



Dear members,

Once again, AERA is around the corner. I would like to remind you of NATD-related activities that I hope you will attend. On Monday, April 13, 2004, our annual breakfast and business meeting is scheduled. Breakfast is at 7:30 in the **Manchester Grand Hyatt Hotel (Ford Room, Section C, 3rd Level)**; the business meeting will take place from 8:30 to 10:30 in the **Manchester Grand Hyatt Hotel (Madeleine, C & D)**.

I am pleased to inform you that NATD will have a special speaker at our business meeting, Dr. Robert L. Linn, of CRESST and the University of Colorado, Boulder. As noted below, Dr. Linn has made significant contributions to the field of education.

Robert Linn is distinguished professor of education in the research and evaluation methods program. Dr. Linn's research explores the uses and interpretations of educational assessments, with an emphasis on educational accountability systems. His work has investigated a variety of technical and policy issues in the uses of test data, including alternative designs for accountability systems and the impact of high-stakes testing on teaching and learning. His teaching interests are in related areas of educational measurement and statistical analysis.

Dr. Linn is a member of the National Academy of Education and a lifetime National Associate of the National Academies. He has been an active member of the American Educational Research Association (AERA) for more than 30 years and has served as vice president of the AERA Division of Measurement and Research Methodology and vice chair of the joint committee that developed the 1985 Standards for Educational and Psychological Testing. He is a past president of AERA and the

National Council on Measurement in Education (NCME), past editor of the *Journal of Educational Measurement*, and editor of the third edition of *Educational Measurement*, a handbook sponsored by NCME and the American Council on Education. He was chair of the National Research Council's (NRC) Committee on Testing and Assessment and currently serves on the NRC's Board of the Center for Education.

His presentation will be on the topic of "Adequate Yearly Progress" of the No Child Left Behind Act. This is a special opportunity for the membership to hear about a timely topic and engage in lively discussion. The breakfast will again be sponsored by NCS Pearson and Pearson Educational Measurement. We are delighted that these companies continue to sponsor our breakfast. You will be receiving an invitation soon.

Our NATD dinner will again be hosted by CTB/McGraw-Hill, Harcourt Educational Measurement, Pearson Educational Measurement and Riverside Publishing Company. Every year, the dinner is one of the highpoints of the AERA weeklong schedule of special events. It is time for seasoned members to see old friends as well as an opportunity to meet new colleagues. It is scheduled for Tuesday, April 13, 2004 from 6:00 to 9:00. The place is still being finalized. As a member, you will be receiving a personal invitation in the next couple weeks. Be sure to mark your calendars.

We look forward to a great week in San Diego where we can share ideas, and enjoy the fellowship of wonderful colleagues.

Sincerely,

Judith Levinson,
NATD President

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Use of the 2003 National Assessment of Educational Progress Results as an Indicator of State Adequate Yearly Progress

Jason Nicholas
University of Wyoming and Wyoming Department of Education

INTRODUCTION

Under the No Child Left Behind (NCLB) Act of 2001, the administration of the National Assessment of Educational Progress (NAEP) became mandatory for all states in mathematics and reading for grades four and eight. The stated role and purposes of administering NAEP in all states varies from being a “discussion tool” to a confirmatory examination of states assessment systems. Utilizing the 2003 NAEP results, it is possible to examine state performance in the same prescribed way schools and districts are held accountable for Adequate Yearly Progress (AYP) under the guidelines of NCLB. With the wide variations among state assessment systems, achievement standards, and state accountability systems, the use of the common instrument of NAEP provides for a common metric for which valid discussions of state educational accountability can be grounded. Results of the analyses show states measures of overall AYP as well as AYP measures for subgroup accountability. An alternative approach in calculating AYP that has been suggested entails the use of a lower performance level such as Basic rather than Proficient. This alternative methodology of calculating AYP is also examined in relation to state performance on NAEP. It is not the premise or hypothesis of this paper to credit or discredit NCLB or propose NAEP data should be used for high-stakes accountability decisions. It is only to explore the use of a common

reference across states in alignment with AYP procedures and methodology set forth by NCLB.

METHODOLOGY

Under guidance provided by NCLB, states followed a methodology for setting the initial achievement targets for AYP. The methodology for setting the initial targets involved the percent of students scoring Proficient or higher on the state assessment in schools as well as the number of students in the schools. This methodology sets the initial achievement targets in mathematics and reading by ranking schools by the percentage of students’ categorized Proficient or higher on the state assessment. From this ranked list, 20% of the total student population is to found starting from the lowest school. This methodology is commonly referred to as the 20th percentile method.

This same methodology used for schools initial accountability determinations can be completed for states utilizing the NAEP 2003 data. The NAEP data for the 2003 assessment provides state estimates of the percent of students scoring Proficient or higher as well as the specific subgroup disaggregation required by NCLB. The subgroups used for state accountability as specified by federal law can also be found in the NAEP data and consist of students from major racial and ethnic groups, students with disabilities, students with limited English proficiency, and economically

disadvantaged students. State and schools are held accountable for subgroup achievement using the same targets set for the overall student population. For this analysis, one can think of this as taking the same procedures states used for creating their initial status targets for schools, but instead of using schools as the units of analysis, the units are states.

Two other AYP methodologies were also examined. Many states are utilizing confidence intervals in their school AYP decisions. The use of confidence intervals can also be replicated with the NAEP data similar to what many states are employing in their school AYP decisions. Another proposed methodology, though not approved or aligned with NCLB, is the use of the proficiency levels of Basic and above rather than Proficient. The methodology of calculating AYP would then use the percent of students scoring Basic and above rather than Proficient and above.

FINDINGS

Results for grade 4 and grade 8 (Table 1) were examined for the overall state AYP determination and for subgroup

AYP as mandated by NCLB. The troubling finding was that every state was identified as not making AYP due to at least one subgroup not meeting the proficiency targets for both mathematics and reading. The subgroups of students with disabilities and economically disadvantaged students were the most commonly identified subgroups not meeting AYP across states. Over 98 percent of states were identified as not meeting AYP targets in either subgroup with 100 percent of states identified in reading in the subgroup of students with disabilities. Even with the use of a confidence interval, a large proportion of states were identified as not meeting AYP under both of these subgroups.

Utilizing the alternative methodology of using Basic and above rather than Proficient and above for an AYP measure generally decreased the percentage of states not making AYP overall and in the various subgroups. However, once again it was found that the every state is classified as not making AYP due to the conjunctive decision of at least one subgroup not making AYP. The subgroup of students with disabilities identified every state in grade 8 and roughly 98 percent in grade 4. Even with the use of a confidence

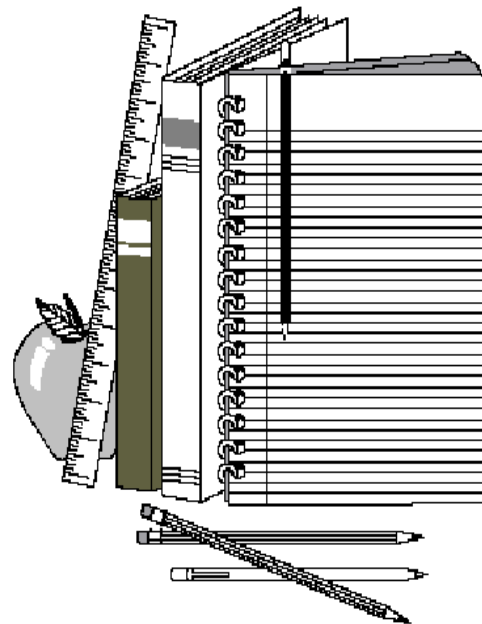
Table 1. NAEP Grade 4 and 8 – Percent of states classified as not making AYP

	Grade 4	Grade 8	Grade 4	Grade 8
	Mathematics		Reading	
Overall	21.6	25.5	15.7	15.7
White	3.9	3.9	0.0	0.0
Native American	23.5	21.6	21.6	17.6
Asian	5.9	5.9	9.8	7.8
Black	82.4	80.4	82.4	80.4
Hispanic	76.5	72.5	68.6	60.8
Disability	98.0	100.0	100.0	100.0
LEP	72.5	54.9	72.5	43.1
SES	98.0	92.2	98.0	92.2

interval, the magnitude of these identification rates was not decreased.

NCLB also proposes that all students must be Proficient or higher by the 2013-2014 school year in both mathematics and reading. Timelines for states to achieve 100 percent proficiency can be conjectured by examining recent trends in NAEP results. For example, significant gains were seen in the NAEP mathematics scores across grade 4 and grade 8 from 2000 to 2003. In the event that this rate of gain for each state is sustained in a linear fashion between 2003 and 2015, in grade 4 it is estimated 69 percent of states will be beyond 50 percent of students proficient while 27 percent of states will be above 75 percent of students proficient. Examining the information from grade 8, it is estimated that 22 percent of states will have more than 50 percent of students proficient in by 2015 while no states would have more than 75 percent of students proficient by that date.

For full paper contact Jason Nicholas, jnicho@state.wy.us



NATD/NCME 2004 Symposium

Since *Brown v. Board of Education* was handed down fifty years ago much attention has been centered on reducing the achievement gap. Much of the discussion has focused on what portion of the gap is due to bias in our measuring instruments and how much is due to school structures. This session will explore this topic for a variety of perspectives. The symposium is Wednesday, 12:25-1:55, Room 3, Upper Level of the Convention Center

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