National Board for Education Sciences

ies INSTITUTE OF EDUCATION SCIENCES

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BOARD'S MESSAGE

The National Board for Education Sciences (NBES, or the Board) oversees the primary functions of the Institute of Education Sciences (IES, or the Institute). The Board is designed to include representatives of both the research community and the general policy community. The Board's design calls for rotating membership, with presidential appointments and Senate confirmation. The 15 members provide impartial advice on the key operations of IES along with fulfilling statutory requirements for review and approval of Institute activities.

The Board's ability to perform its role depends upon a nomination and confirmation process that ensures the regular appointment of highly qualified members. During 2010 and 2011, NBES membership dipped to low levels due to the completion of members' appointed terms. This diminished membership threatened the full functioning of the Board. We urge continual vigilance to ensure that the Board operates at its congressionally authorized level.

CHAIR'S MESSAGE

Since the Institute of Education Sciences was established by Congress in 2002, it has made remarkable progress toward a goal that many of us on the Board and in the larger policy community had hoped for: building a sizable body of scientifically valid evidence about "what works" in education. For example, IES has sponsored more than 20 large randomized field experiments to assess the effectiveness of roughly 100 different educational programs, practices, and strategies ("interventions"). Because of these and other IES-funded studies, we now have – for the first time – convincing evidence about the impact of these interventions on key educational outcomes.

Of particular importance, we now have several examples of interventions that produce sizable positive effects – such as a college financial aid simplification program for low- and moderate-income families with children approaching college age. A large, multi-site field trial, co-funded by IES and other government and philanthropic funders, found that the program increased college enrollment the following fall by more than 25 percent.[1] Such evidence has been a critical missing piece that policy officials and practitioners need in order to improve educational and life outcomes for U.S. children. Given IES's scientific expertise and independence, we believe it is uniquely positioned to provide this essential evidence, and thereby help bring sustained progress to American education.

—Jon Baron

[1] Eric Bettinger, Bridget Terry Long, Philip Oreopoulos, and Lisa Sanbonmatsu, "The Role of Simplification and Information in College Decisions: Results from the H&R Block FAFSA Experiment," NBES Working Paper No. 15361, September 2009.

OVERVIEW OF THE NATIONAL BOARD FOR EDUCATION SCIENCES

BACKGROUND

The Institute of Education Sciences, created as part of the Education Sciences Reform Act of 2002 (ESRA) (Pub. L. 107-279), is the primary research arm of the U.S. Department of Education (ED). ESRA established the National Board for Education Sciences to advise and consult with the Director of the Institute. The Board is responsible for considering and approving priorities proposed by the Director to guide the work of the Institute; reviewing and approving procedures for technical and scientific peer review of the activities of the Institute; and reviewing and regularly evaluating the work of the Institute to ensure that its research, development, evaluation, and statistical analyses are consistent with the standards set out in ESRA. The Board is also responsible for providing to the Director of IES, the Secretary of Education, and appropriate congressional committees a report that assesses the effectiveness of the Institute in carrying out its priorities and mission, especially as they relate to performing scientifically valid research, conducting unbiased evaluations, collecting and reporting accurate education statistics, and translating research into practice.

The Board consists of 15 voting members appointed by the President of the United States, by and with the advice and consent of the U.S. Senate. Serving as nonvoting ex officio members are the Director of the Institute, each of the four Commissioners of the National Education Centers, the Director of the National Institute of Child Health and Human Development, the Director of the Census, the Commissioner of Labor Statistics, and the Director of the National Science Foundation. As shown in Appendix A, the Board is currently operating with 10 appointed members, including three who were nominated by President Barack Obama and confirmed by the Senate in 2011:

Anthony S. Bryk is the president of the Carnegie Foundation for the Advancement of Teaching at Stanford University and the cofounder of the Consortium on Chicago School Research.

Kris D. Gutiérrez is a profesor in the School of Education at the University of Colorado at Boulder and the president of the American Educational Research Association.

Robert A. Underwood is the president of the University of Guam and a former delegate from that territory to the U.S. House of Representatives.

The Board met in September 2010 and November 2010 under the leadership of Board chair Eric Hanushek and vice chair Jon Baron. At the November 2010 meeting, the Board elected Jon Baron chair and Bridget Terry Long vice chair. The Board met under their leadership in March 2011. Since the Board's inception in 2004, it has approved 12 resolutions to serve as guidance for Congress, the Secretary of Education, and the Director of IES (see Appendix B).

RESEARCH PRIORITIES APPROVED BY NBES

At its September 30, 2010 meeting, the National Board for Education Sciences discussed a draft version of the Director's proposed research priorities. Following minor revisions reflecting board members' suggestions, the Board approved the priorities at its next meeting on November 1, 2010.

The overall mission of the Institute is to expand fundamental knowledge and understanding of education and to provide education leaders and practitioners, parents and students, researchers, and the general public with unbiased, reliable, and useful information about the condition and progress of education in the United States; about education policies, programs, and practices that support learning and improve academic achievement and access to educational opportunities for all students; and about the effectiveness of federal and other education programs. The Institute seeks to understand causal linkages to the greatest extent possible by conducting or sponsoring rigorous studies that support such inferences.

The work of the Institute is also grounded in the principle that effective education research must address the interests and needs of education practitioners and policymakers, as well as students, parents, and community members. To this end, the Institute will encourage researchers to develop partnerships with stakeholder groups to advance the relevance of the Institute's work, the accessibility of its reports, and the usability of its findings for the day-to-day work of education practitioners and policymakers. Further, the Institute will seek to increase the capacity of education policymakers and practitioners to use the knowledge generated from high-quality data analysis, research, and evaluation through a wide variety of communication and outreach strategies.

The Institute's priorities address a broad range of education-related outcomes for all students, including those with disabilities. These outcomes include: developmental outcomes for infants and toddlers with disabilities; school readiness; learning, achievement and higher-order thinking in reading and writing, mathematics, and the sciences from preschool through postsecondary schooling; behaviors, skills, and dispositions that support learning in school and later success in the workforce; and educational attainment in postsecondary, vocational, and adult education.

Within these areas, the work of the Institute is to compile statistics, support research, conduct evaluations, and promote and facilitate the use of scientific evidence. The Institute will sponsor work to: examine the state of education in the United States; develop and evaluate innovative approaches to improving education outcomes; understand the characteristics of high-quality teaching and how better to train current and prospective teachers and to recruit, support, and retain effective teachers; understand the processes of schooling through which education policies, programs, and practices affect student outcomes; and understand classroom, school, and other social contextual factors that moderate the effects of education practices and contribute to their successful implementation and sustainability.

In doing so, the Institute will seek to identify education policies, programs, and practices that improve education outcomes, and to determine how, why, for whom, and under what conditions they are effective. The Institute will promote research to improve education outcomes for all students, and particularly for those students whose prospects have historically been hindered because of their socioeconomic status, race/ethnicity, gender, disability, limited English proficiency, and/or residential or school mobility. Such research will generate knowledge to assist educators and policymakers in assessing and improving the equity of the education system. In addition to supporting new research, the Institute will promote the synthesis and dissemination of existing and ongoing research to construct coherent bodies of scientific knowledge about education.

The Institute will maintain rigorous scientific standards for the technical quality of its statistics, research, and evaluation activities, ensuring that the methods applied are appropriate to the questions asked and the results are valid and reliable. The work of the Institute will include a variety of research and statistical methods. The Institute will support

the development and use of improved research methods to address a wide range of questions relevant to education; improved measures of a broad range of education processes, systems, and outcomes; and improved analytical approaches for designing and conducting education research particularly regarding classroom processes, and the enactment and implementation of programs. Where needed, the Institute will develop and publish rigorous technical standards for these methods. The Institute will ensure the quality and objectivity of its work by submitting all Institute products to rigorous scientific review. The Institute will build the capacity of the education research community by supporting post-doctoral and interdisciplinary doctoral training in the education sciences, providing training to equip education researchers with the skills to conduct rigorous research and effectively engage stakeholders in that research, and conducting training in research design and methods and in the use of longitudinal data.

Key Personnel Appointments at IES

REBECCA MAYNARD became Commissioner for the National Center for Education Evaluation and Regional Assistance on June 14, 2010. (Although this occurred in the last reporting period, the appointment was not announced in the *2010 Annual Report*.) Dr. Maynard served as University Trustee Chair Professor of Education and Social Policy at the University of Pennsylvania. For the previous five years, she directed the University's Predoctoral Training Program in Education Sciences, an IES-funded program that supports 26 Ph.D. students annually from Arts and Sciences, Business, and Education. She helped develop the *What Works Clearinghouse*, and her work was instrumental in the creation of the Campbell Collaboration, an international association of public policy professionals who work to solve societal problems through scientific research and analysis. Dr. Maynard has published numerous academic pieces over the course of her career, including a recent update of her edited volume, *Kids Having Kids: The Economic Costs and Social Consequences of Teen Pregnancy*. Before joining the faculty of the University of Pennsylvania, she spent 18 years at Mathematica Policy Research Inc., where she served as senior vice president. Dr. Maynard earned her B.A. in economics from the University of Connecticut and her Ph.D. in economics from the University of Wisconsin.

JACK BUCKLEY was confirmed by the U.S. Senate as Commissioner for the National Center for Education Statistics (NCES) on December 22, 2010. He began work on January 3, 2011. Dr. Buckley was an associate professor of applied statistics at New York University. He also served as Deputy Commissioner of NCES from 2006 to 2008 under former commissioner Mark Schneider. Dr. Buckley was an affiliated researcher with the National Center for the Study of the Privatization in Education at Teachers College, Columbia University, and in 2007 he published a book with Schneider entitled *Charter Schools: Hope or Hype?* He has served as an adjunct assistant professor at Georgetown University, an assistant professor at Boston College, and an instructor at the State University of New York at Stony Brook. Dr. Buckley spent five years in the U.S. Navy as a surface warfare officer and nuclear reactor engineer, and he also worked as an analytic methodologist at the Central Intelligence Agency. Dr. Buckley earned his bachelor's degree in government from Harvard University, and holds a doctorate and master's degree in political science, with a focus on statistical methodology and public policy, from the State University of New York at Stony Brook.

RUTH CURRAN NEILD became Associate Commissioner for Knowledge Utilization at the National Center for Education Evaluation and Regional Assistance on January 31, 2011. Her scholarly interests focus on the transition to ninth grade; high school graduation and dropouts; high school reform; high school choice; and teacher quality. Much of her work has involved analyses of longitudinal administrative data sets from school districts and data merged across agencies. Prior to joining IES, Dr. Neild was a research scientist at the Center for Social Organization of Schools at Johns Hopkins University. There, she was the Co-Principal Investigator of a randomized trial of two curricula for helping high school freshmen who are underprepared in mathematics to succeed in Algebra 1. Her publications have appeared in peer-reviewed journals, in popular journals for practitioners, and as broadly disseminated research reports. Dr. Neild earned her bachelor's degree in history and sociology from Bryn Mawr College and her Ph.D. in sociology from the University of Pennsylvania.

Budget

INSTITUTE OF EDUCATION SCIENCES FY 2011 BUDGET

FROM FUNDS APPROPRIATED TO IES	AMOUNT (dollars in thousands)
Research, development, and dissemination (NCER $168.8M; NCEE $30.2M; NCES $0.5M; NBES $0.3M)*	$199,796
Statistics (NCES)	$108,304
Assessment (NCES)	$129,861
Regional Educational Laboratories (NCEE)	$57,535
Research in special education (NCSER)	$50,983
Statewide data systems (NCES)	$42,165
Special education studies and evaluations (NCEE)	$11,437
SUBTOTAL	$600,081
FROM FUNDS APPROPRIATED TO OTHER ED PRINCIPAL OFFICES	AMOUNT (dollars in thousands)
Evaluation and national activity set-asides in the budgets of other ED programs (NCES $1.8M; NCEE $22.1M)*	$23,817
TOTAL	$623,898

*Estimates as of May 15, 2011. Amounts could change slightly.

Scientific Peer Review

RESEARCH GRANTS Between July 2010 and May 2011, the Standards and Review Office (SRO) handled the processing and scientific peer review of applications to the Institute's FY 2011 research competitions. Across the competitions, 1,254 applications were scientifically reviewed by 27 review panels comprising 510 external reviewers. In addition, SRO worked on plans for receiving, processing, and reviewing applications to the Institute's FY 2012 research competitions, with submission deadlines of June 23 and September 22, 2011.

INSTITUTE REPORTS During the period from July 2010 through May 10, 2011, SRO handled the scientific peer review of 95 reports from IES Centers. Of the 95 reports, 48 were from NCES, 35 from NCEE, 11 from NCSER, and 1 from NCER and NCSER, jointly.

NATIONAL CENTER FOR EDUCATION STATISTICS (NCES)

The National Center for Education Statistics is moving in new directions to make the most of the data it is collecting. NCES is redesigning the content, collection modes, starting points, and periodicity of its studies to keep up with current policy priorities and research needs. In addition, NCES is exploring ways of integrating data from its studies with administrative data in all areas of education.

Program Highlights

REDESIGN OF LONGITUDINAL STUDIES The Center has incorporated redesign work into the development of its longitudinal studies to keep their content current with changes in the educational experiences of our children and youth. For example, in the *Early Childhood Longitudinal Study: Kindergarten Class of 2010-11* (ECLS-K:2011), NCES developed a new reading assessment for children who speak Spanish, but not English. It is intended to address a problem identified in the first longitudinal kindergarten study in 1998-99, which could not capture information about these children's reading skills, making the development of growth models in reading a challenge.

Redesign has also been incorporated into NCES's newest secondary school longitudinal study. The design of the *High School Longitudinal Study of 2009* (HSLS:09) is similar to past studies but with several innovations: all surveys and assessments were administered via computer; school counselor and parent input into students' decision-making about courses and postsecondary choices was and will continue to be collected; and the mathematics assessment developed specifically for this study focuses on algebra skills critical to success in secondary and postsecondary education.

NCES also has redesigned the timing and frequency of data collection in these longitudinal studies. The first longitudinal kindergarten study from 1998-99 has provided a wealth of useful information. However, because of budget constraints, the study had to skip the second and fourth grade data collections originally scheduled. As research has shown, the learning curves for children are steepest in the earliest years of their lives. The lack of data from the second and fourth grade years has limited analyses useful for understanding when children start to experience problems in school or when learning problems are ameliorated. To address this shortcoming, the new ECLS-K:2011 has collected data in the fall and spring of kindergarten, and the plans are to continue to collect in the spring of every year for cohort members from first through fifth grade. NCES also intends to include at least limited collections in the fall from first and second grades to better understand academic gains and losses associated with summer breaks and gains during a single academic year and how they relate to instruction and other aspects of schooling. NCES has also for the first time taken the assessment of science down to the kindergarten level in order to capture the beginning scientific knowledge and skills of young children.

For HSLS:09, NCES moved the first year of collection to the beginning of ninth grade, when most youth start high school. The most recent previous high school longitudinal study, the *Education Longitudinal Study* or ELS, began at the end of tenth grade with the goal of studying the transition from high school into college or the workforce. However, by starting at the end of tenth grade as opposed to the beginning of ninth grade, the study missed data for most of the first two years of this cohort's high school experiences, years that research suggests are critical to decisions about dropping out or pursuing further schooling. Moreover, in HSLS:09 students will be followed in eleventh grade and again directly after their intended high school graduation date to determine if and where they applied to postsecondary education, financial aid offers, acceptances, intended institution of matriculation, and immediate post-high school plans. This cohort will continue to be followed through their postsecondary education and entry into the workforce.

At the same time, NCES is also working to establish new links between HSLS:09 and longitudinal administrative data from state data systems. The Center has worked with 10 states to include representative samples for these states in HSLS. NCES is currently working with these states to develop Memorandums of Understanding that will provide key information about the sample of students and schools included in HSLS from the states' administrative data systems. The combination of these state data with HSLS data will provide information about student academic achievement prior to ninth grade.

Working in collaboration with education economists, the postsecondary staff at NCES has put the *Beginning Postsecondary Students Longitudinal Study* (BPS) on a new conceptual footing, grounding its study of student persistence and degree attainment in human capital theory, and developing innovative instrumentation to elicit key study concepts, such as wage expectations and discount rates. Postsecondary, Adult, and Career Education (PACE) is also exploring opportunities to expand their collaboration with Federal Student Aid (FSA). NCES is initiating work to match historical federal financial aid records to existing longitudinal data sets. These matching opportunities will not only expand the usefulness of older data sets for researchers, but meet the need of FSA to understand the relationship between student aid and student outcomes.

NAEP The National Assessment of Educational Progress (NAEP) is transitioning to eventual computer administration of all assessments for upcoming NAEP cycles. The first subject to go completely online was a national sample of eighth- and twelfth-graders who responded to writing prompts administered electronically in winter 2011. Electronic administration of a writing assessment provides a number of benefits. First, it eliminates the errors inherent in scorers trying to decipher illegible handwriting. Second, it captures information not previously available in group administration, such as the number of keystrokes, time spent on task, and number of revisions. Third, it allows students to use the mode which many now prefer for writing, the use of a keyboard. Fourth, it easily permits revisions without the need for pencil erasures. Fifth, it provides an opportunity for more engaging prompts. Sixth, it allows for easily incorporating universal design principles to accommodate student needs. Finally, it opens up the possibility of computer-aided intelligent scoring, which conceivably could make scoring much less expensive.

NCES piloted an adaptive version of the NAEP mathematics assessment in 2011. As a result of this tailoring of the assessment, more precise ability estimates can be obtained. Also, the computer delivery allows analysts to identify those items where the student was not engaged, based upon time taken to respond. NAEP is currently developing a computer-delivered Technology and Engineering Literacy (TEL) assessment. Computer delivery will be leveraged to offer innovative, interactive assessment tools allowing for meaningful realistic problems to be solved and offering a rich context for demonstration of TEL skills. Realistic problems create better evidence of student ability because TEL requires them to do a meaningful piece of work online. Computer delivery allows for more direct measures of TEL skills, new types of measures, a more engaging assessment environment, and multimodal information presentation.

INTERNATIONAL STUDIES In international studies, NCES is conducting or facilitating linking studies to obtain greater efficiency and enhance the usefulness of its statistical portfolio. The intent is to learn more about how the international assessments relate to assessments used more regularly in U.S. schools and to enable states to benchmark their performance internationally without the cost and burden of fielding international assessments themselves. The largest effort links the National Assessment of Educational Progress (NAEP) and *Trends in International Mathematics and Science Study* (TIMSS) in mathematics and science at eighth grade in 2011. To create the link, during the NAEP administration window, a subsample of students was administered special booklets that contained both NAEP and TIMSS items. Likewise, during the TIMSS administration window, a subsample of students was also given special booklets. By analyzing the relationship between student performance on NAEP and TIMSS items, a linking function will be created that will allow the projection of TIMSS-like scores for all states. In addition to the national data collection for TIMSS, eight states were invited to participate in TIMSS with independent state representative samples to provide the data needed to validate the linking function.

Through NCES, the United States is connecting internationally by participating in the new international assessment of adult literacy, called the Program for the International Assessment of Adult Competencies (PIAAC). PIAAC is being fielded in 2011, and results will be released in 2013. PIAAC builds on previous work but is much larger than prior international assessments of adults in terms of the number and variety of countries. Some 26 countries are

participating, and they include nearly all the advanced economies in the Organization for Economic Cooperation and Development, which coordinates the Program for International Student Assessment (PISA). PIAAC will also include adults' reports of the skills they use on the job. This component of the study is based on similar national work done in the United Kingdom and the United States, but is new to international assessments of adults and is being conducted in collaboration with the U.S. Department of Labor, as well as representatives of labor ministries internationally. PIAAC will be administered on computers, except in cases in which respondents are not familiar enough with computers to use them, or have literacy skills so limited that a paper-and-pencil assessment makes more sense for them. In addition, PIAAC will include an assessment of problem-solving in a technology rich environment, which is also new to adult assessments. One of the benefits of administering PIAAC on computers is the opportunity to adapt assessment items to responses in real-time – that is, to make the assessment easier or harder depending on the items each respondent is able to successfully complete.

NCES is also improving the accessibility of international data, including assessment results and additional contextual information about education systems around the world. In 2010, NCES launched the International Data Explorer, an online analysis tool on the NCES website that enables users to create and download their own tables and charts with international assessment results. And for the first time, in an effort to improve school participation rates in its international assessments, NCES provided participating schools with school-level reports on their performance relative to international and U.S. averages. This is another way of connecting with practitioners and improving their access to information they can use.

HIGHER EDUCATION DATA AND P-20W DATA

NCES' Integrated Postsecondary Education Data (IPEDS) program has spent much of the last few years implementing data collection requirements in the Higher Education Opportunity Act of 2008. Several new data items, such as the net price of attendance after grant and scholarship aid, were collected and have been made available in online data tools, including College Navigator, a college search site for prospective students and parents. IPEDS is currently seeking approval from the Office of Management and Budget (OMB) to make additional data changes to future IPEDS collections, including data that distinguishes online enrollments from other enrollments and programs.

IES and the Department have spent approximately $514 million and invested considerable staff resources to help states establish or improve P-20W (early childhood through workforce) longitudinal data systems. In order to improve data quality within these state data systems, NCES has initiated a comprehensive Common Education Data Standards initiative to help define data definitions and standards from early childhood to postsecondary state data systems. NCES also launched two national programs in 2011 to assist states with their data system development: the Privacy Technical Assistance Center (PTAC) and the Educational Technical Assistance Program (EDTAP). These initiatives serve as a "one-stop" resource for states and districts to learn about best practices and receive expert technical assistance on all matters of data system development.

STATEWIDE LONGITUDINAL DATA SYSTEMS

The development of statewide longitudinal data systems (SLDS), including their extensions into postsecondary education and the workforce, has focused attention on the need for high-quality, consistent guidance on issues of data stewardship, such as privacy, confidentiality, and data security. Requirements to protect personally identifiable information (PII) are delineated in the Family Educational Rights and Privacy Act (FERPA) and related regulations, other legislation, and guidance from OMB and the National Institute of Standards and Technology. Understanding and complying with privacy regulations can be a complex task for the organizations and individuals tasked with assimilating and using student-level data, especially as they balance these regulations with the goal of using the richness of the data to improve education at local and even individual levels.

NCES – in consultation with the Department of Education's Chief Privacy Officer, the Family Policy Compliance Office (which oversees FERPA), the Office of Planning, Evaluation, and Policy Development, and the Office of the General Counsel – is providing technical assistance for states and organizations that are engaged in building and using student-level longitudinal education data systems. NCES began this process with the release of three technical briefs in the last year on such topics as definitions and concepts; data stewardship and managing PII; and statistical methods for protecting PII in aggregate reports. The newly established Privacy Technical Assistance Center (PTAC) will extend efforts in the areas of privacy, confidentiality, and security by disseminating information, answering individual questions, conducting training and, as appropriate, referring questions to experts in the Department.

NATIONAL CENTER FOR EDUCATION RESEARCH (NCER)

The National Center for Education Research (NCER) supports rigorous research that contributes to the solution of significant education problems in the United States.

Program Highlights

NEW RESEARCH AND RESEARCH TRAINING GRANTS

	FY 2010	FY 2011
Applications received and reviewed	994	903
New research and research training awards	110	90
Total award amount	$309 million*	$139 million

* The FY 2010 awards included $113 million in Reading for Understanding awards.

The new FY 2011 awards cover a wide range of topics including research on mathematics and science education, behavioral interventions, early learning, English learners, education technology, teacher effectiveness, and school accountability. Below are four examples of new projects.

- Mathematical equivalence is an important concept in children's development of algebraic thinking. Although decades of research have shown that children struggle to understand this fundamental concept, researchers have yet to develop an intervention that produces mastery-level understanding. University of Notre Dame researchers are building on the success of their previous IES award to develop and pilot-test a comprehensive intervention to help elementary school children achieve mastery-level understanding of mathematical equivalence.

- With about 70 percent of fourth and eighth grade English learners scoring below the Basic level on the NAEP reading assessment in 2009, identifying effective approaches for teaching English to students who enter the school system with limited English skills remains a challenge. Researchers at the University of Houston and the University of Texas at Austin will evaluate the effectiveness of a first-grade supplemental reading intervention for English language learners with reading difficulties when it is implemented under routine practice conditions.

- Young adolescents' vulnerability to a range of academic, behavioral, and social problems associated with poor school adjustment can make the transition to middle school challenging. Researchers at Pennsylvania State University and the University of North Carolina at Chapel Hill are evaluating the efficacy of an intervention intended to support adolescents' successful transition to middle school in urban schools. This work is an extension of earlier research supported by IES to develop the intervention and evaluate its efficacy in rural schools.

- Very little is known about the effectiveness of education programs for gifted students. A collaborative effort between the University of California at Berkeley and Broward County Public Schools will evaluate the impact of the district's gifted education program on student achievement. The team will assess the effect of gifted education in early elementary grades on subsequent academic achievement and the impact of universal screening for gifted students (a strategy adopted to correct for the under-representation of Black and Hispanic students) on the size and composition of the gifted population.

In addition, NCER awarded funding for a new research and development center on postsecondary education. The *National Center on Postsecondary Education and Employment* will analyze state and national longitudinal data to identify the employment and earnings benefits of specific postsecondary educational pathways and awards. It will also examine the institutional programs and public policies that are associated with postsecondary completion and employment and earnings outcomes. The Center will analyze outcomes for a full range of undergraduate degrees and pathways but will focus on occupationally oriented educational pathways leading to credentials, particularly at the sub-baccalaureate level.

ACTIVITIES OF THE NATIONAL RESEARCH AND DEVELOPMENT (R&D) CENTERS

- At the fourth annual conference of the *National Center for the Analysis of Longitudinal Data in Education Research,* policy analysts and education researchers discussed the extent to which Race to the Top reforms matter for student achievement, teacher quality, and effective schools.

- At its 2010 conference, the *National Center for Research on Early Childhood Education* brought together early childhood researchers, policymakers, and practitioners to discuss the implementation and evaluation of teacher professional development interventions for early childhood educators.

- At its annual conference, the *National Center for Performance Incentives* released findings from its three-year evaluation of the impact on student achievement of teacher pay for performance. For this three-year evaluation, middle school math teachers were randomly assigned to a treatment or control group with treatment teachers eligible for bonuses of up to $15,000 per year based on student test score gains. The primary finding was that rewarding teachers with bonus pay, in the absence of other support programs, did not raise student test scores.

READING FOR UNDERSTANDING NCER launched the *Reading for Understanding Research Initiative* last year to develop effective approaches for improving and assessing reading comprehension. All five intervention teams have been developing curriculum materials for their grade spans. Four of the five teams have completed initial versions of their curriculum materials, and two of the teams have completed teaching trials, in which classroom teachers have implemented these initial versions, and been engaged in the ongoing revision of these materials. The fifth team has completed a detailed mapping of learning trajectories in literature, history, and science, which is informing development of their secondary curricula intended to support comprehension. Simultaneously, teams are gathering cross-sectional and longitudinal data which will enable mapping of the development of cognitive, linguistic, and reading skills from pre-kindergarten through twelfth grade. Analysis of these data will be complete by the fall of 2011 and will feed directly into the revision of the intervention materials. Across the teams, cognitive researchers are examining how linguistic features of the learner and of the instructional texts shape observed learning outcomes. Finally, the assessment team has completed a draft assessment framework and is exploring the costs and benefits of different item formats that can be used to assess comprehension of complex texts.

SMALL BUSINESS INNOVATION RESEARCH (SBIR)

Through the SBIR program, NCER provides awards of up to $1.05 million to small businesses and their partners for the full-scale development of products that facilitate student learning and teacher efficiency, or for tools to improve education research. One measure of program success is commercialization of products developed under program auspices. In September 2010, Measured Progress, a New Hampshire-based not-for-profit specializing in the development of state- and district-level assessments, acquired Nimble Assessment Systems, a two-time recipient of SBIR awards. Measured Progress will incorporate Nimble Assessments Systems' computer-based testing tools – NimbleTools and NimblePad systems – into its product line.

Another SBIR awardee, Polyhedron Learning Media, Inc., developed a web-based virtual physics laboratory for use in introductory college physics courses. In a pilot study of the technology, students in introductory-level physics classes were randomly assigned to the virtual lab or to a traditional hands-on lab. Results suggest that students in the virtual labs are able to learn as much as students in the hands-on lab. In 2010, Brooks/Cole Cengage Learning signed a contract with Polyhedron for exclusive rights to distribute Virtual Physics Lab to colleges, universities, and Advanced Placement high school physics programs.

Quantum Simulations, another SBIR recipient, has developed a suite of web-based artificial intelligence (AI) tutors and assessments for chemistry and math education

that serve students at the kindergarten through adult levels. The AI tutors support learning through an interactive process that poses questions, analyzes the students' answers, provides feedback, and adjusts to the student's level while answering the student's questions. Quantum has commercialized its tutors through direct sales, as well as distribution partnerships with textbook publishers such as McGraw-Hill and Holt, Rinehart and Winston.

Research Findings

Studies completed by NCER researchers in 2010-11 include:

EVALUATION OF TENNESSEE'S VOLUNTARY PRE-KINDERGARTEN PROGRAM NCER's Evaluation of State and Local Education Programs and Policies program supports the evaluation of programs and policies that states or districts have implemented. Under this program, a team of researchers at Vanderbilt University is evaluating the impact of Tennessee's voluntary pre-kindergarten program on the school readiness of economically disadvantaged children and their subsequent academic performance. The project includes two studies. One is a randomized controlled trial of oversubscribed programs, which assign the limited available places in the program by lottery. The second study is a regression discontinuity study comparing children who are eligible for the program based on their age at the cut-off date to children who have to wait a year because they just missed the cut-off date. The data show substantial improvements on school readiness outcomes for children who have access to the state pre-kindergarten program.[2]

EARLY CHILDHOOD EDUCATION Research conducted by the *National Center for Research on Early Childhood Education* indicates that many young children who are at risk for school failure attend classrooms of mediocre quality that do not maximize children's learning to the extent found in high-quality classrooms. For example, analyses of state-funded pre-kindergarten programs in 11 states with mature programs indicated that just over half the school day was spent on learning activities.[3] Children in early childhood classrooms may participate in very few of the types of interactions that are associated with improved school readiness.[4]

PERCEPTUAL LEARNING A team at the University of California, Los Angeles decided to exploit the potential of perceptual learning by developing computer-delivered modules, in which, for example, students are asked in 30-minute practice sessions to match multiple instances of different representations of the same equation (e.g., matching a number sentence to the correct word problem or graph). Students are asked only to identify the representations that are equivalent but not to solve the equations. This repeated exposure to examples, with feedback to the student regarding whether his or her match is correct, draws upon the human capacity to seek out structure. In an experiment with high school students, the perceptual learning module was found to substantially improve students' performance on mapping the relations between word problems, equations, and graphs.[5]

[2] Lipsey, M.L., Farran, D., Hofer, K., Bilbrey, C., & Dong, N. (March, 2011). The effects of the Tennessee voluntary pre-kindergarten program: Initial results. Presented at the annual meetings of the Society for Research on Educational Effectiveness, Washington, DC.

[3] Early, D.M., Iruka, I.U., Ritchie, S., Barbarin, O., Winn, D., Crawford, G.M., Pianta, R.C. (2009). How do pre-kindergarteners spend their time? Gender, ethnicity, and income as predictors of experiences in pre-kindergarten classrooms. *Early Childhood Research Quarterly, 25*(2), 177–193.

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NATIONAL CENTER FOR SPECIAL EDUCATION RESEARCH (NCSER)

The mission of the National Center for Special Education Research (NCSER) is to (a) sponsor research to expand knowledge and understanding of the needs of infants, toddlers, and children with disabilities in order to improve the developmental, educational, and transitional results of such individuals; (b) sponsor research to improve services provided under, and support the implementation of the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); and (c) evaluate the implementation and effectiveness of the Individuals with Disabilities Education Act in coordination with the National Center for Education Evaluation and Regional Assistance.

Program Highlights

NEW RESEARCH AND RESEARCH TRAINING GRANTS

In FY 2011 over 350 applications to NCSER competitions were reviewed, resulting in 42 new research and postdoctoral research training awards totaling $89 million. These projects cover a broad range of issues related to improving outcomes for children with or at risk for disabilities, including autism spectrum disorders, developmental speech and/or language impairments, emotional and behavioral disorders, hearing impairments, intellectual disabilities, and learning disabilities. For example:

- Computer-based testing holds promise for increasing accessibility of state assessments for children with disabilities. However, providing appropriate accommodations presents a challenge, particularly for making computer-based test items accessible to students who are Braille readers. Researchers at the Educational Testing Service are developing enhancements to an existing platform that delivers an eighth-grade reading assessment. The enhancements are intended to allow students who are blind or have low vision to have access to the computerized test.

- Few evidence-based vocabulary interventions exist, particularly for students most at risk for language and learning disabilities. University of Connecticut researchers are conducting a randomized, controlled trial of an intensive vocabulary intervention designed to supplement classroom vocabulary instruction for kindergarten students who are at risk for language and learning disabilities.

- Current methods of reading instruction have not been highly effective for children with Down syndrome.

A team of researchers at the University of Pittsburgh is developing an intervention for teaching reading to children with Down syndrome that incorporates components of early reading (e.g., decoding and fluency skills) that have been modified to support the challenges with expressive language, memory, and motivation that are often exhibited by children with Down syndrome.

- Longitudinal studies indicate that students who perform poorly at the end of kindergarten are likely to continue to perform poorly in mathematics through the later elementary grades. University of Oregon researchers are developing an iPad-based mathematics intervention for kindergarten students who are at risk for developing learning disabilities in mathematics. The KinderTEK intervention is being designed as an intervention that builds conceptual and procedural fluency with whole number concepts.

- Researchers at the University of Florida are conducting a randomized controlled trial to test the efficacy of *BEST in CLASS*, an intervention implemented by early childhood teachers to improve social, emotional, and behavioral functioning of preschool children at high risk for developing emotional and behavioral disorders. *BEST in CLASS* was developed with a previous IES Development and Innovation grant and has pilot data indicating the promise of the intervention for ameliorating problem behaviors in young children.

- There is a lack of empirical evidence on the relationship between physical therapy provided in schools and student outcomes. A research team at the University of

Kentucky is conducting a multi-site observational study of 120 physical therapists and their students to examine the relationship between characteristics of school-based physical therapy and changes in student outcomes, including participation in school activities, self-care, posture and mobility, and recreation and fitness.

In addition, NCSER funded a new special education research and development center – the *National Research and Development Center on Assessment and Accountability for Special Education.* The increased demand for accountability in education and improved student academic performance has led to many questions about the most accurate method for capturing individual student progress, particularly for students with disabilities. Although a substantial amount of research exists about the characteristics of students with disabilities and about assessment of their abilities and skills for purposes of classification and intervention, far less is known about the natural developmental progression of achievement for students with disabilities. Under the auspices of this Center, researchers at the University of Oregon, the University of Arizona, and North Carolina State University have joined together to develop and test various approaches for measuring the reading and mathematics achievement growth of students with and without disabilities. They will examine alternative accountability models using student academic growth to evaluate schools' effectiveness in serving students with disabilities.

REPORTS Over the past year, NCSER released four reports from its longitudinal studies and evaluations.

- ***Comparisons Across Time of the Outcomes of Youth With Disabilities up to 4 Years After High School*** (September 2010). This report uses data from the two *National Longitudinal Transition Study* datasets to provide comparison data across time (1990 to 2005) on a wide range of post-high school outcomes for youth with disabilities who had been out of high school up to four years. The outcomes cover several key areas, including: postsecondary education enrollment and educational experiences; employment status and characteristics of the youth's current or most recent job; productive engagement in school, work, or preparation for work; household circumstances, including residential independence, parenting and financial independence; and social and community involvement.

- ***Facts from NLTS2: The Secondary School Experiences and Academic Performance of Students With Hearing Impairments*** (February 2011). This report

uses data from the *National Longitudinal Transition Study-2* to provide a national picture of the secondary school experiences and academic achievement of students with hearing impairments who received special education services. The outcomes cover several key areas, including: students' experiences in general education academic courses and non-vocational special education courses, accommodations, supports, services provided to students, and academic achievement.

- ***Access to Educational and Community Activities for Young Children with Disabilities*** (October 2010). This report, based on the *Pre-Elementary Education Longitudinal Study* (PEELS), describes the kindergarten classroom and community experiences of young children with disabilities and examines how access and participation in these activities may vary by child, family, and school district characteristics.

- ***A Study of States' Monitoring and Improvement Practices under the Individuals with Disabilities Education Act (IDEA)*** (October 2010). This report completes NCSER's study of states' monitoring practices. It describes the nature and scope of states' Part B and Part C monitoring systems and finds substantial variability in states' Part B and Part C monitoring and improvement practices under IDEA. The report describes contextual factors that may affect states' monitoring systems, states' approaches to monitoring, and how states' monitoring systems and processes map onto a framework developed for the study.

SPECIAL EDUCATION RESEARCH AND DEVELOPMENT (R&D) CENTERS *The Center on Response to Intervention in Early Childhood* hosted its Second Annual RTI in Early Childhood Summit in Kansas City in October 2010. Practitioners, researchers, policymakers, and higher education faculty gathered to discuss instructional strategies to promote successful readers and the importance of screening and progress monitoring for improving early language and literacy outcomes of children at risk for disabilities.

Researchers from the *National R&D Center on Serious Behavior Disorders at the Secondary Level* finalized development of an intervention package that includes multiple components designed to improve student behavior and academic performance. They are preparing for an efficacy trial in 54 schools beginning in the fall of 2011 and running through the spring of 2013. The research team has also actively presented its work at local and national conferences,

discussing topics such as the Center's intervention development process, academic and behavioral needs of high school students with emotional and behavioral disorders, and results of supplemental studies (e.g., understanding external placement decision-making by school staff for students with emotional and behavioral disorders).

The National Mathematics Advisory Panel in its 2008 report asserted that high priority should be given to improving curricula and instruction for teaching fractions (including decimals and percents). This year a new center – the *National Center on Mathematics Instruction for Students with Mathematics Difficulties* – was launched. Its purpose is to increase knowledge of how children acquire or fail to acquire an understanding of rational numbers (i.e., fractions) and how children with math difficulties can be taught to understand and operate fluently with rational numbers.

RESEARCH FINDINGS Over the past five years, NCSER's researchers have begun expanding their knowledge and understanding of infants, toddlers, and children with disabilities. Three studies are highlighted below.

The success of intervention models hinges on an accurate determination of which children are at risk for future difficulty. Quick assessments are needed that accurately identify 1) which children are at risk and therefore could benefit from intervention and 2) which children are not at risk and do not need intervention. Historically, education researchers have not been successful at developing screening measures that are accurate predictors of risk for reading difficulties. IES has invested significant resources in the exploration of basic measurement issues surrounding universal screening procedures. In a series of studies, Vanderbilt University researchers developed a two-step screening procedure in which all first-graders are administered a single, brief measure of phonemic decoding, and only children who score within the risk range on this measure complete the longer screening battery. This procedure results in the identification of which children are at risk or not at risk for reading difficulties with 90 percent accuracy.[6]

The prevalence of Autism Spectrum Disorders (ASD) has increased over the past decade, with the Centers for Disease Control reporting a current rate of 1 in 110 children. Despite increased research on ASD, few comprehensive interventions for children with ASD have been developed and tested. One exception is Learning Experiences—An Alternative Program for Preschoolers and Parents (LEAP), a comprehensive intervention for preschool children with ASD. A prior evaluation indicated that LEAP improves child outcomes relative to typical practice. With NCSER funding, LEAP developers recently completed a new experimental evaluation comparing full LEAP implementation to a reduced (and less expensive) model that provided the LEAP materials without training and mentoring by LEAP staff. They found that providing preschool teachers with training by LEAP staff resulted in greater fidelity of program implementation. Moreover, children in the full model condition demonstrated greater developmental gains in cognition and language, reduction in autism symptom severity, growth in social skills, and reduction in problem behavior compared to children in the manual-only group. Overall, the experiment demonstrates the efficacy of the LEAP model utilizing the full-scale training and mentoring for preschool staff.[7]

Although a number of general-purpose measures of student social behavior have been used for behavior progress-monitoring, there is a need for widely-accepted, reliable, and validated tools that allow for frequent measurement because they are relatively easy and quick to administer. In 2006, University of Connecticut researchers received IES funding to develop and test the *Direct Behavior Rating* (DBR) scales as an assessment method that combined the strengths of systematic direct observation with behavior ratings scales. This team received another IES grant to evaluate DBR scales for use in supporting problem-solving models of service delivery for behavior screening as well as for progress monitoring. Researchers at Louisiana State University are also working on this problem and are developing a series of change-sensitive progress-monitoring tools called *Brief Behavior Rating Scales* (BBRS) that are intended to be efficient, practical, reliable, and valid. BBRS will be appropriate for classroom educators who need efficient and effective behavior progress-monitoring tools to monitor their students on a consistent basis.[8]

[6] Compton, D. L., Fuchs, D., Fuchs, L. S., Bouton, B., Gilbert, J. K., Barquero, L. A., Cho, E., & Crouch, R. C. (2010). Selecting at-risk first-grade readers for early intervention: Eliminating false positives and exploring the promise of a two-stage screening process. *Journal of Educational Psychology. 10(2),* 327-340; Compton, D. L., Gilbert, J. K., Jenkins, J. R., Fuchs, D., Fuchs, L. S., Cho, E., Barquero, L. A., & Bouton, B. (in press). Accelerating chronically unresponsive children to tier 3 instruction: What level of data is necessary to ensure selection accuracy? *Journal of Learning Disabilities.*

[7] Strain, P.S., & Bovey, E. H. (in press). Randomized, Controlled Trial of the LEAP Model. *Topics in Early Childhood Special Education.*

[8] Chafouleas, S., Volpe, R., Gresham, F.M., & Cook, C.R. (Eds.). (2010). Behavioral assessment in problem solving models [Special Issue]. *School Psychology Review, 39.*

The work of NCEE falls into four broad categories:

1. Conducting evaluations of education programs, with a particular focus on assessing the impacts on student achievement;

2. Translating and disseminating evidence to policymakers and practitioners regarding the effectiveness of strategies for achieving education goals;

3. Providing resources and technical guidance to improve the quality, efficiency, and dissemination of education evaluations; and

4. Providing technical support and assistance to state and local education agencies and evaluators of federally supported education initiatives.

NCEE oversaw 37 major evaluation and technical assistance contracts during the year (Appendix C-1), in addition to overseeing the 10 Regional Educational Laboratory contracts, the *What Works Clearinghouse*, and the National Library of Education. These contracts include congressionally mandated studies of federally funded programs as well as evaluations of non-federally funded programs. In addition to studies conducted by NCEE's evaluation division, each of the Regional Educational Laboratories (RELs) also conducted one or more evaluations of an education intervention. In keeping with current policy interests, a large share of NCEE's studies addressed issues related to literacy, teacher quality, and students with disabilities.

Evaluations

A total of 15 evaluation reports were released during the year, including three studies that were conducted under the Regional Education Laboratory contracts described below (Appendix C-2). The following are highlights of the findings from three of these evaluations – a study of an early elementary math curricula, a study of middle school mathematics professional development, and a study of mandatory random drug testing – each of which involved a large-scale, randomized controlled trial:

The evaluation of **Early Elementary School Math Curricula** examined whether some curricula are more effective than others at improving math achievement in schools serving a high percentage of disadvantaged students. Understanding the relative effectiveness of math curricula is important because curricula tend to be aligned with particular strategies for teaching math, yet little rigorous evidence exists to support one approach over another. The study compared the student math achievement effects of four distinct math curricula that represent several of the diverse approaches used to teach elementary school math in the United States – *Investigations in Number Data, and Space; Math Expressions; Saxon Math; and Scott Foresman-Addison Wesley Mathematics* (SFAW). First- and second-grade math achievement differed among students in volunteer schools that were assigned at random to use one of these four curricula. Among first-graders, the results favored *Math Expressions* over both *Investigations* and *SFAW*, but not over *Saxon*.[9] Among second-graders, the results favored *Math Expressions* and *Saxon* over *SFAW*, but not over *Investigations*.

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[9] These first grade results become statistically insignificant if adjusted for multiple comparisons.

The evaluation of *Middle School Mathematics Professional Development* examined the impact of intensive mathematics professional development (PD) on teachers' knowledge and teaching skills for seventh grade mathematics in rational number topics such as fractions, decimals, percentages, ratios, and proportions. Experts argue that professional development for teachers, particularly in Science, Technology, Engineering, and Mathematics (STEM) areas, is an important strategy to improve schools through increasing teachers' knowledge and skills. However, there is limited evidence about effective professional development activities. This study randomly assigned schools in 12 districts to either receive intensive PD activities or to receive only the PD activities normally provided by the district. The study then compared teacher knowledge of mathematics and the math achievement of their students in schools that did and did not receive intensive PD. The intensive PD intervention included over 100 hours of support for teachers over a two-year period in the form of summer institutes, seminars, and in-school coaching. In six of the districts, teachers in the intensive PD condition received training from Pearson Achievement Solutions. In the other six districts, teachers in the intensive PD condition received training from America's Choice. The intensive PD intervention was implemented as planned. However, due to high teacher turnover, on average, teachers in the treatment group received much less professional development than was intended. There was no evidence that the intensive PD resulted in improved teacher knowledge or led to improved student achievement on rational numbers topics.

The evaluation of *Mandatory Random Drug Testing* assessed the effectiveness of this approach for reducing substance use among high school students. In schools that were randomly assigned to implement this policy, students and their parents agreed to students being tested for drug use (and in some cases, tobacco or alcohol use) on a random basis as a condition of participation in athletic or other school-sponsored competitive extracurricular activities. The study found that, over the course of a single year, students involved in those activities and subject to in-school drug testing reported less substance use than comparable students in the high schools that were randomly assigned to not conduct such drug testing. However, there were no statistically significant differences in reported intentions to use drugs in the future and no "spillover effects" on students who were not subject to drug testing (e.g., through peer effects). There were also no impacts on student participation in activities subject to drug testing (which could have confounded the key results), or on students' connection to or attitudes towards school. Sensitivity testing to examine possible reporting bias found no such evidence.

Translational and Dissemination Work

NCEE's translational work is intended to "translate" education research findings for audiences of non-researchers. The bulk of the Center's translational and dissemination work falls under the Regional Educational Laboratories, the National Library of Education (NLE) including the Education Resources Information Center (ERIC), and the *What Works Clearinghouse* (WWC).

Part of NLE's mission is to respond to public inquiries. In 2010, about 71 percent of these inquiries came directly from the K-12 education community and approximately 12 percent were referrals from other IES programs, such as the Regional Educational Laboratories Virtual Reference Desk and ERIC Help Desk. The NLE also operates the Education Resources Information Center (ERIC) and the Department of Education's research library, providing information services to the general public, including educators and scholars, agency staff and contractors, other government agencies, and other libraries. ERIC is the world's largest education library, featuring an electronic collection of more than 1.3 million bibliographic records from 1966 to the present, along with about 332,000 full-text documents.[10] The ERIC website expands the outreach of the RELs and WWC by providing a customized RSS feed of their latest materials.

While ERIC maintains and disseminates education journal articles, contractor reports, and conference papers, the *What Works Clearinghouse* focuses on translational and dissemination activities related specifically to the effectiveness of education programs, policies, and practices. During 2010, the WWC released 37 intervention studies. Of these

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[10] In 2010, ERIC was searched more than 13 million times per month through Internet search engines, the public website at **www.eric.ed.gov**, and commercial database vendors. Articles in the ERIC digital library are seen by individuals searching for education-related materials through Google, EBSCO, ProQuest, and various state and local education networks that provide access to ERIC.

studies, 11 focused on strategies for improving outcomes for students with disabilities, 10 addressed strategies for improving literacy among adolescents, five focused on high school math, four focused on English language learners, and the remainder examined various other topics (Appendix C-3).

The WWC also issued 21 Quick Reviews and two Practice Guides. Quick Reviews provide education practitioners and policymakers with timely and objective assessments of the quality of the research evidence in recently released research papers and reports whose public release is reported in a major national news source. Among the Quick Reviews conducted this past year, several addressed high profile initiatives, including reviews of five studies of school choice and charters; reviews of four studies of teacher incentives and performance initiatives; and reviews of two studies of financial incentives for students and/or their parents (Appendix C-4).

The WWC's Practice Guides build on the available evidence about a particular educational goal and develop concrete guidance for practitioners seeking to address that goal. This past year, the *What Works Clearinghouse* released Practice Guides on *Improving Reading Comprehension in Kindergarten Through 3rd Grade* and *Developing Effective Fractions Instruction for Kindergarten Through 8th Grade*, bringing the total number of Practice Guides available to 14 (**http://ies.ed.gov/ncee/wwc/publications/practiceguides/**).

Research Support

Research to support improvements in the quality of education evaluation is carried out primarily through NCEE's funding of commissioned technical methods papers, which are made available to the public on the IES website. This year, two methods reports were released: one on error rates in measuring teacher and school performance based on test score gains and another examining the precision gains from using publicly available school-level pretest scores (**http://ies.ed.gov/ncee/pubs/20104003/pdf/20104003.pdf** and **http://ies.ed.gov/ncee/pubs/20104004/pdf/20104004.pdf**).

Regional Educational Laboratories

A major initiative within NCEE is the provision of applied research and evaluation support to the regions through the Regional Educational Laboratories (RELs). As established by law, there are 10 RELs, each operating under contract to NCEE and serving a particular region of the country. Beginning in 2006, the REL program invested in more than 20 multi-year evaluations to determine the effectiveness of specific interventions on student outcomes. The RELs have released a total of seven evaluation reports to date, five of them during the past year (see Appendix C-2).

In addition, the RELs have continued to produce empirical analyses on a wide range of topics, including teacher and administrator characteristics and correlates of student achievement. These studies include some with national relevance that are reviewed by panels of outside scholars as well as "quick turnaround" empirical analyses and literature reviews that are produced for just-in-time use by states and districts (Appendix C-2).

The RELs serve as a bridge between the world of researchers and the world of education practitioners. In addition to producing original applied research, the RELs translate research for policymakers and practitioners through research-to-practice forums, or "Bridge Events." These are typically full-day events with formal presentations by researchers and practitioners, as well as group activities designed to promote participants' ability to apply the knowledge in their work settings (Appendix C-6). A vast majority (about 70) of these events have been tied to *What Works Clearinghouse* Practice Guides.[11]

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[11] Since 2007, the *What Works Clearinghouse* has published 12 Practice Guides. Currently, there are several guides in process.

Program Highlights

A major activity for NCEE staff over the past year has been planning for 10 new Regional Education Laboratory contracts by the end of 2011. In addition, staff members have embarked on major initiatives to improve the reach and usefulness of the *What Works Clearinghouse* and to improve access to research reports and other products of the Center, including restricted-use data files.

NEW REGIONAL EDUCATION LABORATORY

CONTRACTS The priority of the Regional Educational Laboratories is to help states and districts systematically use data and analysis to address important issues of policy and practice with the goal of improving student outcomes. Each REL is expected to build research capacity and a knowledge base in states and districts through various means, including:

- Assisting states, districts, and schools in using their data systems;

- Conducting and supporting high quality research and evaluation that focuses on a few key topics related to regional and national needs expressed in the region; and

- Helping education policymakers and practitioners incorporate data-based inquiry practices into regular decision making.

The expectation is that RELs will achieve these goals by working with new or existing partnerships of practitioners, policymakers, and others, referred to as "research alliances."

These alliances may include regional, cross-state, and cross-district research partnerships. Both the REL program priorities and the mechanism for delivering REL services are intended to yield several important benefits to the regions and to the nation, including:

- Development of a cohesive and potentially deep body of knowledge in core priority topics that address regional and, often, national needs, rather than spreading REL work thinly over many issues;

- Increased use of evaluation, data, and analysis by educators and education policymakers to identify problems, choose programs and strategies, and learn from initiatives;

- Completion of a range of rigorous evaluation and research studies, methodologically appropriate to the questions the studies attempt to answer;

- Expansion of the capacity of states and localities to use their own data, conduct high quality research and evaluation, and appropriately incorporate findings into policy and practice;

- Distribution of REL work across each region through a transparent and equitable process for determining where REL assistance is applied; and

- Establishment of strong partnerships among practitioners, policymakers, and researchers that are not dependent on ongoing REL support.

Meetings

The Board met on September 29, 2010; November 1, 2010; and March 23, 2011. It is scheduled to meet again on June 29, 2010.

At its November 1, 2010 meeting, the Board approved the Director's proposed priorities for IES.
(See page 3.)

At its March 23 meeting, the Board unanimously approved the following two Board resolutions:

RESOLUTIONS

1. That Congress continue funding for the Regional Educational Laboratories at current levels as part of any Congressional spending agreement for FY 2011, and authorize the Institute of Education Sciences to extend the existing Laboratory contracts for one additional year beyond their scheduled completion date.

2. That Congress include the following reforms in the authorizing language of Education Department grant programs, wherever feasible and cost-effective, to advance the use of evidence of effectiveness in decision-making:

   • Funding incentives for grant applicants to use program models or strategies ("interventions") supported by evidence of effectiveness, as judged by IES standards such as those used in the Department's Investing in Innovation program;

   • Funding to evaluate previously untested but highly-promising interventions, through studies overseen by IES that allow for strong causal conclusions, including randomized controlled trials where appropriate; and

   • Funding incentives for state and local educational agencies to engage in systematic evaluation and improvement of local initiatives, consistent with evidence standards established by IES.

APPENDIX A

MEMBERS OF THE NATIONAL BOARD FOR EDUCATION SCIENCES
AS OF JULY 1, 2011

DR. DEBORAH LOEWENBERG BALL
School of Education
University of Michigan
Dearborn, MI
Term expires November 28, 2012

MR. JONATHAN BARON
Coalition for Evidence-Based Policy
Washington, DC
Term expires November 28, 2011

DR. ANTHONY S. BRYK
Carnegie Foundation for the Advancement of Teaching
Stanford, CA
Term expires November 28, 2011

DR. ADAM GAMORAN
Wisconsin Center for Education Research
University of Wisconsin-Madison
Madison, WI
Term expires November 28, 2011

DR. KRIS D. GUTIÉRREZ
School of Education
University of Colorado, Boulder
Boulder, CO
Term expires November 28, 2012

MR. F. PHILIP HANDY
Strategic Industries, LLC
Winter Park, FL
Term expires November 28, 2011

DR. BRIDGET TERRY LONG
Graduate School of Education
Harvard University
Cambridge, MA
Term expires November 28, 2012

DR. MARGARET R. (PEGGY) MCLEOD
Educational Consultant
Washington, DC
Term expires November 28, 2012

DR. SALLY E. SHAYWITZ
Department of Pediatrics
Yale University School of Medicine
New Haven, CT
Term expires November 28, 2011

DR. ROBERT A. UNDERWOOD
University of Guam
Hagatna, GU
Term expires November 28, 2012

APPROVED NATIONAL BOARD FOR EDUCATION SCIENCES RESOLUTIONS
SINCE INCEPTION

1. Congress, in authorizing and funding evaluations of federal education programs, should require [program] grantees, as a condition of grant award, to participate in the evaluation if asked, including the random assignment to intervention and control groups as appropriate. *(April 2005)*

2. Congress and the U.S. Department of Education should ensure that individual student data can be used by researchers (with appropriate safeguards for confidentiality) in order to provide evaluations and analyses to improve our schools. *(September 2006)*

3. Congress should designate the Institute of Education Sciences, in statute, as the lead agency for all congressionally authorized evaluations of U.S. Department of Education programs, responsible for all operations, contracts, and reports associated with such evaluations. *(September 2006)*

4. Congress should allow the U.S. Department of Education to pool funds generated by the 0.5 percent evaluation set-aside from smaller programs. *(September 2006)*

5. The U.S. Department of Education should use its "waiver" authority to build scientifically valid knowledge about what works in K-12 education. *(September 2006)*

6. Congress should create, in statute, effective incentives for federal education program grantees to adopt practices or strategies meeting the highest standard of evidence of sizeable, sustained effects on important educational outcomes. *(May 2007)*

7. Congress should revise the statutory definition of "scientifically based research" so that it includes studies likely to produce valid conclusions about a program's effectiveness, and excludes studies that often produce erroneous conclusions. *(October 2007)*

8. The Board will review and advise the IES Director on grant awards where the proposed grantee is selected out of rank order of applicant scores that result from peer review for scientific merit. *(January 2008)*

9. The Board commends the Secretary and the U.S. Department of Education for moving forward in developing new regulations and guidance about how to maintain confidentiality of educational data under the Family Educational Rights and Privacy Act (FERPA) while also providing for research uses of student and school data. The Department should finalize these regulations quickly, incorporating the major clarifications that have been submitted in comments. *(May 2008)*

10. Congress should expand on the program of supporting statewide longitudinal data systems by requiring that states accepting funding under this program agree to make data in these systems available to qualified researchers (subject to FERPA) for the purpose of research that is intended to help improve student achievement. *(May 2008)*

11. The Board recommends that Congress continue funding for the Regional Educational Laboratories at current levels as part of any Congressional spending agreement for FY 2011, and authorize the Institute of Education Sciences to extend the existing Laboratory contracts for one additional year beyond their scheduled completion date. *(March 2011)*

12. The Board recommends that Congress include the following reforms in the authorizing language of Education Department grant programs, wherever feasible and cost-effective, to advance the use of evidence of effectiveness in decision-making:

   • Funding incentives for grant applicants to use program models or strategies ("interventions") supported by evidence of effectiveness, as judged by IES standards such as those used in the Department's Investing in Innovation program;

   • Funding to evaluate previously untested but highly promising interventions, through studies overseen by IES that allow for strong causal conclusions, including randomized controlled trials where appropriate; and

   • Funding incentives for state and local educational agencies to engage in systematic evaluation and improvement of local initiatives, consistent with evidence standards established by IES. *(March 2011)*

APPENDIX C

NCEE EVALUATIONS FY 2011

TABLE C-1

NO.	TITLE	EXPECTED COMPLETION	POLICY AREA	CONTRACTOR/REL
1	Measures of Academic Progress[a]	2011	Assessment	REL Midwest
2	Magnet School Assistance Program: Evaluation of conversion magnet schools	2013	Choice	AIR, UCSD, BPA
3	A Study of Implementation and Outcomes in Upward Bound and other TRIO Programs	2015	College Readiness	DIR, Abt, MPR
4	Program for Infant Toddler Care[a]	2011	Early Childhood	REL West
5	Accommodations for English Language Learner Students: The Effect of Linguistic Modification of Math Test Item Sets[a]	2010 √	English Language Learners	REL West
6	Differential Effects of ELL Training and Materials[a]	2011	English Language Learners	REL Central
7	Random Assignment Evaluation of a Principles-based Professional Development Program to Improve Reading Comprehension for English Language Learners[a]	2011	English Language Learners	REL Pacific
8	Quality Teaching For English Language Learners[a]	2011	English Language Learners	REL West
9	Adult Education: Evaluation of the impact of literacy instruction on adult ELS learners	2010 √	Literacy	AIR, Lewin, ETS, BPA
10	English Language Learning: Effects of transitional bilingual education, two-way bilingual, and structured English immersion programs on the literacy and oracy of Spanish-dominant children	2010 √	Literacy	Johns Hopkins University
11	Teacher Preparation in Early Reading	2010 √	Literacy	Optimal Solutions, AIR
12	English Language Learning: Project ELLA (English language/literacy acquisition)	2010 √	Literacy	Texas A&M Foundation
13	Adolescent Literacy: Evaluation of the impact of supplemental literacy interventions in freshman academies	2010	Literacy	MDRC, AIR
14	Even Start: Even Start classroom literacy interventions and outcomes study	2011	Literacy	Westat, Abt
15	Language Development: National Title 1 study of implementation and outcomes: Early childhood language development	2014	Literacy	Mathematica, DIR, UIC

[a] This study was completed under one of the Regional Education Laboratory contracts.
√ Designates that evaluation has been completed.

NCEE EVALUATIONS FY 2011

TABLE C-1

NO.	TITLE	EXPECTED COMPLETION	POLICY AREA	CONTRACTOR/REL
16	The Effectiveness of a Program to Accelerate Vocabulary Development in Kindergarten[a]	2010 √	Literacy	REL Southeast
17	An Experimental Study of the Project CRISS Reading Program on Grade 9 Reading Achievement in Rural High Schools[a]	2011 √	Literacy	REL Northwest
18	Impact of the Thinking Reader Software Program on Grade 6 Reading Vocabulary, Comprehension, Strategies, and Motivation: Final Report[a]	2011 √	Literacy	REL Northeast
19	OWL Early Literacy[a]	2011	Literacy	REL Appalachia
20	The Content Literacy Continuum (CLC) Study[a]	2011	Literacy	REL Midwest
21	Traits-Based Writing[a]	2011	Literacy	REL Northwest
22	The Effectiveness of a Program to Accelerate Vocabulary Development in First Grade[a]	2011	Literacy	REL Southeast
23	Summer Lexile Reading[a]	2011	Literacy	REL Southwest
24	Integrated evaluation of ARRA funds	2014	Low-Performing Schools	Westat, Policy Studies, Chesapeake
25	Impact evaluation of Race to the Top (RTT) and School Improvement Grants (SIGs)	2015	Low-Performing Schools	Mathematica, AIR, Social Policy Research
26	Implementation of School Turnaround Models	2014	Low-Performing Schools	AIR, Mathematica, DIR, Education Northwest
27	Effectiveness of a School Improvement Intervention[a]	2011	Low-Performing Schools	REL Central
28	Evaluation of early elementary math curricula	2011	Mathematics	Mathematica, SRI
29	Hybrid Algebra[a]	2011	Mathematics	REL Appalachia
30	Connected Math[a]	2011	Mathematics	REL Mid-Atlantic
31	Virtual Algebra[a]	2011	Mathematics	REL Northeast
32	Alabama Math, Science and Technology Initiative[a]	2011	Mathematics	REL Southeast
33	Math Tutoring for At-Risk Students[a]	2011	Mathematics	REL Southwest

[a] This study was completed under one of the Regional Education Laboratory contracts.
√ Designates that evaluation has been completed.

NO.	TITLE	EXPECTED COMPLETION	POLICY AREA	CONTRACTOR/REL
34	Supplemental Education Services: Impact evaluation of Title I supplemental education services	2010 √	Other	Mathematica
35	Regional Educational Laboratories: Evaluation of the Regional Educational Laboratories	2012	Other	Westat, Policy Studies
36	Effects of Problem Based Economics on High School Economics Instruction[a]	2010 √	Other	REL West
37	Understanding Science[a]	2011	Science	REL West
38	Mandatory Random Drug Testing: An evaluation of the impact of mandatory random student drug testing	2010 √	Social and Behavioral	RMC, Mathematica
39	School-based Violence Prevention: Impact evaluation of school-based violence prevention programs	2011 √	Social and Behavioral	RTI, PIRE, Tanglewood
40	Lessons in Character[a]	2011	Social and Behavioral	REL West
41	Design and IDEA-related analyses for the National Assessment	2014	Students with Disabilities	Abt, Weststat, Windwalker
42	National Assessment of IDEA: IDEA National assessment implementation study	2011	Students with Disabilities	Abt, Westat, Windwalker
43	Special Education Personnel Preparation: Evaluation of the personnel preparation to improve services and results for children with disabilities program	2011	Students with Disabilities	Westat, CEC, Compass
44	National Assessment of IDEA 2004: School improvement status and outcomes for students with disabilities	2013	Students with Disabilities	AIR, SRM
45	National Assessment of IDEA 2004: Impact evaluation of response to intervention (RTI)	2013	Students with Disabilities	MDRC, SRI, and SRM
46	Early Intervention and Special Education Personnel and Services	2013	Students with Disabilities	SRI, Westat, RMCE, Compass
47	National Assessment of IDEA 2004: National evaluation of the IDEA technical assistance and dissemination program	2014	Students with Disabilities	Westat, Empatha
48	Transition Outcomes for Youth with Disabilities	2015	Students with Disabilities	Mathematica, ICI, DIR
49	Teacher preparation in the U.S.: Study of teacher preparation programs in the United States	2010 √	Teacher Quality	NRC

[a] This study was completed under one of the Regional Education Laboratory contracts.
√ Designates that evaluation has been completed.

NO.	TITLE	EXPECTED COMPLETION	POLICY AREA	CONTRACTOR/REL
50	Professional Development in Math: Impact of professional development strategies on teacher practice and student achievement in math	2011 √	Teacher Quality	AIR, MDRC
51	Evaluation of middle school mathematics professional development	2011	Teacher Quality	TBD
52	Teacher Recruitment: Impact evaluation of moving high-performing teachers to low-performing schools	2012	Teacher Quality	Mathematica, New Teacher Project, Optimal Solutions
53	Alternative Certification Models: Impact on secondary math achievement of highly selective alternative routes to certification	2013	Teacher Quality	Mathematica, Chesapeake
54	Teacher Quality Distribution	2015	Teacher Quality	Mathematica, Urban
55	A Study of Teacher Residency Programs	2015	Teacher Quality	Mathematica, Decision Information Resources
56	Impact evaluation of the Teacher Incentive Fund	2015	Teacher Quality	Mathematica, Vanderbilt, Chesapeake
57	Comprehensive Technical Assistance Centers: Evaluation of the Comprehensive Technical Assistance Centers	2011	Technical Assistance	Branch Associates, DIR, PSA
58	Evaluation of Investing in Innovation (i-3)	2015	Technical Assistance	Abt
59	Technical assistance with evaluations of the U.S. Department of Education grant programs	2011	Technical Assistance	Westat, Compass
60	Striving Readers Technical Assistance: Technical assistance to local impact evaluations of Striving Readers projects	2014	Technical Assistance	Abt

[a] This study was completed under one of the Regional Education Laboratory contracts.
√ Designates that evaluation has been completed.

TABLE C-2

NCEE EVALUATION REPORTS, TECHNICAL REPORTS, AND ISSUES AND ANSWERS DOCUMENTS

NO.	RELEASE DATE	POLICY AREA	TITLE
Evaluation Reports (Evaluation Division and Regional Education Labs)			
1	July 2010	English Language Learners	Accommodations for English Language Learner Students: The Effect of Linguistic Modification of Math Test Item Sets[a]
2	September 2010	Literacy	Enhanced Reading Opportunities Final Report: The Impact of Supplemental Literacy Courses for Struggling Ninth Graders
3	September 2010	Literacy	Study of Teacher Preparation in Early Reading Instruction
4	November 2010	Literacy	The Effectiveness of a Program to Accelerate Vocabulary Development in Kindergarten[a]
5	December 2010	Literacy	The Impact of a Reading Intervention for Low-Literate Adult ESL Learners
6	April 2011	Literacy	An Experimental Study of the Project CRISS Reading Program on Grade 9 Reading Achievement in Rural High Schools[a]
7	April 2011	Literacy	Impact of the Thinking Reader Software Program on Grade 6 Reading Vocabulary, Comprehension, Strategies, and Motivation: Final Report [a]
8	May 2011	Low-Performing Schools	Baseline Analyses of SIG Applications and SIG-Eligible and SIG-Awarded Schools
9	November 2010	Mathematics	Achievement Effects of Four Early Elementary Math Curricula: Findings for First and Second Graders
10	April 2011	Mathematics	Classroom Assessment for Student Learning: Impact on Elementary School Mathematics in the Central Region: Final Report
11	May 2011	Mathematics	Middle School Mathematics Professional Development Impact Study
12	August 2010	Other	Effects of Problem Based Economics on High School Economics Instruction[a]
13	July 2010	Social and Behavioral	The Effectiveness of Mandatory-Random Student Drug Testing
14	May 2011	Social and Behavioral	Impact of a Violence Prevention Program for Middle Schools
15	July 2010	Technical Assistance	National Evaluation of the Comprehensive Technical Assistance Centers: Interim Report
Reference and Methods Reports			
1	July 2010	Assessment	Error Rates in Measuring Teacher and School Performance Based on Student Test Score Gains
2	October 2010	Assessment	Precision Gains from Publically Available School Proficiency Measures Compared to Study-Collected Test Scores in Education Cluster-Randomized Trials

[a] Completed by the Regional Educational Laboratories.
*Projected to be released.

NO.	RELEASE DATE	POLICY AREA	TITLE
Evaluation Briefs			
1	April 2011	Teacher Quality	Do Low-Income Students have Equal Access to the Highest-Performing Teachers?
Issues and Answers and Technical Briefs (Regional Educational Laboratory Reports)[a]			
1	February 2011	Assessment	How Student and School Characteristics are Associated with Performance on the Maine High School Assessment
2	June 2011*	Assessment	A descriptive analysis of two state-supported formative assessment initiatives in the Northeast and Islands Region
3	April 2011	Career Readiness	Characteristics of Career Academies in 12 Florida School Districts
4	June 2011*	Career Readiness	Aligning career and technical education with high-wage and high-demand occupations in Tennessee
5	August 2010	College Access	Are Texas' English Language Arts and Reading Standards College Ready?
6	December 2010	College Access	How Prepared are Students for College-Level Reading? Applying a Lexile-Based Approach
7	February 2011	College Access	Estimating College Enrollment Rates for 2008 Virginia Public High School Graduates
8	June 2011*	College Access	How prepared are subgroups of Texas public high school students for college-level reading? Applying a Lexile®-based approach
9	January 2011	Dropout Prevention	Replication of a Career Academy Model: The Georgia Central Educational Center and Four Replication Sites
10	February 2011	Dropout Prevention	Dropout Prevention Programs in Nine Mid-Atlantic Region School Districts: Additions to a Dropout Prevention Database
11	June 2011*	Early Childhood Education	Participation in the first four years of Tennessee's Voluntary Prekindergarten Program
12	August 2010	English Language Learners	Where Do English Language Learner Students Go to School? Student Distribution by Language Proficiency in Arizona
13	October 2010	English Language Learners	Patterns of Student Mobility Among English Language Learner Students in Arizona Public Schools
14	March 2011	English Language Learners	The Relationship Between English Proficiency and Content Knowledge for English Language Learner Students in Grades 10 and 11 in Utah
15	March 2011	English Language Learners	The Impact of Collaborative Strategic Reading on the Reading Comprehension of Grade 5 Students in Linguistically Diverse Schools

[a] Completed by the Regional Educational Laboratories.
*Projected to be released.

NO.	RELEASE DATE	POLICY AREA	TITLE
16	April 2011	English Language Learners	Title III Accountability Policies and Outcomes For K–12: Annual Measurable Achievement Objectives for English Language Learner Students in Southeast Region States
17	January 2011	Low-Performing Schools	What are the Characteristics, Qualifications, Roles, and Functions of School Support Teams? An Examination of Survey Results for Four Northwest Region States
18	April 2011	Low-Performing Schools	Parent Involvement and Extended Learning Activities in School Improvement Plans in the Midwest Region
19	January 2011	Other	What English Language Arts, Math, and Science Instructional Materials have Districts in the Mid-Atlantic Region States Adopted?
20	March 2011	Other	Projected School Administrator Needs through 2017/2018 in California: The Effects of Projected Retirement and Projected Changes in Student Enrollment over Two-Year Increments
21	June 2011*	Other	Nutrition and physical education policy and practice in Pacific Region secondary schools
22	June 2011*	Other	A descriptive analysis of superintendent turnover in Kentucky
23	January 2011	Rural Education	Do Schools in Rural and Nonrural Districts Allocate Resources Differently? An Analysis of Spending and Staffing Patterns in the West Region States
24	August 2010	Social and Behavioral	What Characteristics of Bullying, Bullying Victims, and Schools are Associated with Increased Reporting of Bullying to School Officials?
25	January 2011	Social and Behavioral	Measuring Student Engagement in Upper Elementary through High School: A Description of 21 Instruments
26	April 2011	Social and Behavioral	Student-Reported Overt and Relational Aggression and Victimization in Grades 3-8
27	August 2010	Students with Disabilities	Do States Have Certification Requirements for Preparing General Education Teachers to Teach Students with Disabilities? Experience in the Northeast and Islands Region
28	June 2011*	Students with Disabilities	A descriptive study of enrollment in supplemental educational services in the four Appalachia Region states
29	December 2010	Teacher Quality	How Well Prepared and Supported are New Teachers? Results for the Northwest Region from the 2003/04 Schools and Staffing Survey

[a] Completed by the Regional Educational Laboratories.
*Projected to be released.

WWC INTERVENTION REPORTS RELEASED THROUGH JUNE 30, 2011

TABLE C-3

NO.	RELEASE DATE	POLICY AREA	INTERVENTION
1	July 2010	Adolescent Literacy Intervention	Reading Apprenticeship
2	August 2010	Adolescent Literacy Intervention	Reading Mastery
3	August 2010	Adolescent Literacy Intervention	Accelerated Reader
4	August 2010	Adolescent Literacy Intervention	Concept-Oriented Reading Instruction
5	August 2010	Adolescent Literacy Intervention	Cooperative Integrated Reading and Composition
6	September 2010	Adolescent Literacy Intervention	AVID (Advancement Via Individual Determination)
7	September 2010	Adolescent Literacy Intervention	Corrective Reading
8	September 2010	Adolescent Literacy Intervention	Reading Plus
9	September 2010	Adolescent Literacy Intervention	Reciprocal Teaching
10	September 2010	Adolescent Literacy Intervention	Book Clubs
11	September 2010	Beginning Reading Intervention	Sound Partners
12	September 2010	Dropout Prevention Intervention	The National Guard Youth ChalleNGe Program
13	August 2010	Early Childhood Education for Children With Disabilities Intervention	Lovaas Model of Applied Behavior Analysis
14	July 2010	Early Childhood Education Intervention	Literacy Express
15	August 2010	Early Childhood Education Intervention	Ladders to Literacy
16	July 2010	Elementary School Math Intervention	Scott Foresman-Addison Wesley Elementary Mathematics
17	September 2010	Elementary School Math Intervention	Everyday Mathematics
18	September 2010	Elementary School Math Intervention	Saxon Elementary School Math
19	June 2011*	English Language Learners	Success for All
20	July 2010	English Language Learners Intervention	Read Naturally
21	September 2010	English Language Learners Intervention	ClassWide Peer Tutoring
22	September 2010	English Language Learners Intervention	Peer-Assisted Learning Strategies
23	June 2011*	High School Math	University of Chicago School of Math Project
24	June 2011*	High School Math	Accelerated Math

* Projected to be released.

TABLE C-3

NO.	RELEASE DATE	POLICY AREA	INTERVENTION
25	February 2011	High School Math	Saxon Math
26	August 2010	High School Math Intervention	Carnegie Learning Curricula and Cognitive Tutor Software
27	September 2010	High School Math Intervention	Core-Plus Mathematics
28	July 2010	Students with Learning Disabilities Intervention	Alphabet Phonics
29	July 2010	Students with Learning Disabilities Intervention	Barton Reading and Spelling System
30	July 2010	Students with Learning Disabilities Intervention	Fundations
31	July 2010	Students with Learning Disabilities Intervention	Dyslexia Training Program
32	July 2010	Students with Learning Disabilities Intervention	Herman Method
33	July 2010	Students with Learning Disabilities Intervention	Wilson Reading System
34	July 2010	Students with Learning Disabilities Intervention	Unbranded-Orton-Gillingham-Based Interventions
35	July 2010	Students with Learning Disabilities Intervention	Project Read
36	July 2010	Students with Learning Disabilities Intervention	Read 180
37	July 2010	Students with Learning Disabilities Intervention	Read Naturally

* Projected to be released.

WWC QUICK REVIEWS RELEASED THROUGH JUNE 30, 2011

TABLE C-4

NO.	RELEASE DATE	TITLE
1	July 2010	Effects of Displaced Students in Chicago Public Schools
2	July 2010	Charter School Performance in NYC Study (CREDO)
3	July 2010	Head Start Impact Study
4	July 2010	Abstinence-only Education Program Study
5	August 2010	Financial Incentives and Student Achievement: Evidence from Randomized Trials
6	September 2010	Reading and Language Outcomes of a Five-Year Randomized Evaluation of Transitional Bilingual Education
7	September 2010	The Evaluation of Charter School Impacts
8	September 2010	Student Characteristics and Achievement in 22 KIPP Middle Schools
9	September 2010	Toward Reduced Poverty Across Generations: Early Findings from New York City's Conditional Cash Transfer Program
10	September 2010	Study of Summer Reading and Its Effect on Reading Achievement
11	September 2010	Evaluation of Teacher Advancement Program (TAP) in Chicago
12	December 2010	Head Start Impact Study
13	December 2010	The Role of Simplification and Information in College Decisions: Results from the H&R Block FAFSA Experiment
14	December 2010	The Milwaukee Parental Choice Program Longitudinal Educational Growth Study
15	December 2010	Culture and the Interaction of Student Ethnicity with Reward Structure in Group Learning
16	March 2011	Evaluation of the DC Opportunity Scholarship Program
17	April 2011	Teacher Pay for Peformance: Experimental Evidence from the Project on Incentives in Teaching
18	April 2011	Achievement Effects of Four Elementary School Math Curricula
19	June 2011*	Retrieval Practice Produces More Learning Than Elaborative Studying With Concept Mapping
20	June 2011*	New York City Teacher Incentives
21	June 2011*	New York City Bonus Program

* Projected to be released.

WWC PRACTICE GUIDES RELEASED THROUGH JUNE 30, 2011 TABLE C-4

NO.	RELEASE DATE	TITLE
1	September 2010	Developing Effective Fractions Instruction for Kindergarten Through 8th Grade
2	September 2010	Improving Reading Comprehension in Kindergarten Through 3rd Grade

NEW NCEE EVALUATIONS PLANNED FOR 2012 TABLE C-5

NO.	TITLE
Library	
1	Legal and News Information Services
Regional Educational Laboratory	
2	Creation of 10 Regional Educational Laboratories
3	Analytic and Technical Support contract
Title I and Title II	
4	Implementation of the Reauthorized Title I and Title II
5	A Study of Promising Teacher Preparation Programs
6	Impact Evaluation of Teacher and Leader Evaluation Systems
Title III: English Language Learners	
7	Design Work for an Impact Evaluation in the Area of English Language Acquisition
Title V: Promise Neighborhoods	
8	National Evaluation of Promise Neighborhoods

REGIONAL EDUCATION LABORATORY BRIDGE EVENTS TABLE C-6

NO.	TITLE	TOPIC OF RELEVANT PRACTICE GUIDE	REGIONAL LABORATORY	DATE
1	Interpreting Test Score Trends and Gaps	Achievement and Assessment	Northwest	8/12/10
2	Addressing Student Achievement Gaps	Achievement and Assessment	Midwest	11/5/10
3	Effective Classroom and Intervention Practices for Addressing Adolescent Literacy	Adolescent Literacy	Midwest	9/28/10
4	Expanding the High School to College Pipeline	College Access	Southeast	9/23/10
5	Helping Students Navigate the Path to College: What High Schools Can Do	College Access	Mid-Atlantic	10/15/10
6	Postsecondary Access and Success for Rural Students	College Access	Midwest	11/10/10
7	Connecting Research to Practice: Navigating the Path to College in Indiana	College Access	Midwest	12/7/10
8	Helping Students Navigate the Path to College: What High Schools Can Do	College Access	Mid-Atlantic	3/2/11
9	Arkansas Consortium on School Research Spring 2011 Meeting	College Access	Southwest	3/3/11
10	Helping Students Navigate the Path to College: What High Schools Can Do	College Access	Central	3/7/11
11	State Support for Postsecondary Access in Success in the Southwest Region	College Access	West	3/31/11
12	State Support for Postsecondary Access in Success in the Southwest Region	College Access	West	4/1/11
13	Using Student Achievement Data to Support Instructional Decision Making	Data Driven Decision Making	Mid-Atlantic	8/4/10
14	Using Data to Support Instructional Decision Making for Rural Schools	Data Driven Decision Making	Appalachia	8/23/10
15	Using Student Achievement Data to Support Instructional Decision Making	Data Driven Decision Making	Mid-Atlantic	9/23/10
16	Arkansas Consortium Using Research and Data to Inform Practice	Data Driven Decision Making	Southwest	10/7/10
17	Using Data to Improve Instruction in Kentucky	Data Driven Decision Making	Appalachia	10/18/10
18	Instructional Decision Making Using Student Achievement Data: A Research Forum for NW Region Leaders	Data Driven Decision Making	Northwest	10/28/10
19	Using Student Achievement Data to Support Instructional Decision Making	Data Driven Decision Making	Mid-Atlantic	1/17/11

NO.	TITLE	TOPIC OF RELEVANT PRACTICE GUIDE	REGIONAL LABORATORY	DATE
20	Using Student Achievement Data to Support Instructional Decision Making	Data Driven Decision Making	Mid-Atlantic	2/17/11
21	Using Student Achievement to Support Instructional Decision Making	Data Driven Decision Making	Mid-Atlantic	3/7/11
22	Using Student Achievement Data to Support Instructional Decision Making	Data Driven Decision Making	Southeast	5/24/11
23	Increasing Graduation Rates by Creating a System of Supports	Dropout Prevention	Midwest	8/11/10
24	Dropout Prevention Practice Guide	Dropout Prevention	Mid-Atlantic	8/31/10
25	Dropout Prevention Practice Guide	Dropout Prevention	Southeast	10/4/10
26	Dropout Prevention	Dropout Prevention	Mid-Atlantic	1/25/11
27	Dropout Prevention	Dropout Prevention	Mid-Atlantic	2/14/11
28	Effective Literacy and English Language Instruction for English Learners	English Language Learners	Northeast and Islands	10/22/10
29	Effective Literacy and English Language Instruction for English Learners	English Language Learners	Northwest	11/9/10
30	Effective Literacy and English Language Instruction for English Learners in the Elementary Grades	English Language Learners	Mid-Atlantic	1/18/11
31	Effective Literacy and English Language Instruction for English Learners in the Elementary Grades	English Language Learners	Mid-Atlantic	1/20/11
32	Planning Quality Response to Intervention Programs for English Language Learners	English Language Learners	Northeast and Islands	1/21/11
33	Effective Literary Instruction for English Learners in the Elementary Grades	English Language Learners	Mid-Atlantic	1/27/11
34	Serving English Language Learners in a Rural Setting	English Language Learners	Appalachia	3/2/11
35	Serving English Language Learners in a Rural Setting	English Language Learners	Cross	3/9/11
36	Response to Intervention for ELLs: How Research on Literacy, English Language Instruction, and Reading Intervention Can Inform Practice	English Language Learners	Southeast	3/15/11
37	Serving English Language Learners in a Rural Setting	English Language Learners	Cross	3/16/11
38	Improving Adolescent Literacy: Effective Classroom and Intervention Practices	Literacy	Pacific	8/16/10
39	Improving Adolescent Literacy: Effective Classroom and Intervention Practices (WEBINAR)	Literacy	Pacific	8/17/10

REGIONAL EDUCATION LABORATORY BRIDGE EVENTS

TABLE C-6

NO.	TITLE	TOPIC OF RELEVANT PRACTICE GUIDE	REGIONAL LABORATORY	DATE
40	Improving Adolescent Literacy: Effective Classroom and Intervention Practices	Literacy	Pacific	8/18/10
41	Improving Adolescent Literacy: Effective Classroom and Intervention Practices	Literacy	Mid-Atlantic	10/20/10
42	Effective Classroom and Intervention Practices for Addressing Adolescent Literacy	Literacy	Midwest	11/15/10
43	Improving Adolescent Literacy: Effective Classroom and Intervention Practices	Literacy	Pacific	2/21/11
44	Improving Adolescent Literacy: Effective Classroom and Intervention Practices	Literacy	Mid-Atlantic	3/14/11
45	Improving Reading Comprehension in Kindergarten Through 3rd Grade	Literacy	Mid-Atlantic	3/16/11
46	Vocabulary Development: Understanding the Research and Intervention Strategies	Literacy	Southeast	5/18/11
47	Improving Adolescent Literacy: Effective Vocabulary and Comprehension Practices	Literacy	Northwest	5/31/11
48	Research-Based Practices for Turning Around Chronically Low-Performing Schools	Low-Performing Schools	Mid-Atlantic	8/10/10
49	Leading Successful School Turnarounds: Learning from Research and Practice	Low-Performing Schools	West	9/30/10
50	Tennessee-High Priority School Conference	Low-Performing Schools	Appalachia	10/18/10
51	Turning Around Low-Performing Schools: A Dialogue on Research and Practice	Low-Performing Schools	Southeast	10/26/10
52	Kentucky-Turning Around Low-Performing Schools	Low-Performing Schools	Appalachia	10/28/10
53	The Role of Leadership in Turning Around Low-Performing Schools	Low-Performing Schools	Southeast	10/29/10
54	Turning Around Low-Performing Schools	Low-Performing Schools	Mid-Atlantic	12/7/10
55	Turning Around Chronically Low-Performing Schools	Low-Performing Schools	Mid-Atlantic	2/10/11
56	Turning Around Chronically Low-Performing Schools: How ESAs and SEAs Can Help Schools and Districts	Low-Performing Schools	Central	2/24/11
57	Encouraging Girls in Math and Science: Bridging the Gap between Research and Practice	Mathematics	Mid-Atlantic	9/28/10
58	Building Foundations for Algebra: Research and Resources	Mathematics	West	10/18/10
59	Encouraging Girls in Math and Science	Mathematics	Appalachia	10/25/10

REGIONAL EDUCATION LABORATORY BRIDGE EVENTS

TABLE C-6

NO.	TITLE	TOPIC OF RELEVANT PRACTICE GUIDE	REGIONAL LABORATORY	DATE
60	Developing Effective Fractions Instruction for Kindergarten Through 8th Grade	Mathematics	Northeast and Islands	12/2/10
61	Developing Effective Fractions Instruction for Kindergarten Through 8th Grade	Mathematics	Mid-Atlantic	12/7/10
62	Implementing Strategies to Assist Students Struggling with Mathematics in Grades K–5: An RTI Framework	Mathematics	Northeast and Islands	1/7/11
63	Encouraging Girls in Math and Science	Mathematics	Mid-Atlantic	1/26/11
64	Developing Effective Fractions Instruction for Kindergarten Through 8th Grade	Mathematics	Mid-Atlantic	3/7/11
65	Student Mobility in the Central and West Regions	Mobility	Central and West	3/8/11
66	Effects of Problem Based Economics on High School Economics Instruction	Other	West	12/8/10
67	Online Opportunities for Rural Schools	Rural Education	Midwest	8/4/10
68	Improving Math and Science Outcomes for At-Risk Populations in Rural Schools	Rural Education	Appalachia	3/1/11
69	Organizing Instruction and Study to Improve Student Learning	School Structure	Mid-Atlantic	8/27/10
70	Structuring Out-of-School Time to Improve Student Achievement	School Structure	Central	9/22/10
71	Structuring Out-of-School Time to Improve Student Achievement	School Structure	Central	9/24/10
72	Organizing Instruction and Study to Improve Student Learning	School Structure	Mid-Atlantic	10/7/10
73	Structuring Out-of-School Time to Improve Student Achievement	School Structure	Northeast and Islands	10/15/10
74	Organizing Instruction and Study to Improve Student Learning	School Structure	Mid-Atlantic	1/24/11
75	Building Bridges from Social-Psychological Research to Educational Practice	Social and Behavioral Interventions	Southeast	1/20/11
76	Improving Adolescent Literacy: Effective Classroom and Intervention Practices	Students with Disabilities	Mid-Atlantic	9/17/10
77	Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades	Students with Disabilities	Pacific	11/1/10

NO.	TITLE	TOPIC OF RELEVANT PRACTICE GUIDE	REGIONAL LABORATORY	DATE
78	Indentifying Learning Disabilities for English Language Learners: Data, Assessments, and Case Studies	Students with Disabilities	Northeast and Islands	2/4/11
79	What Research Does and Does Not Say About Effective Instruction for English Language Learners as Part of Tier 1 Response to Intervention	Students with Disabilities	Southeast	2/23/11
80	Assisting Students Struggling with Mathematics: Response to Intervention for Elementary and Middle Schools	Students with Disabilities	Mid-Atlantic	3/2/11
81	Assisting Students Struggling with Mathematics: Response to Intervention for Elementary and Middle Schools	Students with Disabilities	Mid-Atlantic	3/3/11
82	Northern Kentucky Cooperative for Educational Services Math Coaches Summit: Response to Intervention in Elementary-Middle Math	Students with Disabilities	Appalachia	3/10/11
83	Assisting Students Struggling with Mathematics: Reponses to Intervention for Elementary and Middle Schools: Understanding the Research Base	Students with Disabilities	Pacific	4/27/11
84	Policy Alternatives for Measuring Teacher Effectiveness	Teacher Quality	Southeast	10/19/10
85	An Overview of Value-Added Methodological Challenges and Opportunities	Teacher Quality	Southeast	11/11/10
86	Using Student Achievement in Teacher Evaluation: Research and Practice	Teacher Quality	Southeast	11/29/10
87	Defining and Measuring Educator Effectiveness	Teacher Quality	Northeast and Islands	1/12/11

APPENDIX D

NCES REPORTS

NO.	RELEASE DATE	TITLE	PRODUCT TYPE
1	August 2010	An Introduction to NAEP	Brochure
2	September 2010	2010 National Indian Education Study (NIES 2010)	Brochure
3	October 2010	Overview of the School Survey on Crime and Safety (SSOCS)	Brochure
4	October 2010	The School Crime Supplement to the National Crime Victimization Survey for Students in Grades 6 through 12	Brochure
5	October 2010	The School Crime Supplement to the National Crime Victimization Survey for Students in Grades 6 through 12 (Spanish version)	Brochure
6	October 2010	Your Child's Experiences at School-The School Crime Supplement to the National Crime Victimization Survey for Students in Grades 6 through 12	Brochure
7	October 2010	Your Child's Experiences at School-The School Crime Supplement to the National Crime Victimization Survey for Students in Grades 6 through 12 (Spanish version)	Brochure
8	December 2010	NAEP Tools on the Web	Brochure
9	July 2010	Status and Trends in the Education of Racial and Ethnic Groups: 2009	Compendia
10	July 2010	Student Victimization in U.S. Schools: Results from the 2007 School Crime Supplement to the National Crime Victimization Survey	Compendia
11	November 2010	Indicators of School Crime and Safety: 2010	Compendia
12	December 2010	Trends in High School Dropout and Completion Rates in the United States: 1972-2008	Compendia
13	March 2011	Projections of Education Statistics to 2019	Compendia
14	April 2011	Digest of Education Statistics, 2010	Compendia
15	April 2011	Mini-Digest of Education Statistics, 2010	Compendia
16	May 2011	Condition in Brief	Compendia
17	May 2011	The Condition of Education	Compendia
18	June 2011	Trends in High School Dropout and Completion Rates in the United States: 1972-2009	Compendia
19	July 2010	2007-08 School Survey on Crime and Safety (SSOCS) Public-use Data	Data & User's Manual
20	July 2010	Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K) Kindergarten Through Fifth Grade Approaches to Learning and Self-Description Questionnaire (SDQ) Items and Public-Use Data Files	Data & User's Manual

NCES REPORTS

NO.	RELEASE DATE	TITLE	PRODUCT TYPE
21	July 2010	Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K) Kindergarten Through Fifth Grade Parent and Teacher Social Rating Scale (SRS) Items and Restricted-Use Data File	Data & User's Manual
22	July 2010	Principal Follow-up Survey 2008-09 Restricted-Use Data File	Data & User's Manual
23	August 2010	NCES Common Core of Data Local Education Agency Universe Survey: School Year 2008-09	Data & User's Manual
24	August 2010	NCES Common Core of Data State Survey Dropout and Completion Public-Use Data File: School Year 2007-08, Final File 1a	Data & User's Manual
25	August 2010	NCES Common Core of Data, School District Finance Survey (F-33), School Year 2007-08 (Fiscal Year 2008)	Data & User's Manual
26	September 2010	2007-08 Schools and Staffing Survey (SASS) and 2008-09 Teacher Follow-up Survey (TFS) (CD ROM) Restricted-Use Data with Codebook	Data & User's Manual
27	September 2010	NCES Common Core of Data Pilot Teacher Compensation Survey (TCS) District-Level Public-Use Data File, School Year 2006-07	Data & User's Manual
28	September 2010	NCES Common Core of Data Pilot Teacher Compensation Survey (TCS), Restricted-Use Data File, School Year 2006-07	Data & User's Manual
29	September 2010	NCES Common Core of Data Pilot Teacher Compensation Survey (TCS), School-Level Public-Use Data File, School Year 2006-07	Data & User's Manual
30	October 2010	NCES Common Core of Data Local Education Agency Universe Survey Dropout and Completion Public-Use Data File: School Year 2007-08, Final File 1a	Data & User's Manual
31	October 2010	NCES Common Core of Data Local Education Agency Universe Survey Dropout and Completion Restricted-Use Data File: School Year 2007-08, Final File 1a	Data & User's Manual
32	October 2010	NCES Common Core of Data State Survey Dropout and Completion Public-Use Data File: School Year 2007-08	Data & User's Manual
33	March 2011	2004-09 Beginning Postsecondary Students Longitudinal Study Restricted-Use Data File	Data & User's Manual
34	March 2011	NAEP 2008 Arts Grade 8 - Restricted-Use Data	Data & User's Manual
35	April 2011	2009-10 Private School Universe Survey	Data & User's Manual
36	April 2011	NCES Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2008-09	Data & User's Manual
37	April 2011	NCES Common Core of Data Public Elementary/Secondary School Universe Survey: School year 2009-10	Data & User's Manual

NO.	RELEASE DATE	TITLE	PRODUCT TYPE
38	April 2011	NCES Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2008-09	Data & User's Manual
39	May 2011	2008-09 Teacher Follow-up Survey	Data & User's Manual
40	May 2011	High School Longitudinal Study of 2009 (HSLS:09): Restricted-use Data File	Data & User's Manual
41	May 2011	NCES Common Core of Data Local Education Agency Universe Survey Dropout and Completion Public-Use Data File: School Year 2008-09	Data & User's Manual
42	May 2011	NCES Common Core of Data Local Education Agency Universe Survey Dropout and Completion Restricted-Use Data File: School Year 2008-09	Data & User's Manual
43	May 2011	NCES Common Core of Data State Survey Dropout and Completion Public-Use Data File: School Year 2008-09	Data & User's Manual
44	May 2011	School Survey on Crime and Safety Restricted-Use File: 2009-10	Data & User's Manual
45	June 2011	2008-09 Baccalaureate and Beyond Longitudinal Study Public-Use (B&B:08/09)	Data & User's Manual
46	June 2011	2008-09 Baccalaureate and Beyond Longitudinal Study Restricted-Use (B&B:08/09)	Data & User's Manual
47	June 2011	Documentation for the NCES Common Core of Data, National Public Education Financial Survey (NPEFS), School Year 2008-09 (Fiscal Year 2009)	Data & User's Manual
48	June 2011	High School Longitudinal Study of 2009 (HSLS:09): Public-use Data File	Data & User's Manual
49	June 2011	NCES Common Core of Data, School District Finance Survey (F-33), School Year 2008-09 (Fiscal Year 2009)	Data & User's Manual
50	July 2010	Numbers and Types of Public Elementary and Secondary Schools From the Common Core of Data: School Year 2008-09	First Look
51	July 2010	Principal Attrition and Mobility: Results from the 2008-09 Principal Follow-up Survey	First Look
52	August 2010	Numbers and Types of Public Elementary and Secondary Local Education Agencies From the Common Core of Data: School Year 2008-09	First Look
53	August 2010	Postsecondary Institutions and Price of Attendance in the United States: Fall 2009, Degrees and Other Awards Conferred: 2008-09, and 12-Month Enrollment: 2008-09	First Look
54	August 2010	Public Elementary and Secondary School Student Enrollment and Staff Counts rom the Common Core of Data: School Year 2008-09	First Look
55	August 2010	Revenues and Expenditures for Public Elementary and Secondary School Districts: School Year 2007-08 (Fiscal Year 2008)	First Look

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56	August 2010	Teacher Attrition and Mobility: Results from the 2008-09 Teacher Follow-up Survey	First Look
57	November 2010	Employees in Postsecondary Institutions, Fall 2009, and Salaries of Full-Time Instructional Staff, 2009-10	First Look
58	December 2010	Persistence and Attainment of 2003-04 Beginning Postsecondary Students: After Six Years	First Look
59	February 2011	Enrollment in Postsecondary Institutions, Fall 2009; Graduation Rates, 2003 & 2006 Cohorts; and Financial Statistics, Fiscal Year 2009	First Look
60	April 2011	Numbers and Types of Public Elementary and Secondary Schools From the Common Core of Data: School Year 2009-10	First Look
61	May 2011	A Snapshot of Arts Education in Public Elementary & Secondary Schools, 2009-10	First Look
62	May 2011	Characteristics of Private Schools in the United States: Results from the 2009-10 Private School Universe Survey	First Look
63	May 2011	Crime, Violence, Discipline, and Safety in U.S. Public Schools: Findings from the School Survey on Crime and Safety: 2009-10	First Look
64	May 2011	Numbers and Types of Public Elementary and Secondary Local Education Agencies From the Common Core of Data: School Year 2009-10	First Look
65	May 2011	Public Elementary and Secondary School Student Enrollment and Staff Counts From the Common Core of Data: School Year 2009-10	First Look
66	May 2011	Public School Graduates and Dropouts from the Common Core of Data: School Year 2008-09	First Look
67	May 2011	Students with Disabilities at Postsecondary Education Institutions: 2009-10	First Look
68	June 2011	2008-09 Baccalaureate and Beyond Longitudinal Study (B&B:08/09), Student Financial Aid Estimates for 2007-08	First Look
69	June 2011	High School Longitudinal Study of 2009 (HSLS:09): A First Look at Fall 2009 Ninth Graders	First Look
70	June 2011	High School Longitudinal Study of 2009 (HSLS:09): A First Look at Fall 2009 Ninth-Graders' Parents, Teachers, School Counselors, and School Administrators	First Look
71	June 2011	Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2008-09 (Fiscal Year 2009)	First Look
72	December 2010	Highlights from PISA 2009: Performance of U.S. 15-Year-Old Students in Reading, Mathematics, and Science Literacy in an International Context	Highlights
73	June 2011	Mapping State Proficiency Standards Onto the NAEP Scales: Variation and Change in State Standards for Reading and Mathematics, 2005-2009	Highlights
74	December 2010	Tracking Students to 200 Percent of Normal Time: Effect on Institutional Graduation Rates	Issue Brief
75	September 2010	An Evaluation of the Data From the Teacher Compensation Survey: School Year 2006-07	R & D Report

NO.	RELEASE DATE	TITLE	PRODUCT TYPE
76	July 2010	Characteristics of the 100 Largest Public Elementary and Secondary School Districts in the United States: 2007-08	Statistical Analysis Report
77	November 2010	Characteristics of the 100 Largest Public Elementary and Secondary School Districts in the United States: 2008-09	Statistical Analysis Report
78	November 2010	The Nation's Report Card: 12th Grade Reading and Mathematics 2009 National Pilot State Results	Statistical Analysis Report
79	November 2010	The Nation's Report Card: 2009 12th Grade Reading and Mathematics State Snapshot Reports	Statistical Analysis Report
80	January 2011	The Nation's Report Card: 2009 Science State Snapshot Reports	Statistical Analysis Report
81	January 2011	The Nation's Report Card: Science 2009	Statistical Analysis Report
82	January 2011	The Nation's Report Card: Trial Urban District Assessment Science 2009	Statistical Analysis Report
83	February 2011	The Nation's Report Card: 2009 Science Trial Urban District Assessment Snapshot Reports	Statistical Analysis Report
84	April 2011	America's High School Graduates: Results of the 2009 NAEP High School Transcript Study	Statistical Analysis Report
85	May 2011	The Nation's Report Card: Civics 2010	Statistical Analysis Report
86	June 2011	Education and Certification Qualifications of Departmentalized Public High-School Level Teachers of Core Subjects: Evidence from the 2007-08 Schools and Staffing Survey	Statistical Analysis Report
87	June 2011	The Expansion of Private Loans in Postsecondary Education	Statistical Analysis Report
88	June 2011	The Nation's Report Card: U.S. History 2010	Statistical Analysis Report
89	October 2010	Eighth-Grade Algebra: Findings From the Eighth-Grade Round of the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K)	Statistics in Brief
90	December 2010	What is the Price of College? Total, Net, and Out-of-Pocket Prices in 2007-08	Statistics in Brief
91	June 2011	For-Profit Institutions in the Postsecondary Marketplace, 1998-99 to 2008-09	Statistics in Brief
92	June 2011	Learning at a Distance: Undergraduate Enrollment in Distance Education Courses and Degree Programs	Statistics in Brief
93	June 2011	Military Service Members and Veterans: A Profile of Those Enrolled in Undergraduate and Graduate Education in 2007-08	Statistics in Brief
94	July 2010	2007-08 School Survey on Crime and Safety (SSOCS) Survey Documentation for Public-use Data File Users	Survey Documentation

NO.	RELEASE DATE	TITLE	PRODUCT TYPE
95	October 2010	2005-06 School Survey on Crime and Safety Survey Documentation	Survey Documentation
96	November 2010	Basic Concepts and Definitions for Privacy and Confidentiality in Student Education Records	Technical/ Methodological
97	November 2010	Data Stewardship: Managing Personally Identifiable Information in Student Education Records	Technical/ Methodological
98	December 2010	2007-08 National Postsecondary Student Aid Study (NPSAS:08) Full-scale Methodology Report	Technical/ Methodological
99	December 2010	Statistical Methods for Protecting Personally Identifiable Information in Aggregate Reporting	Technical/ Methodological
100	August 2010	Student Financing of Undergraduate Education: 2007-08	Web Tables
101	August 2010	Trends in Undergraduate Stafford Loan Borrowing: 1989-90 to 2007-08	Web Tables
102	September 2010	Profile of Students in Graduate and First-Professional Education: 2007-08	Web Tables
103	September 2010	Profile of Undergraduate Students: 2007-08	Web Tables
104	September 2010	Profile of Undergraduate Students: Trends from Selected Years, 1995-96 to 2007-08	Web Tables
105	October 2010	Profile of Graduate and First-Professional Students: Trends From Selected Years, 1995-96 to 2007-08	Web Tables
106	October 2010	Student Financing of Graduate and First-Professional Education: 2007-08	Web Tables
107	October 2010	Trends in Graduate Borrowing: Selected Years, 1995-96 to 2007-08	Web Tables
108	January 2011	Postsecondary and Labor Force Transitions Among Public High School Career and Technical Education Participants	Web Tables
109	January 2011	Trends in Student Financing of Graduate and First-Professional Education: Selected Years 1995-96 to 2007-08	Web Tables
110	January 2011	Trends in Student Financing of Undergraduate Education: 1995-96 to 2007-08	Web Tables
111	February 2011	Public High School Teachers of Career and Technical Education in 2007-08	Web Tables
112	February 2011	Trends in Receipt of Pell Grants: Selected Years 1995-96 to 2007-08	Web Tables
113	April 2011	A First Look at Persistence and Attainment Among Pell Grant Recipients: Results From the Beginning Postsecondary Students Longitudinal Study of 2004-09	Web Tables
114	April 2011	Postsecondary Awards in Science, Technology, Engineering, and Mathematics (STEM), by State: 2001 and 2009	Web Tables
115	May 2011	Profile of Degree/Certificate-Seeking Entering Undergraduate Students, By Type of Institution	Web Tables
116	May 2011	Six-Year Completion Rates of Students Who Began Postsecondary Education in 2003-04	Web Tables