analyze these data for the Government Performance and Results Act (GPRA) reporting purposes. **Limitations of data and planned improvements:** None expected.

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 goal was exceeded in 2000. Forty-six percent of Title I schools have at least one comprehensive, research-based model in place in 2000 as reported by principals. This is an increase from 31% in 1998-99. 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 Education 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

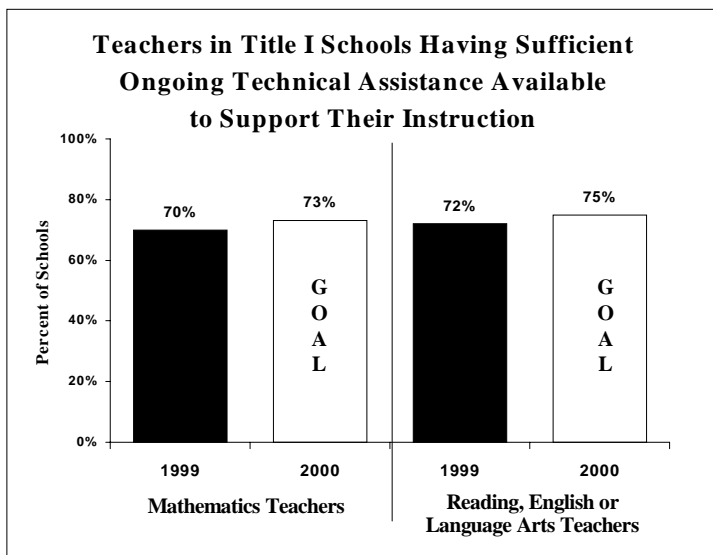


Source: National Longitudinal Survey of Schools. Unpublished tabulations, 2001. *Frequency:* Annual for three years, 2000-03. *Next Update:* 2002.
Validation procedure: Internal review procedures of an experienced data collection agency.
Limitations of data and planned improvements: Performance data are based on preliminary data analysis of unpublished data tabulations.

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. Unable to judge progress, as the 1999 data were baseline measures; 2000 data are not available. Teachers tend to access information from professional associations and organizations and from Federal, state, or district Title I offices for technical assistance.

Figure 2.4.e.1

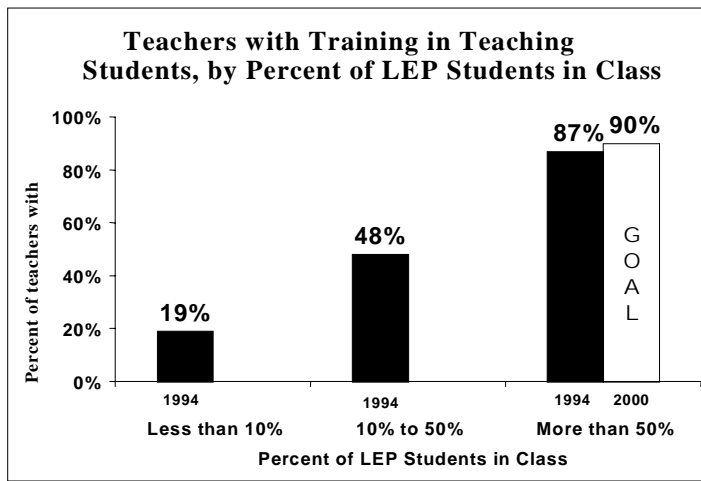


Source: U.S. Department of Education, National Longitudinal Survey of Schools (NLSS). Unpublished tabulations, 2001. *Frequency:* Not applicable.
Validation Procedure: Data from nationally representative sample analyzed by outside contractor.

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. Progress toward goal is likely. 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. The data for 2000 are not available (see figure 2.4.f.1).

Figure 2.4.f.1



Source: NCES (1997, January). A Profile of Policies and Practices for Limited English Proficiency Students (SASS 1993-94). *Frequency:* Not regularly scheduled. *Next Update:* 2001 for 1999 data from the (1999) Schools and Staffing Survey. **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).