

What Is The Real Story?

Analyzing Change in Inclusion and Impact on Test Results

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NAEP Assessment Literacy Workshop
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Overview

- Improving Inclusion in South Carolina
- Impact on Test Scores
- What's the takeaway?

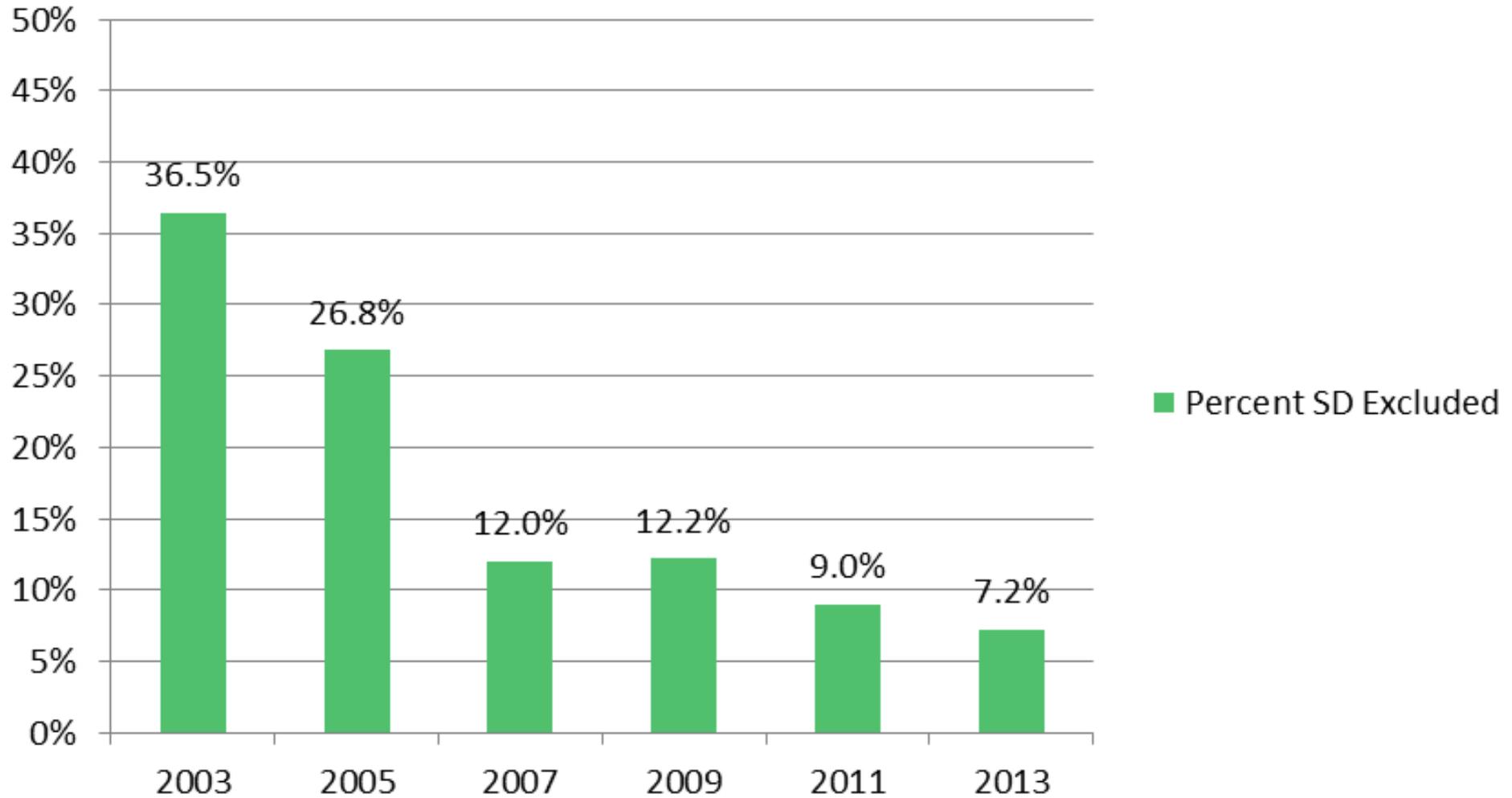
Background

- March 2010: NAGB Issues Guidelines for the Inclusion of Students with Disabilities and English Language Learners
 - 95%/85%
 - The proportion of all students excluded from any NAEP sample should not exceed 5 percent.
 - Among students classified as either ELL or SD a goal of 85 percent inclusion shall be established.

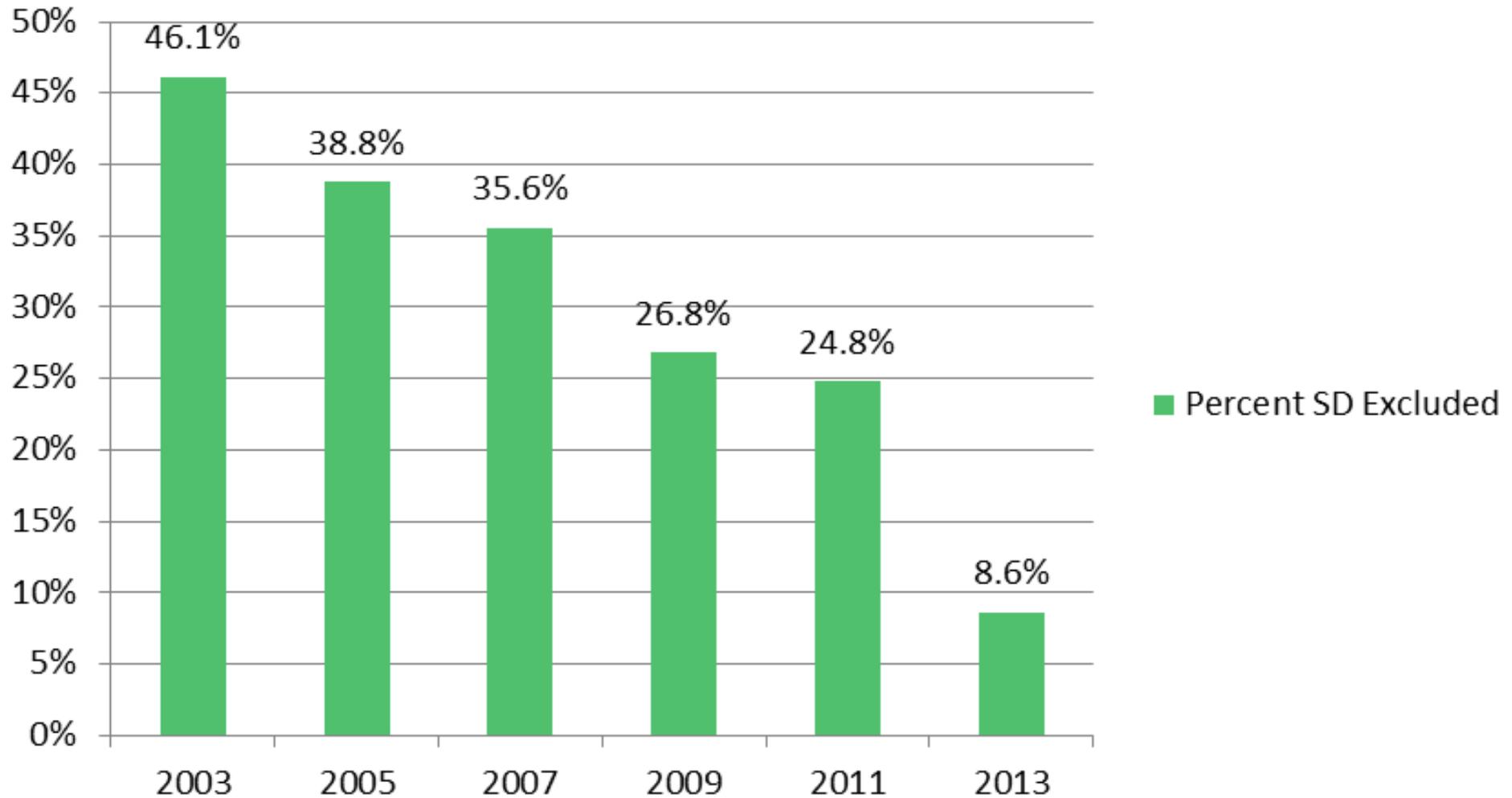
Addressing Inclusion in SC

- Spring 2010: Internal meetings to discuss NAGB guidelines and status of inclusion in SC.
- States urged to adopt policies providing that such documents [IEP/504] should address participation in NAEP.
- Summer 2010: SC implemented policy of addressing NAEP participation on IEPs.

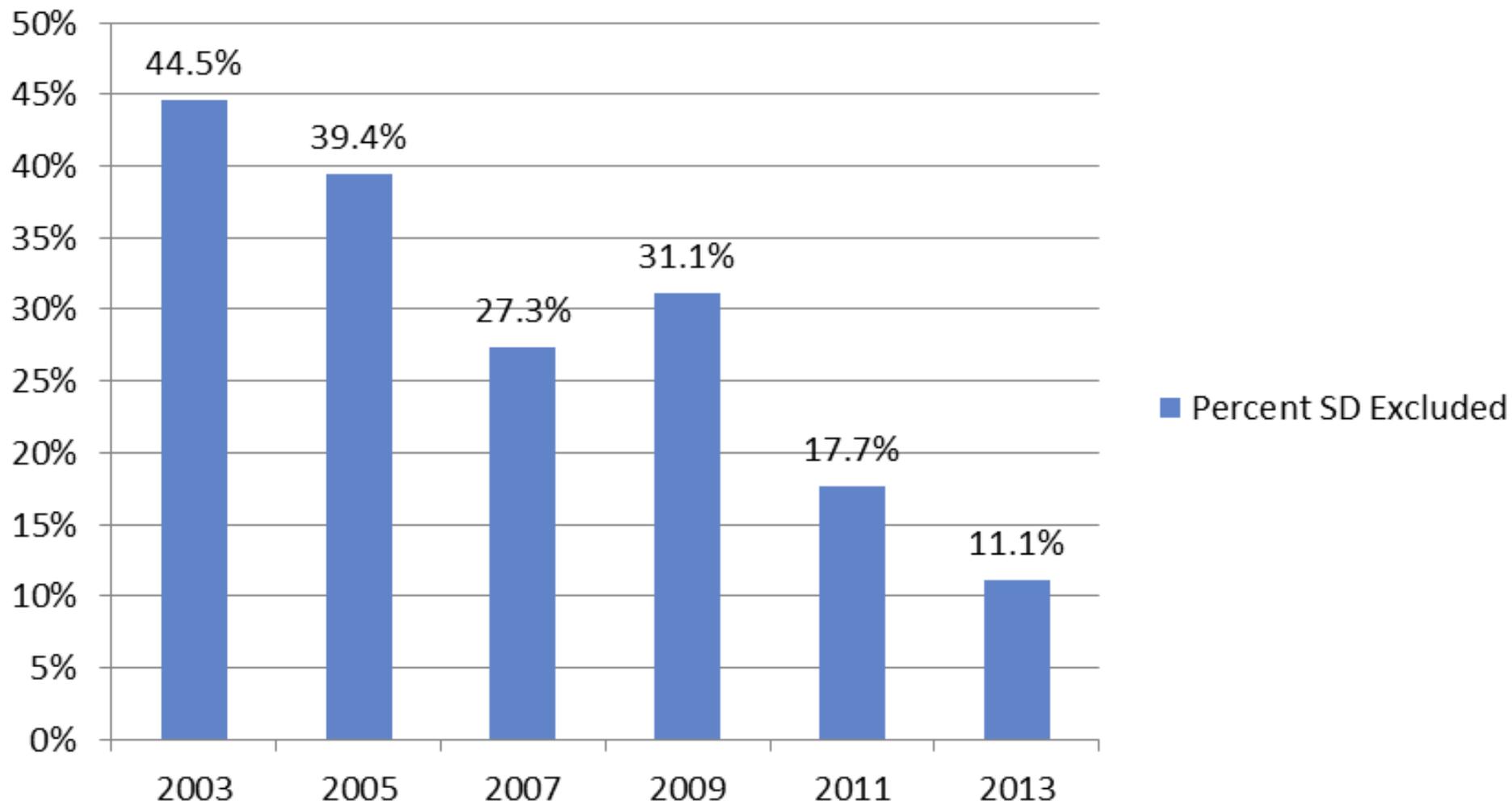
Mathematics - Grade 4 Percent SD Excluded



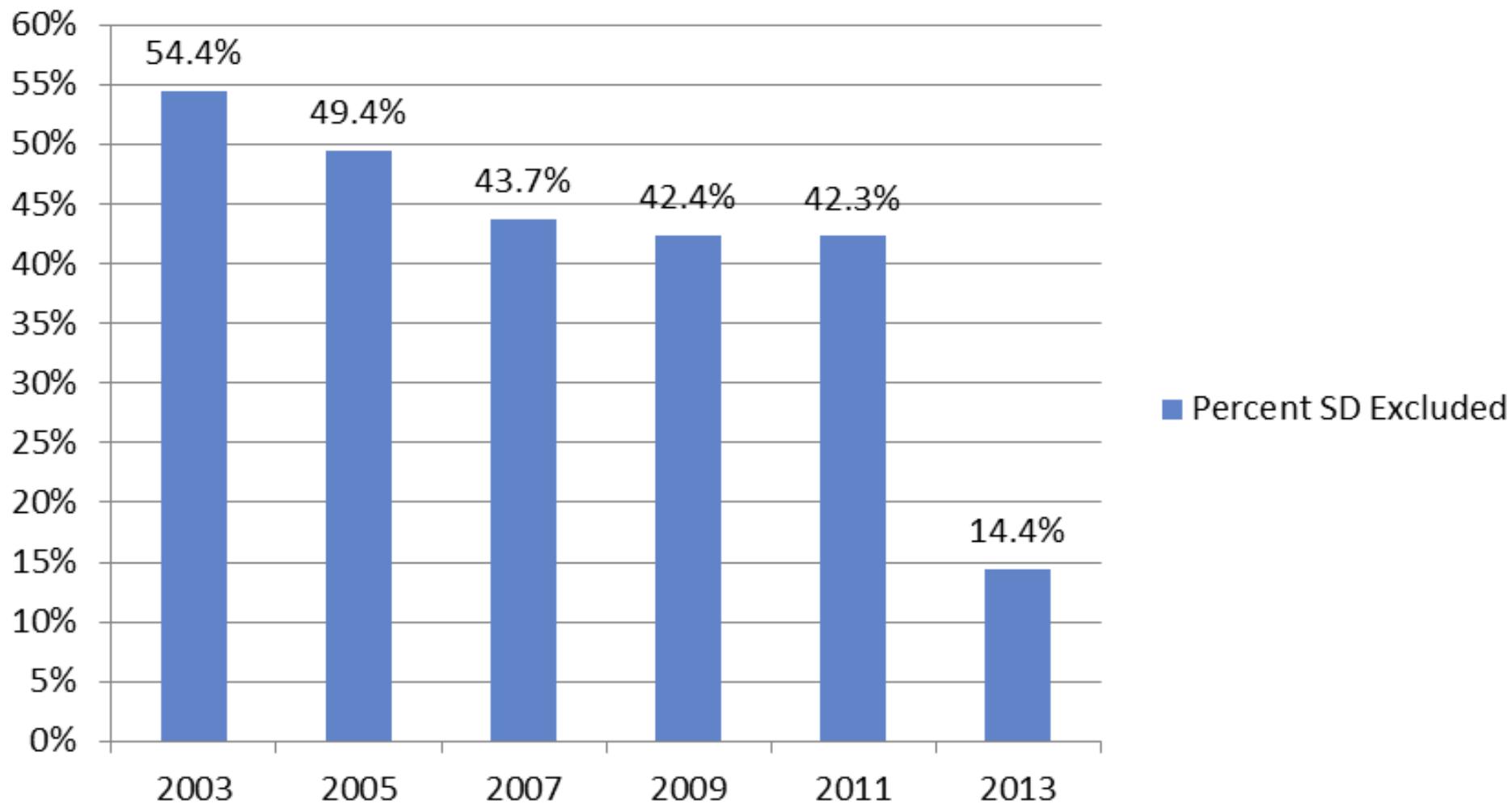
Mathematics - Grade 8 Percent SD Excluded



Reading - Grade 4 Percent SD Excluded



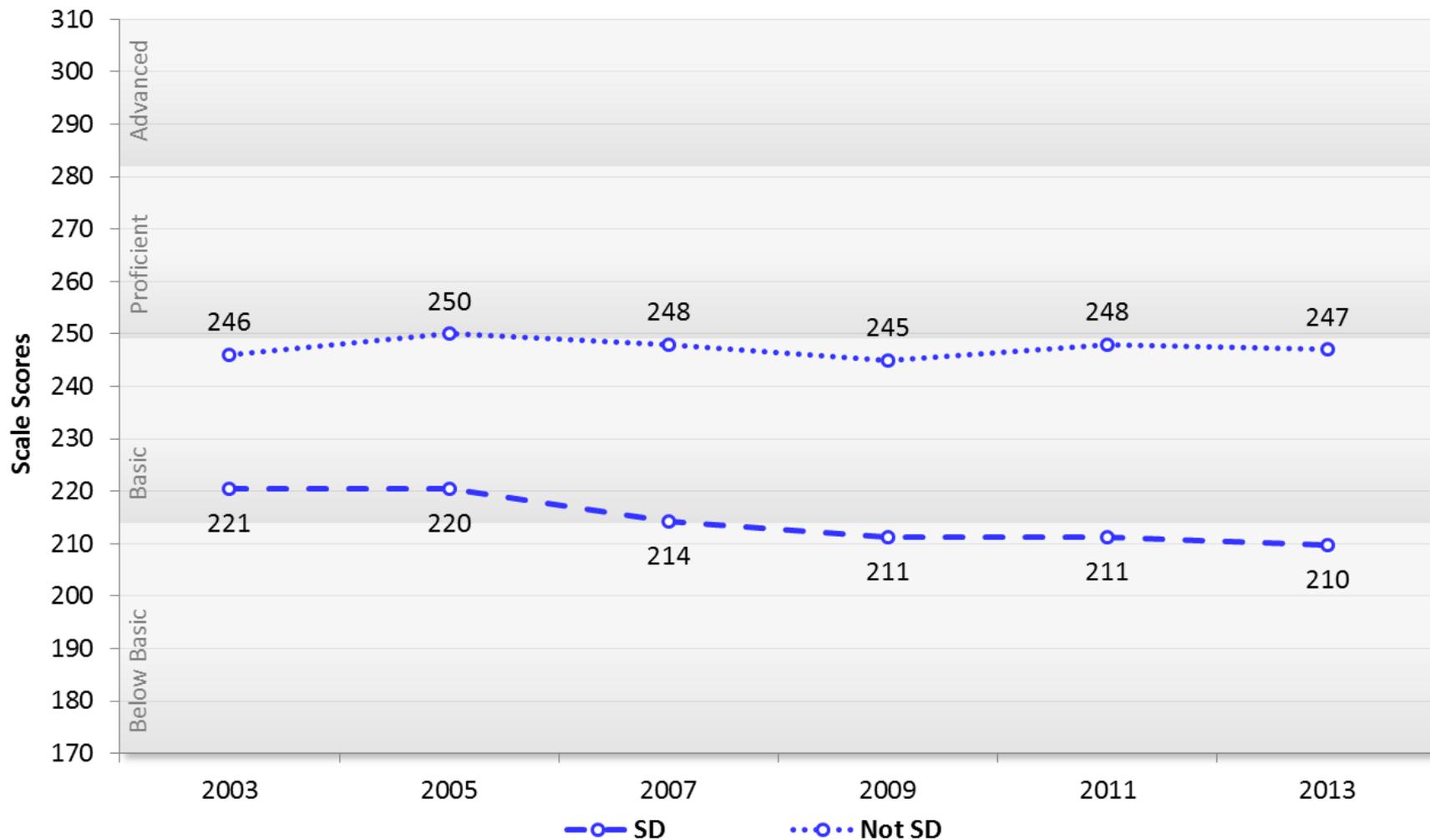
Reading - Grade 8 Percent SD Excluded





NAEP Mathematics Grade 4

South Carolina Achievement: Students with Disabilities (SD) - Not SD



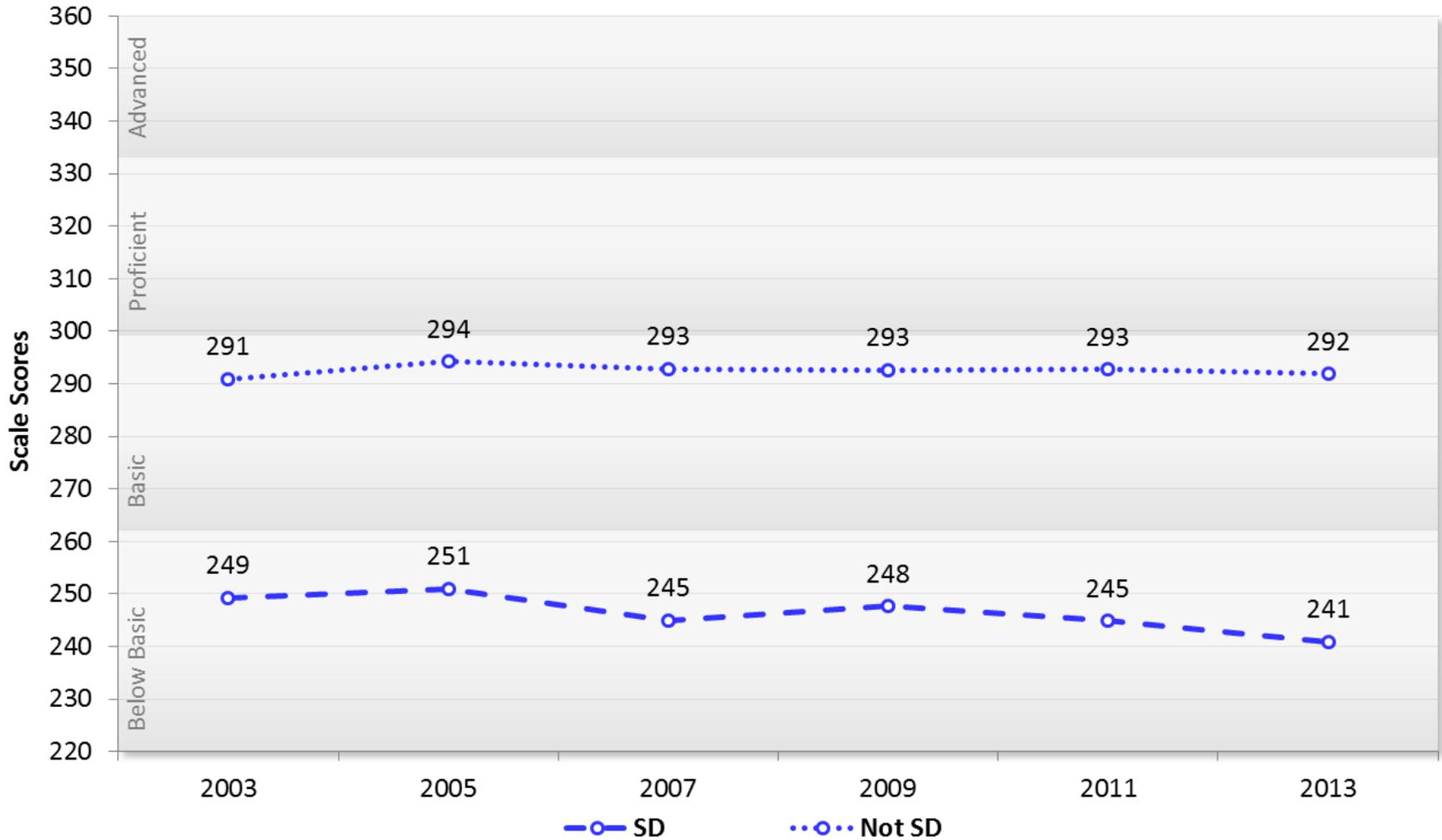
Note: The NAEP mathematics scale range is 0 to 500.

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



NAEP Mathematics Grade 8

South Carolina Achievement: Students with Disabilities (SD) - Not SD



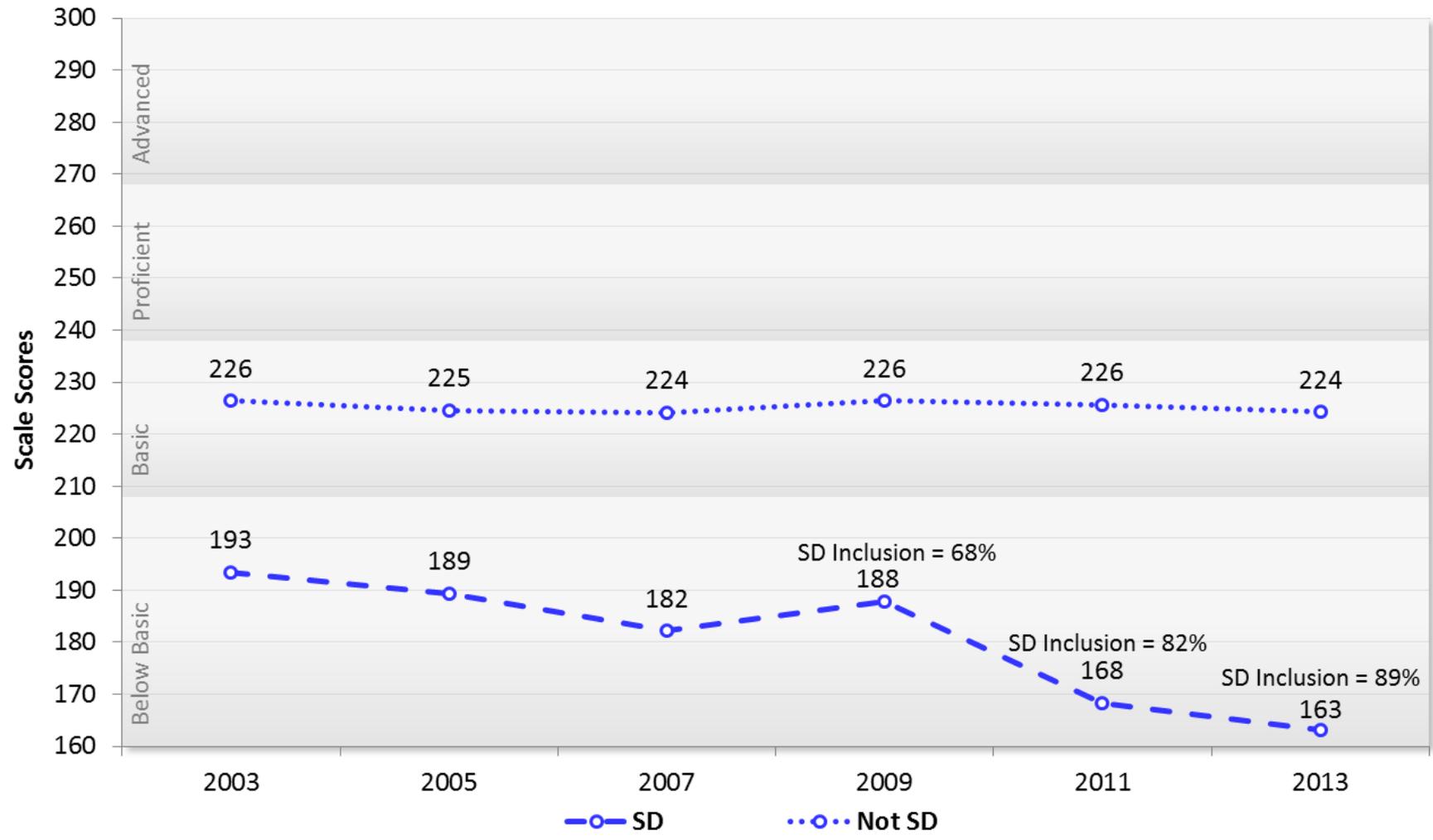
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NAEP Reading Grade 4

South Carolina Achievement: Students with Disabilities (SD) - Not SD



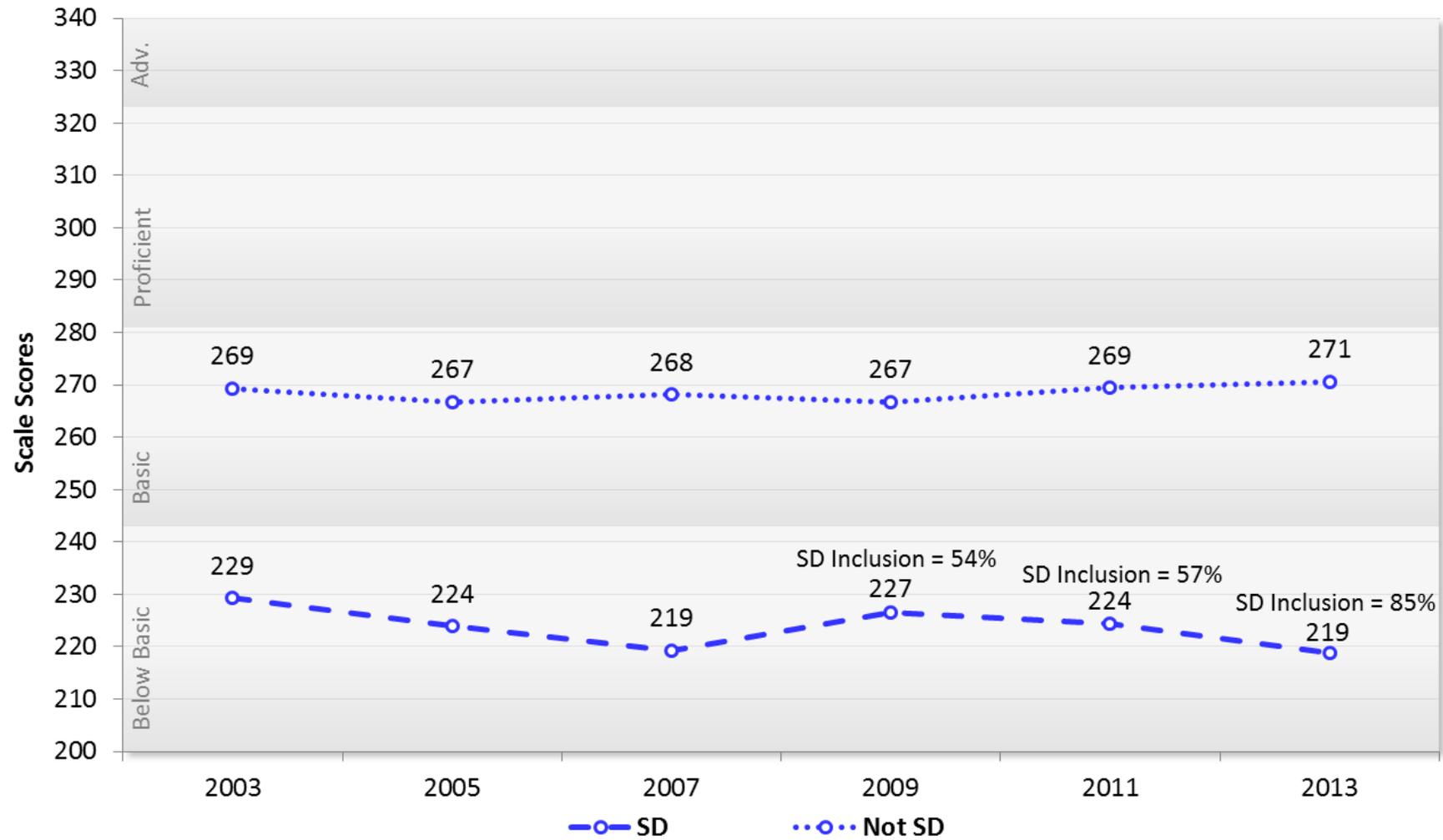
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NAEP Reading Grade 8

South Carolina Achievement: Students with Disabilities (SD) - Not SD

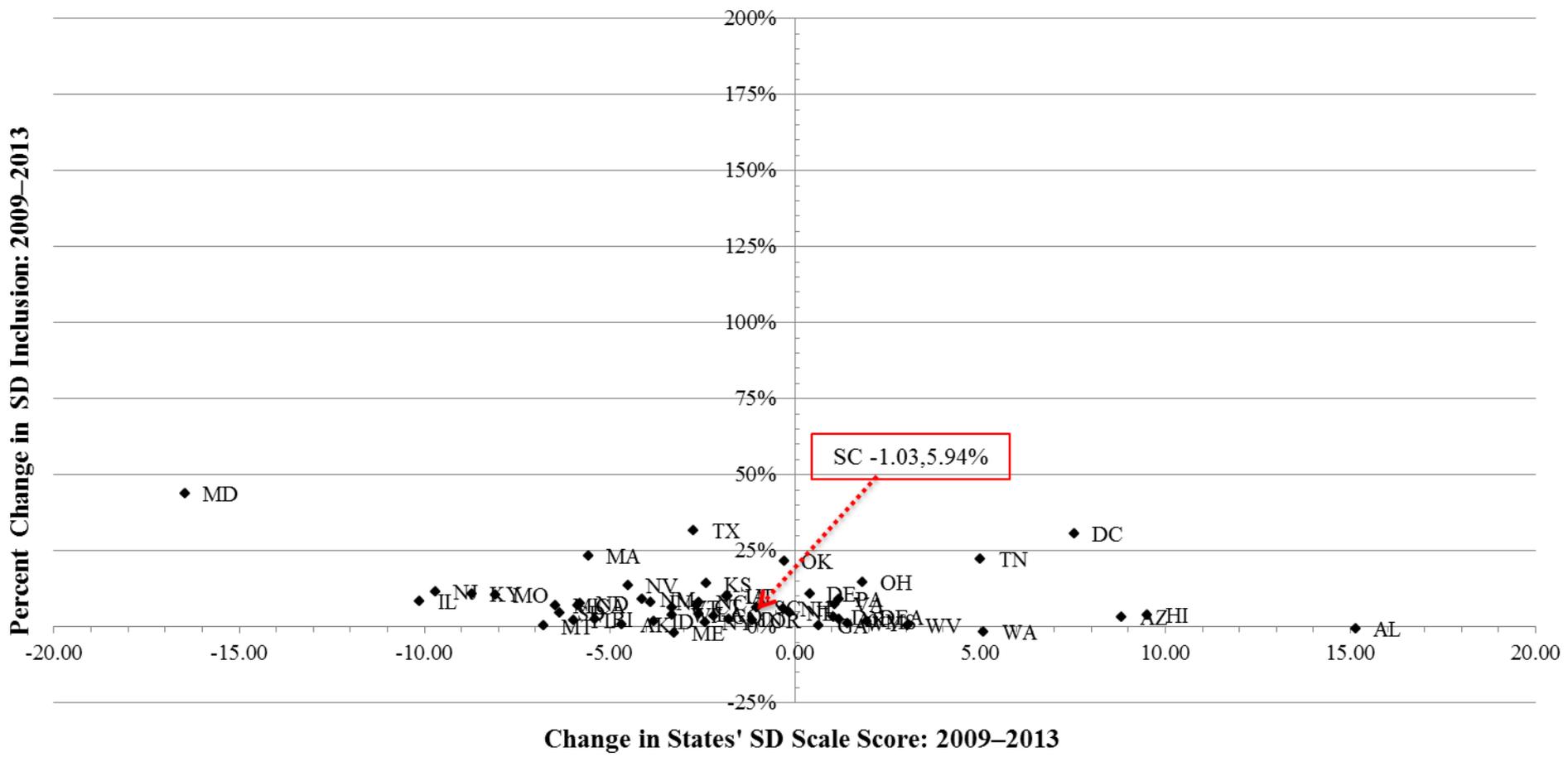


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NAEP Grade Four Math: Change in Scale Score by Change in Inclusion of SD



$r = -.252$

Dancey and Reidy's (2004) Categorization

Value of the Correlation Coefficient	Strength of Correlation
1	Perfect
0.7 - 0.9	Strong
0.4 - 0.6	Moderate
0.1 - 0.3	Weak
0	Zero



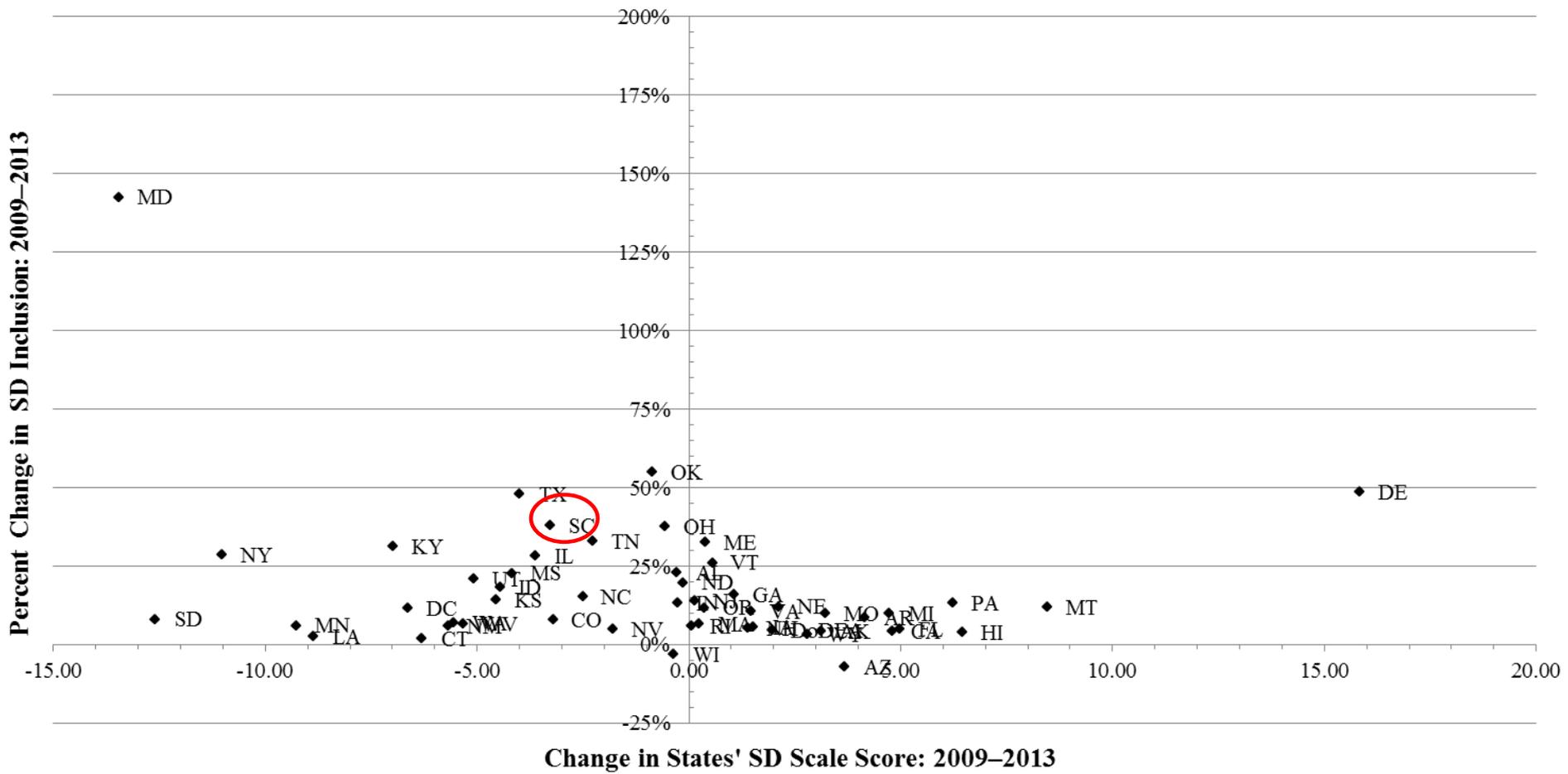
Correlations with Change in Overall State Mean

Grade Four Mathematics

09-11	-0.069
11-13	0.027
09-13	0.030



NAEP Grade Eight Math: Change in Scale Score by Change in Inclusion of SD



$r = -.266$



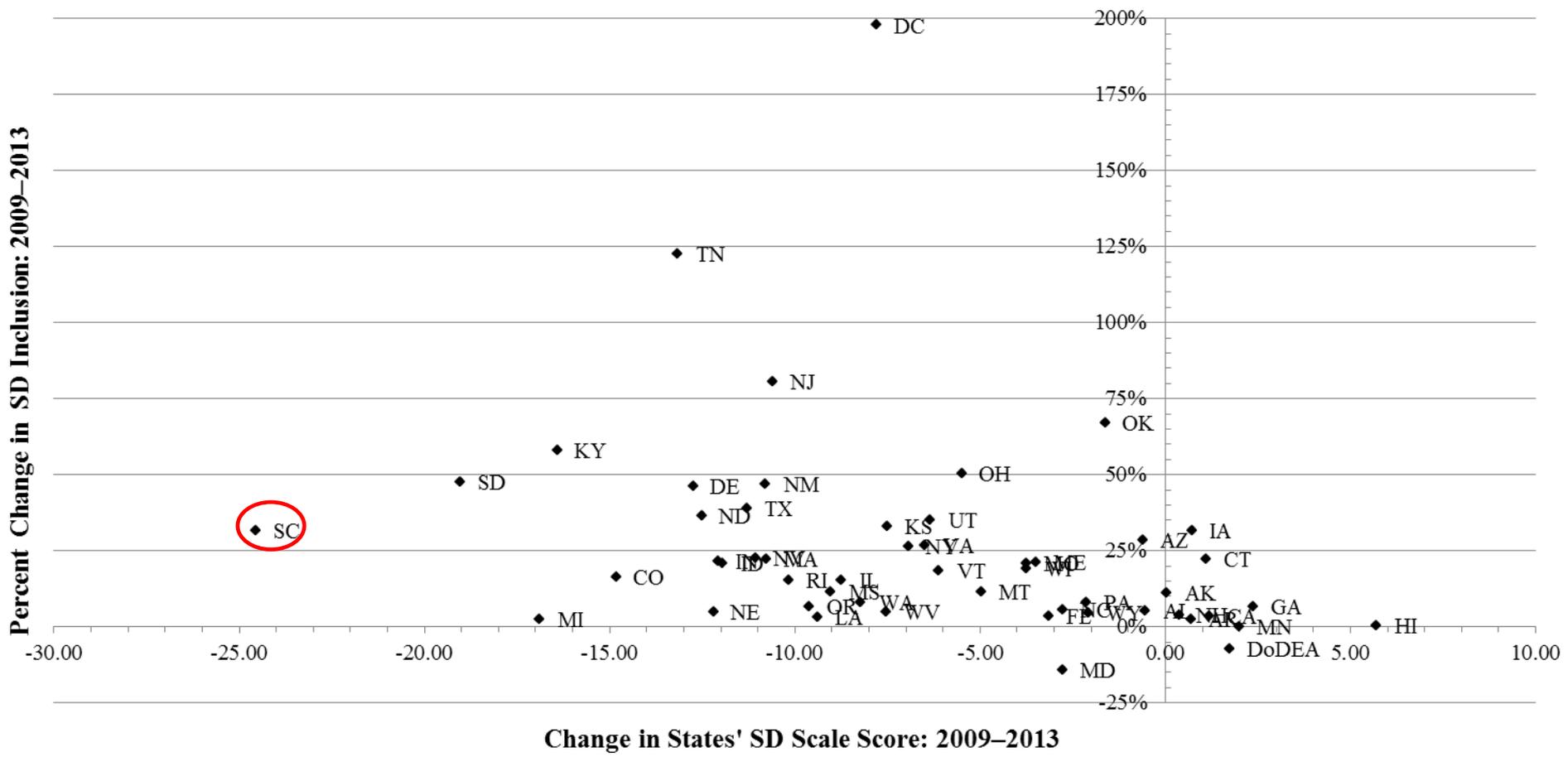
Correlations with Change in Overall State Mean

Grade Eight Mathematics

09-11	-0.251
11-13	-0.290
09-13	-0.085



NAEP Grade Four Reading: Change in Scale Score by Change in Inclusion of SD



$r = -.305$

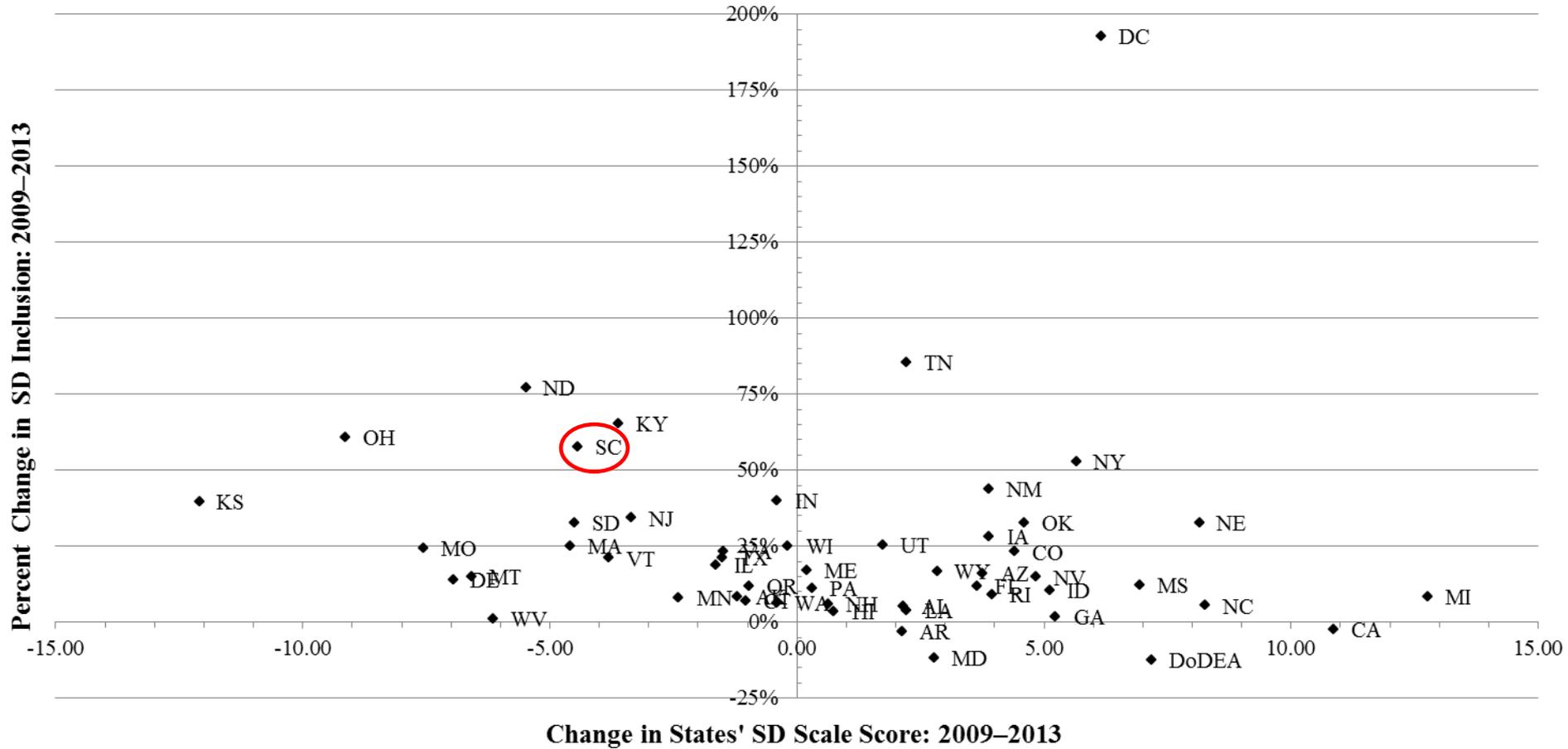


Correlations with Change in Overall State Mean

Grade Four Reading

09-11	-0.437
11-13	-0.402
09-13	-0.352

NAEP Grade Eight Reading: Change in Scale Score by Change in Inclusion of SD



$r = -.112$



Correlations with Change in Overall State Mean

Grade Eight Reading

09-11	-0.242
11-13	-0.174
09-13	-0.196

The Takeaway

- High exclusion may result in overestimation of performance.
- Improving our NAEP sample
 - Potentially reveals areas of concern
 - Helps ensure a more valid baseline for gauging effectiveness of reforms.

Implications

- IDEA Part B Determination
 - “Needs Assistance”
- IDEA State Systemic Improvement Plan
 - Helped define focus areas of focus
- South Carolina Read to Succeed Act (2014)
 - More accurate baseline data at time of new reading initiative

