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Addressing Achievement Gaps: The Language Acquisition and Educational Achievement of English-Language Learners



Performance of English-Language Learners on NAEP

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English-Language Learners Conference
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Overview

- What is NAEP?
- Nature of English-Language Learner Participation in NAEP
- NAEP Results
 - Across Years
 - Within Year
 - Gaps and Changes in Gaps
- Summary

What is NAEP?

- The ***National Assessment of Educational Progress, or Nation's Report Card***
- Survey of student achievement for the U.S. and in each state that measures:
 - what students know and can do in various academic subjects
 - student performance against a set of standards
 - trends over time in academic progress at the national and state level

What Are NAEP's Basic Design Goals?

- Report performance on broad content and skill areas
 - **Not** tied to any single state curriculum
 - Content defined by frameworks developed with broad input
 - Use performance testing (constructed-response items) in well over half of most assessments
 - Multiple subscales

NAEP's Basic Design Goals

(continued)

- Report performance for groups of students and not individuals
- Limit Student Burden
 - Testing time normally limited to 50 minutes (shorter than most tests)
- If one student took the entire assessment, it would be extremely long; no one can take the entire assessment

How Does NAEP Meet These Goals?

- **Student Sampling:**
use of representative samples of students instead of testing all students
- **Item Sampling:**
a design in which no one student takes the entire assessment

Nature of English-Language Learner (ELL) Participation in NAEP

- Prior to 1996 (Math) and 1998 (Reading)
 - No testing accommodations were provided in NAEP.
 - This resulted in the exclusion of some students.
- Accommodations are now allowed in NAEP.
 - The accommodations are available to students whose Individualized Education Program (IEP) specifically requires them.
 - Because some ELL students do not have an IEP, decisions about accommodations for these students are typically made by knowledgeable school staff.

ELL Participation in NAEP *(continued)*

- School staff make the decisions about whether to include an ELL student in a NAEP assessment, and which testing accommodations, if any, they should receive.
- The NAEP program furnishes tools to assist school personnel in making those decisions.

ELL Participation in NAEP *(continued)*

- Inclusion in NAEP of an ELL student is encouraged if that student
 - participated in the regular state academic assessment in the subject being tested, and
 - if that student can participate in NAEP with the accommodations NAEP allows
- Even if the student did not participate in the regular state assessment, or needs accommodations NAEP does not allow, school staff are asked whether that student could participate in NAEP with the allowable accommodations.

ELL Participation in NAEP *(continued)*

- Examples of testing accommodations not allowed in NAEP are:
 - giving the reading assessment in a language other than English
 - reading the reading passages aloud to the student
 - extending testing over several days (because NAEP administrators are in each school only one day)

Considerations in ELL Participation in NAEP

- Even with the availability of accommodations, there still remains a portion of ELL students **excluded** from the NAEP assessments.
- Therefore, we need to be clear what the population of students is for which we are reporting results—that is, those who could be assessed with available accommodations.
- Note: An alternative method of estimating results in which results are imputed for excluded students (called Full Population Estimates) has been developed, but those results will not be presented here.

Considerations in ELL Participation in NAEP *(continued)*

- **Variations** in exclusion and accommodation rates—due to differences in policies and practices regarding the identification and inclusion of ELL students—should be considered when comparing students' performance over time (and across states, though state-level results will not be shown in this presentation).
- While the effect of exclusion is not precisely known, comparisons of performance **results** could be affected if exclusion rates are comparatively high or vary widely over time.

Inclusion/Participation Rates

- In the following table, I will show the following rates for 2007*, at the National Public level:
 - Identification
 - Excluded
 - Assessed
 - Assessed without accommodations
 - Assessed with accommodations

(*These rates have been fairly steady since 2003, which is why I'll only show the most recent year)

Inclusion/Participation Rates (%) 2007

			Reading		Math	
			Gr 4	Gr 8	Gr 4	Gr 8
Identified			10	6	10	6
	Excluded		2	1	1	1
	Assessed		8	5	9	5
		Without Accom	6	4	6	4
		With Accom	2	1	3	2

NAEP Results

- In this presentation, I will focus on results from:
 - Reading and Math
 - 2005 and 2007
 - National Public sample
 - 3-level ELL classification variable introduced in 2005
 - ELL
 - Formerly ELL
 - Non-ELL
 - Results will not distinguish between scores obtained with accommodations and without accommodations.

NAEP Results *(continued)*

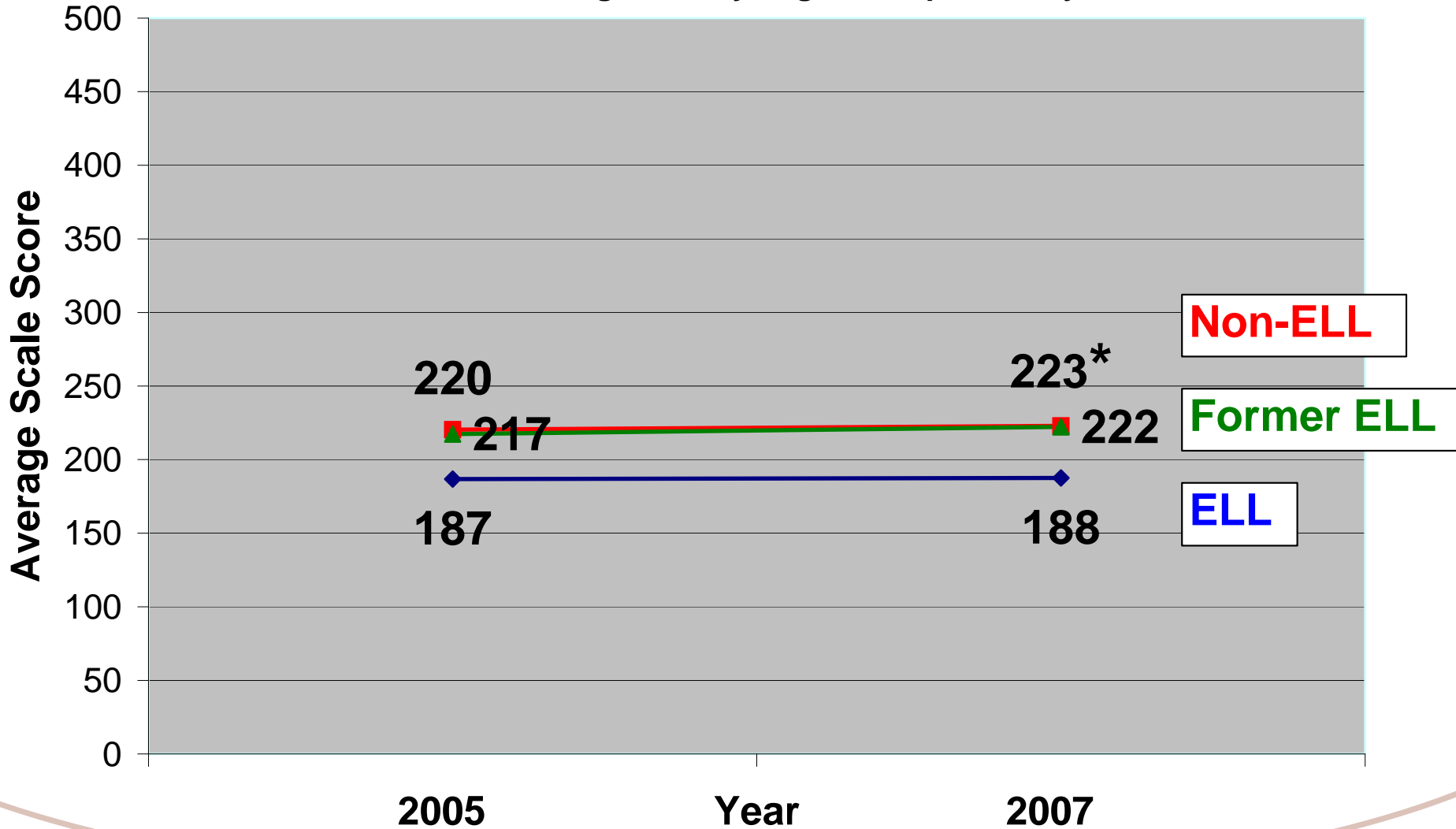
- Three sets of results will be shown:
 1. Across years
 2. Within year
 3. Gaps and changes in gaps

Set 1: Across-Year Results

- Did scores increase significantly for each of the three groups from 2005 to 2007?
 - ELL
 - Formerly ELL
 - Non-ELL

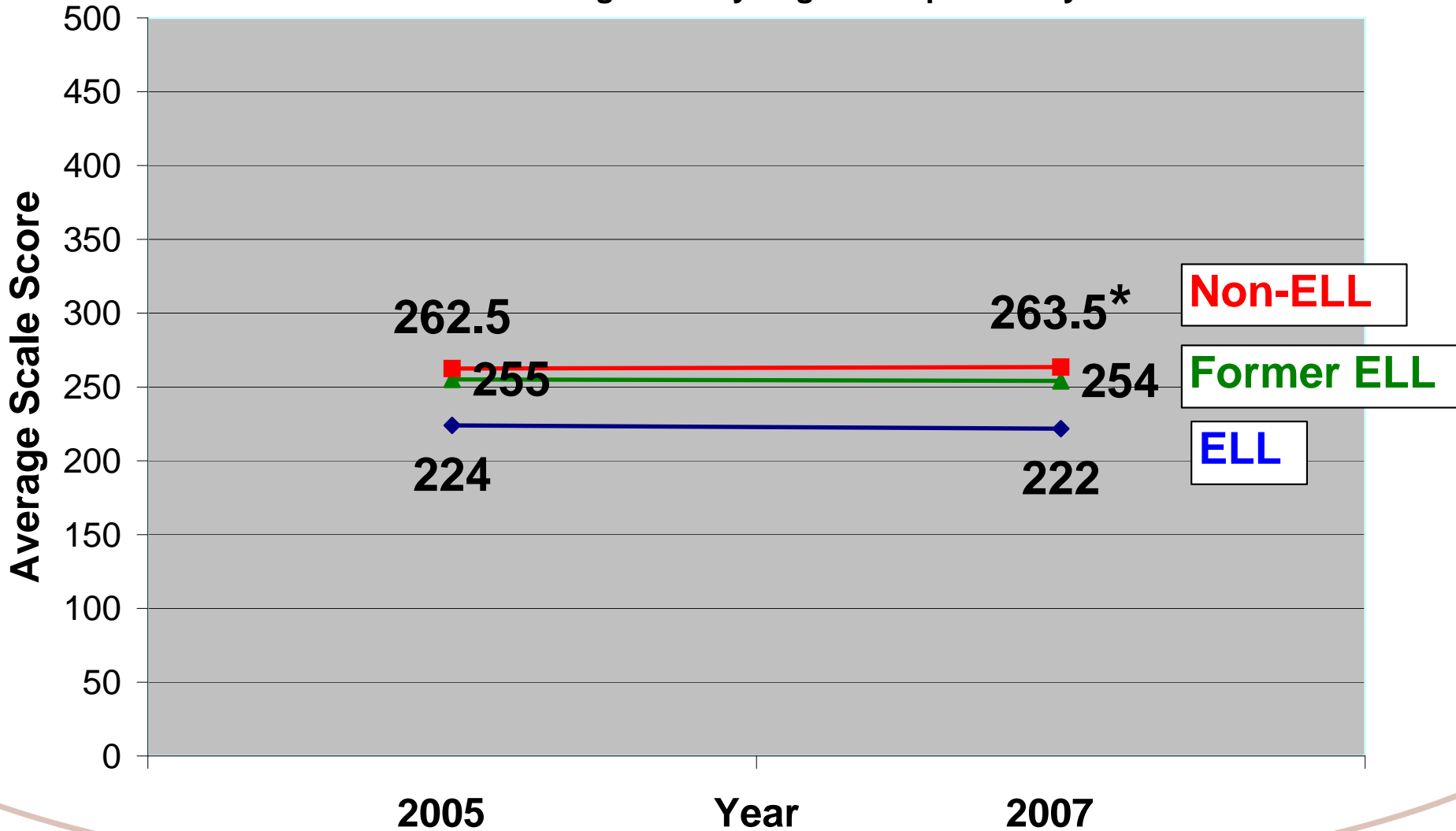
Grade 4 Reading— Changes From 2005 to 2007

*indicates score significantly larger than previous year



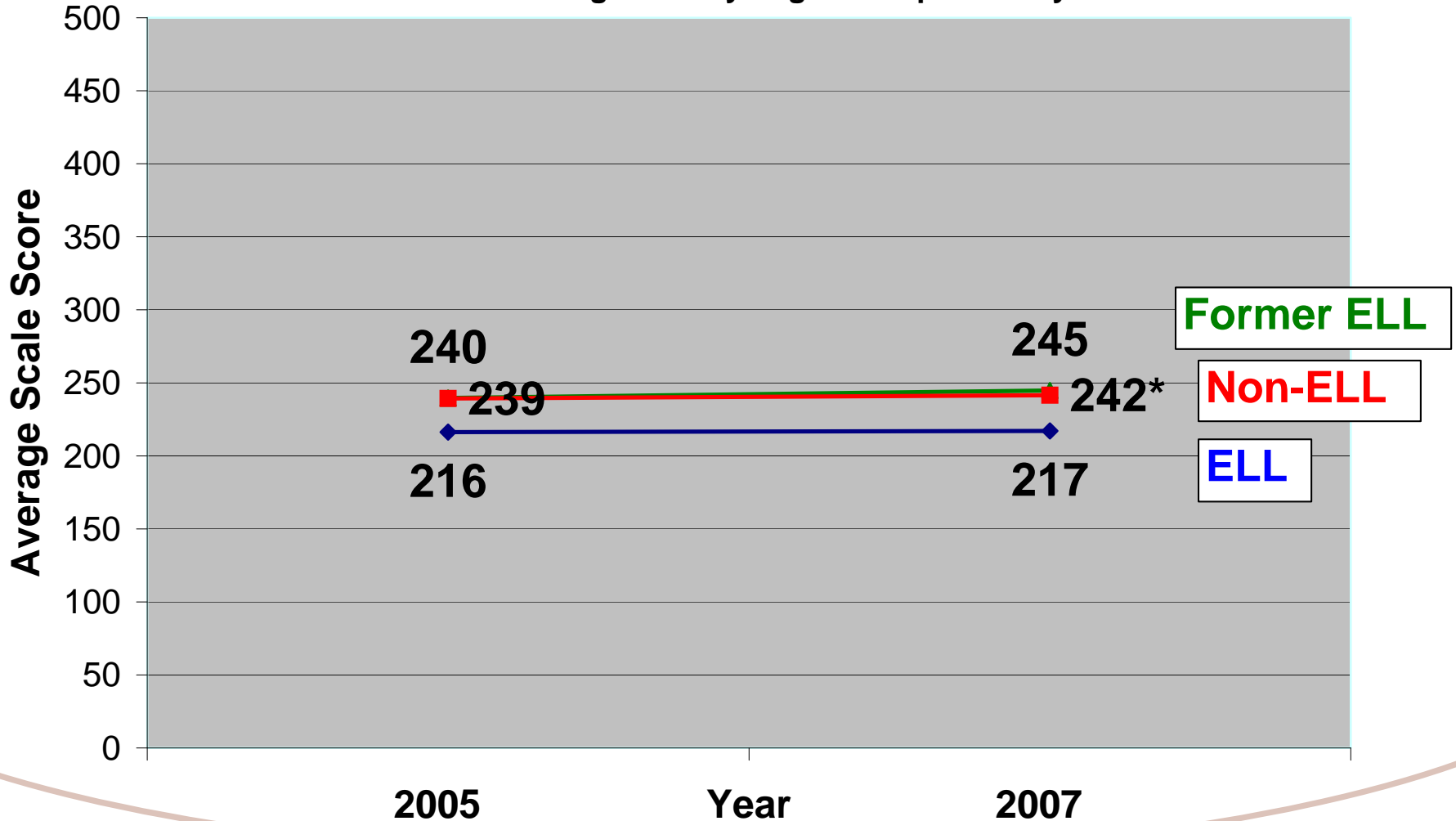
Grade 8 Reading— Changes From 2005 to 2007

*indicates score significantly larger than previous year



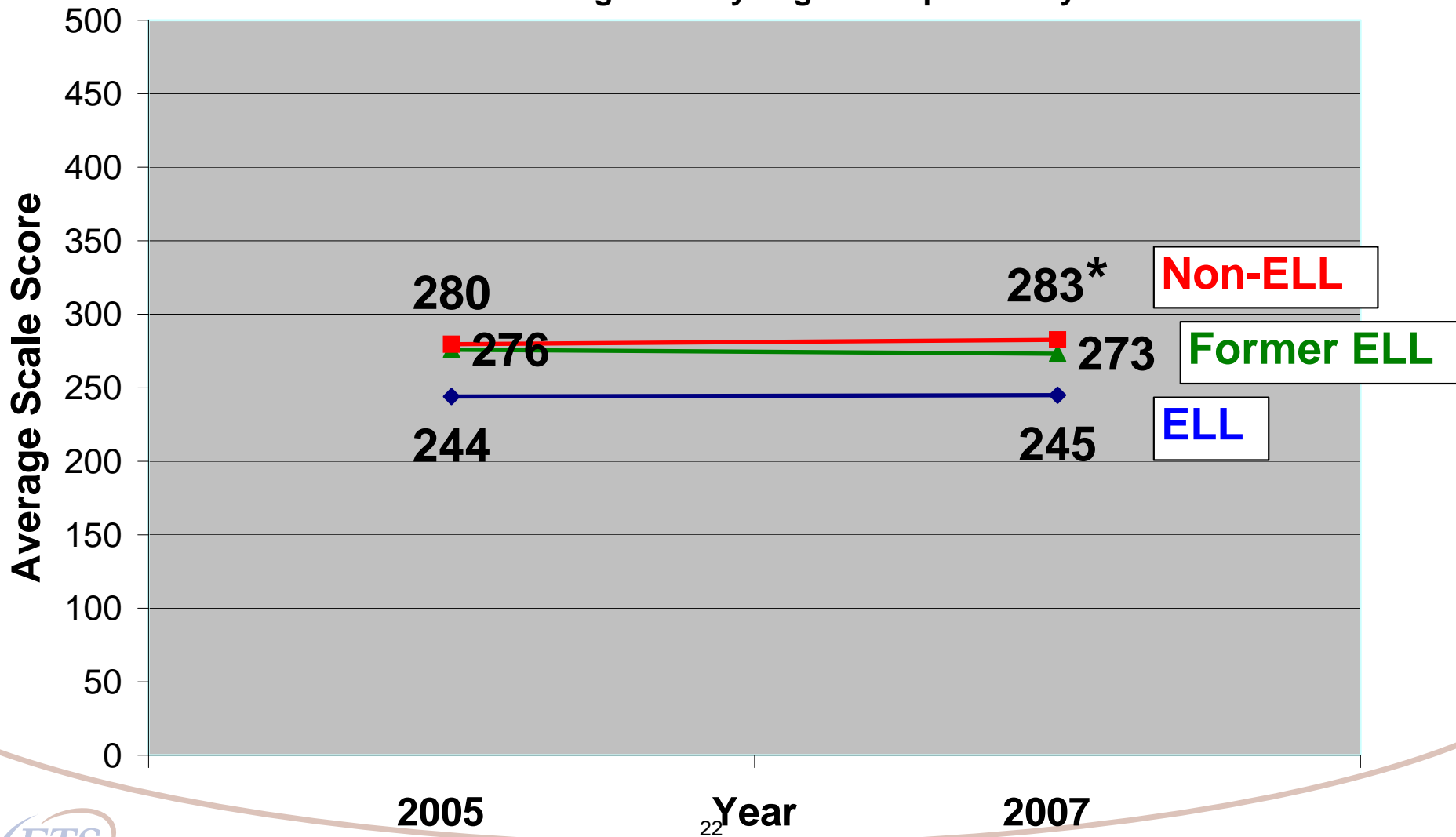
Grade 4 Math— Changes From 2005 to 2007

*indicates score significantly larger than previous year



Grade 8 Math— Changes From 2005 to 2007

*indicates score significantly larger than previous year



Set 1: Across-Year Results

Summary

Did scores increase significantly for each of the three groups from 2005 to 2007?

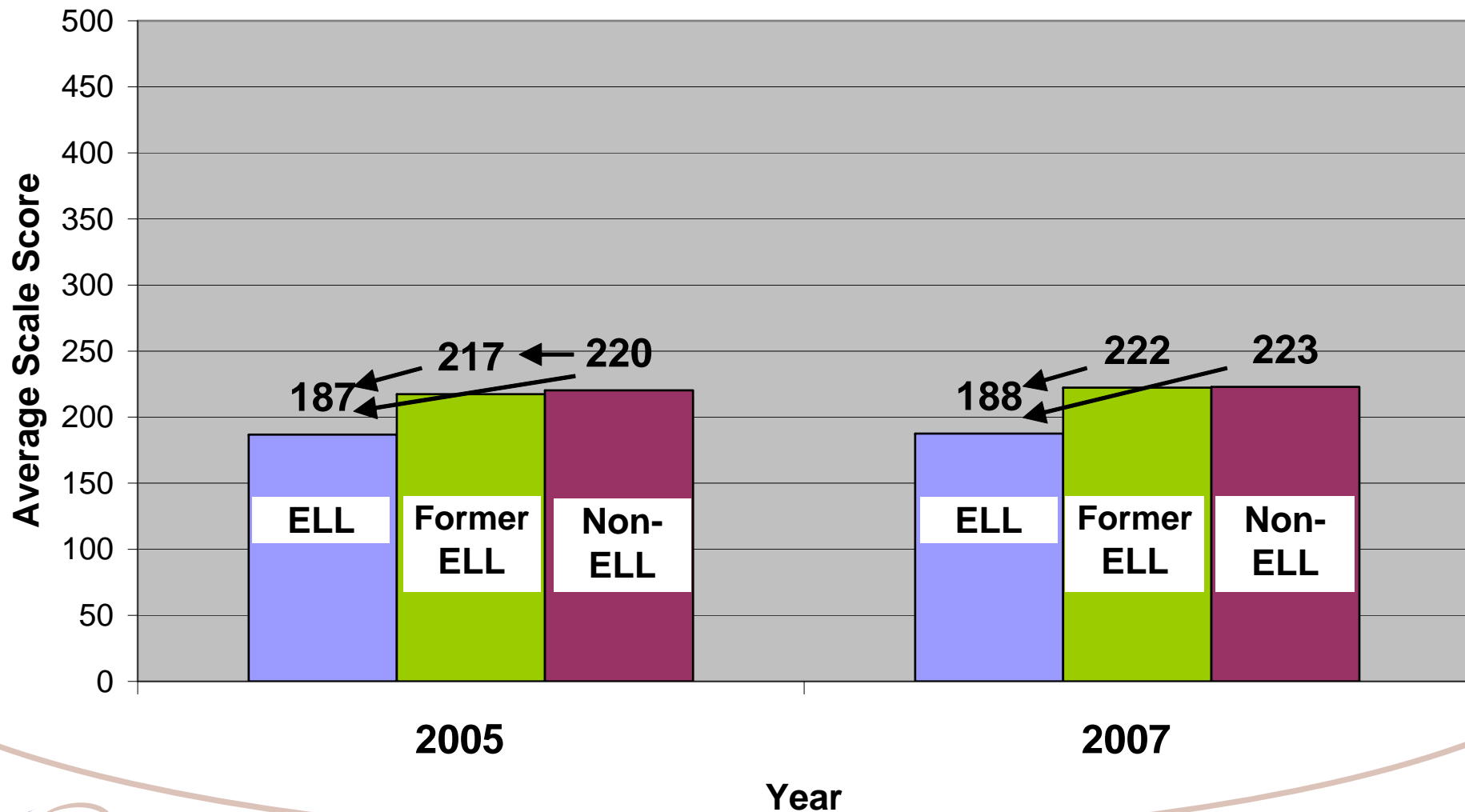
Group	Reading		Math	
	Gr 4	Gr 8	Gr 4	Gr 8
ELL	no	no	no	no
Former ELL	no	no	no	no
Non-ELL	yes	yes	yes	yes

Set 2: Within-Year Results

- How do the groups rank within 2005 and within 2007?
 - ELL
 - Formerly ELL
 - Non-ELL

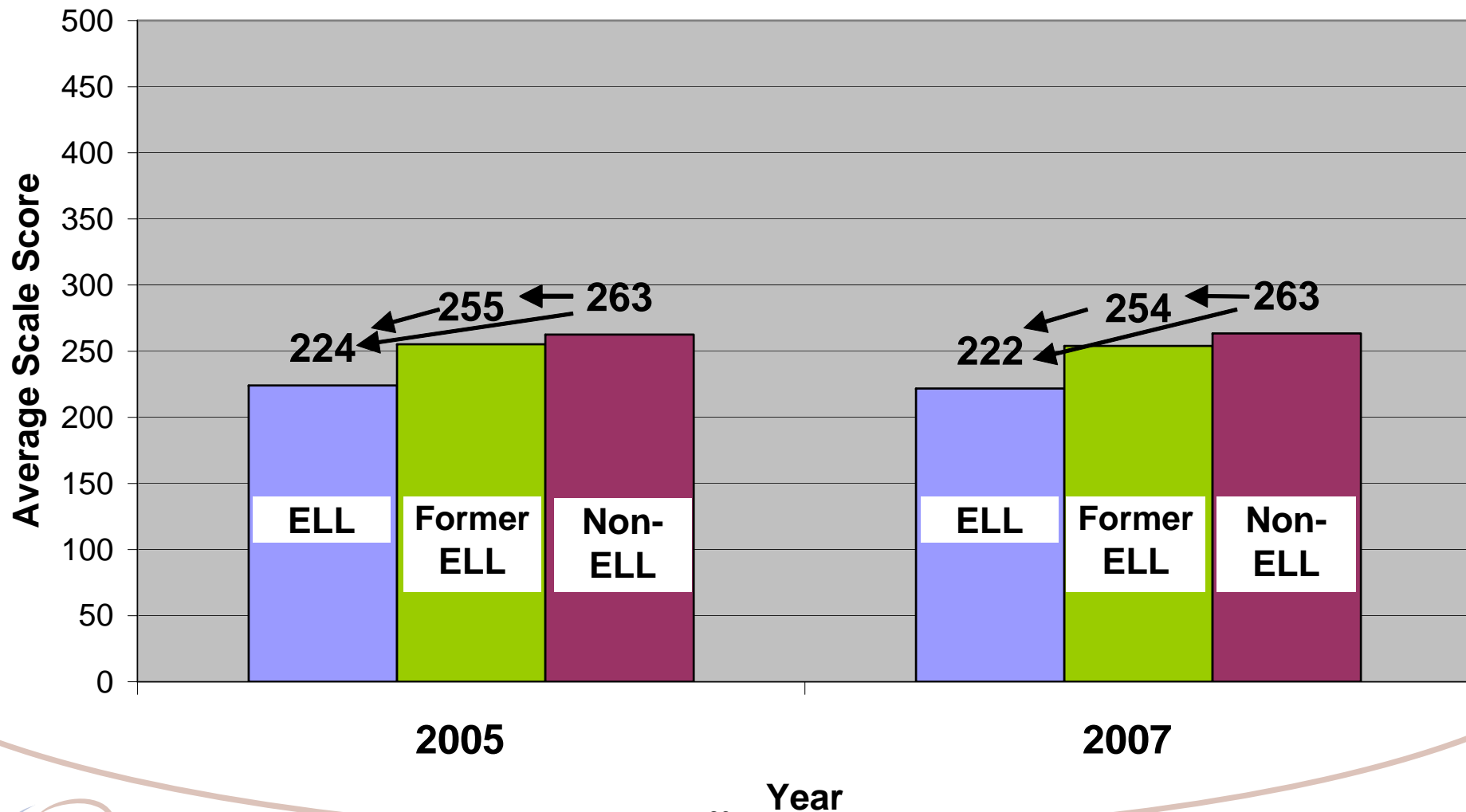
Grade 4 Reading— Comparison of Groups Within Years

← indicates score significantly larger than other group



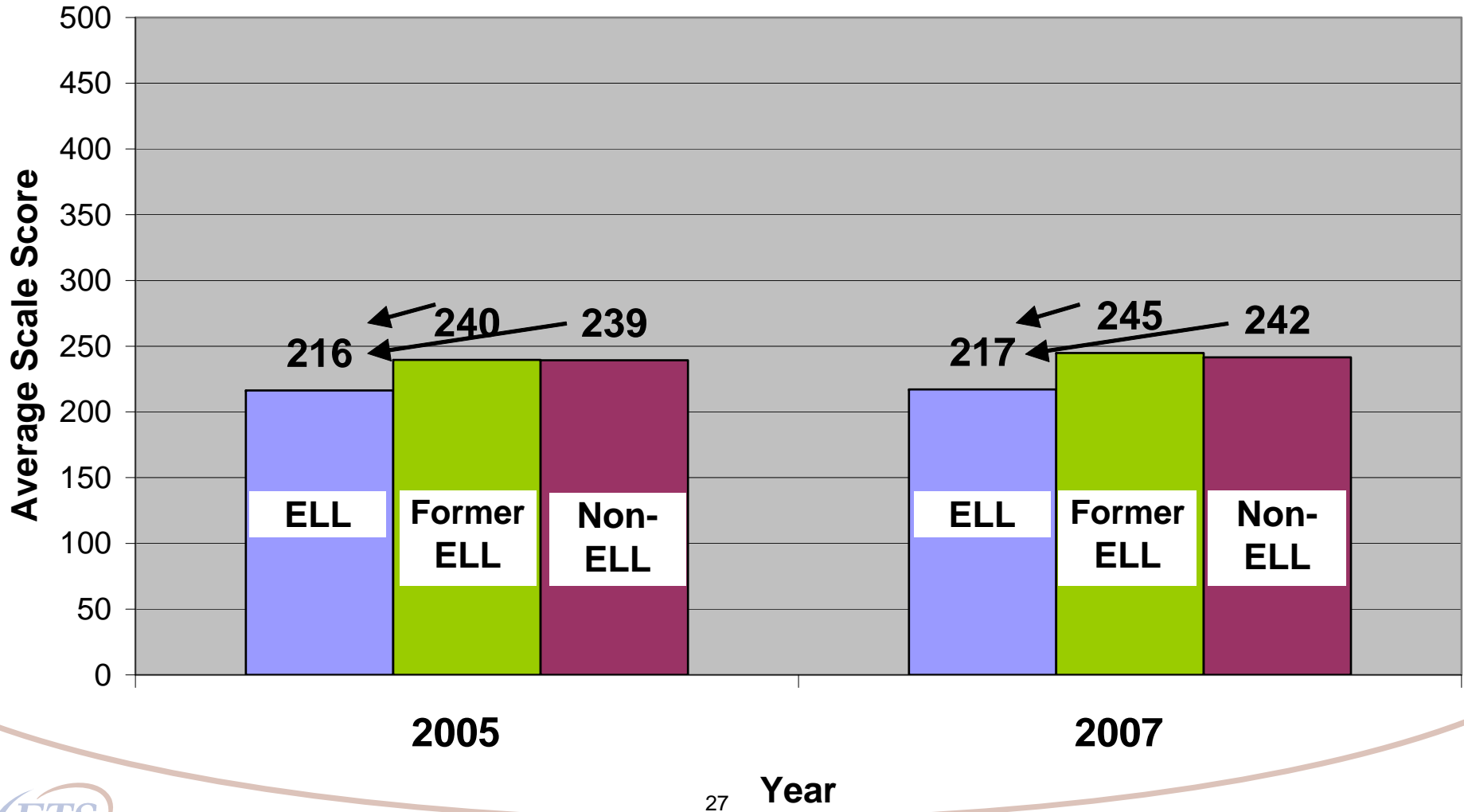
Grade 8 Reading— Comparison of Groups Within Years

← indicates score significantly larger than other group



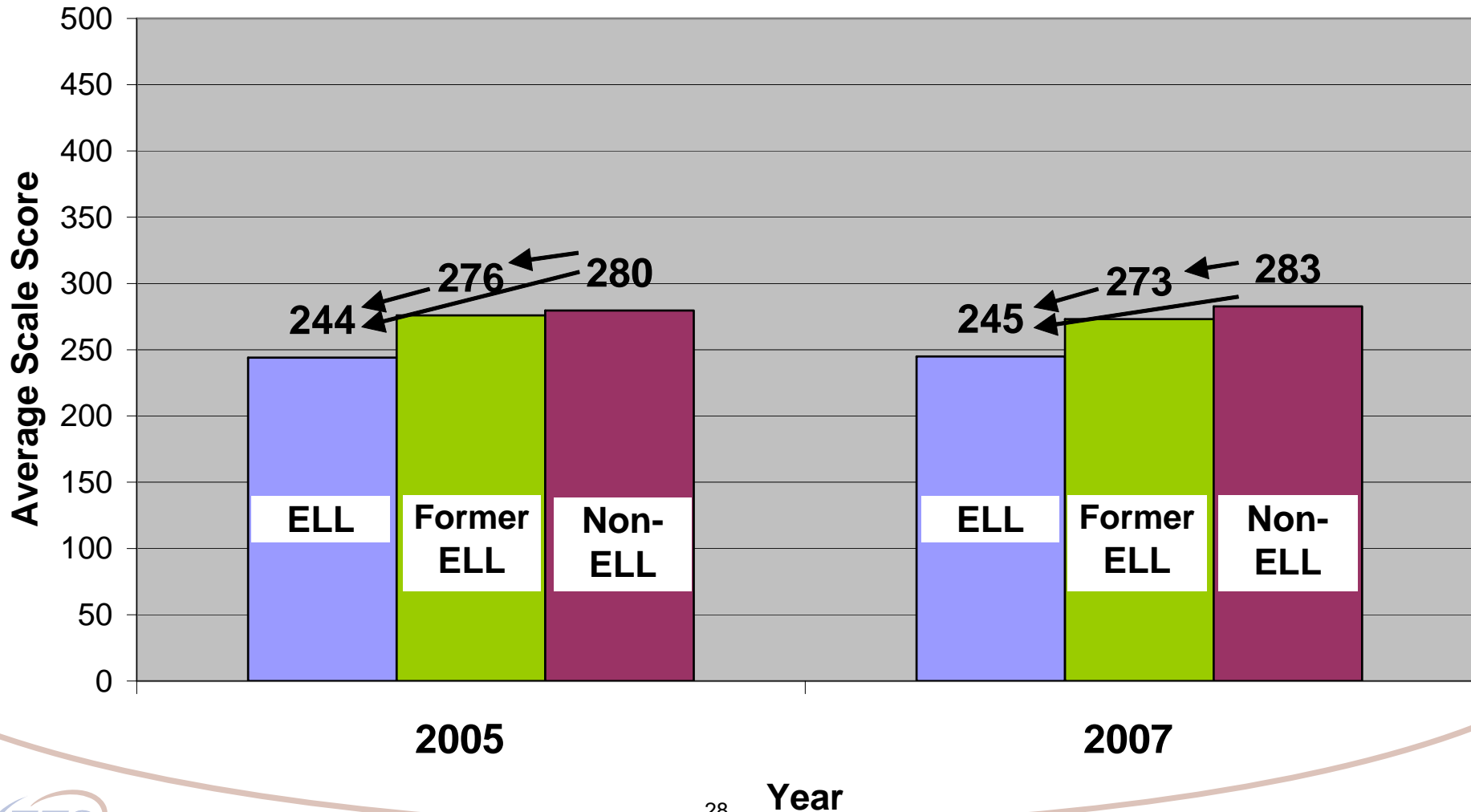
Grade 4 Math— Comparison of Groups Within Years

← indicates score significantly larger than other group



Grade 8 Math— Comparison of Groups Within Years

← indicates score significantly larger than other group



Set 2—Within-Year Results: *Summary*

How do the groups rank within 2005 and within 2007?

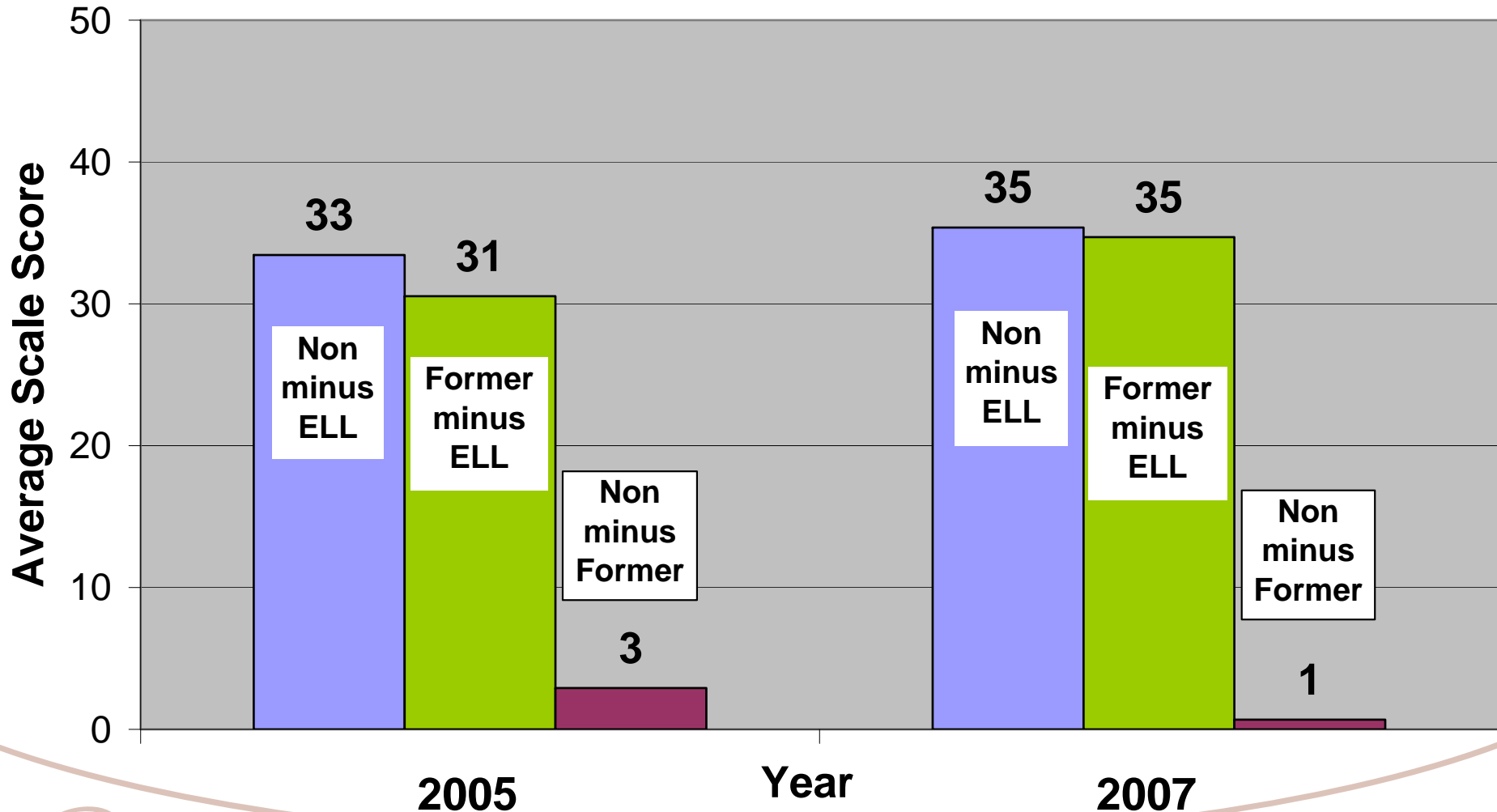
Group	Reading		Math	
	Gr 4	Gr 8	Gr 4	Gr 8
2007				
Non > ELL	yes	yes	yes	yes
Former > ELL	yes	yes	yes	yes
Non > Former	no	yes	no	yes
2005				
Non > ELL	yes	yes	yes	yes
Former > ELL	yes	yes	yes	yes
Non > Former	yes	yes	no	yes

Set 3: Gap Results

- How large were the gaps between the groups in 2005 and 2007?
- Did the size of the gap increase from 2005 to 2007?
- Comparisons:
 - Non-ELL minus ELL
 - Formerly ELL minus ELL
 - Non-ELL minus Formerly ELL

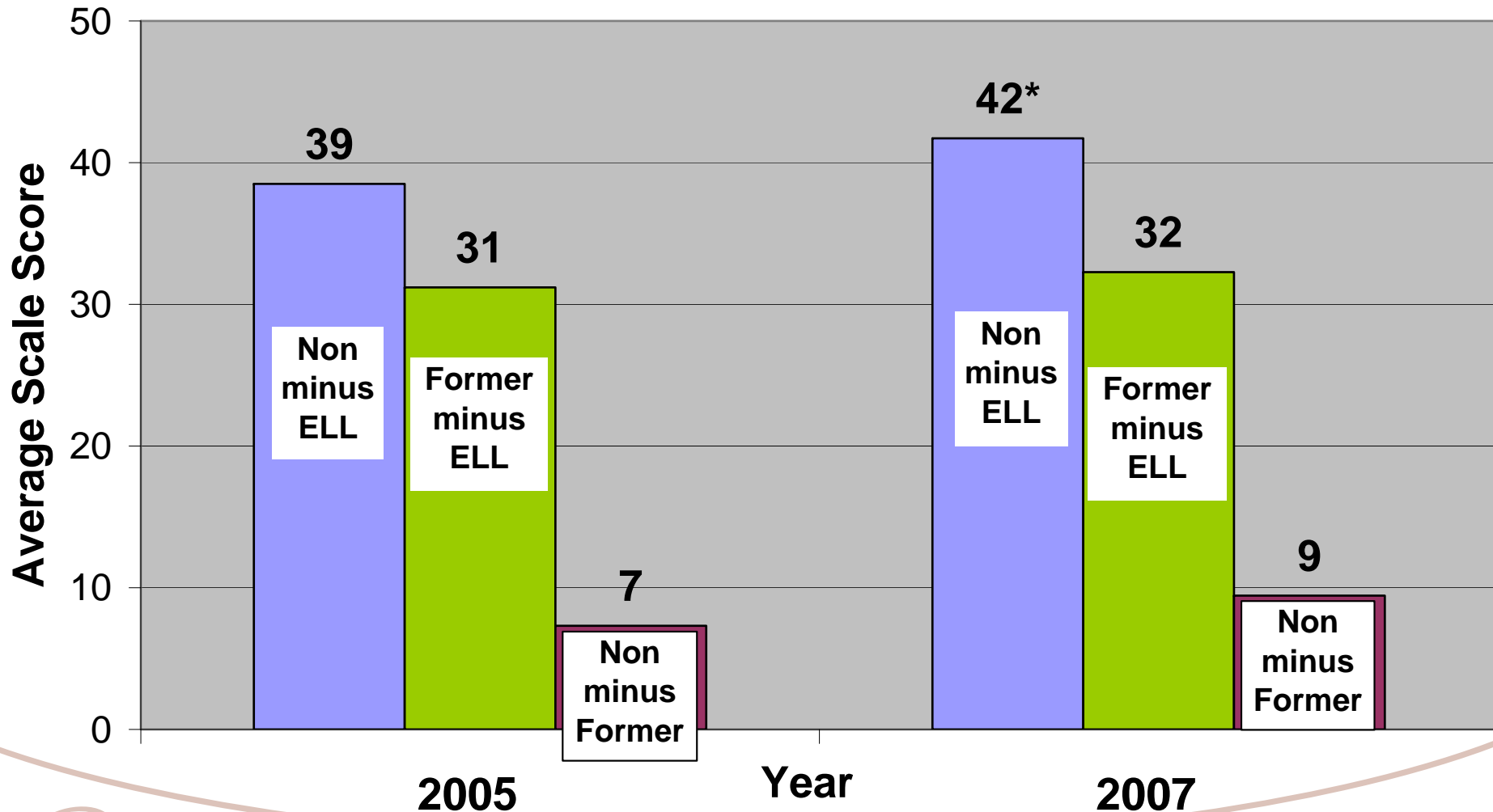
Grade 4 Reading— Gaps and Changes in Gaps

*indicates gap significantly larger in 2007 than in 2005



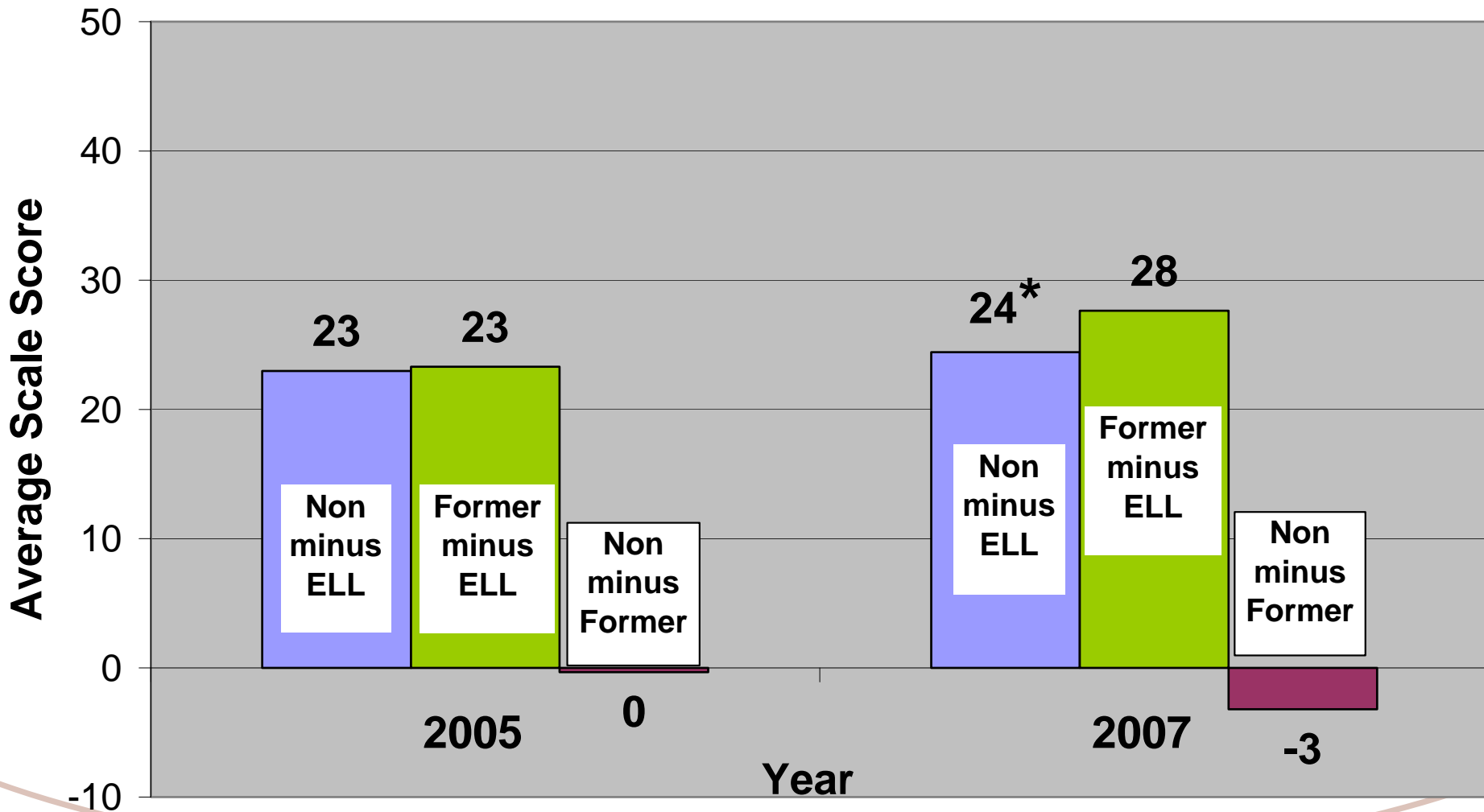
Grade 8 Reading— Gaps and Changes in Gaps

*indicates gap significantly larger in 2007 than in 2005



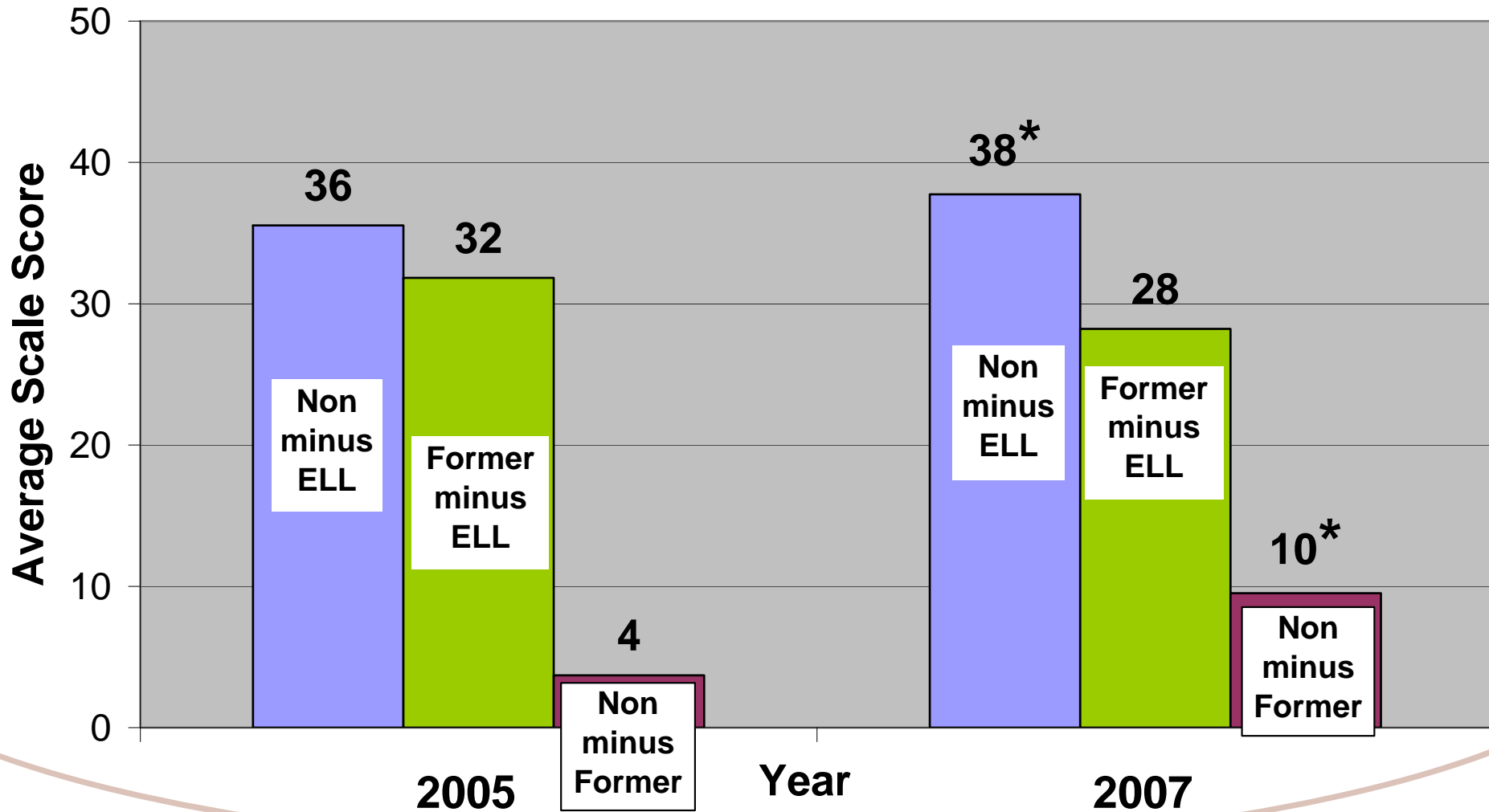
Grade 4 Math— Gaps and Changes in Gaps

*indicates gap significantly larger in 2007 than in 2005



Grade 8 Math— Gaps and Changes in Gaps

*indicates gap significantly larger in 2007 than in 2005



Set 3: Gap Results *Summary*

Did the gap between groups increase
between 2005 and 2007?

Group	Reading		Math	
	Gr 4	Gr 8	Gr 4	Gr 8
Non - ELL	no	yes	yes	yes
Former - ELL	no	no	no	no
Non - Former	no	no	no	yes

Overall Summary

For All Comparisons and Subjects

- Across Years
 - Non-ELL scores **increased** (4/4)
 - Formerly ELL scores did **not** increase (4/4)
 - ELL scores did **not** increase (4/4)
- Within Years
 - Non-ELL scored **higher** than ELL (8/8)
 - Formerly ELL scored **higher** than ELL (8/8)
 - Non-ELL scored **higher** than Formerly ELL (5/8)
- Gaps
 - Non-ELL minus ELL gap **increased** (3/4)
 - Formerly ELL minus ELL gap did **not** increase (4/4)
 - Non-ELL minus Formerly ELL gap did **not** increase (3/4)

Caveat!

- Recall that even with the availability of accommodations, there still remains a portion of ELL students **excluded** from the NAEP assessments.
- Therefore we need to be clear that the results reported here are for ELL students who could be assessed with available accommodations—not all ELL students.

Are there any questions?

- Data are available on the NAEP Data Explorer <http://www.nces.ed.gov/nationsreportcard/nde/criteria.asp>
- Please feel free to contact me with questions at mpitoniak@ets.org
- Thank you for your time!