



NO CHILD LEFT BEHIND: METHODOLOGICAL CHALLENGES & RECOMMENDATIONS FOR MEASURING ADEQUATE YEARLY PROGRESS

Yeow Meng Thum, CRESST/UCLA

The No Child Left Behind (NCLB) law signed in January, 2002, represented a much-expanded federal role in public education when the new law outlined provisions for strengthening accountability for academic achievement. Besides requiring annual testing, the law seeks a method for judging school effectiveness, sets up a timetable for ultimate progress, and establishes a sequence of specific consequences for failure. NCLB's immediate objective, it would seem, is a set of procedures that will help link assessments over time, across systems, and with external assessment components such as the National Assessment of Educational Progress (NAEP) to provide some validation of the system. A common measurement instrument for monitoring the education progress of the nation's children may be the key to producing a common currency for evaluating productivity. The lack of a common measure is, to many, a major roadblock to fostering a coherent nationwide effort aimed at improving the debate on public education.

No Child Left Behind: Methodological Challenges & Recommendations for Measuring Adequate Yearly Progress, presented recently at the 2002 CRESST Conference in Los Angeles, dwells on the methodological challenges for student, school, district, and state accountability as formulated by the new law and provides some recommendations, based on recent research, for a viable approach for measuring progress of schools toward a set target. Leaving aside the problems related to the alignment of curriculum, standards, and tests, or to the choice of alternative tests and forms of testing, the paper instead focuses on two core issues of a useable accountability measurement scheme, namely, how to

1. define, measure, and monitor the progress of *value-added* performance and productivity of multiple and nested reporting units (student subgroups, schools, districts, or states), and
2. define *adequate yearly progress* (AYP) under NCLB, and design a procedure to gauge and compare progress of accountability units in terms of the AYP.

Conceived as a planning document, the paper aims to provide an analytic platform that will be transparent enough so that the discussion of the procedures for accountability measurement can be better de-coupled from the more contentious policy side of the current school accountability debate. The paper outlines the principal rationale for (1) employing scale scores, (2) using multiple outcomes, (3) estimating value-added gains from student-level longitudinal performance data, (4) requiring model-based aggregation, (5) requiring model-based inference, and (6) keeping the "black-box" open in a viable accountability system. Within the same framework, it proposes a definition of what it means for a school to "make AYP" under NCLB. It shows that this notion of AYP, termed "AYP-NCLB", can be operationalized as a comparison at any point in time of a school's growth rate with a minimum growth required of that school if it is to be proficient by 2013-2014 on average. The same analysis yields the proportion of the students in a school who are "proficient" each year, the primary interest of

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standards-referenced approaches to the assessment. Additionally, the proposed analytic strategy addresses directly issues pertaining to (1) the precision of decisions, (2) the choice of starting points for making evaluations, and (3) the so-called "safe-harbor" provisions under NCLB.

No Child Left Behind: Methodological Challenges & Recommendations for Measuring Adequate Yearly Progress, by Yeow Meng Thum, will soon be available as a CRESST report.

IN MEMORY OF AUDREY L. QUALLS

On December 28, 2002, Audrey L. Qualls died from lung cancer in Chicago, Illinois. Audrey held the rank of Professor in the Division of Psychological and Quantitative Foundations in the College of Education at The University of Iowa with a joint appointment in the Iowa Testing Programs. Audrey was an active member of NCME, serving as co-chair of the 2002 annual meeting and as editor of the NCME Newsletter from 1994 to 1997. She was on the editorial advisory boards of both *EM:IP* and the newsletter and was a member of numerous NCME committees. In addition, she published a number of articles in both *JEM* and *EM:IP*.

Audrey was a loyal friend and colleague who enriched the lives of all who knew her. She will be missed. A more extensive memorial statement will appear in the Spring, 2003 issue of *EM:IP*.

SEEKING INNOVATIVE CLASSROOM ASSESSMENT PRE-SERVICE MODELS

The Assessment Training Institute Foundation is searching for pre-service teacher training programs in classroom assessment that have proven productive. The Foundation is a non-profit entity supporting the sharing of sound practices in classroom assessment.

Colleges or departments of education in higher education institutions whose assessment training processes have "worked" are urged to contact Rick Stiggins at (800) 480-3060 or by email at: ATI@assessmentinst.com.

NEW NEWSLETTER BOARD

Susan M. Brookhart, Editor

This issue marks a change in Newsletter editors and board members. We have inherited a wonderful newsletter from Doug Becker, previous editor, and Doug has provided us with all sorts of helpful materials and information. I am very grateful for that, and you will see the results in Volumes 11 through 13. Thanks also to the previous Newsletter Board members and to the new Newsletter Board members listed below.

We will continue with the kinds of content and format that have been used previously. We are open to suggestions, however, especially about features that readers would like to see developed and included. Any NCME member is welcome and encouraged to contact any board member, or myself, with ideas or requests for the newsletter.

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NCME 2003 ANNUAL MEETING

Sheraton Chicago
Hyatt Regency Chicago
Chicago, IL
April 22 – 24, 2003

SELECTED PROGRAM HIGHLIGHTS

Presidential Address

Teaching for the Test: Validity, Fairness and Moral Action – *Linda Crocker*

Career Award Address

Curriculum, Instruction and Assessment: Amiable Allies or Phony Friends? –
Honoree: Jim Popham, Discussants: Lorrie Shepard, Andy Porter

Invited Symposia

Adequate Yearly Progress under NCLB: Various Considerations for Design and Implementation –
Organizer: Stan Rabinowitz, Participants: Richard Hill, Sri Ananda, Paul LaMarca, Brian Gong

Dimensions of Research on Accommodations: Emerging Connections to Practice – *Organizer: Gerald Tindal, Participants: Stephen Elliott, Keith Hollenbeck, Lizanne DeStefano, Martha Thurlow*

Measurement Challenges in State Alternative Assessments for Students with Disabilities –
Organizer: Ed Roeber, Participants: Daniel Wiener, Teri Siskind, Carolyn Haug, Joe Ryan, Huynh Huynh, Meagan Karvonen

Readiness Assessment for Young Children: A Case Study Based on the South Carolina Reading Assessment – *Organizer: Huynh Huynh, Participants: Teri Siskind, Susan Prior, Dorinda Gallant-Taylor, Jim Casteel, Samuel Meisels, Joan Herman*

Making Test Results More Useful and Understandable: Advances in Admissions Testing, State and National Assessments, and Credentialing – *Organizer: Ronald Hambleton, Participants: Wayne Camara, Dean Goodman, Jay Campbell, Ric Luecht, Linda Crocker*

Assessment's Brave New World: Issues in Computer-Based Testing – *Graduate Student Symposium, Organizer: William Skorupski, Participants: Maureen Ewing, Matthew Gushta, Lu Ying, Tim Davey, Ric Luecht*

Committee Sponsored Symposia

Assessment as Advocacy: Enhancing Educational Opportunities for Poor Children and Children of Color – *Minority Issues & Testing Committee, Organizer: Sharon Robinson, Participants: Asa Hilliard, Jacqueline Jordan Irvine, Chrys Dougherty, Jacqueline Jones, Gwyneth Boodoo*

No Child Left Behind: One Year Into Implementation – *NATD, Organizer: Judith Levinson, Participants: Zollie Stevenson, Glen Ligon, Phil Hansen, Allan Alson*

Uncharted Territory: Questions That Take Us Beyond Current Measurement Conceptualizations – *Graduate Student Issues Committee, Organizer: Jennifer Dunn, Participants: Mark Reckase, Wendy Yen, Mike Kolen, Steve Raudenbush*

CHICAGO, THE SECOND CITY

Scott Bishop, Riverside Publishing

In the movies, Ferris Bueller cut class to spend a day in Chicago. Perhaps you will have the entire week to enjoy the sights, sounds, and tastes of America's Second City. Several websites can help you plan your stay: Chicago.il.org, visit-chicago-illinois.com, and ci.chi.il.us/tourism, which has links to many sites noted below. From Art to Oprah, your colleagues who live in and around Chicago suggest the following.

The Magnificent Mile

- The Magnificent Mile section of Michigan Avenue offers many points of interest including museums, restaurants, shops, and boutiques.
- The Water Tower survived the Chicago Fire of 1871 and remains one of Chicago's most recognizable landmarks.
- The Drake Hotel is a historical landmark known for its elegance and charm.

In late April, expect temperatures to range from 40 to 70, so bring a light jacket for early evening walks along the Mag Mile.

Spectacular Views of the City

Spectacular views of the city are available from the:

- Sears Tower (sears-tower.com)
- John Hancock Building (hancock-observatory.com). While at the Hancock, try eating at the Signature Room for a magnificent view of Chicago, or the Cheesecake Factory Restaurant for a good meal at a friendly price.

Art Galleries, Museums, and Attractions

There are a number of premier art galleries, museums, and attractions in Chicago.

- The Art Institute of Chicago (Michigan Ave, artic.edu/aic) is internationally known and holds 250 galleries in its 233,000 square-foot space. Admission is free on Tuesday.
- The Museum of Contemporary Art (Chicago Ave., mcachicago.org) is also highly recommended. Admission is free on Tuesday.
- Museum of Science and Industry (57th St. and Lake Shore Dr., msichicago.org)

- Field Museum of Natural History (Lake Shore Dr., fmnh.org)
- Adler Planetarium (Lake Shore Dr., adlerplanetarium.org)
- Shedd Aquarium (Lake Shore Dr., sheddnet.org)
- Chicago also offers two zoos, Brookfield (brookfieldzoo.org) and Lincoln Park (lpzoo.org).

Navy Pier and Family Fun

Navy Pier (navypier.com) offers many attractions and is very popular, especially for family outings. While there:

- visit the Children's Museum (chicildrensmuseum.org) and the Funhouse Maze,
- eat at one of the Pier's many restaurants,
- visit the vendors selling their wares,
- take a dinner cruise,
- see an I-Max movie, or
- catch a performance of The Winter's Tale by the Chicago Shakespeare Theater (chicagoshakes.com).

The Navy Pier will host a show by the American Craft Council on April 26 for those staying in Chicago for the weekend.

Neighborhoods

- Chinatown (around 22nd street, chicago-chinatown.com) is accessible via cab or bus from downtown. In addition to excellent cuisine (Penang Malaysian restaurant – order their authentic coconut drink), Chinatown also offers jewelry, books, CDs/DVDs, and Chinese medicine.
- Greektown (on Halsted Street between Harrison and Monroe, chicagogreektown.com) Try the Greek Islands, a restaurant that always gets positive reviews.
- Bucktown/Wicker Park has an artistic atmosphere like Soho in New York.
- Little Italy (littleitalychicago.com) has excellent family-owned Italian restaurants.
- Pilsen has authentic Mexican cuisine and some wonderful murals.

While exploring these neighborhoods, consider a ride on the Brown Line L (shown in many TV shows and movies filmed in Chicago) for some interesting views of Chicago's architecture.

Music

Chicago is well known for its local music and offers many venues for live music by popular and up-and-coming bands. Try

- House of Blues (on Dearborn)
- Park West (on Armitage)
- Double Door (on Milwaukee)
- Metro (on Clark).

For classical music, the Chicago Symphony Orchestra (cso.org) has several events the week of the conference. Ravinia (Ravinia.org) events are known as inexpensive and serene ways to entertain friends. On April 25, there will be a concert by musicians from the Steans Institute for Young Artists. Although the Ravinia is located just outside Chicago in Highland Park, it is readily accessible by public transportation.

Food Establishments

Although perhaps best known for its steak houses and pizza, you are sure to find a variety of tastes to satisfy your palate.

- High: Try Tru, Everest, or Ambria to experience some of Chicago's finest establishments (\$100+/meal).
- Middle: Nick's Fishmarket & Grill, Chicago's Chop House, Topolobampo, Spiaggia, Gibson's, Gene & Georgetti, and MK (\$50 - 100).
- Average: Frontera Grill, Blackbird, One Sixty Blue, Rosebuds, Tuscany, and 437 Rush (under \$50).
- Low: Heaven on Seven, Penny's Noodles, Joy's Noodles, Uno's, Duo's, and Giordano (to get in and out for around \$10).

There are too many good establishments to mention in this forum. Use chireader.com or metromix.com for restaurant searches, reviews, pricing, and reservation information.

Miscellaneous

- The Cubs (chicagocubs.com) and the White Sox (whitesox.com) have home games the week of the conference.
- Try Second City (secondcity.com) for an evening of improvisational and sketch comedy.
- For dancing, visit the Funky Buddha Lounge (funkybuddha.citysearch.com), a popular club on W. Grand Ave.
- Oprah Winfrey fans can find her studios near the West Loop. Shows generally tape Tuesday through Thursday; call 312.591.9222 for ticket information.

NCME FITNESS RUN/WALK

Run 5K or walk a 2.5K course along the lakefront in Grant Park.

Commemorative T-shirts will be given to all participants.

Check the NCME web page soon for details (www.ncme.org).



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AERA DIVISION D GRADUATE STUDENT SEMINAR

All graduate student members of AERA Division D are invited to attend the Graduate Student Seminar.

Session Title

"Hot Topics in Educational Research Methods"

Location

To be announced.

Speakers

Richard Shavelson, *Stanford University*,

"Reflections on Scientific Inquiry in Education"

Bengt Muthen, *UCLA*, "New Statistical Methods for Analyzing Longitudinal Data"

Robert Stake, *University of Illinois*, "How Far Dare the Evaluator Go toward Making This a Better World?"

Catherine Hombo, *Educational Testing Service*,
"No Psychometrician Left Unemployed: Pressures on Assessment in the Wake of No Child Left Behind"

Robert Mislevy, *University of Maryland*, "Leverage Points for Improving Educational Assessment"

Moderator and Chair

Lizanne DeStefano, *University of Illinois*

Student Co-Chairs

Stacey Farber, *University of Buffalo*

Joyce Freeman, *Stanford University*

Continental Breakfast will be served. Registration is required. The first 50 student registrants will receive a \$50.00 stipend from the Division. Students may register by sending name, address, telephone contact, institutional affiliation and e-mail to destefan@uiuc.edu or fax to 217-244-0538 by April 1, 2003.

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NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS STUDY OF TEACHER ASSESSMENT PROFICIENCY

Judy Arter, ATI

The Assessment Training Institute (ATI, Portland, Oregon), the University of North Carolina (UNC, Chapel Hill), and North Carolina's Western Regional Educational Service Agency (WRESA) have joined forces on a grant from the National Board of Professional Teaching Standards (NBPTS) to study the assessment proficiency of Board certified teachers. The purpose of the study is to determine if Board certified teachers are more proficient at classroom assessment than are their non-certified counterparts. The study is being carried out in several steps.

The first step was for ATI to examine the existing National Board certification standards across teaching specialties to determine the assessment proficiencies they currently expect of accomplished teachers. This examination revealed that NBPTS assessment standards stress involving students in their own assessment, using assessment to plan next steps in instruction, directing assessment at important learning targets for students, and communicating assessment results to others in ways that have positive consequences. Although these features are prevalent across teaching specialties for which certification is offered, there was considerable variation in emphasis, detail, and description.

The second step in the study called for ATI to develop a unifying conceptual framework of indicators of accomplished classroom assessment practice that could be applied across specialty areas. This statement of what accomplished teachers should know and be able to do is based on the current NBPTS standards supplemented with standards of sound practice from the measurement community. The framework is currently under review by the broader NBPTS, measurement, and professional development communities.

Third, this framework is serving as the basis for the development of a battery of instruments and procedures to assess teachers' assessment

knowledge and practice. These instruments and procedures include a survey, essay and selected-response assessments, teacher interviews, and examination of sample classroom assessments.

Fourth, UNC and WRESA will gather and analyze data that compare Board certified and non-Board certified teachers in North Carolina. The study will concentrate on middle-childhood (students ages 7-12) teachers. Results will be positive and productive regardless of the final outcome of the study. If Board certified teachers are found to be more assessment proficient than their non-certified counterparts, then NBPTS can argue that Board certified teachers are prepared to use classroom assessment practices that have been shown in independent research to yield major gains in student achievement, especially among low performing students. If not, the conceptual framework and rich data gathered on teachers' assessment proficiencies will suggest ways to alter Board assessment standards and certification procedures to promote greater classroom assessment capability that results in increased student learning.

The study began in August, 2002 and will be completed in fall, 2003. For more information contact Rita O'Sullivan at UNC (919-843-7878) or Rick Stiggins/Judy Arter at the Assessment Training Institute (503-228-3060).

INTERNATIONAL RESEARCH MEETING ANNOUNCEMENT

The 24th Annual Meeting of the Stress and Anxiety Research Society will be held in Lisbon, Portugal, July 10-12, 2003.

For registration and conference information, please go to: <http://star2003.ulusofona.pt>.

For information about the Stress and Anxiety Research Society go to: www.star-society.org.