

# Five Year Research Proposal

National Center on Assessment and Accountability for Special Education  
 NCAASE – <http://ncaase.com>

## Models

<i>Data Requirements</i>	<i>NCLB</i>	<i>TM</i>	<i>Res gain VAM</i>	<i>MGM</i>
Database of matched student records over time (Stdnt ID)	No	Yes	Yes	Yes
Common scale	No	No	Yes	Yes
Precision and accuracy evaluated	Yes	Yes	Yes	Yes
Confidence interval	Ind. Grps.	Std. Errors	Error Var.	Error Var.
Includes students with missing scores	Yes	No	No	Yes
Affected by cohort stability	Yes	Yes	Yes	Yes
Handles non-linear growth	No	No	No	Yes
Includes results from alternate tests (different scales)	No	Yes	No	No
Student performance standards in definition of growth	Yes	Yes	No	No

<i>The primary growth question answered:</i>	
NCLB + Status Improvement	Did this year's students meet AYP?
Transition Matrix	Are students in a group making adequate progress across performance levels?
Residual Gain Scores and Value Added Models	How much residual change was produced by a group?
Multilevel Growth Models	What is the school growth rate?



## Cornerstone Study

- 1. What is the natural developmental progress in achievement for students with disabilities?
- 2. What models best characterize achievement growth for students with disabilities who are participating in general achievement tests?
- 3. How do various growth models represent school effects for students with and without disabilities, and how do results compare to those derived from status models now in use?
- 4. What are the reliability and validity of estimates of school effectiveness for students with disabilities produced by alternative growth models and how are these estimates influenced by contextual differences among schools and students?

*NC Statewide Achievement Test (Grades 3-8: Reading & Math) – Years 1-2, 5*



## Multi-State Extension Study

- 1. What is the natural developmental progress in achievement for students with disabilities?
- 2. What models best characterize achievement growth for students with disabilities who are participating in general achievement tests?
- 3. How do various growth models represent school effects for students with and without disabilities, and how do results compare to those derived from status models now in use?
- 4. What are the reliability and validity of estimates of school effectiveness for students with disabilities produced by alternative growth models and how are these estimates influenced by contextual differences among schools and students?

*AZ • OR • PA Statewide Achievement Tests (Grades 3-8: Reading and Math) – Years 2 & 5*



## Interim Assessments Study

- 1. What is the natural developmental progress in achievement for students with disabilities?
- 5. How do results from different types of interim assessments of students' achievement meaningfully contribute to a model of academic growth for students with disabilities?

*NWEA MAP in reading and mathematics Grades 1 to 10 – Years 1 and 2*

*easyCBM measures in reading and mathematics Grades 1 to 8 – Years 1 and 2*



## Multiple Measures Validation Study

- 5. How do results from different types of interim assessments of students' achievement meaningfully contribute to a model of academic growth for students with disabilities?
- 6. How can information about opportunity to learn and achievement growth be used to enhance academic outcomes for students with disabilities?

*Myilogs OTL*

*Interim Assessments [CBM + Multiple Choice Tests]*

*AZ • OR • PA Summative Assessments(Grades 3-5: Reading & Math) – Years 2 through 4*



# Alternate Assessments Study

- 1. What is the natural developmental progress in achievement for students with disabilities?
- 2. What models best characterize achievement growth for students who are participating in alternate assessments?

*AZ • NC • OR • PA Alternate Assessment (Grades 3-8 for Reading & Math) – Years 3 through 5*



# Conclusions and Next Steps

## Review Process and Outcomes (End of Day Topics)

- Purpose of research and type of analyses (not to criticize state partners and with opportunity to vet posted products)
- Description of security and access (servers and file transport)
- Description of data sets (steps to acquisition and file cleaning)
- NC – Done
- OR – Done
- AZ
- PA

## Assignments for Partners Beyond Data Transfer

- Questions within state partners and from NCAASE researchers
- Notes from the day putting people with projects and deliverables (next steps with specific tasks)

## Preview Seminal Events

- NCME presentation – *Rsch and Dev on Assess-Account for SPED*: April 15 (4:05-6:00) Hyatt Regency-Balmoral
- AERA Advisory Board meeting: April 15 (6:30-9:30) Fairmont Waterfront: Sechelt Room
- CCSSO presentation – *A Summary of Critical Issues in Growth Models for a Fully Inclusive Assessment System*: June 27 (3:30-5:30)