

Released Regional Education Laboratory Reports Prepared under Task 1.2 ---Categorized Under ARRA Topics and Domains---

1. Longitudinal Data Systems &/or Data Driven Decision Making

- ***How State Education Agencies in the Northeast and Islands Region Support Data-Drive Decision Making in Districts and School***
<http://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=112> (posted May 18, 2009) The report examines the initiatives of state education agencies in the Northeast and Islands Region to support data-driven decision making in districts and schools and describes the service providers hired to support this work. The report identifies four components of data-driven decision making initiatives and finds that not all initiatives include all four.
- ***Performance patterns for students with disabilities in grade four mathematics education in New York State***
http://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2008050.pdf (posted August 2008)
This report describes the mathematics performance of fourth-grade students with disabilities across schools categorized by need-to-resource capacity and compares their performance by school with that of general education students across New York State from 2003 to 2005. It finds that the percentage of students with disabilities scoring proficient increased over time and that the proficiency gap between this subgroup and general education students narrowed by 1 percentage point
- ***Subgroups and adequate yearly progress in Mid-Atlantic Region schools***
http://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL_2007028.pdf (posted October 2007)
This report examines to what extent Mid-Atlantic Region schools are achieving adequate yearly progress targets for No Child Left Behind subgroups. It provides education leaders with easily accessible data on what standards Mid-Atlantic Region states set for adequate yearly progress, how major No Child Left Behind subgroups perform against these standards, and how subgroup performance influences schools' adequate yearly progress determinations.
- ***Assessing the likelihood that Virginia schools will meet the proficiency goals of the No Child Left Behind Act***
http://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/REL_2007012.pdf (posted October 2007)
This report investigates progress in Virginia public schools in satisfying the requirement of the No Child Left Behind Act of 2001 that every student be proficient in reading and math by 2014. It develops a variable change model that uses observed baseline proficiency and proficiency trends at individual schools to forecast gains for six subgroups in elementary, middle, and high schools.
- ***La Frontera: student achievement in Texas border and nonborder districts***
http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007027.pdf (posted September 2007)
This study provides policymakers with a data-driven profile of the education environment along the U.S.-Mexico border in Texas, an area known as La Frontera.
- ***Registering students from language backgrounds other than English***
http://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/REL_2007025.pdf (posted September 2007)
This report seeks to alert administrators, school staff, and database managers to variations in the naming systems of other cultures; to help these groups accommodate other cultures and identify students consistently in school databases; and to provide knowledge of other cultures' naming conventions and forms of address to assist in interacting with students and their family members

- ***Getting the evidence for evidence-based initiatives: how the Midwest states use data systems to improve education processes and outcomes***
http://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_2007016.pdf (posted June 2007)
 States in the Midwest Region are developing innovative approaches to collecting and providing access to high-quality data in order to improve educational decisionmaking. Additional capacity-building and increased technical assistance at the state and local levels would enhance this work.

2. Teacher Performance and Equitable Distribution of Teachers

- ***Preparing teachers in the Southeast Region to work with students with disabilities***
<http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=171&productID=124> (posted December 2008)
 The study examines the extent to which elementary education teacher preparation programs in 36 randomly selected colleges and universities in the six Southeast Region states integrate content related to students with disabilities. Most programs require one disability-focused course, two-thirds incorporate fieldwork related to students with disabilities, and more than half incorporate disability content into their mission statements.
- ***Examining context and challenges in measuring investment in professional development: a case study of six school districts in the Southwest Region***
<http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=164&productID=113> (posted September 2008)
 This study is an exploratory inquiry into the context and challenges of measuring investment in professional development in six Southwest Region school districts. The study estimated annual spending of approximately \$150-\$600 per pupil-or 2-9 percent of total spending. These figures likely underestimate the full investment in professional development in these districts because of the inability to track more integrated professional development activity that is a natural part of a teacher's work day or week.
- ***Developing the "Compendium of strategies to reduce teacher turnover in the Northeast and Islands Region": a companion to the database***
<http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=169&productID=121> (posted November 2008)
 This report provides state-, regional-, and district-level decision makers in the Northeast and Islands Region with a description of the Compendium of Strategies to Reduce Teacher Turnover in the Northeast and Islands Region, a searchable database of selected profiles of retention strategies implemented in Connecticut, Maine, Massachusetts, and Vermont.
- ***The status of the preparation and hiring of school principals in the U.S.-affiliated Pacific Region***
<http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=157&productID=106> (posted August 2008)
 This REL Technical Brief describes the current status of the preparation and hiring of school principals in the Pacific Region-American Samoa, Guam, Hawaii, Republic of the Marshall Islands, Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, and Yap), Commonwealth of the Northern Mariana Islands, and Republic of Palau. The brief answers a central question: what academic, practice-based, and standards and policy criteria are used in the preparation and hiring of principals? It finds that many jurisdictions had relatively recent certification standards and policies and that the procedures and criteria for preparing and hiring school principals vary across jurisdictions in models, requirements, and implementation levels. The only requirements common to all 10 jurisdictions are that principals must complete some college-level coursework and must have teaching experience.
- ***State policies on teacher evaluation practices in the Midwest Region***
<http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=154&productID=103> (posted August 2008) This REL Technical Brief describes state-level policies and procedural requirements for guiding teacher evaluation practices at the district level in the seven states served (Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin). Building on the Issues & Answers report, "Examining District Guidance to Schools on Teacher Evaluation Policies in the Midwest Region" (Brandt et al. 2007), this technical brief reveals how teacher evaluation practices are addressed by state policies and other state-level initiatives that include teacher evaluation features.

- ***Calculating the ability of within-school teacher supply to meet the demands of new requirements: the example of the Michigan Merit Curriculum***
<http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=155&productID=104> (posted August 2008)
 This second technical brief is in response to a request from Michigan Department of Education representatives and the Center for Educational Performance and Information for assistance in estimating Michigan's capacity to adequately staff its high schools to meet the course requirements of the new Michigan Merit Curriculum. The study team devised a formula to estimate the number of additional full-time equivalent (FTE) teachers needed for each subject at each Michigan high school. The formula was calculated using Michigan-specific values for key variables. Such an analysis may be particularly useful when new graduation or course requirements are being planned. Schools can adjust the variables in the formula (such as class size and number of periods taught by each FTE teacher), to fit their own needs.
- ***Trends in California teacher demand: a county and regional perspective***
<http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=144&productID=58> (posted August 2008)
 The report highlights the differences among California's counties and regions in their use of underprepared teachers and their needs for new teachers in the coming decade as driven by projected student enrollment changes and teacher retirements. The findings show county and regional variations in key factors that influence teacher labor markets.
- ***Preparing teachers to teach in rural schools***
<http://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=10> (posted July 2008)
 The Central Region states have greater percentages of rural students and schools than the U.S. average. This report describes how nine teacher preparation programs in the region prepare their graduates for teaching positions in rural settings.
- ***An analysis of state data on the distribution of teaching assignments filled by highly qualified teachers in New York schools***
<http://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=41> (posted May 2008)
 New York rural schools and districts have a high percentage of core teaching assignments filled by highly qualified teachers, with only small differences across key factors such as school poverty and school need for improvement. Urban schools—particularly those in New York City—have fewer core assignments filled by highly qualified teachers.
- ***Examining district guidance to schools on teacher evaluation policies in the Midwest region***
http://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_2007030.pdf (posted December 2007)
 This descriptive study provides a snapshot of teacher evaluation policies across a demographically diverse sample of districts in the Midwest Region. It aims to lay the groundwork for further research and inform conversations about current policies at the local, district, and state levels.
- ***Reviewing the evidence on how teacher professional development affects student achievement***
http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007033.pdf (posted October 2007)
 Of the more than 1,300 studies identified as potentially addressing the effect of teacher professional development on student achievement in three key content areas, nine meet What Works Clearinghouse evidence standards, attesting to the paucity of rigorous studies that directly examine this link. This report finds that teachers who receive substantial professional development—an average of 49 hours in the nine studies—can boost their students' achievement by about 21 percentile points.
- ***Preparing and licensing high quality teachers in Pacific Region jurisdictions***
http://ies.ed.gov/ncee/edlabs/regions/pacific/pdf/REL_2007031.pdf (posted October 2007)
 The Pacific Region needs more highly qualified teachers, but current teacher preparation and training programs and certification and licensing processes are not meeting this need.

- ***The distribution of teaching and learning in California’s middle and high schools.***
http://ies.ed.gov/ncee/edlabs/regions/west/pdf/REL_2007023.pdf (posted October 2007)
 Access to important educational resources in California’s middle and high schools is not equal among schools that serve different student populations. Overall, the most disadvantaged populations of middle and high school students are likely to have the least access to the resources necessary for learning.
- ***Analysis of Title IIB Mathematics and Science Partnerships in the Northwest Region***
http://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/REL_2007008.pdf (posted July 2007)
 This report describes the first year of the funded professional development activities in the Title IIB Math and Science Partnership projects in the Northwest Region and the evaluation models. The analysis is structured around the factors of professional development associated with changes in teacher knowledge and practice.)
- ***“Coach” can mean many things: five categories of literacy coaches in Reading First***
http://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/REL_2007005.pdf (posted July 2007)
 Simply knowing that literacy coaches are in schools does not imply anything about how those individuals spend their time—there is a difference between being a coach and *doing coaching*.

3. Improving Low Performing Schools

- ***Parent Involvement Strategies in Urban Middle and High Schools in the Northeast and Islands Region***
<http://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=117> (posted April 27, 2009) This report summarizes efforts to develop and pilot test a protocol for collecting information about parent involvement policies, practices, and programs being implemented at the middle and high school levels. The protocol can be used to expand documentation of strategies selected, adapted, and sustained in future years.
- ***How Eight State Education Agencies in the Northeast and Islands Region Identify and Support Low-Performing Schools and Districts***
<http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=210&productID=126> (posted March 3, 2009)
 This report describes and analyzes how eight state education agencies in the Northeast and Islands Region—those of Connecticut, Maine, Massachusetts, New Hampshire, New York, Puerto Rico, Rhode Island, and Vermont—identify and support low-performing schools and districts under the No Child Left Behind Act of 2001. Focusing on direct state supports and interventions, the report finds that the eight agencies have created supports and rationales to put federally defined accountability principles into practice in response to their specific contexts, local needs, and capacities.
- ***Characteristics of California school districts in program improvement***
<http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=152&productID=123> (posted July 2008)
 This descriptive analysis provides a statistical profile of California’s Title I school districts in program improvement. As an independent analysis of these districts in the aggregate, it is intended to inform the context for district improvement as California rolls out and refines its district intervention strategies.
- ***Parent involvement activities in school improvement plans in the Northwest Region***
<http://ies/ncee/edlabs/projects/project.asp?projectID=170&productID=122> (posted November 2008)
 This report addresses the fact that although the No Child Left Behind Act of 2001 spells out parent involvement requirements for schools in need of improvement, the majority (54 percent) of the 84 percent of Northwest Region school improvement plans reviewed failed to include such provisions. Many schools rely on communication as the primary way to involve parents-despite the wide range of parent involvement practices discussed in the literature.

- ***Implementation of the weighted student formula policy in San Francisco: a descriptive study of an equity-driven, student-based planning and budgeting policy***
<http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=162&productID=111> (posted September 2008)
 This report describes the planning and implementation of San Francisco's weighted student formula policy, an equity-driven student-based planning and budgeting policy. It examines one district's policy goals, planning and implementation considerations, and how the policy interacted with other local, state, and federal policies.
- ***Performance patterns for students with disabilities in grade four mathematics education in New York State***
<http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=158&productID=107> (posted August 2008)
 This report describes the mathematics performance of fourth-grade students with disabilities across schools categorized by need-to-resource capacity and compares their performance by school with that of general education students across New York State from 2003 to 2005. It finds that the percentage of students with disabilities scoring proficient increased over time and that the proficiency gap between this subgroup and general education students narrowed by 1 percentage point.
- ***Math education practices for students with disabilities and other struggling learners: case studies of six schools in two Northeast and Islands Region states***
<http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=161&productID=110> (posted September 2008)
 This report describes in-depth practices at six schools that are making targeted efforts to improve math education for students with disabilities and other struggling learners. It examines each school's practices for improving the math learning of all students as well as specific supports for students with disabilities and other struggling learners and identifies the challenges that schools face to serve students with diverse needs.
- ***Examining American Indian perspectives in the Central Region on parent involvement in children's education***
<http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=159&productID=108> (posted September 2008)
 This study examines American Indian parents' perceptions of parent involvement in their children's education and factors that may encourage or discourage involvement.
- ***High school dropout and graduation rates in the Central Region***
<http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=156&productID=105> (posted August 2008) This report presents comprehensive and detailed information on grades 7-12 dropout rates and on high school graduation rates in the Central Region. Dropout and graduation rates are presented for the region as a whole and for each state in the region, by gender, race/ethnicity, locale, and grade. The rates provide a comprehensive reference for state and local educators and policymakers on the student subgroups most at risk of not completing high school.
- ***Reenrollment of high school dropouts in a large, urban school district***
<http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=142&productID=100> (posted August 2008) This study follows a cohort of first-time 9th graders in one large urban school district from 2001/01 to 2005/06 and documents their dropout, reenrollment, and graduation rates. For the one-third of dropouts who reenrolled in the district over that period, it reports course credit accrual and graduation outcomes as well as students' reasons for dropping out and the challenges districts face with their reenrollment.
- ***Characteristics of California school districts in program improvement***
http://ies.ed.gov/ncee/edlabs/regions/west/pdf/REL_2008055.pdf (posted July 2008)
 This descriptive analysis provides a statistical profile of California's Title I school districts in program improvement. As an independent analysis of these districts in the aggregate, it is intended to inform the context for district improvement as California rolls out and refines its district intervention strategies.
- ***Characteristics of Arizona school districts in improvement***
<http://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=141> (posted July 2008)
 This descriptive analysis provides a statistical profile of Arizona's lowest performing school districts, which can inform the context for district improvement as Arizona rolls out and refines its district intervention strategies.

- ***Preparing to serve English language learner students: school districts with emerging English learner communities***
<http://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=151> (posted July 2008)
 This report aims to help school districts deal with the challenges of newly enrolling or rapidly increasing English language learner students by offering background information and sharing the experiences of districts that have addressed similar challenges in providing services and infrastructure to support the success of English language learner students.
- ***Piloting a searchable database of dropout prevention programs in nine low-income urban school districts in the Northeast and Islands Region***
<http://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=37> (posted March 2008)
 Despite evidence that some dropout prevention programs have positive effects, whether districts in the region are using such evidence-based programs has not been documented. This report details a pilot project to generate and share knowledge by building a searchable database of dropout programs and policies.
- ***Using strategy instruction to help struggling high schoolers understand what they read***
http://ies.ed.gov/ncee/edlabs/regions/central/pdf/REL_2007038.pdf (posted October 2007)
 This review sought to locate and summarize findings from rigorous, scientifically based studies of the effectiveness of strategy instruction—teaching students to use and articulate strategies that foster active, competent, self-regulated, and intentional learning—for helping struggling high school students improve their reading comprehension. The goal was to address information needs in the Central Region by identifying evidence-based practices intended to help high school teachers teach struggling readers.
- ***Measuring resilience and youth development: The psychometric properties of Healthy Kids survey***
http://ies.ed.gov/ncee/edlabs/regions/west/pdf/REL_2007034.pdf (posted October 2007)
 This report summarizes findings from a study of the psychometric properties of the resilience and youth development module, a key component of the Healthy Kids Survey. The study aims to improve resilience assessment and research so that educators can shape the school environment to promote academic resilience.
- ***Levers for change: Southeast Region state initiatives to improve high schools***
http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2007024.pdf (posted September 2007)
 This descriptive report aims to stimulate discussion about high school reform among Southeast Region states. The report groups recent state activities in high school reform into six "levers for change." To encourage critical reflection, the report places the reform discussion in the context of an evidence-based decisionmaking process and provides sample research on reform activities.
- ***How Northwest Region states are responding to schools in need of improvement***
http://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/REL_2007009.pdf (posted August 2007)
 This descriptive study examines the systems of technical assistance and support that Northwest Region states implemented during 2005/06 for schools in need of improvement. By illuminating key characteristics and differences among state systems, the intent is to stimulate a thoughtful analysis of what states can do and what issues they might address to move schools out of in need of improvement status.
- ***Supplemental educational services and implementation challenges in the Northwest Region states***
http://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/REL_2007006.pdf (posted July 2007)
 Participation in supplemental educational services in the Northwest Region is about one-third the national rate. Among the challenges to improving services for all eligible children are recruiting, monitoring, and evaluating service providers; communicating effectively at all levels, from parents to the state; and weak data systems, with data both difficult to access and often conflicting.

- ***Access to supplemental educational services in the Central Region states***
http://ies.ed.gov/ncee/edlabs/regions/central/pdf/REL_2007007.pdf (posted July 2007)
 At just 11 percent of eligible students, participation rates in supplemental educational services—available in schools that fail to make adequate progress for three years running—are low and may not improve until provision problems are resolved and programs demonstrate effectiveness. Answers to five research questions provide a status report.
- ***An analysis of Utah–3 Reading Improvement Program***
http://ies.ed.gov/ncee/edlabs/regions/west/pdf/REL_2007002.pdf (posted July 2007)
 More districts and charter schools reported implementing key elements of the state literacy framework and meeting their own goals.
- ***West Virginia’s Progress Toward Universal Prekindergarten***
<http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=98> (posted April 13, 2009) The report examines rates of participation in West Virginia’s universal, voluntary prekindergarten program from 2002/03 to 2006/07. It describes the share of seats provided by collaborative partners and public school systems and analyzes participation rates by demographic and socioeconomic subgroup and county characteristics.
- ***Five States’ Efforts to Improve Adolescent Literacy***
<http://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=121> (posted April 6, 2009) This report describes efforts by five states—Alabama, Florida, Kentucky, New Jersey, and Rhode Island—to improve adolescent literacy. Highlighting common challenges and lessons, the report examines how each state has engaged key stakeholders, set rigorous goals and standards, aligned resources to support adolescent literacy goals, built educator capacity, and used data to measure progress.
- ***State policies and procedures and selected local implementation practices in Response to Intervention in the six Southeast Region states***
<http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=166&productID=115> (posted September 2008)
 This report describes how six state education agencies and three local education agencies in the Southeast Region are adopting and implementing Response to Intervention—an education approach designed to provide effective, evidence-based interventions for struggling learners.
- ***Evidence-based decisionmaking: assessing reading across the curriculum interventions***
http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2007003.pdf (posted June 2007)
 When selecting reading across the curriculum interventions, educators should consider the extent of the evidence base on intervention effectiveness and the fit with the school or district context, whether they are purchasing a product from vendors or developing it internally. This report provides guidance in the decisionmaking.

4. Improving State Standards and Assessments

- ***New Measures of English Language Proficiency and Their Relationship to Performance on Large-Scale Content Assessments***
<http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=172&productID=125> (posted January 2009)
 Using assessment results for 5th and 8th grade English language learner students in three Northeast and Island Region states, the report finds that the English language domains of reading and writing (as measured by a proficiency assessment) are significant predictors of performance on reading, writing, and mathematics assessments and that the domains of reading and writing (literacy skills) are more closely associated with performance than are the English language domains of speaking and listening (oral skills).

- Aligning mathematics assessment standards: Arkansas and the 2009 National Assessment of Educational Progress (NAEP)***
<http://ies/ncee/edlabs/projects/project.asp?projectID=168&productID=119> (posted October 2008)
 This Technical Brief examines the current alignment between the Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP) mathematics assessment standards and the 2009 National Assessment of Educational Progress (NAEP) mathematics framework. It looks at the extent to which current state assessment standards cover the content on which 2009 NAEP assessments will be based. This brief applies the methodology used by Regional Educational Laboratory Southwest in a 2007 similar study, published as an *Issues & Answers* report, available at http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007019.pdf that examined the alignment of ACTAAP science assessment standards with the 2009 NAEP, this study presents results for areas of full alignment, partial alignment, nonalignment, and areas where the ACTAAP assessment standards go beyond the NAEP standards. The study finds that 78 percent of NAEP grade 4, 84 percent of NAEP grade 8, and 72 percent of NAEP grade 12 assessment standards are either fully or partially addressed by the ACTAAP assessment standards.
- Aligning mathematics assessment standards: Texas and the 2009 National Assessment of Educational Progress (NAEP)***
<http://ies/ncee/edlabs/projects/project.asp?projectID=168&productID=120> (posted October 2008)
 This Technical Brief examines the alignment between the Texas Assessment of Knowledge and Skills (TAKS) mathematics assessment standards and the 2009 National Assessment of Educational Progress (NAEP) mathematics framework. It looks at the extent to which current state assessment standards cover the content on which 2009 NAEP assessments will be based. This brief applies the methodology used by Regional Educational Laboratory Southwest in a 2007 similar study, published as an *Issues & Answers* report, available at (<http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=76&productID=36>).
- Aligning mathematics assessment standards: Louisiana and the 2009 National Assessment of Educational Progress (NAEP)***
<http://ies/ncee/edlabs/projects/project.asp?projectID=168&productID=118> (posted October 2008)
 This technical brief examines the current alignment between the Louisiana Educational Assessment Program (LEAP) and Graduation Exit Examination (GEE) mathematics assessment standards and the 2009 National Assessment of Educational Progress (NAEP) mathematics framework. It looks at the extent to which current state assessment standards cover the content on which 2009 NAEP assessments will be based. Applying the methodology used by Regional Educational Laboratory Southwest in 2007 in a similar study (available at http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007020.pdf) that examined the alignment of LEAP and GEE science assessment standards with the 2009 NAEP, this study presents results for areas of full alignment, partial alignment, nonalignment, and areas where the LEAP and GEE assessment standards go beyond the NAEP standards. The study finds that 91 percent of NAEP grade 4, 90 percent of NAEP grade 8, and 72 percent of NAEP grade 12 assessment standards are either fully or partially addressed by the LEAP or GEE mathematics assessment standards.
- Aligning mathematics assessment standards: Oklahoma and the 2009 National Assessment of Educational Progress (NAEP)***
<http://ies/ncee/edlabs/projects/project.asp?projectID=168&productID=117> (posted October 2008)
 This technical brief examines the current alignment between Oklahoma Core Curriculum Tests (OCCT) and the 2009 National Assessment of Educational Progress (NAEP) mathematics framework. It looks at the extent to which current state assessment standards cover the content on which 2009 NAEP assessments will be based. Applying the methodology used by Regional Educational Laboratory Southwest in 2001 in a similar study that examined the alignment of Oklahoma science assessment standards with the 2009 NAEP, this study presents results for areas of full alignment, partial alignment, nonalignment, and areas where the OCCT assessment standards go beyond the NAEP standards. The study finds that 85 percent of NAEP grade 4, 89 percent of NAEP grade 8, and 74 percent of NAEP grade 12 assessment standards are either fully or partially addressed by the OCCT mathematics assessment standards.

- ***Aligning mathematics assessment standards: New Mexico and the 2009 National Assessment of Educational Progress (NAEP)***
<http://ies/ncee/edlabs/projects/project.asp?projectID=168&productID=116> (posted October 2008)
 This technical brief examines the current alignment between the New Mexico Standards Based Assessment (NMSBA) assessment standards and the 2009 National Assessment of Educational Progress (NAEP) mathematics framework. It looks at the extent to which current state assessment standards cover the content on which 2009 NAEP assessments will be based. Applying the methodology used by Regional Educational Laboratory Southwest in 2007 in a similar study that examined the alignment of New Mexico science standards with the 2009 NAEP, this study presents results for areas of full alignment, partial alignment, nonalignment, and areas where the NMSBA assessment standards go beyond the NAEP standards. The study finds that 92 percent of NAEP grade 4, 94 percent of NAEP grade 8, and 80 percent of NAEP grade 12 assessment standards (aligned with current NMSBA assessment standards) and 77 percent of NAEP grade 12 assessment standards (aligned with proposed NMSBA assessment standards) are either fully or partially addressed by the NMSBA assessment standards.
- ***Gender gaps in assessment outcomes in Vermont and the United States***
<http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=163&productID=112> (posted September 2008)
 Using data from the National Assessment of Educational Progress (NAEP) and the New England Common Assessment Program (NECAP), the report examines how gender gaps differ between Vermont NAEP scores and U.S. NAEP scores and between Vermont NAEP and NECAP scores in grades 4 and 8. Overall and disaggregated by poverty and disability status, gender achievement gaps in Vermont resembled those in the country as a whole except in a few cases.
- ***The status of large-scale assessment in the Pacific Region***
<http://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=153> (posted August 2008)
 This technical brief describes the large-scale assessment measures and practices used in the jurisdictions served by the Pacific Regional Educational Laboratory. The need for effective large-scale assessment was identified as a major priority for improving student achievement in the Pacific Region jurisdictions: American Samoa, Guam, Hawaii, the Republic of the Marshall Islands, the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, and Yap), the Commonwealth of the Northern Mariana Islands, and the Republic of Palau (National Education Association 2007; Pacific Regional Advisory Committee 2005; South Pacific Board for Educational Assessment 2008).
- ***A second follow-up year for measuring how benchmark assessments affect student achievement***
<http://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=147> (posted May 2008)
 This REL Technical Brief examines whether, after two years of implementation, schools in Massachusetts using quarterly benchmark exams aligned with state standards in middle school mathematics showed greater gains in student achievement than those not doing so. A quasi-experimental design, using covariate matching and comparative interrupted time-series techniques, was used to assess school differences in changes in mathematics performance between program and comparison schools. Following up on an earlier Issues & Answers report, with just one year of post-implementation data, the study found no significant differences between schools using this practice and those not doing so after two years.
- ***What states can learn about state standards and assessment systems from No Child Left Behind documents and interviews with Central Region assessment directors***
<http://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=13> (posted April 2008)
 The purpose of this study is to describe the No Child Left Behind requirements for state standards and assessment systems. It examined official documents and peer review decision letters and included interviews with state assessment directors in the Central Region to highlight the challenges states face in developing and implementing approved systems.

- ***A description of foundation skills interventions for struggling middle-grade readers in four urban Northeast and Islands Region school districts***
<http://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=38> (posted March 2008)
 This study describes how four midsize urban school districts in the Northeast and Islands Region were providing foundation skills assessments and programs to struggling middle-grade readers. Researchers found variations, but also some similarities, in the districts' use of tests and programs.
- ***Alternative assessment for special education students in the Southwest Region states***
<http://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=73> (posted March 2008)
 In 2003, the U.S. Department of Education issued regulations allowing states to develop alternate standards and assessments for students with the most significant cognitive disabilities. This study reviews and summarizes alternate assessment policies and practices and their implementation and impact for the most significantly cognitively disabled students, across the five states in the Southwest Region.
- ***A review of avoidable losses: high stakes accountability and the dropout crisis***
http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/techbrief/tr_00108.pdf (posted February 2008)
 REL Southwest received a request to review the report *Avoidable Losses: High Stakes Accountability and the Dropout Crisis* to assess the soundness of the study methodology and the appropriateness of the conclusions drawn in the report. The review by REL Southwest found that the authors made strong causal conclusions about the effect of Texas's test-based accountability system on the high school dropout rates: that the accountability system directly increases dropout rates throughout the state. Given the nature of the data collected and analyzed in this study, such conclusions cannot be scientifically validated.
- ***Formative assessment policies, programs, and practices in the Southwest Region***
http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2008041.pdf (posted February 2008)
 Formative assessments help educators target instructional practices to meet specific student needs and monitor and support student progress toward valued state learning outcomes. Policies and programs in the five Southwest Region states suggest a range of strategies to support the development and use of formative assessments.
- ***A status report on middle school mathematics assessment and student achievement in the Pacific Region***
http://ies.ed.gov/ncee/edlabs/regions/pacific/pdf/REL_2008043.pdf (posted February 2008)
 This study answers one basic question: What is the status of student achievement in middle school mathematics in the Pacific Region jurisdictions? The findings provide a portrait of the types of mathematic assessments used in grades 7 and 8 and of how well students are performing.
- ***Measuring how benchmark assessment affects student achievement***
http://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2007039.pdf (posted January 2008)
 This report examines a Massachusetts pilot program for quarterly benchmark exams in middle-school mathematics, finding that program schools do not show greater gains in student achievement after a year. But that finding might reflect limited data rather than ineffective benchmark assessments.
- ***The predictive validity of selected benchmark assessments used in the Mid-Atlantic region***
http://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL_2007017.pdf (posted November 2007)
 This report examines the availability and quality of predictive validity data for a selection of benchmark assessments identified by state and district personnel as in use within Mid-Atlantic Region jurisdictions. The report finds that evidence is generally lacking of their predictive validity with respect to state assessment tests.
- ***A review of methods and instruments used in state and local school readiness evaluations***
http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2007004.pdf (posted August 2007)
 This report provides detailed information about the methods and instruments used to evaluate school readiness initiatives, discusses important considerations in selecting instruments, and provides resources and recommendations that may be helpful to those who are designing and implementing school readiness evaluations.

- ***Aligning science assessment standards: Louisiana and the 2009 National Assessment of Educational Progress (NAEP)***
http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007020.pdf (posted August 2007)
 This policy research document is intended for Louisiana policymakers to use when examining possible changes to the state assessment's alignment with the National Assessment of Educational Progress (NAEP). The 2009 NAEP test is not yet in existence, so the purpose of this report is to give policymakers a headstart in determining where they might, if they so decide, begin to make changes in their assessment standards and specifications to develop an assessment system more closely aligned to that used for the NAEP.
- ***Aligning science assessment standards: New Mexico and the 2009 National Assessment of Educational Progress (NAEP)***
http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007021.pdf (posted July 2007)
 This policy research document is intended for New Mexico policymakers to use when examining possible changes to the state assessment's alignment with the National Assessment of Educational Progress (NAEP). The 2009 NAEP test is not yet in existence, so the purpose of this report is to give policymakers a headstart in determining where they might, if they so decide, begin to make changes in their assessment standards and specifications to develop an assessment system more closely aligned with that used for the NAEP.
- ***Aligning science standards: Arkansas and the 2009 National Assessment of Educational Progress (NAEP)***
http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007019.pdf (posted July 2007)
 This policy research document is intended for Arkansas policymakers to use when examining possible changes to the Arkansas state assessment's alignment with the National Assessment of Educational Progress (NAEP). The 2009 NAEP test is not yet in existence, so the purpose of this report is to give policymakers a headstart in determining where they might, if they so decide, begin to make changes in their assessment standards and create test specifications to develop an assessment system more closely aligned with that used for the NAEP.
- ***Aligning science assessment standards: Oklahoma and the 2009 National Assessment of Educational Progress (NAEP)***
http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007022.pdf (posted July 2007)
 This policy research document is intended for Oklahoma policymakers to use when examining possible changes to the state assessment's alignment with the National Assessment of Educational Progress (NAEP). The 2009 NAEP test is not yet in existence, so the purpose of this report is to give policymakers a headstart in determining where they might, if they so decide, begin to make changes in their assessment standards and specifications to develop an assessment system more closely aligned with that used for the NAEP.
- ***The students with disabilities subgroup and adequate yearly progress in Mid-Atlantic Region schools***
http://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL_2007018.pdf (posted July 2007)
 The percentages of students with disabilities were similar for all five Mid-Atlantic jurisdictions, at about 14 percent of students, but the percentages of schools reporting for this subgroup varied from 15 percent for Pennsylvania to 96 percent for Maryland. In four states more schools missed their adequate yearly progress targets solely because of the performance of this subgroup than because of the performance of any other subgroup.
- ***Aligning science assessment standards: Texas and the 2009 National Assessment of Educational Progress (NAEP)***
http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007011.pdf (posted July 2007)
 This policy research document is intended for policymakers to use when examining possible changes to the state assessment's alignment with the National Assessment of Educational Progress (NAEP). The 2009 NAEP test is not yet in existence, so the purpose of this report is to give policymakers a headstart in determining where they might, if they so decide, begin to make changes in their assessment standards and specifications to develop an assessment system more closely aligned to that used for the NAEP.

- ***English language proficiency assessment in the Pacific Region***
http://ies.ed.gov/ncee/edlabs/regions/pacific/pdf/REL_2007014.pdf (posted July 2007)
Using various approaches to identify English language learners, several Pacific Region jurisdictions are developing English language proficiency standards and assessments aligned with those standards. Others are working on content standards, including language arts, and have expressed interest in developing English language proficiency standards but lack formal assessment mechanisms.
- ***How the government defines rural has implications for education policies and practices***
http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007010.pdf (posted June 2007)
Clearly defining what rural means has tangible implications for public policies and practices in education, from establishing resource needs to achieving the goals of No Child Left Behind in rural areas. Six definitions of rural are commonly applied in different contexts.

5. High School and Post Secondary Education

- ***Training early intervention assistants in California's community colleges***
<http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=165&productID=114> (posted September 2008)
This study examines California's efforts to foster preservice preparation of early intervention assistants for infants and toddlers with special needs through the Community College Personnel Preparation Project, a certificate program offered by participating community colleges. The study finds that colleges could develop preservice training programs for early intervention assistants that meet requirements such as those for awarding a Chancellor's certificate, although not all participating colleges were successful, despite receiving state funding for startup expenses.
- ***Examining the links between grade 12 mathematics and remedial courses in Nevada public colleges and universities***
<http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=145&productID=59> (posted August 2008)
This study examines the links between Nevada's grade 12 mathematics courses and remedial mathematics courses in Nevada's public colleges and universities. It analyzes remediation rates by students' highest grade 12 mathematics course level and mathematics grade point average and by various student and school characteristics.
- ***Course-taking program patterns and preparation for postsecondary education in the California state university system among minority youth***
http://ies.ed.gov/ncee/edlabs/regions/west/pdf/REL_2008035.pdf (posted January 2008)
This report finds that the high school program for college preparation begins in 9th grade and that making up missed preparatory courses and academic content is likely to be difficult for students who put off college-preparatory work until later in their high school career.
- ***New data needed: improving survey research on two-year college experiences***
http://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_2007015.pdf (posted September 2007)
Research can improve understanding of two-year colleges, but new detailed indicators are needed to capture the complexities of this changing sector.
- ***High school standards and expectations for college and the workplace***
http://ies.ed.gov/ncee/edlabs/regions/central/pdf/REL_2007001.pdf (posted July 2007)
State standards for high schools in a majority of Central Region states cover 82 percent of the language arts topics but just 57 percent of the mathematics topics identified by both of two national studies as important for success in college and the workplace.

