

Department of Education
INSTITUTE OF EDUCATION SCIENCES
Fiscal Year 2017 Budget Request
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For carrying out activities authorized by the Education Sciences Reform Act of 2002, the National Assessment of Educational Progress Authorization Act, section 208 of the Educational Technical Assistance Act of 2002, and section 664 of the Individuals with Disabilities Education Act, [\$618,015,000] \$693,818,000, which shall remain available through September 30, [2017] 2018:¹ *Provided*, That funds available to carry out section 208 of the Educational Technical Assistance Act of 2002 may be used to link Statewide elementary and secondary data systems with early childhood, postsecondary, and workforce data systems, or to further develop such systems:² *Provided further*, That up to [\$6,000,000] \$18,000,000 of the funds available to carry out section 208 of the Educational Technical Assistance Act of 2002 may be used for awards to public or private organizations or agencies to support activities to improve data coordination, quality, and use at the local, State, and national levels³ [: *Provided further*, That \$157,235,000 shall be for carrying out activities authorized by the National Assessment of Educational Progress Authorization Act].⁴ (*Department of Education Appropriations Act, 2016.*)

NOTE

Each language provision that is followed by a footnote reference is explained in the Analysis of Language Provisions and Changes document which follows the appropriation language.

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Analysis of Language Provisions and Changes

Language Provision	Explanation
<p>¹ ...[\$618,015,000] <u>\$693,818,000</u>, which shall remain available through September 30, [2017] <u>2018</u>:</p>	<p>This language provides 2-year availability of funds for the account. This language is needed to facilitate the planning of long-term programs of research and to accommodate cyclical surveys and assessments.</p>
<p>² <i>Provided</i>, That funds available to carry out section 208 of the Educational Technical Assistance Act of 2002 may be used to link Statewide elementary and secondary data systems with early childhood, postsecondary, and workforce data systems, or to further develop such systems:</p>	<p>This language provides the authority to use funds to expand Statewide longitudinal data systems to include postsecondary and workforce information and information on early childhood.</p>
<p>³ <i>Provided further</i>, That up to [\$6,000,000] <u>\$18,000,000</u> of the funds available to carry out section 208 of the Educational Technical Assistance Act of 2002 may be used for awards to public or private organizations or agencies to support activities to improve data coordination, quality, and use at the local, State, and national levels.</p>	<p>This language provides the authority to make Statewide longitudinal data systems awards to agencies and organizations, in addition to State educational agencies, in order to further the purposes of the program.</p>
<p>⁴ [<i>Provided further</i>, That \$157,235,000 shall be for carrying out activities authorized by the National Assessment of Educational Progress Authorization Act]</p>	<p>This language specifies the amount of funding available for the Assessment program. The language is not required in order to provide a specific level of funding for the program.</p>

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Appropriation, Adjustments and Transfers
(dollars in thousands)

Appropriation/Adjustments/Transfers	2015	2016	2017
Discretionary:			
Appropriation	\$573,936	\$618,015	\$693,818

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Summary of Changes
(dollars in thousands)

2016		\$618,015
2017		<u>\$693,818</u>
Net change.....		+75,803

Increases:	<u>2016 base</u>	<u>Change from base</u>
<u>Program:</u>		
Increase for Research, Development, and Dissemination to support expanded research and dissemination activities	\$195,000	+\$14,273
Increase for Statistics to support a wide range of activities, including re-initiating the Early Childhood Longitudinal Study Birth Cohort, developing a study on college loan performance, collecting additional data through the Teaching and Learning International Survey, supporting statistical work for the My Brother's Keeper initiative, and creating P-12 and postsecondary information hubs	112,000	+13,360
Increase for Statewide Longitudinal Data Systems to provide funding to support new grant awards and InformED activities	34,539	+46,478
Increase for Special Education Studies and Evaluations to support a new study on the implementation of IDEA	10,818	<u>+2,182</u>
Subtotal, increases		+76,293
Decreases	<u>2015 base</u>	<u>Change from base</u>
<u>Program:</u>		
Decrease for National Assessment Governing Board to reflect need to focus on key activities	8,235	<u>-490</u>
Subtotal, decreases		-490
Net change		+75,803

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Authorizing Legislation

(dollars in thousands)

Activity	2016 Authorized	2016 Actual	2017 Authorized	2017 Request
Research and Statistics				
Research, development, and dissemination (ESRA, parts A, B, and D, except section 174)	0 ^{1,2}	\$195,000	0 ²	\$209,273
Statistics (ESRA, part C)	0 ^{1,2}	112,000	0 ²	125,360
Regional educational laboratories (ESRA, section 174)	0 ²	54,423	0 ²	54,423
Assessment				
National Assessment of Educational Progress (NAEPAA, section 303)	0 ²	149,000	0 ²	149,000
National Assessment Governing Board (NAEPAA, section 302)	0 ²	8,235	0 ²	7,745
Research in special education (ESRA, part E)	0 ³	54,000	0 ³	54,000
Statewide longitudinal data systems (ETAA, section 208)	0 ²	34,539	0 ²	81,017
Special education studies and evaluations (IDEA, section 664)	<u>0³</u>	<u>10,818</u>	<u>0³</u>	<u>13,000</u>
Total appropriation		618,015		693,818
Portion of request not authorized		618,015		693,818

¹ Section 194(a) of the Education Sciences Reform Act provides that not more than the lesser of 2 percent of the amount appropriated to carry out the Act (excluding amount appropriated for the Regional Educational Laboratories) or \$1,000 thousand shall be made available for the National Board of Education Sciences and that the National Center for Education Statistics shall be provided not less than its fiscal year 2002 amount (\$85,000 thousand).

² The GEPA extension expired September 30, 2009. The Administration proposes to continue funding this program in FY 2017 under appropriations language.

³ The GEPA extension expired September 30, 2011. The Administration proposes to continue funding this program in FY 2017 under appropriations language.

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Appropriations History (dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2008	\$594,262	\$535,103	\$589,826	\$546,105
2009	658,247	615,747 ¹	642,442 ¹	617,175
Recovery Act Supplemental (P.L. 111-5)	—	250,000	—	250,000
2010	689,256	664,256	679,256 ²	659,006
2011	738,756	659,006 ³	722,756 ²	608,786 ⁴
2012	760,473	620,903 ⁵	609,788 ²	593,664
2013	621,150	593,664 ⁶	618,661 ⁶	562,612
2014	671,073	N/A ⁷	652,937 ²	576,935
2015	637,180	N/A ⁷	579,021 ⁸	573,935
2016	675,883	409,956 ⁹	562,978 ⁹	618,015
2017	693,818			

¹ The levels for the House and Senate allowances reflect action on the regular annual 2009 appropriations bill, which proceeded in the 110th Congress only through the House Subcommittee and the Senate Committee.

² The level for the Senate allowance reflects Committee action only.

³ The level for the House allowance reflects the House-passed full-year continuing resolution.

⁴ The level for appropriation reflects the Department of Defense and Full-Year Continuing Appropriations Act, 2011 (P.L. 112-10).

⁵ The level for the House allowance reflects an introduced bill.

⁶ The levels for the House and Senate allowances reflect action on the regular annual 2013 appropriations bill, which proceeded in the 112th Congress only through the House Subcommittee and the Senate Committee.

⁷ The House allowance is shown as N/A because there was no Subcommittee action.

⁸ The level for the Senate allowance reflects Senate Subcommittee action only.

⁹ The levels for House and Senate allowances reflect action on the regular annual 2016 appropriations bill, which proceeded in the 114th Congress only through the House Committee and Senate Committee.

DEPARTMENT OF EDUCATION FISCAL YEAR 2017 PRESIDENT'S BUDGET
(in thousands of dollars)

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Account, Program and Activity	Category Code	2015 Appropriation	2016 Appropriation	2017 President's Budget	2017 President's Budget Compared to 2016 Appropriation	
					Amount	Percent
<i>Institute of Education Sciences</i>						
1. Research and statistics:						
(a) Research, development, and dissemination (ESRA I-A, B and D)	D	179,860	195,000	209,273	14,273	7.32%
(b) Statistics (ESRA I-C)	D	103,060	112,000	125,360	13,360	11.93%
2. Regional educational laboratories (ESRA section 174)	D	54,423	54,423	54,423	0	0.00%
3. Assessment (NAEPAA):						
(a) National assessment (section 303)	D	129,000	149,000	149,000	0	0.00%
(b) National Assessment Governing Board (section 302)	D	8,235	8,235	7,745	(490)	-5.95%
Subtotal		137,235	157,235	156,745	(490)	-0.31%
4. Research in special education (ESRA, Part E)	D	54,000	54,000	54,000	0	0.00%
5. Statewide longitudinal data systems (ETAA section 208)	D	34,539	34,539	81,017	46,478	134.57%
6. Special education studies and evaluations (IDEA, section 664)	D	10,818	10,818	13,000	2,182	20.17%
Total	D	573,935	618,015	693,818	75,803	12.27%

NOTES: D = discretionary program; M = mandatory program; FY = fiscal year

Detail may not add to totals due to rounding.

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Summary of Request

The Institute of Education Sciences (IES) supports research, data collection and analysis activities, and the assessment of student progress. IES serves as a leader in the Department of Education and works with other Federal agencies to develop standards for research, improve the use of evidence in grant competitions, and reduce burden and improve quality through the use of administrative data in evaluations and research. The Administration requests \$693.8 million for this account for fiscal year 2017, an increase of \$75.8 million over the 2016 appropriation.

The Administration requests \$209.3 million for research, development, and dissemination, an increase of \$14.3 million from the 2016 appropriation. This investment in research is critical because high quality information about effective practices is essential for improving education, providing valuable insight into how public dollars could be better used to improve student outcomes. The funding will provide support for building a high quality evidence base for what works in education, as well as provide support for IES dissemination efforts to ensure that the evidence base informs practice both in the field and also in the Department. Included in the request is increased funding for research related to postsecondary education and funds to enhance the Department's program performance data.

For Statistics, which provides funds to support the collection, analysis, and reporting of data related to education at all levels, the Administration requests \$125.4 million, \$13.4 million more than the 2016 appropriation. The request would allow the National Center for Education Statistics (NCES) to support the collection, analysis, and dissemination of education-related statistics in response to both legislative requirements and to the particular needs of data providers, data users, and education researchers. The increase would provide \$7.1 million to re-initiate the Early Childhood Longitudinal Study Birth Cohort, \$2.5 million to support a study on student loan repayment and defaults, \$2.8 million to collect additional data through the Teaching and Learning International Survey, \$0.5 million to support statistical work on the My Brother's Keeper initiative, and \$0.5 million to create P-12 and postsecondary information hubs.

The Administration requests \$54.4 million for the Regional Educational Laboratories (RELs) program, the same as the 2016 level. The RELs serve as a necessary bridge between education research and practice, with an emphasis on providing technical assistance on performing data analysis functions, evaluating programs, and using data from State longitudinal data systems for research and evaluation that address important issues of policy and practice.

A total of \$156.7 million is requested for Assessment in 2017. Of this amount, \$149.0 million would provide support for the National Assessment of Educational Progress (NAEP) and \$7.7 million would support the National Assessment Governing Board (NAGB). The requested funding for Assessment would support NAGB in formulating policy guidelines for NAEP, as well as the costs associated with the sampling and data collection; pilot testing; item development; and scoring, analysis, and reporting of NAEP assessments.

The Administration requests \$54.0 million for Research in Special Education, the same as the 2016 level. The requested funds would support programs of research, including research intended to improve the developmental outcomes and school readiness of infants, toddlers, and young children with disabilities; improve education outcomes in core subject areas for children

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Summary of Request (continued)

with disabilities; improve social and behavioral outcomes; and assist adolescents with disabilities to be college- and career-ready.

The Administration requests \$81.0 million for the Statewide Longitudinal Data Systems program, an increase of \$46.5 million from the 2016 appropriation. The request would allow the Department to support \$34.7 million in new grants to improve data systems and ensure that data are available to answer key policy questions in such core areas as financial and resource equity and teacher preparation, compensation, and advancement. The increase would also support State data liaisons and a Support and Service Center to support States with the collection and reporting of high quality data.

The request includes \$13.0 million for Special Education Studies and Evaluations, an increase of \$2.2 million. IES supports a range of evaluations that are designed to provide information about which programs and practices are effective and ineffective and thereby provide concrete guidance for educators and parents. At the request level, four of these studies would receive funding from the 2017 appropriation: an evaluation of preschool special education practices; a study of State and local implementation of IDEA; a study of post high school outcomes for youth with disabilities; and the Middle Grades Longitudinal Study.

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Research, development, and dissemination
(Education Sciences Reform Act of 2002, Parts A, B, and D)

(dollars in thousands)

FY 2017 Authorization: 0^{1 2 3}

Budget Authority:

	<u>2016</u>	<u>2017</u>	<u>Change</u>
	\$195,000	\$209,273	+ \$14,273

¹ The GEPA extension expired September 30, 2009; the Administration proposes to continue funding this program in FY 2017 through appropriations language.

² The authorizing law provides that not more than the lesser of 2 percent of the amount appropriated to carry out the Education Sciences Reform Act (excluding appropriations for the Regional Educational Laboratories) or \$1.0 million shall be made available for the National Board for Education Sciences (NBES).

³ The authorizing law requires that of the amount appropriated for the Education Sciences Reform Act (excluding appropriations for the Regional Educational Laboratories), the National Center for Education Statistics shall be provided not less than its FY 2002 amount (\$85,000 thousand).

PROGRAM DESCRIPTION

Authorized by the Education Sciences Reform Act (ESRA), the Institute of Education Sciences (IES) supports research and development that is both rigorous and relevant to the needs of educators and policymakers. As these investments have begun to yield promising and significant findings, IES has also transformed the way that the Federal Government disseminates research information, translating complex methodological and statistical details into information that can be more easily understood and applied to classroom instruction and policy decisions. IES also continues to work with the field to help States, districts, schools, and higher education institutions access available evidence to make more informed decisions through high quality evaluations.

IES includes four national centers: the National Center for Education Research (NCER), the National Center for Education Statistics (NCES), the National Center for Education Evaluation and Regional Assistance (NCEE), and the National Center for Special Education Research (NCSEER). The Director of IES is responsible for coordinating the activities of the centers, establishing and maintaining peer review standards, and ensuring that all publications are based on sound research. The National Board for Education Sciences (NBES), which is funded from the Research, Development, and Dissemination (RDD) program, is composed of private sector leaders as well as researchers and educators. Its responsibilities include approving priorities and peer review procedures and providing guidance to IES.

IES receives funding through seven programs in the IES account; one of those programs, RDD, provides funding for NCER and NCEE. NCEE also receives funding from the Regional Educational Laboratories (RELs) and Special Education Studies and Evaluation programs within

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the IES account, as well as evaluation funding from other programs within the Department. NCER conducts sustained programs of scientifically rigorous research that build an evidence base in education to drive better decisions and lead to more effective practice. Activities within NCER are organized around research topic areas, such as reading and writing, early learning, mathematics and science education, teacher effectiveness and pedagogy, and education systems and policies. Since its authorization in 2002, IES has awarded over 800 grants and contracts to build a diverse NCER research portfolio that includes national research and development centers, field-initiated research projects, education research training projects, field-initiated evaluations of State and local programs and policies, and research on statistical and research methodology.

NCER's research activities help to improve education quality and improve student achievement, particularly for students at risk of academic failure. Many NCER projects also help inform critical education decisions at the State and local levels, and are leading to better education practices across the country. For example:

- Studies to evaluate the effectiveness of curricula designed to teach math to preschool children found that the curricula strengthened children's math skills and reduced the math achievement gap between lower- and middle-income children. The research contributed to the development of resource materials on math instruction for the Head Start Program's Early Childhood Learning and Knowledge Center (<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/curricula/MKandS.html>) and to a What Works Clearinghouse (WWC) Practice Guide on Teaching Math to Young Children (<http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=18>). In addition, WestEd, in partnership with the University of Oregon, Westat, and a consortium of LEAs in California, drew upon the research to write a successful 2012 Investing in Innovation (i3) grant application, and is using the funds to expand an early mathematics curriculum to 38,000 pre-kindergarten and kindergarten students.
- A study of Collaborative Strategic Reading (CSR), an intervention for struggling adolescent readers that helps students develop metacognitive awareness and learn specific strategies associated with reading comprehension, showed that CSR yielded positive outcomes for many at-risk students, including English Learners and students with learning disabilities, as well as for average and high-achieving students. In response to these findings, Denver Public Schools is incorporating CSR into a middle school curriculum that will serve 15,000 students (<http://www.csrcolorado.org/en/>).
- A 2006 research grant funded an evaluation of Early College High Schools, an initiative designed to increase the number of students who graduate from high school and are prepared for postsecondary education. The evaluation found significant positive effects on the number of high school students who completed rigorous college courses and were on track for high school graduation. In 2014, North Carolina New Schools received an i3 grant for a scale-up project to serve over 13,000 students (<http://www2.ed.gov/programs/innovation/2014/ncnewschools.pdf>).

NCER also funds research training programs to help develop a steady supply of researchers dedicated to the pursuit of finding solutions to problems in education. The pre-doctoral training program has trained over 700 students and the postdoctoral program has trained 114 fellows

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since they were launched, and nearly all of the fellows who completed their training are leading or contributing to education research projects as employees of universities, research firms, or government agencies. NCER also funds programs to help early- and mid-career education researchers develop their skills and learn new methods. Recent training areas have included topics such as using and understanding information from randomized control trials, evaluations using quasi-experimental designs, and applying cost-benefit and cost-effectiveness analyses.

NCEE supports a wide range of activities in the areas of evaluation, technical assistance, and dissemination. The Center conducts evaluations of the implementation and impact of key Federal education programs, both through traditional and quick-turnaround studies, and serves as a standards and validation body for education evaluations. A portion of funding used to support NCEE program evaluations comes from other programs and is not part of this request for RDD. NCEE is also responsible for translating research findings into information that is accessible to education practitioners and for enhancing the use of evidence by policymakers and practitioners through the What Works Clearinghouse (WWC), the Education Resources Information Center (ERIC), the National Library of Education (NLE), and the RELs. These programs work with NCES, NCER, and NCSER to promote and make accessible the results of their work. Funding for the WWC, ERIC, and NLE is part of the RDD request, while funding for the RELs is requested as a separate program in this account.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2012.....	\$189,787
2013.....	179,860
2014.....	179,860
2015.....	179,860
2016.....	195,000

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The Administration requests \$209.3 million, an increase of \$14.3 million over the fiscal year 2016 level, for the RDD program. The RDD program identifies effective strategies for improving student learning in early childhood, K–12, postsecondary, and adult education and works to disseminate this information to policymakers and practitioners in ways that maximize its utility. RDD funds support several key activities in NCER and NCEE as well as the NBES, which advises and consults with IES on the policies of the Institute. RDD funded activities include:

- NCER Education Research Grants;
- NCER National Research and Development (R&D) Centers;
- NCER Research Training;
- NCER Small Business Innovation Research (SBIR);
- NCEE What Works Clearinghouse (WWC);
- NCEE Education Resources Information Center (ERIC);
- NCEE National Library of Education (NLE); and the

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- National Board for Education Sciences (NBES).

The requested funds would enable IES to sustain its efforts to produce and support the use of evidence-based practices in the field and in the Department and would allow IES to make approximately \$52.3 million in new research awards (an increase of \$14.2 million from 2016) and provide an increase of \$2.0 million to make enhancements to dissemination activities.

National Center for Education Research (NCER) Programs of Research

NCER research grants, which include a set of grant programs designed to support research that will help improve the quality of education for all students, from early childhood through postsecondary and adult education, would receive approximately \$175.7 million in 2017. To determine funding priorities for NCER research competitions, IES staff hold Technical Working Group meetings with education researchers and practitioners from around the country and solicit public comments through the IES Web site. Staff also discuss priorities with the NBES and with officials within the Department. Competitions for new 2016 grants were announced in the April 15, 2015, *Federal Register*; awards will be made by July 1, 2016.

Plans for 2017 competitions will be influenced by continued analysis of national need and research funded to date. Possible new areas of investment in education research for 2017 at the request level include research networks focused on promoting postsecondary access, program completion, and high quality, affordable education programs; understanding effective teaching practices in elementary schools; improving rural education; improving outcomes for English learners; research and development centers focused on State efforts to implement the Next Generation Science Standards and on improving writing instruction in middle and high school; and additional support for low-cost evaluations. IES anticipates publishing the Requests for Applications (RFA) on its Web site in January 2016.

NCER research activities include the following programs:

- Education Research Grants: This program supports field-initiated research projects and accounts for the largest share of NCER grants. For fiscal year 2016 awards, NCER invited proposals on the following 10 topics:
 - Cognition and student learning;
 - Early learning programs and policies;
 - Education technology;
 - Effective teachers and effective teaching;
 - English learners;
 - Improving education systems: policies, organization, management, and leadership;
 - Mathematics and science education;
 - Postsecondary and adult education;
 - Reading and writing; and
 - Social and behavioral context for academic learning.

Applicants may propose to conduct the following kinds of research projects, depending on their goals for the research:

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- *Exploratory research projects* identify factors and conditions that are associated with academic achievement in order to build knowledge of how education programs operate, generate hypotheses for future testing, and contribute to development of interventions that can improve student outcomes.
- *Development and innovation projects* create interventions to address continuing problems that the nation has not yet solved (e.g., achievement gaps between lower- and higher-income students) and emerging problems and challenges (e.g., integrating new technologies into classrooms in ways that support student learning and achievement).
- *Efficacy and replication projects* examine whether fully developed interventions produce a beneficial impact on student outcomes when implemented in authentic education delivery systems like schools or classrooms. These projects often involve technical assistance and close monitoring by the research team to make sure the interventions are implemented with fidelity.
- *Effectiveness studies* determine whether fully developed interventions with prior evidence of efficacy produce beneficial education outcomes when implemented under routine conditions (e.g., if a district implemented an intervention on its own without special support from the developer or research team).
- *Measurement projects* support research to develop and validate surveys, tests, and other instruments used for screening, progress monitoring, and outcome assessments.

Funding level and duration depend on the type of project. Possible areas of investment for 2017 at the request level include:

- Research to test approaches that promote postsecondary access, program completion, and high quality, affordable education programs.
 - Research on understanding and promoting the use of effective teaching practices in elementary schools. At the request level, IES could include more researchers and expand the focus to include middle school teachers.
 - Research focused on improving rural education, including the evaluation of technologies to support teaching and learning in rural schools and the development and evaluation of strategies to help rural high school students successfully transition to work or college.
 - Research to evaluate models of dual language instruction to identify the effects on different ethnic or language groups.
- **National Research and Development (R&D) Centers:** R&D Centers (<http://ies.ed.gov/ncer/RandD/>) are intended to help solve education problems in the U.S. by engaging in research, development, evaluation, and national leadership activities aimed at improving the education system and, ultimately, student achievement. Each R&D Center conducts a focused program of research in under-investigated topics that are of interest to

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education policymakers and practitioners. For example, recent grants have supported new research on strategies to improve college readiness among students entering community colleges and less selective 4-year institutions, and on the implementation and effectiveness of gifted and talented programs for children and youth. IES is holding a 2016 competition for one new center in the area of Virtual Learning. The center is designed to study instructional practices, content, and learning tools provided to students in widely-used online instructional delivery platforms and how the large amounts of data generated within such platforms can be used to address practical needs and questions. The maximum funding is \$2 million per year for up to 5 years. Ten centers are currently active, four of which (the National Center for Research in Policy and Practice; the Center for Analysis of Postsecondary Readiness; the Center on Standards, Alignment, Instruction, and Learning; and the Center for Research Use in Education) will receive 2017 RDD funding.

At the request level, IES would consider funding a new R&D Center. This center would likely focus on: 1) a center designed to support and evaluate the Next Generation Science Standards, with an emphasis on increasing participation and achievement in science courses among low-income and minority students; or 2) a center on developing and evaluating strategies to improve writing instruction in middle and high schools.

- Research Training: Through its pre- and post-doctoral training programs, NCER supports grants to institutions of higher education to develop training programs for graduate students and researchers. These programs provide training in areas such as conducting exploratory research, implementing rigorous evaluation studies, developing and validating tests and measures, and other areas that contribute to the advancement of knowledge and theory in education. For fiscal year 2016, NCER invited new proposals under one topic, Pathways to the Educational Sciences Research Training (Pathways), which provides funding for training programs at minority-serving institutions (MSIs) and institutions of higher education that partner with MSIs. Pathways provides upper-level undergraduates, recent graduates, or master's students with education research experience and professional development in order to prepare these students to pursue doctoral study in the education sciences or in fields relevant to education research. The maximum allowable award for 2016 is \$1,200,000 over 5 years.
- Statistical and Research Methodology in Education: A critical aspect of IES's mission is to provide education scientists with the tools they need to conduct rigorous applied research. This program supports the development of new statistical and methodological approaches to research, the extension and improvement of existing methods, and the creation of other tools that would enhance researchers' ability to conduct high quality research and evaluation projects, regardless of whether these projects are directly funded by the Federal government. Recent grants have supported efforts to study models for evaluating teacher performance, and to facilitate use of State longitudinal data systems by researchers through the development of better techniques for safeguarding individual student information. For the 2016 competition, IES accepted applications under the Early Career topic only; these grants provide support to recent Ph.D. recipients to improve the statistical and methodological tools available to applied research scientists. Areas of particular interest in the 2016 competition were improving methods, variability in effects, generalizability of

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findings, and analyzing big data. The maximum funding for the 2016 competition was \$100,000 per year for up to 2 years.

- Research Collaborations Grants: This program supports research conducted in close collaboration with practitioners and policymakers, and focuses on partnerships among research institutions, State education agencies (SEAs), and local education agencies (LEAs). Through this program, IES seeks to improve the quality of education for all students, from prekindergarten through postsecondary and adult education by advancing the understanding of and establishing best practices for teaching, learning, and organizing education systems. Research collaboration grants encourage the development of partnerships between researchers and education agencies to advance the relevance of education research and the accessibility and usability of the findings for the day-to-day work of education practitioners and policymakers. Three funding topics are available under this grant program to help partnerships plan and initiate new projects, conduct research focused on supporting continuous improvement, and perform rigorous evaluations of State and local education policies and programs. These topics include Research-Practitioner Partnerships in Education, Continuous Improvement Research in Education, and the Evaluation of State and Local Education Programs and Policies. For the 2016 competition, IES accepted applications under the Researcher-Practitioner Partnerships in Education Research topic to carry out initial research on a field-identified education issue of high priority for the partner education agency that has important implications for improving student education outcomes. The maximum funding for the 2016 competition was \$200,000 per year for up to 2 years. Past projects include a study of the Boston Public Schools expanded learning time research collaborative, a study of students in foster care, and a project to promote English language learners' science learning in the elementary grades.
- Research Networks Focused on Critical Problems of Education Practice: The purpose of these grants is to focus resources and attention on education problems or issues that are high priority for the nation and to create a structure for researchers who are working on these issues to share ideas, build new knowledge, and strengthen their research and dissemination capacity. IES invited proposals in two areas for 2016 awards, which will be awarded by July 1, 2016: (1) Supporting early learning from preschool through early elementary grades and (2) scalable strategies to support college completion. The maximum funding amount is \$1.1 million per year for up to 5 years. Funds requested for 2017 would be used to support continuation costs for awards made in 2016, as well as to fund a new topic on college completion.
- Low-Cost, Short-Duration Evaluations of Education Interventions: This program, which was announced on September 28, 2015, will support rigorous evaluations of education interventions that SEAs or LEAs believe will produce meaningful improvements in student outcomes within a short period of time; for example, within a single semester or academic year. The evaluations will be low cost—up to \$250,000 over 2 years—because they will focus on outcomes that can be easily measured using administrative records. The grants will be carried out by partnerships of research institutions and SEAs or LEAs. IES anticipates making four awards in 2016; at the request level, it would be able to fund a similar number of new awards in 2017.

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- Small Business Innovation Research (SBIR): This program awards contracts to qualified small businesses to conduct innovative research and development projects focused on education technology. Small businesses can receive Federal funding for two phases of research and development. Phase I awards are designed to determine the scientific or technical merit of ideas by testing the feasibility of a technological approach; Phase II awards are designed to expand on the results of Phase I projects and to further pursue their development. Phase II awards require a more comprehensive plan for research and development and must include a description of the commercial potential of the education technology. Small businesses may also submit applications for “Fast Track” awards that combine Phase I and Phase II activities.

IES also makes a small number of unsolicited awards for projects that are not eligible for funding under current grant competitions or that address time-sensitive questions. Additional information is available at <http://ies.ed.gov/funding/unsolicited.asp>.

NCEE Dissemination Activities

NCEE dissemination activities are designed to ensure that practitioners and policymakers have access to high quality research information in usable forms and would receive approximately \$22.2 million in 2017. These activities provide tools to help practitioners and policymakers easily locate current information on the effectiveness of various strategies and interventions, thereby amplifying the impact of the Department’s investments in rigorous research and evaluation. Examples of such tools include the WWC thematic information campaigns publicized through email blasts and on Twitter, Facebook, and the WWC Web site.

- Data Quality Initiatives (DQIs): The Government Performance Results Act (GPRA) requires Federal departments and agencies to clearly describe the goals and objectives of their programs, identify resources and actions needed to accomplish goals and objectives, develop a means of measuring progress made, and report regularly on achievement. The goals of GPRA include improving program effectiveness by promoting a focus on results, service quality, and customer satisfaction and improving congressional decision making by providing objective information on achieving statutory objectives, and on the relative effectiveness and efficiency of Federal programs and spending. DQIs are designed to improve the Department’s program performance data and reporting and thus are an important mechanism for supporting the goals of GPRA. The current DQI contract at the Department will end in March 2016 and has supported a wide range of elementary and secondary education programs in improving GPRA measures, reducing data reporting burden, developing leading indicators for monitoring, and training program staff on working with grantees. To continue and expand this work, particularly in respect to increasing the quality of information available about the Department’s postsecondary programs, approximately \$2.0 million of 2017 funds will support an elementary and secondary education DQI and a postsecondary and adult education DQI. The DQIs will provide program office staff with guidance on how to structure grant competitions in ways that encourage grantees to plan for, collect, and use high-quality program performance and evaluation data; provide technical assistance to grantees as they collect the data; and provide assistance to program offices and program analysis staff to improve the quality of analysis and use of data.

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- Education Resources Information Center (ERIC): The mission of the ERIC online system (<http://www.eric.ed.gov>) is to provide a comprehensive, easy-to-use, searchable bibliographic and full-text database of education research and information. During 2014, ERIC revised its selection policy to strengthen its focus on education research, continued improvements to products and services, and realized cost savings, while increasing use of ERIC. ERIC has taken on an additional role in responding to the Presidential directive for agencies to provide open access to federally funded research. In 2014, IES and ERIC staff negotiated agreements with the publishers of the mostly frequently used peer-reviewed education research journals that will enable IES to offer full-text versions of publications resulting from federally funded education research at no cost to the public through the ERIC Web site within a year of publication. With more than 300,000 visitors daily, ERIC is already the most visited Web site operated by the Department. Through these and other enhancements, IES is continuing to improve the ERIC user experience through a simpler, more powerful search functionality and easier linkages to more full-text peer reviewed education research publications.
- National Library of Education (NLE): The NLE serves as the Federal Government's primary education information resource to the public, education community, and other government agencies. Information services are critical to enable the Department to use data to make decisions and build evidence of program effectiveness. One example of such services is the recently launched State Information Sites developed by the NLE in collaboration with the Department's Office of State Support. The State Information Sites are internal resources that provide Department staff, particularly those that work with SEAs and LEAs, with State-specific information related to program policies and guidance. The Department's Informed initiative, described in more detail in the Statistics and Statewide Longitudinal Data Systems requests in this account, will use the State Information Sites as an example to improve how data generated by the Department is organized and made available. The NLE plays an active role in this effort and, in 2016, will also be working with the Department's Office of Planning, Evaluation, and Policy Development to develop an evidence toolkit to support program offices in the use of evidence in their grant competitions.
- What Works Clearinghouse (WWC): The WWC (<http://ies.ed.gov/ncee/wwc/>) is a central and trusted source for scientific evidence on what works in education. To date, the WWC has reviewed more than 10,000 studies and published more than 550 intervention reports that assess the rigor of research evidence on the effectiveness of interventions in topics such as reading, mathematics, dropout prevention, early childhood education, English language learners, postsecondary access and success, and students with learning disabilities. The WWC also develops user-friendly guides that provide practical, research-based recommendations for addressing common instructional challenges, such as teaching writing in the elementary grades and teaching algebra in the middle grades and high school. The Find What Works tool (<http://ies.ed.gov/ncee/wwc/findwhatworks.aspx>) allows users to easily search for studies by topic area, such as math or science, to find studies where there is evidence of positive effects. 2017 funds will be used to enhance the WWC in order to expand dissemination efforts to better meet the needs of practitioners and policymakers as well as to accelerate study reviews to help ensure that SEAs, LEAs, schools, and practitioners have access to the most up-to-date evidence.

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PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2015</u> <u>Funds</u>	<u>2016</u> <u>Funds</u>	<u>2017</u> <u>Funds</u>	<u>2015</u> <u>Awards</u>	<u>2016</u> <u>Awards</u>	<u>2017</u> <u>Awards</u>
Research activities:						
Education research grants						
New grant awards	\$44,911	\$31,192	TBD	81	TBD	TBD
Grant award continuations	<u>66,704</u>	<u>85,756</u>	<u>\$84,784</u>	<u>108</u>	<u>157</u>	<u>99</u>
Total	111,615	116,948	TBD	189	TBD	TBD
National research and development centers						
New grant awards	3,088	2,000	0	2	1	0
Grant award continuations	<u>9,556</u>	<u>9,339</u>	<u>8,114</u>	<u>6</u>	<u>6</u>	<u>5</u>
Total	12,644	11,339	8,114	8	7	5
Research training						
New grant awards	2,431	\$960	TBD	8	4	TBD
Grant award continuations	<u>6,945</u>	<u>11,648</u>	<u>\$12,208</u>	<u>17</u>	<u>22</u>	<u>18</u>
Total	9,376	12,608	TBD	25	26	TBD
Statistical and research methodology in education						
New grant awards	2,878	400	TBD	12	4	TBD
Grant award continuations	<u>2,196</u>	<u>5,432</u>	<u>2,875</u>	<u>12</u>	<u>21</u>	<u>13</u>
Total	5,074	5,832	TBD	24	25	TBD
Research collaborations grants						
New grant awards	5,488	1,000	TBD	15	5	TBD
Grant award continuations	<u>8,490</u>	<u>12,429</u>	<u>7,092</u>	<u>20</u>	<u>22</u>	<u>15</u>
Total	13,978	13,429	TBD	35	27	TBD
Research networks focused on critical problems of education practice:						
New grant awards	0	2,009	TBD	0	9	TBD
Grant award continuations ¹	<u>0</u>	<u>0</u>	<u>\$7,448</u>	<u>0</u>	<u>0</u>	<u>9</u>
Total	0	2,009	TBD	0	9	TBD
Low-Cost Evaluation of Education Interventions						
New grant awards	0	500	TBD	0	4	TBD
Grant award continuations	<u>0</u>	<u>0</u>	<u>500</u>	<u>0</u>	<u>0</u>	<u>4</u>
Total	0	500	TBD	0	4	TBD

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<u>Output Measures</u>	<u>2015 Funds</u>	<u>2016 Funds</u>	<u>2017 Funds</u>	<u>2015 Awards</u>	<u>2016 Awards</u>	<u>2017 Awards</u>
Unsolicited awards						
New grant awards	765	0	TBD	2	TBD	TBD
Grant award continuations	<u>0</u>	<u>316</u>	<u>351</u>	<u>0</u>	<u>1</u>	<u>TBD</u>
Total	765	TBD	TBD	2	TBD	TBD
Subtotal, new grant awards	59,561	38,061	52,286	120	TBD	TBD
Subtotal, grant award continuations	<u>93,891</u>	<u>124,920</u>	<u>123,372</u>	<u>163</u>	<u>229</u>	<u>TBD</u>
Subtotal, grants	153,452	162,981	175,658	283	TBD	TBD
Small Business Innovation Research Contracts	7,490	7,500	7,500	21	20	TBD
Dissemination Activities						
Educational Resources Information Center	4,028	3,695	3,590			
What Works Clearinghouse	6,602	10,372	8,688			
National Library of Education	2,382	2,452	2,500			
Dissemination/Logistical/Technical Support	<u>2,134</u>	<u>4,050</u>	<u>7,387</u>			
Total	15,146	20,569	22,165			
Peer review	3,650	3,650	3,650			
National Board for Education Sciences	<u>\$122</u>	<u>\$300</u>	<u>\$300</u>			
Total	179,860	195,000	209,273			

NOTE: Amounts listed as "TBD" are still to be determined. New grant award amounts in 2016 and 2017 are estimates. The number and size of new research awards will depend on the quality of applications received. Continuation costs for 2017 reflect estimates of new awards in 2016.

¹ In 2016, funds from the Preschool Development Grants program within the Innovation and Improvement account were used for the research network on early learning from preschool through early elementary grades. In 2017 and beyond, continuation costs for this award will be funded from the IES account.

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PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of results is based on the cumulative effect of the resources provided in previous years and those requested in fiscal year 2017 and future years, as well as the resources and efforts invested by those served by the program. The Department established new measures for NCER in 2014.

Goal: Transform education into an evidence-based field.

Objective: *Raise the quality of research funded or conducted by the Department.*

Measure: The minimum percentage of projects that result in peer-reviewed publications.

Year	Target	Actual
2013	Baseline	69%
2014	72%	73
2015	75	75
2016	78	
2017	80	

Additional information: Peer-reviewed publications are an expected product of all research projects (i.e., grants). NCER has been funding research projects since 2002. Given the lag from time of award to completion of the study and publication, the denominator for each reporting year will be the cumulative number of research grants that had been funded through the end of the fiscal year 3 years prior to the reporting year. (Grants that would not be expected to result in peer-reviewed publication, such as research training grants, summer training grants, and non-research study projects are not included.) Thus, for 2013, the total number of projects (the denominator) is 509, which is the total number of research projects funded across all NCER programs from fiscal year 2002 to fiscal year 2010. The number of these projects with peer-reviewed publications was 353. NCER gathers information about peer-reviewed publications through the annual grantee reports and records the publications in the IES Catalog of Education Research (ICER) database. Reporting on this measure is cumulative.

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Measure: The minimum number of IES-supported interventions with evidence of efficacy in improving student outcomes.

Year	Target	Actual
2012	53	56
2013	67	67
2014	75	73
2015	82	84
2016	94	
2017	104	

Additional information: IES-supported interventions include those developed or evaluated by IES. Student education outcomes include both student academic outcomes and social and behavioral competencies. Student academic outcomes include learning and achievement in core academic content areas (reading, writing, mathematics, and science) and outcomes that reflect students' successful progression through the education system (e.g., course and grade completion). Social and behavioral competencies include social skills, attitudes, and behaviors that may be important to students' academic and post-academic success. This measure replaces two prior measures that looked at reading and writing and at mathematics and science. Those two measures mapped directly onto research programs competed from 2002 through 2004. Over the past decade, NCER has expanded the number of topic areas in which research is supported, so the new measure more accurately captures information on the breadth of topics supported.

Results of intervention evaluations typically are not available until the end of a grant award period. NCER submits the results (peer-reviewed publications and reports) to the What Works Clearinghouse (WWC) for review. WWC-certified reviewers determine whether the evaluation meets the WWC standards with or without reservations, and whether the evaluation found the intervention to produce a statistically significant or substantively important positive effect for students on at least one relevant education outcome. Thus, the reported data are the numbers of interventions since 2002 with evidence of meeting WWC standards and having positive effects on student outcomes as determined by the WWC reviewers.

Efficiency Measures

Measure: The average number of research grants administered per each program officer employed in the National Center for Education Research.

Year	Target	Actual
2012	40	34
2013	41	31
2014	41	31
2015	40	35
2016	40	
2017	40	

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Additional information: The principal efficiency measure for IES is the ratio of research staff to research grants. In 2001, the Department's predecessor research organization employed 69 staff in its 5 national research institutes. Those staff administered 89 active research grants, or 1.3 per staff member. By 2007, 13 staff in the IES National Center for Education Research administered 417 active research grants with support from 4 staff in the IES Standards and Review and Grants Administration Staff offices. By 2011, staff monitored an average of 35 grants per staff member—a considerable increase from 2001.

In 2012 and 2013, NCER saw a slight decrease in the number of grants administered by program officers. In 2013, NCER had filled all open research staff positions for the first time, but was unable to fund as many new awards as it would have historically funded, due to budget cuts put in place by the sequester. At the same time, many of the awards made in fiscal year 2009 were closing out, leading to additional reductions in the number of grants being monitored by staff. IES believes that the current number of research grants per program officer represents an appropriate level of oversight and capacity and that future targets should maintain this level.

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(Education Sciences Reform Act of 2002, Part C)

(dollars in thousands)

FY 2017 Authorization: 0^{1,2}

Budget Authority:

	<u>2016</u>	<u>2017</u>	<u>Change</u>
	\$112,000	\$125,360	+\$13,360

¹ The GEPA extension expired September 30, 2009. The Administration proposes to continue funding this program in FY 2017 through appropriations language.

² The statute authorizes such sums as may be necessary for all of Title I, of which not less than the amount provided to the National Center for Education Statistics for FY 2002 shall be available for Part C, which is \$85,000 thousand.

PROGRAM DESCRIPTION

The National Center for Education Statistics (NCES) is one of the 13 Federal statistical agencies and is the chief Federal entity engaged in collecting, analyzing, and reporting data related to education in the U.S. As such, NCES makes a unique contribution to our understanding of the American educational system. NCES is one of four Centers in the Institute of Education Sciences (IES), which was established by the Education Sciences Reform Act (ESRA) of 2002.

NCES is authorized to:

- collect, acquire, compile, and disseminate full and complete statistics on the condition and progress of education in the U. S.;
- conduct and publish reports on the meaning and significance of such statistics;
- collect, analyze, cross-tabulate, and report data, where feasible, by demographic characteristics, including gender, race, ethnicity, socioeconomic status, limited English proficiency, mobility, disability, and urbanicity;
- help public and private educational agencies and organizations improve their statistical systems;
- acquire and disseminate data on U.S. education activities and student achievement compared with foreign nations;
- conduct longitudinal and special data collections necessary to report on the condition and progress of education; and

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- help the IES Director prepare a biennial report describing the activities of IES.

NCES may also establish a program to train employees of public and private educational agencies, organizations, and institutions in the use of statistical procedures and concepts and may establish a fellowship program to allow such employees to work as temporary fellows at NCES.

Statistical information collected by NCES contributes to the identification of needs in education, the development of policy priorities, and the formulation, evaluation, and refinement of programs. The authorizing statute requires the Commissioner of NCES to issue regular reports on education topics, particularly in the core academic areas of reading, mathematics, and science, and to produce an annual statistical report on the condition and progress of education in the U.S. Over the last few years, NCES studies have provided information on a wide range of issues that are critical to education, including such topics as preparation for higher education, college costs, student financial aid, high school dropouts, school crime, teacher shortages, teacher mobility and attrition, and the achievement of students in the U.S. compared with that of other nations. NCES coordinates with other Federal agencies when carrying out surveys to ensure that the information collected is valuable across the Government. For example, the U.S. Department of Health and Human Services contributes to the Kindergarten Cohort of the 2010–11 Early Childhood Longitudinal Survey (ECLS-K), and the National Science Foundation participated in the 2009 High School Longitudinal Study. Most work is conducted through competitively awarded contracts.

The Education Sciences Reform Act (ESRA) authorizes the National Board for Education Sciences (NBES) to advise the NCES Commissioner, and the Board may establish a standing committee to advise the Center.

Five areas, each with a set of specific activities, make up the Statistics budget:

- Cross-sectional Studies provide extensive staffing, school safety, adult education, and other issue-specific data from public and private schools, staff, and households.
- Longitudinal Studies collect information on the same students over time. This information is a tool for understanding the processes through which individuals influence their education and education influences individuals, and can ultimately provide parents, educators, and policymakers with information to improve the quality of education.
- International Studies provide insights into the educational practices and outcomes in the U.S. by enabling comparisons with other countries. Interest in these studies has grown with the increasing concern about the Nation's global competitiveness and the role education plays in ensuring economic growth.
- Administrative Data Collections and Support include basic descriptive data collections from public schools at the elementary and secondary levels and from public and private postsecondary institutions, as well as activities that improve data standards and provide technical assistance.

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- Cross-cutting Activities include items in the Bureau of the Census Current Population Survey, as well as activities designed to enhance the quality and usefulness of statistical data collections, key publications, information technology, and printing across NCES.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2012.....	\$108,748
2013.....	103,060
2014.....	103,060
2015.....	103,060
2016.....	112,000

FY 2017 BUDGET REQUEST

The Administration requests \$125.4 million in fiscal year 2017 for the Statistics program, an increase of \$13.4 million over the fiscal year 2016 level. The request includes funds for a broad range of surveys and activities that provide information on education at all levels. The Administration requests that funding be available for 2 years, as it was in prior years.

The increase requested for 2017 would allow the Department to collect critical and timely information on a wide range of high priority policy issues, including postsecondary educational costs and student progress, global competitiveness, and early childhood education. More specifically, the increase would fund the following:

- The Early Childhood Longitudinal Study, Birth Cohort of 2018 (ECLS-B:18) (<http://nces.ed.gov/ecls/>) will provide nationally representative data about early childhood development that will allow direct analyses of early developmental processes. These data have been often used and cited in existing early childhood research, but by 2018, children from the first ECLS-B sample will be entering into adulthood, indicating a need for more current data for researchers and policymakers to improve early childhood education services and outcomes. Funding for a new round of the ECLS-B is an important tool in increasing early learning research and evaluation to support States as they expand high quality preschool programs to their communities under Preschool Development Grants. Approximately \$7.1 million of the requested increase would support a large sample field test in 2017.
- The Student Loan Repayment and Default Study would help address the lack of information on student loan borrower choices and behavior, including better understanding why certain students and their parents default on education loan payments. Approximately \$2.5 million of the Administration's requested increase would support a nationally representative study of students and parents who default on education loans and comparison groups of students in good standing. Funding in 2017 would support questionnaire development and sample design work for a field test.

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- The Teaching and Learning International Survey (TALIS) (<http://nces.ed.gov/surveys/talis/>) is an international cross-sectional survey of teachers and school principals first administered in 2008. The study is conducted every 5 years and, in 2013, the U.S. joined 33 other countries in participating; the next administration will be in 2018. The core TALIS survey, which samples teachers and principals of students in grades 7–9 in the U.S., provides information to help countries identify policies that support effective teacher preparation, professional development, and instruction. Approximately \$2.8 million of the Administration’s requested increase would support collecting additional data through the TALIS school level surveys (administered in grades 1–6 and 10–12 in the U.S.) and the TALIS Video Study, which will be the first international large-scale, in-depth study of classroom teaching since the 1999 TIMSS Video Study (<http://www.timssvideo.com/timss-video-study>). To enable the comparison of instructional practice to student outcomes, the study will include the collection of videotaped observations of 200 teachers providing instructional support during a common focus lesson (e.g., introduction of algebraic expressions). Products from the study will include a report with country-specific teaching profiles and comparisons, and a database of classroom observation videos for further analysis.
- The My Brother’s Keeper (MBK) (<http://mbk.ed.gov/>) initiative was launched in 2014 to address persistent opportunity gaps faced by boys and young men of color. MBK included an extensive set of statistical indicators related to environment and family structure, education, jobs and earnings, health, and crime to highlight where problems exist, as well as a set of clearinghouses to disseminate information about programmatic interventions shown to improve conditions for youth in this country. Federal statistical agencies worked within existing resources to support the development of the indicators and the provision of related data. Specifically, NCES has supported the development of a basic dissemination Web site and has featured disparities in educational outcomes among male youth in the Condition of Education 2015. Approximately \$0.5 million of the requested increase would support more extensive use of existing Federal data on health, nutrition, poverty, education, and economic opportunity to provide better indicators for highlighting problems and tracking improvements over time.
- Approximately \$0.5 million of the requested increase would support the development of P-12 and Postsecondary Information Hubs. The information hubs would be part of the Department’s InformED initiative, a new effort designed to transform how the Department makes information available and actionable for internal users and for the public. In general, InformED is intended to support open access to education data and centralize the dissemination of other evidence by improving the Department’s data infrastructure to manage the collection, quality, release, and analysis of data. One part of the InformED initiative will be to build on the lessons learned from the new College Scorecard (<https://collegescorecard.ed.gov/>) by creating information hubs that would pull together the Department’s diverse array of data and research on a specific topic (such as early childhood or financial aid), make these materials more easily accessible with intuitive tools, and enable open data access. The information hubs would help a wide range of potential users unlock answers to pressing education questions and needs. As with the College Scorecard, the hubs would also enable external developers to create innovative new tools to further serve students.

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This additional investment in data collections and dissemination will help ensure that the Department's policies on postsecondary education, global competitiveness, early childhood education, and high need youth are based on recent and relevant information. In addition, the requested funding would allow NCES to maintain its core activities, including:

Cross Sectional Studies

Cross Sectional Studies, which include a set of sample surveys that provide extensive data about public and private schools, staff, and households throughout the U.S., would receive approximately \$19.8 million of the 2017 request for support of the Student Loan Repayment and Default Study, the MBK initiative, and the following surveys and activities:

- The National Household Education Surveys (NHES) (<http://nces.ed.gov/nhes/>), a suite of data collections that includes the Adult Training and Education Study (ATES), the Early Childhood Program Participation Survey (ECPP), and the Parent and Family Involvement in Education Survey (PFI), is designed to provide descriptive data on a wide range of education-related issues, including early childhood care and education, children's readiness for school, parent perceptions of school safety and discipline, before- and after-school activities of school-age children, adult participation in education and training for work, parent involvement in education, school choice, homeschooling, and civic involvement. Funding in 2017 will be used for data processing and reporting for the 2016 data collection and large-scale feasibility testing to prepare for the 2019 data collection.
- The National Teacher and Principal Survey (NTPS) (<http://nces.ed.gov/surveys/ntps/>) is the Department's primary source of information on teacher and principal preparation, classes taught in public schools, and demographics of the teacher and principal labor force. In addition, each administration of NTPS contains rotating modules on important education topics such as: professional development, working conditions, and teacher and principal evaluation. This approach allows policy makers and researchers to assess trends on both stable and dynamic topics, including the average salary of a beginning principal, average student-teacher ratio in the United States, and teachers' views of their autonomy in the classroom. The survey was redesigned from the Schools and Staffing Survey, which NCES conducted from 1987 to 2011, with a focus on flexibility, timeliness, and integration with other Department data collections. Data collection for NTPS is currently underway in 2015–2016, and 2017 funds will be used to support data analysis and the 2017–2018 data collection.
- The Fast Response Survey System (FRSS) (<http://nces.ed.gov/surveys/frss/>) collects issue-specific data quickly and with minimal response burden from elementary and secondary schools and districts. Data collected through FRSS surveys are representative at the national level, drawing from a universe that is appropriate for each study. The FRSS collects data from State educational agencies and national samples of other educational organizations and participants, including local educational agencies, public and private elementary and secondary schools, elementary and secondary school teachers and principals, and public libraries and school libraries. To ensure minimal burden on respondents, the surveys are generally limited to three pages of questions and sample sizes are relatively small. One recent study was the 2013–14 survey on public school safety and

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discipline, the report of which was released in May 2015 (<http://nces.ed.gov/pubs2015/2015051.pdf>). Key findings from this study include: student bullying was reported to occur at least once a month at 37 percent of public schools; 88 percent of public schools had a written plan of procedures in case of shootings or active shooters in the school; and 65 percent of public schools reported that at least one violent incident occurred at school during the 2013–14 school year.

- The Private School Survey (PSS) (<http://nces.ed.gov/surveys/pss/>), conducted every 2 years, provides information on the number of private schools, teachers, and students in the U.S. while providing a sampling frame for other NCES surveys. The survey, which includes all private schools, is currently being conducted in 2015–2016 and 2017 funds will support data analysis and preparation for the 2017–2018 survey.
- The School Survey on Crime and Safety (SSOCS) (<http://nces.ed.gov/programs/crime/>) and the School Crime Supplement (SCS) (<http://nces.ed.gov/surveys/ssocs/>) provide the Administration with many of the statistics used to provide context when crises and tragedies strike our Nation's schools. SSOCS provides estimates of school crime, discipline, and disorder programs and policies from a nationally representative sample of approximately 3,500 public elementary and secondary schools, while the SCS collects information about school-related victimization, crime, and safety in public and private schools as part of a national survey of students ages 12 through 18 conducted by the Bureau of Justice Statistics. Fiscal year 2017 funds will support data collection for the 2017 SCS and development of the 2018 SSOCS.
- The Survey of Earned Doctorates in the United States (<http://www.nsf.gov/statistics/srvydoctorates/>) annually collects basic statistics from the universe of doctoral recipients in the U.S. It is conducted by the National Center for Science and Engineering Statistics (NCSES) and the National Science Foundation (NSF), while being supported by NCES, the National Endowment for the Humanities, the U.S. Department of Agriculture, the National Institutes of Health, and the National Aeronautics and Space Administration.

Longitudinal Studies

Longitudinal Studies are designed to collect information on the same students over time. NCES supports a set of surveys that follow students over various age spans. The data from these surveys provide analysts with a tool for understanding how education leads individuals to develop their abilities, and can ultimately provide parents, educators, and policymakers with information to improve the quality of education. Under the 2017 request, funding for these longitudinal surveys would be an estimated \$43.8 million. In addition to ECLS-B:18, key activities include:

- The Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:11) (<http://nces.ed.gov/ecls/>) is the third in an important series of longitudinal studies that examine child development, school readiness, and early school experiences. The children in the ECLS-K:11 comprise a nationally representative sample selected from both public and private schools attending both full-day and part-day kindergarten in 2010–2011. The

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ECLS-K:11 will provide data relevant to emerging policy-related domains not fully measured in previous studies, which will enable researchers to study how a wide range of family, school, community, and individual factors are associated with school performance over time. Data collections have already been completed in the fall and spring of 2010–2011, 2011–12, and 2012–2013, as well as the spring of 2014 and 2015. The last planned data collection is scheduled for the spring of 2016, and 2017 funds will be used to support data analysis.

- The High School Longitudinal Study of 2009 (HSL:09) (<http://nces.ed.gov/surveys/hsls09/>) collected data in the fall of 2009 from a sample of students in the 9th grade, a crucial transition year for most students and a critical grade in determining high school success. The second round of data collection was in the spring of 2012, when most of the student cohort was completing 11th grade. A short data collection occurred in the summer of 2013, when most cohort members would have finished high school, to learn about postsecondary plans and financing. The next round of data collection is scheduled for 2016. Subsequent waves of data collection will follow the sample members into college and beyond, providing information on transitions from high school to postsecondary education or work. This data collection schedule will allow researchers and policymakers to learn if and how 9th graders' plans are linked to their subsequent behaviors and outcomes, from coursetaking to postsecondary choices, and how these plans evolve over time. The study will also examine factors that are associated with students succeeding in or dropping out of high school, with a special focus on science, technology, engineering, and math (STEM), curricular coverage, and at-risk students. Recently, NCES used data from the HSL:09 to analyze the characteristics of early high school dropouts, finding that students with the lowest socioeconomic status were almost eight times more likely to drop out of high school than students in the highest socioeconomic status. The Data Point report on this topic was released in February 2015 (<http://nces.ed.gov/pubs2015/2015066.pdf>).
- The Middle Grades Longitudinal Study (<http://nces.ed.gov/surveys/mgls/>) will be the first longitudinal study to provide information on children's development in grades 6 through 8 and on factors associated with successful transition from elementary to secondary school. The study will include a nationally representative sample of 6th graders in the 2016–2017 school year, including oversamples of students with disabilities, and will focus on topics associated with students' high school readiness, inclusion, and math and literacy learning in the middle grades. The field test for the study will be conducted in early 2016, while baseline data will be collected in spring 2017 with annual follow-ups in spring 2018 and spring 2019, when most of the students in the sample will be in grades 7 and 8, respectively.
- The National Postsecondary Student Aid Survey (NPSAS) (<http://nces.ed.gov/surveys/npsas/>) is a comprehensive study of undergraduate, graduate, and first-professional degree students that examines how students and their families pay for postsecondary education. While NPSAS provides data on student financial aid programs necessary to make policy decisions and inform research, the data are collected once every 4 years, and as a result, the data do not always reflect the current student aid policy environment. In 2016, the Department will use funding for NPSAS to allow for the collection of administrative data every 2 years, ultimately allowing the data to better reflect periods of rapid economic or social change.

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- The Baccalaureate and Beyond Survey (B&B) (<http://nces.ed.gov/surveys/b&b/>) follows students who complete their baccalaureate degrees. Initially, students in the NPSAS surveys who are identified as being in their last year of undergraduate studies are asked questions about their future employment and education expectations, as well as about their undergraduate education. In later follow-ups, students are asked questions about their job search activities, education, and employment experiences after graduation. The most recent B&B was conducted in 2009 with a sample of 2008 bachelor's degree recipients from public and private postsecondary institutions; recipients were surveyed again in 2012 and a second follow-up is scheduled for 2018.
- The Beginning Postsecondary Student Longitudinal Survey (BPS) (<http://nces.ed.gov/surveys/bps/>) provides information on the progress of postsecondary students, following first-time postsecondary students through their postsecondary education and into the labor force. The third BPS cohort was based on the 2004 NPSAS, which collected information on students in 2006 and 2009, and did so for a final time in 2011. The fourth BPS is using the 2012 NPSAS as a base, with scheduled follow-ups in 2014 and 2017. These follow-ups will include revised strata for institution sampling to reflect the recent growth in enrollment in for-profit 4-year institutions.

International Studies

International Studies (<http://nces.ed.gov/surveys/international/>) provide insights into U.S. educational practices and outcomes by allowing comparisons with other countries. Interest in these studies has grown with increasing concern about the Nation's global competitiveness and the role education plays in ensuring economic growth. International activities are a vital component of the Department's strategy for providing information to support education reform. Funding for the International Studies program is estimated at \$23.1 million in 2017. Along with the TALIS, surveys and activities include:

- The International Analysis funding supports a number of activities, including the Indicators of National Education Systems Project (INES), a cooperative project among member countries of the Organization for Economic Cooperation and Development (OECD) to develop an education indicator reporting system. The goal of INES is to improve the comparability of education data across the 34-member OECD countries and to develop, collect, and report on a key set of indicators measuring the condition of education in these countries. The set of indicators includes measures of student enrollment and achievement, labor force participation, school and school system features, and costs and resources. The primary vehicle for reporting on these indicators is an annual OECD report entitled *Education at a Glance* (<http://www.oecd-ilibrary.org/>). The United States plays an active role through participation in OECD working groups in formulating and reviewing indicators for the report.
- The International Computer and Information Literacy Study (ICILS), organized by the International Association for the Evaluation of Educational Achievement, is an international comparative study to evaluate students' computer and information literacy (i.e., their ability to use computers to investigate, create, and communicate in order to participate effectively at home, at school, in the workplace, and in the community). ICILS reports on students' abilities to collect, manage, evaluate, and share digital information, as well as their

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understanding of issues related to the safe and responsible use of electronic information. The study also collects a rich array of data to investigate the factors that influence this suite of complex abilities in students. First established as a baseline study in 2013 with 21 participating education systems around the world, ICILS will next be implemented in 2018 to monitor changes over time in computer and information literacy achievement and its teaching and learning contexts. Funding supports the United States' investment in the next cycle of ICILS.

- The International Early Childhood Outcomes Study, organized by the OECD, will collect international comparative data that will allow policymakers to better understand what outcomes are possible for children in early childhood education. The assessment and integrated surveys will enable insights on the relative effectiveness, equity, and efficiency of early childhood education systems across the world. In time, the data can also provide information on the links between early learning outcomes and those at age 15.
- The Program for the International Assessment of Adult Competencies (PIAAC) (<http://nces.ed.gov/surveys/piaac/>), which is sponsored by the OECD, is a household study assessing the basic skills and the broad range of competencies of adults around the world. In the U.S., the study was conducted in 2011–2012 and focused on cognitive and workplace skills needed for successful participation in 21st-century society and the global economy. Specifically, PIAAC measures relationships between individuals' educational backgrounds, uses of information and communications technology, and cognitive skills in the areas of literacy, numeracy, and problem solving. The PIAAC assessment was conducted again in the U.S. from August 2013 through April 2014 to collect supplemental data from households, as well as from a separate sample of adults in State, Federal, and private prisons.
- The Program for International Student Assessment (PISA) (<http://nces.ed.gov/surveys/pisa/>), also sponsored by OECD, is designed to monitor, on a regular 3-year cycle, the achievement of 15-year-old students in three subject areas: reading literacy, mathematical literacy, and scientific literacy. While some elements covered by PISA are likely to be part of the school curriculum, PISA goes beyond mastery of school-based learning to include the knowledge and skills acquired outside of school. The survey had a special focus on reading literacy in 2000, on mathematics literacy in 2003, and on scientific literacy in 2006. This cycle has repeated since 2009. In 2015, PISA will also assess collaborative problem solving and financial literacy. An online International Data Explorer (IDE) is available that allows users to create their own tables and charts from available data (<http://nces.ed.gov/surveys/international/ide/>). PISA 2012 found that, compared with the 33 other OECD nations, the United States ranked 27th in mathematics literacy, 20th in science literacy, and 17th in reading literacy.
- The Progress in International Reading Literacy Study (PIRLS) (<http://nces.ed.gov/surveys/pirls/>), which is sponsored by the International Association for the Evaluation of Educational Achievement (IEA), assesses the reading literacy of 4th graders and the experiences they had at home and school in learning to read. PIRLS was first conducted in 2001, next in the spring of 2006 and 2011, and is scheduled to be conducted every 5 years thereafter. PIRLS will next be conducted in spring 2016, with an

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expected data release in December 2017. An IDE is also available for this survey (<http://nces.ed.gov/surveys/international/ide/>).

- The Trends in International Mathematics and Science Study (TIMSS) (<http://nces.ed.gov/TIMSS/>), also sponsored by the IEA, is a study of 4th and 8th graders' mathematics and science achievement in the U.S. and other participating nations. The study is conducted every 4 years. The most recent data collection began in March 2015. The 2015 TIMSS includes an assessment of secondary students' achievement in advanced mathematics and physics. The study has gained the attention of educators, policymakers, and the public, spurring interest in improving middle school mathematics and science learning and achievement. The TIMSS IDE allows users to create their own tables and charts using TIMSS data (<http://nces.ed.gov/surveys/international/ide/>).

Administrative Data Collections and Support

The Administrative Data Collections and Support category includes basic descriptive data collections from public schools at the elementary and secondary levels and from public and private postsecondary institutions, as well as activities that support improvement of data standards and technical assistance. The universe data also serve as the sample frames for sample surveys. Under the 2017 request, funding for administrative data collections would be an estimated \$26.4 million. Key activities include:

- The Common Core of Data (CCD) (<http://nces.ed.gov/ccd/>), the Department's primary database on public elementary and secondary education in the United States, provides comprehensive, annual information on all school districts and public elementary and secondary schools (including public charter schools). The CCD contains basic descriptive information, including student enrollment, demographic, dropout, and high school completion data; numbers of teachers and other staff; and fiscal data, including revenues and expenditures. CCD data are available at the NCES Web site where users can construct custom tables using the "Build-A-Table" tool (<http://nces.ed.gov/ccd/bat/>). The CCD data collection is coordinated with the ED Facts Education Data Exchange Network (EDEN), which States use to report non-fiscal CCD data.
- The Common Education Data Standards (CEDs) (<https://ceds.ed.gov/>) project is a national collaborative effort to develop voluntary, common data standards for a key set of education data elements to streamline the exchange, comparison, and understanding of data within and across P–20W (Preschool, Grade 20 or Higher Education, Workforce) institutions and sectors.
- The Integrated Postsecondary Education Data System (IPEDS) (<http://nces.ed.gov/ipeds/>) is a comprehensive collection system for postsecondary institutions, including all Title IV institutions. Components of the survey include: institutional characteristics, fall enrollment, completions, salaries, finance (including current fund revenues by source; current fund expenditures by function, assets, and indebtedness; and endowment investments), student financial aid, and staff. IPEDS also collects academic library statistics on a 2-year cycle from approximately 3,700 postsecondary institutions. Students and families make extensive use of IPEDS data to assist them in college choice through the NCES College Navigator

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(<https://nces.ed.gov/collegenavigator>) and the new College Scorecard (<https://collegescorecard.ed.gov/>). Policymakers and researchers at the Federal, State, and local levels, as well as the media, use information from IPEDS to follow institutional trends related to postsecondary costs, enrollment and graduation rates, and financial aid. IPEDS retention and graduation rate data are also used for performance measurement in a number of the Department's postsecondary education programs, and its data on tuition trends and net price provide important information to key policymakers to shape discussions on student aid and access to higher education. IPEDS is conducted annually, although not all data are collected every year.

- The Library Statistics Program (<http://nces.ed.gov/surveys/libraries/>) includes the Academic Libraries Survey and the School Library Media Center Survey. NCES collects information on library collections, expenditures, services, and staffing on a biennial basis from approximately 3,700 degree-granting postsecondary institutions. The most recent Academic Libraries Report was released in February 2014.
- The School District Demographics System (<http://nces.ed.gov/surveys/sdds/>) is a Web-based resource that allows public access to school district demographic and related geographic data. The program also provides support for the Census Mapping project, which uses school district geographic boundaries to map census blocks to school districts, and for the Decennial Census School District Project, which allows users to view aggregated Census data for public school districts across the Nation.
- Technical assistance to Statewide Longitudinal Data Systems (<http://nces.ed.gov/programs/slids/>) helps propel the successful design, development, implementation, and expansion of K–12 and P–20W longitudinal data systems. These systems are intended to enhance the ability of States to efficiently and accurately manage, analyze, and use education data, including individual student records. Statistics funding provides support to SLDS grantees through the CEDS and the Educational Data Technical Assistance Program (EDTAP).

Cross-cutting Activities

The Cross-cutting Activities category would receive approximately \$12.3 million in 2017. Activities receiving funding would include support for MBK, P–12 and postsecondary information hubs, and the following:

- Annual Reports and Indicators include three major annual statistical compilations of critical education indicators: The “Condition of Education” (<http://nces.ed.gov/programs/coe/>), the “Digest of Education Statistics” (<http://nces.ed.gov/programs/digest/>), and “Projections of Education Statistics” (<http://nces.ed.gov/programs/projections/projections2021/>). NCES also produces short-format statistical briefs on emerging issues in education.
- The Current Population Survey (CPS) (<http://www.census.gov/cps/>) is a monthly household survey conducted by the Bureau of the Census. Since the late 1960s, NCES has provided funding for a supplement that gathers data on enrollment in elementary, secondary, and postsecondary education and on educational attainment. NCES funds additional items on

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education-related topics such as language proficiency, disabilities, computer use and access, student mobility, and private school tuition.

- Funding for Data Development and Statistical Standards provides methodological and statistical support to NCES, as well as to Federal and non-Federal organizations that engage in statistical work in support of NCES's mission. Activities include developing standards that ensure the quality of statistical surveys, analyses, and products; coordinating the review of NCES products; coordinating revisions to the NCES Statistical Standards; funding the National Forum on Education Statistics (<https://nces.ed.gov/forum/>); and improving the ED Data Inventory (<http://datainventory.ed.gov/>). Improvements to the Data Inventory are also a part of the Department's InformedED initiative, described above.
- Information technology funding includes support for NCES Web servers and related activities, such as NCES Licensing and Inspection, NCES Logistics Support, NCES Web Support, and EDUCATE.
- The Surveys and Cooperative Systems program provides support for a number of efforts to improve the quality, timeliness, and comparability of statistics used for education policymaking at all levels of government, including the National Forum on Education Statistics (<http://nces.ed.gov/forum/about.asp>), which is composed of representatives from NCES, other Department offices, and State and local educational agencies from the 50 States, the District of Columbia, Puerto Rico, the Bureau of Indian Affairs, and the Department of Defense Dependents Schools. The program also includes funding for two National Postsecondary Education Cooperatives (NPECs) (<http://nces.ed.gov/npec/>): one focused on IPEDS and one on the postsecondary longitudinal and sample surveys. The NPECs bring together a wide range of representatives from the postsecondary community who work with NCES to improve the quality and utility of postsecondary data.
- Other activities include special studies to improve the quality and utility of assessments, including enhancements of survey methodology, assessment development, data analysis, and dissemination, as well as quality control procedures for NCES products. In addition, funding supports technical training for researchers who use NCES data along with non-technical information sessions for other users; obtaining expert assistance; interagency activities to improve statistical quality and data use, including the Joint Program in Survey Methodology and FedStats; and printing and publications.

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PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Measures</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Cross-Sectional Studies	\$16,360	\$18,480	\$19,796
Longitudinal Studies	34,597	38,860	43,771
International Studies	13,820	18,014	23,070
Administrative Data Collections and Support	24,863	24,306	26,445
Cross-Cutting Activities	<u>13,420</u>	<u>12,340</u>	<u>12,278</u>
Total	103,060	112,000	125,360

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals and objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in 2017 and future years, as well as the resources and efforts invested by those served by the program.

Goal: To collect, analyze, and disseminate information on the condition of education in the United States and to provide comparative international statistics.

Objective: *Provide timely and useful data that are relevant to policy and educational improvement.*

Measure: The extent to which customers would recommend NCES to others and would rely on NCES in the future as measured by the American Customer Satisfaction Index (ACSI)

Year	Target	Actual
2010	74%	76%
2014	74	74
2016	74	

Additional information: NCES collects customer satisfaction information through the ACSI (<http://www.theacsi.org/>), which provides satisfaction scores based on samples of customers. The baseline for this measure, 74 percent, was established using 2008 data, and NCES met the performance target of 74 percent in 2014.

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Measure: The number of data collections in which the response rate was below 85 percent

Year	Number of Reports	Number of Survey Components	Number of Survey Components with Response Rates Below 85%	Percent of Survey Components with Response Rates Below 85%
2012	9	18	2	11%
2013	14	31	16	52
2014	13	45	12	27
2015	10	37	6	16
2016	11	16	3	19
2017	21	47	18	38

Additional information: One way in which NCES attempts to ensure the quality of its work is by maintaining high survey response rates. High response rates help ensure that survey data are representative of the target populations, and NCES has set specific benchmarks for different types of studies (e.g., universe surveys, cross-sectional surveys, and longitudinal studies). When a survey response rate is lower than 85 percent, the NCES statistical standards require that NCES conduct bias analyses to help determine the effect of the low rate on the survey results. All NCES surveys in 2009 through 2015 either had an 85 percent response rate or higher or had nonresponse bias analyses conducted and weight adjustments, as needed.

In 2015, NCES released 10 reports that included 37 survey components. The response rates for 73 percent of survey components were 85 percent or above and the remaining 27 percent had nonresponse bias analyses conducted because their response rates were below 85 percent. Actual data may fluctuate depending on the surveys being collected, but the percentage of surveys with response rates below 85 percent has declined in both 2014 and 2015. The nonresponse bias analyses, which were conducted for all surveys with a response rate of less than 85 percent, informed the nonresponse weight adjustments to help ensure published results accurately reflected the target population. The data for 2016 and 2017 are projections based on data collections for which reports are scheduled to be released in 2016 or 2017.

Efficiency Measures

NCES adopted two new efficiency measures for 2016. One of the measures looks at timeliness; the other examines the association between extending the length of data collections and response rates.

The first NCES efficiency measure tracks survey data release timeliness by measuring if the reports for certain periodic data collections are released by a predetermined date set during a given reporting year. The efficiency measure addresses customers' concerns about the data timeliness and helps assess whether NCES completes work in a timely manner.

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Measure: The percentage of reports for certain periodic data collections meeting their annual or biennial release dates

Data Collection	Number of Reports in 2015	Frequency	Percentage of Reports Meeting Annual or Biennial Release Date	
			Target	Actual
IPEDS	3	Annual	Baseline	100%
CCD	3	Annual	Baseline	100
PSS	1	Biennial	Baseline	100
Condition of Education	1	Annual	Baseline	100

Additional information: NCES' goal is to release reports for certain periodic data collections to the public by a predetermined release date, ensuring that the public can expect NCES reports for annual, biennial, or quadrennial data collections at an anticipated date during a reporting year. Specifically, the data collections that are tracked for this measure are IPEDS, CCD, PSS, and the Condition of Education. Baseline data for 2015 indicate that NCES released 100 percent of reports under IPEDS, CCD, PSS, and the Condition of Education by the predetermined release dates. Targets will be established using baseline data for 2016 and beyond.

The second NCES efficiency measure is still being developed by NCES and will track the association between extending the length of data collections and response rates. Due to an increased reluctance to participate in government surveys, an increased level of effort and resources is needed to sustain acceptable response rates. One way to address declining response rates is to extend the planned length of data collection to allow for more follow-up with nonrespondents, with the goal of boosting the response rate to an acceptable level. In 2016, NCES will monitor various elements of its data collections to develop this measure and evaluate whether extensions to data collection periods are associated with changes in response rates.

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Regional educational laboratories (Education Sciences Reform Act, section 174)

(dollars in thousands)

FY 2017 Authorization: 0¹

Budget Authority:

<u>2016</u>	<u>2017</u>	<u>Change</u>
\$54,423	\$54,423	0

¹ The GEPA extension expired September 30, 2009; the Administration proposes to continue funding this program in FY 2017 through appropriations language.

PROGRAM DESCRIPTION

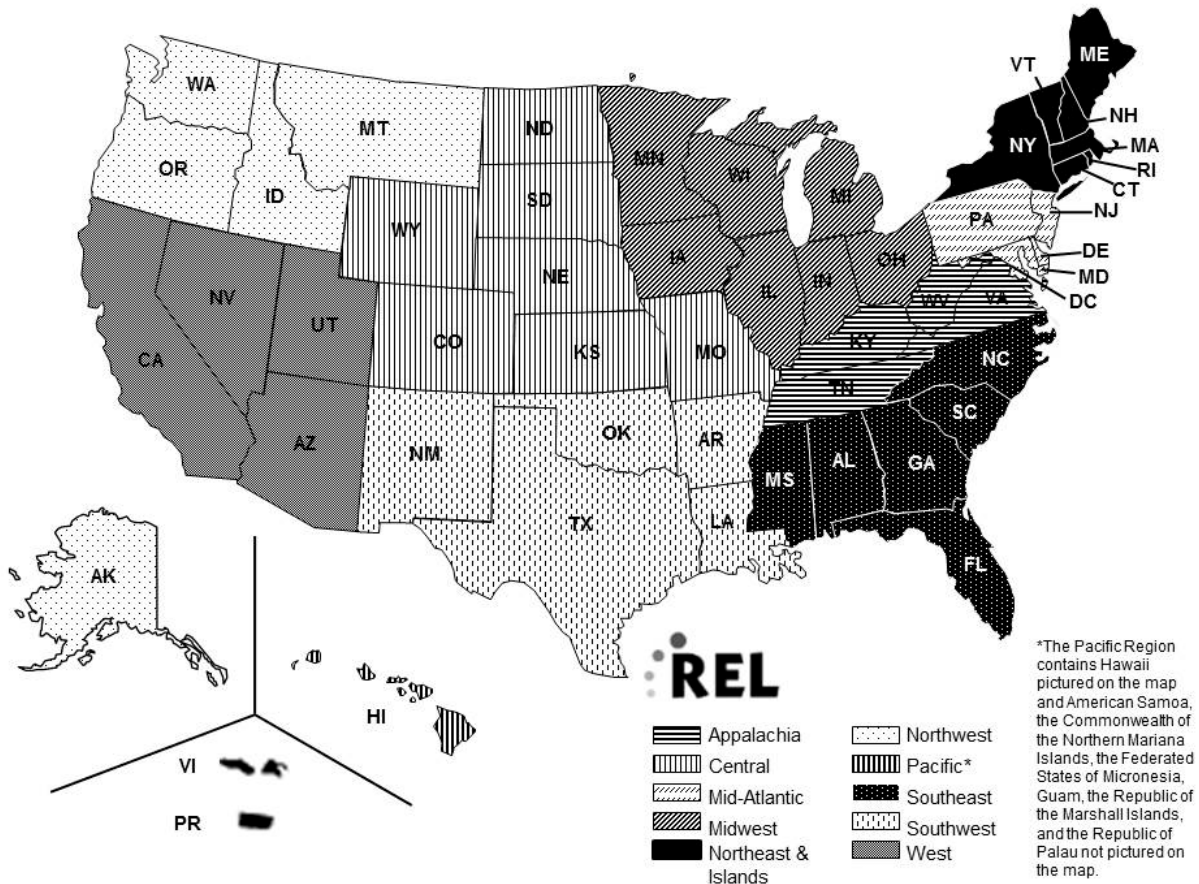
The Regional Educational Laboratories (REL) program (<http://ies.ed.gov/ncee/edlabs/>) supports a network of 10 laboratories that work in partnership with State education agencies (SEAs), school districts, and other entities to use data and research to improve academic outcomes for students. Each of the RELs serves a specific region of the country, with the fundamental mission of providing support for a more evidence-reliant education system. A map displaying the regions served by each REL is displayed on the following page.

RELs support a wide range of activities to implement the program's mission, including: conducting applied research and evaluations; developing and disseminating products and processes based on the best available research findings; and providing training and technical assistance to SEAs, local educational agencies (LEAs), school boards, and State boards of education. Through these activities, RELs build local and State capacity to use data and evidence, ultimately working with SEAs and LEAs to understand the nature and scope of specific educational challenges, access high-quality research to inform decisions, identify opportunities to conduct original research, and track progress over time using high-quality data and methods

Administered by the National Center for Education Evaluation and Regional Assistance within the Institute of Education Sciences (IES), the RELs are part of the Department's wide-ranging technical assistance network that includes the Comprehensive Centers, What Works Clearinghouse (WWC), Equity Assistance Centers, and Office of Special Education Programs Technical Assistance Centers. This network is organized by the Department to provide high quality support to SEAs, LEAs, and schools that is accessible, comprehensive, and relevant as these entities rise to the challenge of ensuring a high quality education for all students.

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Allocation of resources among the RELs is based on the number of LEAs and the number of school-age children, as well as the cost of providing services within the geographic area encompassed by the region. RELs are funded via 5-year contracts with research organizations, institutions of higher education, or partnerships among such groups.

REL technical assistance takes a variety of forms, but the focus is always on using data and research to systematically understand and address real-world problems, and the RELs tailor technical assistance to the level of experience of the SEAs and LEAs with which they work. For example, RELs provide assistance to build capacity among State and district personnel to access their data; identify opportunities to use data to improve student achievement; conduct a wide range of types of research studies; and present research findings in clear, understandable formats.

The current REL contracts were awarded in fiscal year 2012 and include an explicit focus on supporting sustained, ongoing partnerships with stakeholders at the State and district levels. Under the direction of their regional governing boards, RELs identify priority topic areas on which to focus their activities. Much of the work is conducted through REL research alliances, a type of research-practitioner partnership in which a group of education stakeholders who share a

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specific concern work together to use their research and practitioner knowledge to investigate a problem and generate solutions for improving student outcomes. Each research alliance focuses on a particular challenge that has an actionable component, such as college access and readiness, so that the research and technical assistance are closely linked to a clear goal. There are currently 72 research alliances operating across the 10 RELs. Of these alliances, 32 include State and district representatives from a single State and 40 include members from multiple States.

Although the research alliances and regions are the primary partners of each REL, the Department also requires that RELs develop materials for national distribution through the IES Web site. In addition to reports and studies, these materials include tools (such as rubrics or data organizers) and technical assistance documents (such as PowerPoint presentations, workshop activities, and facilitators' guides) that can be used by others who are not directly involved in the RELs' work.

Examples of REL products funded under the current contracts include:

- Professional Learning Communities Facilitator's Guide for the WWC Practice Guide on Teaching Academic Content and Literacy to English Learners in Elementary and Middle School: The Professional Learning Communities Facilitator's Guide (<http://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=REL2015105>) was developed by REL Southwest to assist teams of educators in applying the evidence-based strategies presented in the Teaching Academic Content and Literacy to English Learners in Elementary and Middle School educator's practice guide, produced by the WWC (<http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=19>).
- Webinar Series on Successfully Evaluating a Professional Development Program: Designed by REL Southeast, this series of five webinars focuses on developing a strong evaluation design for professional development programs. Through these webinars, participants gain a working knowledge of the critical components that make up a professional development program impact evaluation and have the chance to ask questions (<http://ies.ed.gov/whatsnew/calendar/?id=1469&tid=14&cid=6&va=1&ts=1-2016-1|m>).
- Study on the Effects of the Elevate Math Summer Program on Math Achievement and Algebra Readiness: REL West conducted a quick turnaround, randomized control trial and produced a report that was published by IES in July 2015 (<http://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=REL2015096>). The report describes how summer math programs such as that of Elevate Math may be important tools for improving math achievement among rising eighth grade students, but most targeted students will need additional support in order to ensure success in algebra.
- Study on the Changes in Financial Aid and Student Enrollment at Historically Black Colleges and Universities (HBCUs) after the Tightening of Parental Loans for Undergraduate Students (PLUS) Credit Standards: REL Mid-Atlantic examined the changes in financial aid and student enrollment at HBCUs after the Department increased the credit history requirements necessary to obtain PLUS. Results indicate that PLUS loans declined substantially at HBCUs during the 2012–2013 academic year, and that the decreases were

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not fully replaced by other types of Federal financial aid. A report of the study was released in April 2015 (<http://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=REL2015082>).

- Studies on Disproportionality in School Discipline: Both REL Mid-Atlantic and REL Northwest produced reports on suspension and expulsion patterns. REL Mid-Atlantic used Maryland data to examine whether disproportionate rates of suspensions and expulsions exist for racial/ethnic minority students and special education students. The study found that disproportionalities between Black and White students in Maryland increased during the 2011–2012 academic year despite an overall decrease in the number of out-of-school suspensions and expulsions. Moreover, Black students received out-of-school suspensions or expulsions at more than twice the rate of White students, and special education students were removed from school at more than twice the rate of students who are not in special education. The report was published in March 2014 (<http://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=REL2014017>). REL Northwest used Oregon data to examine student suspension and expulsion rates in six diverse school districts during the 2011–2012 academic year. The study found that the most common reasons for suspensions and expulsions were for physical and verbal aggression and insubordination/disruption, and that nearly 40 percent of student who were suspended received more than one suspension. The report was published in May 2014. (http://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/REL_2014028.pdf)
- Study on Using Evidence-based Decision Trees Instead of Formulas to Identify At-risk Readers: REL Southeast examined whether the early identification of students who are at-risk for reading comprehension difficulties is improved using logistic regression or classification and regression tree (CART). This research question was motivated by State education leaders' interest in maintaining high classification accuracy while simultaneously improving practitioner understanding of the rules by which students are identified as at-risk or not at-risk readers. Results indicated that CART is comparable to logistic regression, suggesting that CART should be used due to its ease in interpretation by practitioners and its technical advantages over logistic regression. A report of the study was published in July 2014 (<http://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=REL2014036>).
- Practitioner's Guide to Implementing Early Warning Systems (EWS): As part of the REL Northwest Toolkit, this report (<http://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=REL2015056>) summarizes the experiences and recommendations of EWS users throughout the United States. This information was presented at a Department meeting related to EWS and is helping to frame the EWS work that the RELs are doing in a coordinated series of events in 2016.

IES is also required to establish a system for technical and peer review to ensure that applied research activities, research-based reports, and products of the RELs are consistent with the rigorous standards applied to all other research grants and contracts administered by IES. Information on the process and standards IES uses to ensure REL products meet IES standards can be found at: <http://ies.ed.gov/ncee/edlabs/peerreview/index.asp>. Using IES standards ensures that REL research meets high standards for scientific quality and that the information is valid and reliable.

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In 2009, IES awarded a contract to evaluate the REL program under the 2006–2011 contract cycle; the final report was issued in April 2015. The evaluation examined: (1) how well the RELs respond to the needs of their regions by providing short- and long-term research assistance and evidence-based technical assistance and (2) the effectiveness of the program’s coordination activities across the RELs. The evaluation found that all of the impact study reports produced by the RELs that were selected for review for the report were rated as, on average, between “strong” and “very strong” in quality. In addition, the evaluation found that 86 percent of SEA administrators and 52 percent of LEA administrators reported being “very familiar,” “somewhat familiar,” or “a little familiar” with the REL program; and approximately half of SEA administrators who were at least “a little familiar” with the REL program were “very satisfied” with it. See the Program Performance Information section of this request for additional information on this evaluation.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2012	\$57,426
2013	54,423
2014	54,423
2015	54,423
2016	54,423

FY 2017 BUDGET REQUEST

The Administration requests \$54.4 million in fiscal year 2017, the same as the fiscal year 2016 level, for the REL program. The REL program is a comprehensive mechanism to help SEAs and LEAs use up-to-date, credible, and rigorous education research to improve student outcomes, which is particularly crucial as SEAs and LEAs transition under the Every Student Succeeds Act (ESSA). ESSA requires that the activities, strategies, or interventions of States, LEAs, or schools be evidence-based in many programs. Given these new evidence provisions in ESSA, the partnerships between the RELs and SEAs and LEAs will continue to be important as evidence-based activities are identified and implemented to meet local needs.

To fulfill their mission, RELs carry out three broad types of work: applied research; dissemination of findings from rigorous research; and technical assistance for use of research, which often takes the form of training and consultation. The 5-year REL contracts awarded in 2012 focused on providing short, clear, plain-language research reports on topics of pressing concern to education stakeholders. This REL cohort also made important strides in developing research-practitioner partnerships through REL research alliances, which the Department proposes to build upon with the new contracts in 2017.

The REL program serves as the primary dissemination partner for the What Works Clearinghouse through virtual and in-person events based on practice guides. The Department relies, in part, on webinars and tools developed by the RELs to help applicants and grantees understand and meet evidence requirements in discretionary grant competitions.

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By law, each REL has a Governing Board, which includes the region's chief State school officers or designees and helps set direction and prioritize REL projects. The Department requires RELs to make their work accessible and relevant to other regions in order to avoid duplication and to amplify impact.

The 2017 request would support the first year of activities for 9 of the 10 RELs under new 5-year contracts. REL Southwest is on a different schedule and will be competed in fiscal year 2017. The draft performance work statement, which was announced on August 7, 2015, is available at:

<https://www.fbo.gov/index?s=opportunity&mode=form&id=25fd4d16a34b1b587d76e3458e19cf6f&tab=core&tabmode=list&=%20for%20details>.

The new awards will support improved services by:

- *Increasing clarity of the purpose and work of the RELs:* For this competition, IES developed a logic model that maps out key inputs and strategies and expected program outcomes to clarify the purpose and types of work that RELs support, which will ultimately enable SEAs and LEAs to understand how RELs can best be leveraged to help address local needs.
- *Focusing on high leverage projects:* The RELs have had to justify their work on the basis of regional need, but the new competition requires RELs to address high-leverage problems in their projects. High-leverage problems are defined as those that: (1) if addressed could result in substantial improvements in education outcomes for many students or for key subgroups of students; (2) are priorities for regional policymakers, particularly at the State level; and (3) policymakers in the region believe require research or research-related support to address well.
- *Increasing regional concurrence with the REL's approach:* Each year, the Department will ask for assurance from the Governing Board that it is in agreement with the REL's proposed annual plan of work. Additionally, the Department will require RELs to collect direct feedback from the Governing Board on REL performance.
- *Measuring how RELs change stakeholder behavior:* The new program logic model identified the desired activities and behavior that should result from strong REL work, including the:
 - Development of sustained partnerships with policymakers and practitioners focused on using research to address critical problems in education;
 - Completion of ambitious, coherent, and cumulative agendas of high quality research, technical assistance, and dissemination;
 - Recognition among State and LEA leaders of the REL as a key resource for credible research and support;
 - Increased State and local capacity to access, understand, interpret, critique, apply, and conduct research; and

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- Increased use of research findings in education decisionmaking, particularly at SEAs.

The Department will establish strategies for measuring the performance of the RELs in each of these areas in order to assess the value of the REL work.

Each of the RELs funded in 2017 will work with its Governing Board and with regional policymakers and practitioners to set its agenda, but, to the extent possible, the Department will encourage the RELs and their regions to address four specific areas of need, as defined in the draft performance work statement: (1) early childhood education and school readiness; (2) college- and career-readiness; (3) professional development and teacher preparation; and (4) education access and attainment for traditionally underserved groups.

The funds requested for 2017 would also continue support for an independent peer review of REL products and publications, which helps ensure they are technically sound, readable, usable, and relevant to the needs of education practitioners and stakeholders before they are disseminated.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Annual support for each REL:¹			
Northeastern Region	\$4,884	\$4,884	TBD
Mid-Atlantic Region	4,412	4,412	TBD
Southeastern Region	4,588	4,588	TBD
Appalachian Region	4,171	4,171	TBD
Midwestern Region	7,147	7,147	TBD
Central Region	4,964	4,964	TBD
Southwestern Region	9,160	9,160	TBD
Western Region	5,635	5,635	TBD
Northwestern Region	3,744	3,744	TBD
Pacific Region	<u>3,287</u>	<u>3,287</u>	<u>TBD</u>
Subtotal, Regional educational laboratories	51,992	51,992	\$52,000
Program activities:²			
Regional educational laboratory contracts	52,343	52,597	52,423
Independent review of REL plans and products	<u>2,080</u>	<u>1,826</u>	<u>2,000</u>
Total	54,423	54,423	54,423

¹ Funding reflects estimated amounts obligated in the fiscal year, not the annual appropriation, and includes prior year carryover.

² The amounts show the estimated funding for each activity by year of the appropriation. Funds may be carried over into the next year.

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PROGRAM PERFORMANCE INFORMATION

The Education Sciences Reform Act of 2002 established standards for the REL program. IES awarded the first contracts subject to these requirements in 2006, and the new contracts awarded in fiscal year 2012 continued to reflect those standards. The Department identified common performance indicators for its technical assistance programs that assess their quality, relevance, and usefulness. In 2014, the Department established two performance measures for the RELs:

Goal: Increase effective use of data and research, and capacity for use, among State and local education agencies.

Objective: *Increase the use of data and research, and capacity for use, among members of REL research alliances.*

Measure: Annual rating of impact of REL research alliance participation on agency use of data and research.

Year	Target	Actual
2014		3.1
2015	3.2	3.0
2016	3.2	
2017	3.2	

RELs are required by their contracts to survey research alliance (RA)¹ members each spring and report the results to IES, using a common set of customer satisfaction survey questions approved by the Office of Management and Budget. This measure averages the RA members' responses to four survey questions to create a single score. These items are:

- Participation in this research alliance has increased my ability to use my agency's or organization's available data.
- Participation in this research alliance has increased my ability to conduct high quality research and evaluation.
- Participation in this research alliance has provided information that informed my agency's selection of programs and/or strategies related to this topic area.

¹ The 2012–2017 REL program required the use of researcher-practitioner partnerships known as research alliances. Research alliances were defined in the Performance Work Statement as groups of practitioners, policymakers, and researchers who worked together over time to use data and research to better understand and address a particular education concern.

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- Participation in this research alliance has led my agency to design and conduct an evaluation study.

Performance data are analyzed by calendar year and are reported under the fiscal year corresponding to the last quarter of the calendar year; e.g., data reported for fiscal year 2014 were collected from January through December of 2013. During the course of the REL contracts, as research alliances mature and more research and technical assistance is conducted, the score on these items should increase. The baseline for this measure was set in 2014 and is a rating of 3.1 on a scale where 1 equates to “Strongly Disagree” and 4 equates to “Strongly Agree.” In 2015, the rating was similar, at 3.0, and missed the target by 0.2.

Objective: *Disseminate research findings and methods, showing the relevance of the content for education policy and/or practice.*

Measure: Annual participant rating of the quality and relevance of REL dissemination events, including online events.

Year	Target	Actual
2014		3.4
2015	3.5	3.4
2016	3.5	
2017	3.5	

RELs also are contractually required to survey participants in each dissemination activity and report the data to IES. This measure averages participant responses to five survey items to create a single score for quality and relevance of dissemination activities; these items are:

- The workshop/training was relevant to an issue currently facing my organization.
- The workshop/training provided opportunities to consider how to use research or effectively incorporate data into decision making within my agency or organization.
- I expect to apply information from the workshop/training in my work.
- I am satisfied with the overall quality of this workshop/training.
- The benefits of attending this workshop/training were worth the time I invested.

The baseline for this measure was set in 2014 using data collected during calendar year 2013 and is a rating of 3.4 on a scale where 1 equates to “Strongly Disagree” and 4 equates to “Strongly Agree.” The 2015 rating also was 3.4, which missed the target by 0.1.

IES will examine whether these measures are appropriate for the new RELs and will work with OMB to ensure that new measures, including, for example, measures to help examine whether RELs have changed the specific stakeholder behaviors identified in the logic model, are in place before the next contracts are awarded.

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Other Performance Information

The Department began an independent evaluation of the REL program in 2009. The evaluation addressed the following evaluation questions for each REL funded between fiscal years 2006 and 2011 and for the REL program as a whole. Due to changes in the REL contracts, findings are not necessarily applicable to the current contractors.

The final report was issued in April 2015 and addressed the relevance and usefulness of impact study reports and technical assistance products. At the time of the study, seven RELs had completed eight impact studies. In order to include all RELs in the study, reviewers also collected one initial proposal for each of the three RELs that did not have a completed study but that did have one close to completion. All of the studies reviewed used randomized controlled trials. The expert panel members rated the reports for the eight completed impact studies as, on average, between “strong” and “very strong” in quality (4.1 on a 5 point scale). They rated the 11 impact study proposals as, on average, between “adequate” in relevance and “relevant” (3.61 on a 5 point scale.)

State educational agency administrators identified teacher and staff evaluation as the area in which they had the most need for education research or technical assistance (53 percent); for district administrators, the area of greatest need was content standards, curriculum, or instruction in science, technology, engineering, and mathematics (37 percent). Only 29 percent of the State administrators and 26 percent of district administrators thought their needs were met “very well” and both groups were more likely to look to other sources than the RELs for assistance. State administrators tended to obtain information from professional associations (87 percent, compared to 49 percent for the RELs); district administrators tended to look to colleagues in other districts or the State agency (82 percent versus 18 percent).

A clear majority of State administrators (86 percent) reported being at least “a little familiar” with the REL program, and half of those who were “a little familiar” were “very satisfied” with the services received. Only 3 percent were not at all satisfied. About half (52 percent) of district administrators reported being at least “a little familiar” with the REL program, and about a quarter (26 percent) of those reported being very satisfied. Sixteen percent reported being “not at all satisfied.”

Findings from the evaluation have helped shape decisions about the next REL competition; for example, the new program logic model to measure how RELs change stakeholder behavior. There are no plans to repeat the study. IES will continue to support an independent review of REL products and will collect performance measurement data.

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Assessment

(National Assessment of Educational Progress Authorization Act)

(dollars in thousands)

FY 2017 Authorization: 0¹

Budget Authority:

Program area	<u>2016</u>	<u>2017</u>	<u>Change</u>
National Assessment of Educational Progress	\$149,000	\$149,000	0
National Assessment Governing Board	<u>8,235</u>	<u>7,745</u>	<u>-490</u>
Total	157,235	156,745	-490

¹ The GEPA extension expired September 30, 2009. The Administration proposes to continue funding this program in FY 2017 through appropriations language.

PROGRAM DESCRIPTION

The National Assessment of Educational Progress (NAEP), also known as “The Nation’s Report Card,” is the largest continuing and nationally representative assessment of what our nation’s students know and can do in various subject areas. NAEP has often been cited as the “gold standard” of assessments because it is developed using the best thinking from assessment and content specialists, education experts, and teachers from around the nation. NAEP is designed to measure and provide objective information on the status of and trends in student learning over time in a wide range of subject areas. By making this information on student performance available to policymakers, educators, parents, and others, NAEP has become an integral part of the Nation’s measurement of educational progress.

Assessment frequency is specified in the authorizing statute. The Commissioner for Education Statistics must conduct:

- National reading and mathematics assessments in public and private schools at grades 4 and 8 at least once every 2 years;
- National grade 12 reading and mathematics assessments in public and private schools on a regular schedule; and
- Biennial State assessments of student achievement in reading and mathematics in grades 4 and 8.

If time and resources allow, the Commissioner may conduct additional national and State assessments in the 4th, 8th, and 12th grades in public and private schools at regularly scheduled intervals in additional subjects, including writing, science, history, geography, civics, economics,

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foreign languages, and arts; may conduct 12th grade State reading and mathematics assessments; and may conduct long-term trend assessments of academic achievement at ages 9, 13, and 17 in reading and mathematics. Whenever feasible, information must be collected and reported by race, ethnicity, socioeconomic status, gender, disability, and limited-English proficiency. The NAEP schedule is publicly available at <http://www.nagb.org/>.

The National Assessment Governing Board (NAGB) is responsible for formulating policy for NAEP. NAGB is composed of 25 voting members including Governors, State legislators, chief State school officers, a superintendent, State and local board of education members, testing and measurement experts, a representative of business or industry, curriculum specialists, principals, classroom teachers, and parents. The Director of the Institute of Education Sciences serves as an ex officio, nonvoting member of the Board. Using a national consensus approach, NAGB develops appropriate assessment objectives and achievement levels for each grade in each subject area to be assessed. The Assessment budget has supported the following major program components:

- National NAEP: The main NAEP assessments report results for the Nation and are designed to follow the curriculum frameworks developed by NAGB. They periodically measure student achievement in reading, mathematics, science, writing, U.S. history, civics, geography, and other subjects.
- State NAEP: State assessments address the needs of State-level policymakers for reliable data concerning student achievement in their States in reading, mathematics, science, and writing.
- The Trial Urban District Assessment (TUDA): Begun in 2002, the TUDA provides information on 4th and 8th grade student achievement in reading and mathematics in a small number of urban school districts. Although participation is voluntary, demand from districts to be included in TUDA has significantly increased in recent years, with 21 districts participating in 2013.
- Long-term trend NAEP: In its long-term trend program, NAEP administers identical instruments from one assessment year to the next, measuring student achievement in reading and mathematics. These assessments do not evolve based on changes in curricular or educational practices.
- Evaluation and validation studies: Congress mandates that the Secretary provide for continuing review of the national and State assessments and student performance levels by one or more nationally recognized evaluation organizations. NAEP funds also support studies to examine critical validity issues involving NAEP design, interpretation, and operations.

In order to inform the American public about the performance of the Nation's students, NAEP produces a series of public audience and technical reports. All NAEP reports are available through the Internet (<http://nces.ed.gov/nationsreportcard/>). In addition, an online data tool (<http://nces.ed.gov/nationsreportcard/naepdata/>) allows users to create their own data tables with national and State data.

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The NAEP legislation requires biennial State assessments in reading and mathematics in grades 4 and 8 and requires reporting of NAEP results, where feasible, by disability status and limited-English proficiency as well as by race, ethnicity, socioeconomic status, and gender. The Federal Government is specifically prohibited from using NAEP to influence standards, assessments, curriculum, or instructional practices at the State and local levels, or from using NAEP to evaluate individual students or teachers or provide rewards or sanctions for individual students, teachers, schools, or school districts. In addition, the use of NAEP data for student promotion or graduation purposes is prohibited, and NAEP should not affect home schools. Maintenance of a system of records containing personally identifiable information on students is also barred, and assessments must not evaluate or assess personal or family beliefs and attitudes.

Maintenance of test integrity is further ensured by the Commissioner for Education Statistics' ability to decline to release cognitive test items that will be used in future assessments for 10 years (and longer if important to protect long-term trend data) while continuing to provide for public access to assessment materials in secure settings. The NAEP statute requires that the public be notified about such access; requires that access be provided within 45 days in a mutually convenient setting; establishes procedures for receiving, reviewing, and reporting complaints; and provides criminal penalties for unauthorized release of assessment instruments.

Finally, the NAEP law mandates that participation is voluntary for students and schools, as well as for local educational agencies. Each participating State must give permission for the release of the results of its State assessment. However, under Title I of the Elementary and Secondary Education Act (ESEA), each State participating in the Title I program had to develop a State plan (ESEA, Title I, Part A, Section 1111) in which it agreed to participate in the biennial grades 4 and 8 reading and mathematics NAEP assessments beginning in the 2002–2003 school year, provided that the Secretary of Education pays for the costs of participation. Any State with an approved plan under section 1111 is deemed to have authorized the release of its grades 4 and 8 reading and mathematics NAEP data.

Funding levels for both NAEP and NAGB for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2012.....	\$138,306
2013.....	131,070
2014.....	140,235
2015.....	137,235
2016.....	157,235

FY 2017 BUDGET REQUEST

The Administration requests \$156.7 million in fiscal year 2017 for the Assessment program, a decrease of \$0.5 million from the fiscal year 2016 level. Of this amount, \$149.0 million would provide support for NAEP and \$7.7 million would support NAGB. As the largest continuing and national representative source of data of what the Nation's students know and can do in various subject areas, NAEP plays a critical role in helping to benchmark national education progress. Since most States and districts use their own unique assessments, such a benchmark is

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essential and will likely be even more important as States work to improve their accountability systems with the increased flexibility granted in the Every Student Succeeds Act.

NAEP State-level assessments are held every other year, meaning that costs are considerably higher in some years and lower in others. Due to this cycle, the Department requests that these funds remain available for 2 years, as they have been in recent years, in order to provide flexibility to administer these assessments and spread out costs over time.

National Assessment Governing Board

NAGB is an independent, bipartisan organization that formulates policy guidelines for NAEP. While the NAEP reading and mathematics assessments are mandated in frequency and in grade levels assessed by the National Assessment of Education Progress Authorization Act, NAGB has discretion in selecting which non-mandatory subject areas will be assessed and how often. In addition, NAGB is responsible for: developing the student achievement levels for each grade and subject area tested; taking appropriate actions to improve the form, content, use, and reporting of NAEP; developing test objectives and specifications for assessments in each subject area; plan and execute the initial public release of NAEP reports; developing a process for review of the assessments; designing the NAEP methodology, content, frameworks; and developing guidelines for reporting and dissemination.

The \$7.7 million of NAGB funds are necessary to carry out these responsibilities and are used for the salaries, expenses, and operations of NAGB staff, in addition to developing achievement levels and NAEP frameworks, supporting outreach for initial public release efforts, and developing of guidelines for the dissemination of assessment results.

National Assessment of Educational Progress

Per authorizing statute, the Commissioner of Education Statistics must conduct the mandatory assessments and, to the extent time and resources allow, implement the non-mandatory assessments approved by NAGB. The current schedule of assessments (<https://www.nagb.org/naep/assessment-schedule.html>), approved by NAGB in November 2015, includes:

Year	Subject	National Grades Assessed	State Grades Assessed	TUDA Grades Assessed
2016	Arts	8		
2017	Reading	4, 8	4, 8	4, 8
	Mathematics	4, 8	4, 8	4, 8
	Writing	4, 8		
2018	U.S. History	8		
	Civics	8		
	Geography	8		
	Technology and Engineering Literacy	8		

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Year	Subject	National Grades Assessed	State Grades Assessed	TUDA Grades Assessed
2019	Reading	4, 8, 12	4, 8	4, 8
	Mathematics	4, 8, 12	4, 8	4, 8
	Science	4, 8, 12		
	High School Transcript Study			
2021	Reading	4, 8	4, 8	4, 8
	Mathematics	4, 8	4, 8	4, 8
	Writing	4, 8, 12	8	
2022	U.S. History	8, 12		
	Civics	8, 12		
	Geography	8, 12		
	Economics	12		
	Technology and Engineering Literacy	8, 12		
2023	Reading	4, 8, 12	4, 8	4, 8
	Mathematics	4, 8, 12	4, 8	4, 8
	Science	4, 8, 12	4, 8	4, 8
	High School Transcript Study			
2024	Arts	8		
	Foreign Language	12		

The costs associated with this approved schedule are complex since they are a function of: the combination of assessments in the field; whether the subject areas content can be administered together with other subject areas for efficiency; what grade and subject area combinations are being assessed; at what scope are grades and subject areas being assessed (e.g., National only, or National and State); and a variety of other factors associated with bridge studies (such as the program's bridge study for the transition from paper-and-pencil assessment to digitally-based technology) and changes in design, sampling, and methodology. Any changes in such key factors will directly impact the estimated cost of the schedule of assessments. As with all NAEP contracts, the cost for any given assessment is spread out over four or more years, multiple contracts, and hundreds of tasks. Additionally, since NCES contracts will be renewed in 2018, much of the data collection, scoring, analysis, and reporting cost of assessments scheduled in 2018 and beyond are based on government cost estimates and not estimates obtained through the contracting process. With these caveats in mind, the Department anticipates that fiscal year 2017 funds will be used to support the following:

- Scoring, analysis, and reporting: 2016 Arts assessment.
- Sampling and data collection: 2017 Reading, Mathematics, and Writing assessments.
- Pilot testing: 2018 U.S. History, Geography, and Civics assessments, and the 2019 Reading, Mathematics, and Science assessments.
- Item development: 2021 Reading, Mathematics, and Writing assessments.

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- **Transitioning to Digitally-Based Assessments (DBAs):** Beginning in 2017, all operational assessments will be administered to students through digital-based technology. This innovation follows a trend in assessment delivery across the Nation as States transition to digital assessments. DBAs have a number of advantages, including providing data on students' test-taking strategies and allowing students to demonstrate important skills in problem solving and analytical thinking through an enhanced platform and test items. For example, DBAs are capable of including more interactive question types, such as simulations and graphing, allowing for the measurement of skills not as easily assessed by paper-and-pencil assessments. Funding for DBAs support technology costs, as well as bridge studies to compare results using paper-and-pencil assessments to results using DBAs. These studies guide NAEP in maintaining the NAEP data trend through the transition from paper-and-pencil assessments to DBAs. Such continuity is critical to NAEP because it allows policymakers, researchers, and practitioners to compare student achievement in key subject areas over time, and is one of the NAEP's most prominent features. Maximum scientific rigor in assessment methodology must be implemented if NAEP's decades-long trend lines for States and TUDAs are to be maintained. The technology and bridge studies will also help to ensure uniform testing conditions across schools in order to maintain the validity and reliability necessary for NAEP data integrity.
- **Expanding TUDA:** Since 2002, TUDA has explored the use of NAEP to report on the performance of public school students at the district level. Demand for TUDA has grown among urban districts, largely because the results have proven to be so useful. Specifically, TUDA results provide information about how well individual urban districts perform relative to other urban districts across the Nation, while simultaneously providing districts with high quality data that may be used to improve instruction. Recent examples of TUDA enabling districts to pursue meaningful innovations include: Atlanta Public Schools used TUDA data to redefine its professional development program in literacy; Boston Public Schools used TUDA 4th grade reading results to refocus its literacy instruction in the 2nd and 3rd grades; Houston Independent School District used NAEP 4th grade mathematics data to modify its curriculum; and; Charlotte-Mecklenburg Schools used the NAEP 8th grade mathematics frameworks to create a high school-readiness assessment. The eligibility criteria for participation of urban school districts in TUDA are set by NAGB and include cities having a population of 250,000 and a student enrollment of a minimum of approximately 1,500 students per subject per grade level assessed. Eligible districts can submit an application to NAGB prior to the assessment year in which TUDA is to be conducted. NAGB staff review applications and recommend new districts for participation in TUDA to NAGB for final action. In 2015, 21 urban districts participated. The requested funding would enable NAGB to meet the increased demand by allowing 10 out of the 17 additional urban districts eligible to be included in the 2017 TUDA.

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PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Measures</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
NAEP	\$129,000	\$149,000	\$149,000
<u>NAGB</u>	<u>8,235</u>	<u>8,235</u>	<u>7,745</u>
Total, Assessment	137,235	157,235	156,745

Number of full-time equivalent permanent personnel associated with NAGB	14	14	14
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PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in fiscal year 2017 and future years, as well as the resources and efforts invested by those served by this program.

Measure: The extent to which customers would recommend the Nation's Report Card to others and would rely on the Nation's Report Card in the future, as measured by the American Customer Satisfaction Index (ACSI)

Year	Target	Actual
2010	81%	79%
2014		
2016		

Additional information: NCES collects customer satisfaction information through the ACSI (<http://www.theacsi.org/>), which provides satisfaction scores based on samples of customers. The baseline for this measure, which showed that 81 percent of respondents would recommend the Nation's Report Card to others and would rely on it in the future, was established using data for 2008. ACSI data will be collected approximately every other year. The figure for 2010 was 79 percent. Data for 2014 is still being compiled by NCES.

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NCES' second performance measure tracks the use of the NAEP Web site and NAEP Data Explorer (an online tool for analyzing NAEP data sets). NCES recently changed its methodology in the way user data are collected and is redesigning the NAEP Data Explorer to include higher quality data for performance measurement and improvement. Baseline data for this measure will be collected in 2016.

Efficiency Measures

The following efficiency measures examine the actual time from the end of data collection to release of the initial national reading and mathematics assessments to NAGB. The goal is to ensure that NAEP results are available within 6 months of each reading and mathematics assessment, and the measure is an indication of how efficiently the Department analyzes and reports NAEP results. Because any year with new frameworks requires additional work to analyze the results (e.g., conducting trend studies and having achievement levels set by NAGB) and produce the final reports, NCES believes it is appropriate to exempt assessments with new frameworks from the efficiency measure calculations. This provides more comparable measurements from year-to-year, since different percentages of assessments may have new frameworks each year.

The measures are:

- The timeliness of the release of National NAEP data for Reading and Mathematics Assessments.
- The percentage of NAEP reports on State-level reading and mathematics assessments ready for release by NAGB within 6 months of the end of data collection.
- The percentage of NAEP initial releases, excluding national and State reading and mathematics assessments, ready for release by NAGB within 12 months of the end of data collection.

Timeliness of the Release of National NAEP Data for Reading and Mathematics Assessments: NCES has committed to releasing National NAEP results for reading and mathematics to NAGB within 6 months of the end of data collection in any year in which there are not new frameworks. It met this goal for 2009 (4th, 8th, and 12th grade mathematics) and 2011 (4th, 8th, and 12th grade reading and mathematics). In 2009, the reading assessment had new frameworks, and the results for the 4th, 8th, and 12th grade reading assessments were released to NAGB in 12 months. NCES met the goal again in 2013 and 2015, when 4th, 8th, and 12th grade assessments were conducted in reading and mathematics.

Timeliness of State-level Reading and Mathematics Assessments: NCES also has committed to releasing State-level reading and mathematics assessments to NAGB within 6 months, except when the assessments have new frameworks. In 2009, the 4th, 8th, and 12th grades mathematics results were released in 6 months, and in 2011, both reading (4th and 8th grades) and mathematics (4th and 8th grades) were released within 6 months, all of which met the goal. (There was no 12th grade assessment in 2011.) The 2009 State reading results, which had new

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frameworks, were released in 12 months. NCES met the goal in 2013 and 2015, when State assessments were conducted in reading and mathematics for grades 4, 8, and 12.

Timeliness of Other Assessments: NCES has committed to releasing results of all other assessments to NAGB within 12 months, except in years with new frameworks. In 2007, 80 percent of other initial releases that did not have new frameworks were released within that time period, and since then NCES has reported that all such assessments met that time schedule.

Other Performance Information

The Department completed an evaluation of NAEP in 2009 (<http://www.informaworld.com/smpp/title~db=all~content=g915933415>) that provides information on key aspects of the assessment. The study found that the assessment is well-run and of high quality, but it did identify areas for improvement. These recommendations included that the NAEP program should specify the intended uses of NAEP, identify unintended uses, and develop a validity research agenda around current and proposed uses. The study also recommended that technical documentation should be released at the same time as assessment results. In response to concerns regarding an organized program of validation research, NCES identified staff members who are focused on research and development and created a steering committee that is responsible for identifying emerging issues and making recommendations for a NAEP research and development agenda. In addition, NCES established a Technical Documentation Web site (<http://nces.ed.gov/nationsreportcard/tdw/>) that provides access to documentation for the assessment.

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Research in special education (Education Sciences Reform Act of 2002, Part E)

(dollars in thousands)

FY 2017 Authorization: 0¹

Budget Authority:

<u>2016</u>	<u>2017</u>	<u>Change</u>
\$54,000	\$54,000	0

¹ The GEPA extension expired September 30, 2011; the Administration proposes to continue funding this program in FY 2017 through appropriations language.

PROGRAM DESCRIPTION

The Research in Special Education (RiSE) program supports research in critical areas of special education and early intervention services. The National Center for Special Education Research (NCSER), established within the Institute of Education Sciences (IES) in 2005, conducts sustained programs of scientifically rigorous research that focus on a range of areas that are critical to the success of programs for students with or at-risk for disabilities, including: developmental outcomes for infants and toddlers with disabilities; school readiness; achievement in core academic content areas (reading, writing, mathematics, science); behaviors that support learning in academic contexts for students with disabilities or at risk for disabilities; and functional skills that improve education outcomes and transitions to employment, independent living, and postsecondary education.

Investments in the special education research grants program have led to a number of important advances in knowledge and practice that have improved education outcomes for students with disabilities. Past studies include:

- Learning Experiences – An Alternative Program for Preschoolers and Their Parents (LEAP): Special education research has seen a sharp increase in the past three decades in the range of practices shown to impact the behavioral characteristics of autism, though relatively little research exists to demonstrate the efficacy of a comprehensive early intervention model. A 2006 NCSER-supported efficacy study of *LEAP*, a long-standing comprehensive intervention program for young children with autism, showed that participating preschool children with autism had improved cognitive, communication, and social skills (<http://ies.ed.gov/funding/grantsearch/details.asp?ID=371>). The study was the largest experimental trial of an intervention program focused on early childhood and autism, and a follow-up study, also funded by NCSER, has evidence indicating that the *LEAP* model produces gains that persist over time. Over 100 sites are using *LEAP*, and the 2011 study was cited by the Interagency Autism Coordinating Committee as one of the 10 most significant autism studies of that year (<http://iacc.hhs.gov/summary-advances/2011/index.shtml>).

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- Early Reading Intervention (ERI): Research has shown the promise of targeted and evidence-based interventions for preschool age children in language, early literacy, and cognitive skills as a preventative tool to reduce the number of children in need of costly special education services in kindergarten and beyond. A 2006 NCSEER grant evaluated the efficacy of one such intervention: *ERI*, a widely-used commercial program designed for kindergarten children at risk of reading difficulty. The study found that *ERI* had statistically significant effects on foundational alphabetic, phonemic, and decoding skills. A follow-up study compared the standard implementation of *ERI* to an enhanced version that adjusted instruction based on student performance data. The researchers found that frequently adjusting instruction based on students' strengths and weaknesses led to reading gains that were maintained in later grades (<http://ecx.sagepub.com/content/80/1/25.full.pdf>).
- Improving Mathematics Outcomes for Students with Disabilities: Students with disabilities tend to lag behind their peers in mathematics achievement. On the 2007 National Assessment of Educational Progress, 19 percent of students with disabilities in Grade 4, and 8 percent of students with disabilities in Grade 8 were at or above the proficient level in mathematics for their grade. A number of interventions have been developed to address the mathematics needs of students with disabilities, but relatively little high quality research has been conducted to test the efficacy of such interventions. To address this issue, a 2007 NCSEER grant used data from the Early Childhood Longitudinal Study Kindergarten Cohort of 1998–99 to examine mathematics performance over time and to identify practices that are potentially effective for preventing or remediating math difficulties. The study found that use of more teacher-directed strategies, such as routine practice and drill, were significantly associated with gains in math achievement for students with math difficulties (<http://epa.sagepub.com/content/early/2014/06/20/0162373714536608.full.pdf+html>). The learning difficulties apparent in mathematics by the end of kindergarten reliably predict children's mathematics growth over the next 5 years of schooling. These results indicate that early intervention is as critical for mathematics as it is for reading.
- Improving Outcomes through the Use of Technology: The use of technology as a means of improving outcomes for special education students has led to ongoing NCSEER-funded research on the use of technology to tackle pressing problems in special education. For example, the *iSkills* program is a video repository of life skills tutorials for students with intellectual disabilities and autism. Designed to be delivered via handheld electronic devices, *iSkills* assists with direct instruction and self-instruction across several domains including independent living, employment, leisure, community involvement, and community navigation. Another intervention developed with NCSEER funds is the *Social Competence Intervention for Adolescents*, a school-based version of an effective clinic-based intervention designed to help students with autism spectrum disorders with recognition of facial expressions, sharing of ideas, conversational turn taking, recognition of emotions, and social problem solving. The study results indicated significant improvement on those targeted student outcomes (<http://link.springer.com/article/10.1007/s10803-010-0959-1#0>).
- On the Way Home: A Family-Centered Academic Reintegration Intervention Model: Adolescents with disabilities in residential or other out-of-home placements often receive services and supports for emotional, behavioral, and academic issues. These students make substantial progress but often face difficulties again when they transition from these

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placements. *On the Way Home: A Family-Centered Academic Reintegration Intervention Model* was developed to address this need. The research team reported improved transition outcomes and a reduction in the rate of returning to care for participating students (compared to non-participants) in a recent experimental study (<http://dx.doi.org/10.1016/j.chilyouth.2012.01.046>).

Funding levels for the past 5 fiscal years were as follows:

Fiscal Year	(dollars in thousands)
2012.....	\$49,905
2013.....	47,295
2014.....	54,000
2015.....	54,000
2016.....	54,000

FY 2017 BUDGET REQUEST

The Administration requests \$54.0 million for RiSE in fiscal year 2017, the same as the fiscal year 2016 level. RiSE funding supports a comprehensive program of special education research designed to expand the knowledge and understanding of infants, toddlers, and children with disabilities and answer questions about how children with disabilities develop and learn and how best to support their development through improved teaching and special education and related services. Continued investment in the long-term programs of research administered by the National Center for Special Education Research (NCSE) is necessary to enhance the research base on what works and develop evidence-based practices and policies that will result in improved academic achievement, social and emotional well-being, behavior, and physical development for children with disabilities.

In order to provide the flexibility IES needs to plan and administer a regular cycle of research competitions, the Administration requests that funding be available for 2 years, as it has been in previous years.

At the 2017 request level, IES would support approximately \$49.2 million in continuation costs of grants awarded in 2016 and prior years and \$3.2 million in new grant awards; an additional \$1.5 million would support peer review, logistical support, and other activities. The actual amounts will depend on the results of the 2015 and 2016 competitions. Given the amount of money available for new awards from the 2017 appropriation at the request level, it is unlikely that IES would hold a new competition. Instead, depending on the quality of the applications received for the 2016 competition, IES may fund down the 2016 slate.

IES is holding two competitions for awards in 2016; these competitions were announced in the *Federal Register* on April 15, 2015:

- **Special Education Research Competition:** The Special Education Research Grants program supports research on topics that are relevant to the needs of students with disabilities, their families, educators, and policymakers, spanning from the early intervention needs of infants and toddlers with disabilities to transition outcomes for students with disabilities leaving secondary education.

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The program uses a topic and goal structure to divide the research process into stages by field for both theoretical and practical purposes. All work must focus on children with or at-risk for a disability, and applicants must submit proposals for one topic area and one goal. The topic areas for the competition are:

- Autism Spectrum Disorders;
- Cognition and Student Learning in Special Education;
- Early Intervention and Early Learning in Special Education;
- Families of Children with Disabilities;
- Mathematics and Science Education;
- Professional Development for Teachers and Related Service Providers;
- Reading, Writing, and Language Development;
- Social and Behavioral Outcomes to Support Learning;
- Special Education Policy, Finance, and Systems;
- Technology for Special Education; and
- Transition Outcomes for Secondary Students with Disabilities.

The goal areas for the grants are:

- Exploration;
- Development and Innovation;
- Efficacy and Replication;
- Effectiveness; and
- Measurement.

The award sizes and project lengths vary by the type of project; for example, the maximum award for an Exploration project solely involving secondary data is \$700,000 over 2 years, while an Effectiveness project can receive up to \$4.0 million over 5 years. Information on the competition is available at http://ies.ed.gov/funding/pdf/2016_84324A.pdf.

IES anticipates making approximately \$28.0 million in new awards using 2016 funds. The applications were due on August 6, 2015; applicants will be notified by July 1, 2016.

- Research Training Programs in Special Education Competition: For 2016, IES accepted applications for the Research Training Programs in Special Education under three topics: (1) Postdoctoral Research Training, (2) Early Career Development and Mentoring, and (3) Methods Training Using Single-Case Designs. The purpose of the training programs is to prepare individuals to conduct rigorous and relevant special education and early intervention research that advances knowledge within the field and addresses issues that are critical to education policymakers and practitioners. The Postdoctoral Research Training and Early Career Development and Mentoring programs seek to build the next generation of special education and early intervention researchers. The Methods Training Using Single-Case Designs topic supports advanced methodological training in single-case research designs often used to conduct rigorous research in special education and early intervention. The Postdoctoral training competition was last held in 2012; the Early Career competition was held in 2015; and 2016 marks the first time that the Single-Case Designs competition is being competed through the Research Training Program.

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The maximum grant award and duration are: Postdoctoral, \$700,000 over 5 years; Early Career, \$400,000 over 4 years; and Single-Case Designs, \$700,000 over 3 years. Additional information on the 2016 competition is available at http://ies.ed.gov/funding/pdf/2016_84324B.pdf.

IES anticipates making approximately \$1.0 million in new awards using 2016 funds. The applications were due on August 20, 2015; applicants will be notified by July 1, 2016.

The Research in Special Education program provides support for three additional grant areas: Special Education Research and Development Centers, a research initiative named “Accelerate the Academic Achievement of Students with Learning Disabilities,” and low-cost, short duration evaluations of special education interventions.

- Special Education Research and Development Centers (<http://ies.ed.gov/ncser/RandD/>): Special education research and development centers are intended to contribute significantly to solutions to special education problems in the United States by engaging in research, development, evaluation, and national leadership activities. Each research and development center conducts research and analyses within a specific topic area and provides national leadership in advancing evidence-based practices and policies within its topic area. Unlike special education research grants that support a single research study, the research and development center grants support a focused program of research that may include several researchers working on separate studies that are designed to contribute to our understanding of a particular topic. NCSER has funded six centers since 2008, the most recent of which have an end date in fiscal year 2017. Due to limited funding, NCSER has been unable to fund new research and development centers since fiscal year 2012.
- Accelerating the Academic Achievement of Students with Learning Disabilities Research Initiative: In 2012, IES invited applications for a new research initiative on developing and evaluating interventions to accelerate the reading and mathematics achievement of 3rd through 8th grade students with or at risk for learning disabilities who demonstrate the most intractable learning problems. IES made one award in 2013; this grantee will receive continuation funding in 2017.
- Low-Cost, Short Duration Evaluation of Special Education Interventions. This program, which was announced in September 2015, supports rigorous evaluations of education interventions that SEAs or LEAs believe will produce meaningful improvements in student outcomes within a short period of time; for example, within a single semester or academic year. The evaluations will be low cost—up to \$250,000 over 2 years—because they will focus on outcomes that can be easily measured using administrative records. The grants will be carried out by partnerships of research institutions and SEAs or LEAs. The applications were due on January 12, 2015; applicants will be notified by July 1, 2016.

Additionally, IES makes a small number of unsolicited awards for projects that are not eligible for funding under current grant competitions or that address time-sensitive questions. More information is available at <http://ies.ed.gov/funding/unsolicited.asp>. Program funds also pay for

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peer review of new grant awards and logistical support. The Department has budgeted for peer review costs each year; any funds not used for peer review could be used for grants.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2015 Funding</u>	<u>2016 Funding</u>	<u>2017 Funding</u>	<u>2015 Awards</u>	<u>2016 Awards</u>	<u>2017 Awards</u>
Research Activities:						
Research Grants						
New grant awards	\$17,419	\$28,102	TBD	30	TBD	TBD
Grant award continuations	<u>26,008</u>	<u>16,587</u>	<u>\$45,619</u>	<u>34</u>	<u>29</u>	<u>28</u>
Total	43,427	44,689	TBD	64	TBD	TBD
Research Training						
New grant awards	86	1,013	TBD	1	8	5
Grant award continuations	<u>319</u>	<u>91</u>	<u>1,117</u>	<u>5</u>	<u>1</u>	<u>9</u>
Total	405	1,104	TBD	6	9	14
Research and Development Centers						
New grant awards	0	0	0	0	0	0
Grant award continuations	<u>6,473</u>	<u>4,197</u>	<u>0</u>	<u>3</u>	<u>2</u>	<u>0</u>
Total	6,473	4,197	0	3	2	0
Students with Learning Disabilities Initiative						
Grant award continuations	2,000	2,000	2,000	1	1	1
Low-Cost, Short Duration Evaluation of Special Education Interventions						
New grant awards	0	500	TBD	0	4	4
Grant award continuations	<u>0</u>	<u>0</u>	<u>500</u>	<u>0</u>	<u>0</u>	<u>4</u>
Total	0	500	TBD	0	4	8

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<u>Output Measures</u>	<u>2015 Funding</u>	<u>2016 Funding</u>	<u>2017 Funding</u>	<u>2015 Awards</u>	<u>2016 Awards</u>	<u>2017 Awards</u>
Unsolicited Awards						
New grant awards	\$200	TBD	TBD	1	TBD	TBD
Grant award continuations	<u>173</u>	<u>0</u>	<u>TBD</u>	<u>1</u>	<u>0</u>	<u>TBD</u>
Total	373	TBD	TBD	2	TBD	TBD
Subtotal, new grant awards	17,705	\$29,615	\$3,244	32	TBD	TBD
Subtotal, grant continuations	<u>34,973</u>	<u>22,875</u>	<u>49,236</u>	<u>44</u>	<u>33</u>	<u>TBD</u>
Subtotal, grants	52,678	52,490	52,480	76	TBD	TBD
Other activities:						
Logistics and Support/Other	72	260	270			
Peer review of new award applications	<u>1,250</u>	<u>1,250</u>	<u>1,250</u>			
Subtotal, Other activities	1,322	1,510	1,520			
Total	\$54,000	\$54,000	\$54,000			

NOTE: Amounts listed as "TBD" are still to be determined. New grant award amounts in 2016 and 2017 are estimates. The number and size of new research awards will depend on the quality of applications received. Continuation costs for 2017 reflect estimates of new awards in 2016.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of results is based on the cumulative effect of the resources provided in previous years and those requested in fiscal year 2017 and future years, as well as the resources and efforts invested by those served by the program. The Department established new measures for NCSE in fiscal year 2014.

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Goal: Transform education into an evidence-based field.

Objective: Raise the quality of research funded or conducted by the Department.

Measure: The percentage of projects that result in peer-reviewed publications.

Year	Target	Actual
2014	Baseline	78%
2015	80%	81
2016	83	
2017	85	

Additional information: Peer-reviewed publications are an expected product of all research projects. NCSER has been funding research projects since 2006. Given the lag from time of award to completion of a study and the publication of results, the denominator for each reporting year is the cumulative number of grants that have been funded through the end of the fiscal year 3 years prior to the reporting year. Baseline data was established for fiscal year 2014. The percentage for fiscal year 2015 reflects all projects funded from fiscal year 2006 to fiscal year 2012 (the total of which is 251). Through grantee annual reporting requirements, NCSER gathers information about peer-reviewed publications produced with grant funding, and records those publications in the IES Catalog of Education Research (ICER). Counts are then generated from ICER.

Measure: The number of NCSER-supported interventions with evidence of efficacy in improving education outcomes for students with or at risk for disabilities.

Year	Target	Actual
2014	Baseline	33
2015	35	39
2016	43	
2017	47	

Additional information: Since 2006, NCSER has supported efficacy evaluations of fully developed interventions to determine whether they produce a beneficial impact on student education outcomes. This measure reflects the cumulative number of interventions NCSER has funded that have demonstrated efficacy in improving student outcomes. Student education outcomes include school readiness for young children, and both academic outcomes and social and behavioral competencies for school-age students. School readiness outcomes include reading, pre-reading, pre-writing, early mathematics, early science, and social-emotional skills that prepare young children for school. Student academic outcomes include achievement in core academic content (reading, writing, mathematics, science), and behaviors that support learning for students with disabilities or at-risk for disabilities from prekindergarten through high school. Additional education outcomes include developmental and functional outcomes that improve education results and transitions to employment, independent living, and postsecondary education for students with disabilities.

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Results of intervention evaluations are typically not available until the end of a grant award period. Through grantees' final performance reports, NCSER identifies peer-reviewed publications and reports produced with grant funding that provide evaluation results describing improved student outcomes. In addition, NCSER updates grantee publications annually in the ICER database. NCSER will also review those updates to ensure that all publications of completed studies which examine causal impact are considered for review under this measure.

NCSER submits these peer-reviewed publications and reports to the What Works Clearinghouse (WWC) for review. WWC-certified reviewers determine whether the evaluation meets the WWC standards with or without reservations, and whether the evaluation found the intervention to produce a statistically significant or substantively important positive effect for students on at least one relevant education outcome.

Thus, the reported data will be the cumulative numbers of interventions since 2006 with evidence of meeting WWC standards and having positive effects on student outcomes as determined by WWC reviewers.

This measure replaces previous measures that reported findings separately for reading, writing, or language outcomes; school readiness outcomes; and behavior outcomes. Since 2006, NCSER has refined and expanded the number of topic areas in which research is supported, and the new measure more accurately captures the range of research now supported, including research areas such as mathematics and science that were not included in the old measures. The baseline was established for fiscal year 2014.

Efficiency Measures

Measure: The average number of research grants administered per each program officer employed in the National Center for Special Education Research.

Year	Target	Actual
2012	38	40
2013	40	38
2014	35	33
2015	30	38
2016	37	
2017	33	

Additional information: The principal efficiency measure for IES is the ratio of research staff to research grants. These data are collected from the official grant files for NCSER. Budget constraints led to a decrease in the number of new grants IES was able to fund in 2013, and no research grant competitions in special education were held in 2014. The 2015 target was lowered accordingly. NCSER exceeded the 2015 target due to a greater number of requests for no-cost extensions to complete grant activities and fewer full-time program officers than anticipated.

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Statewide longitudinal data systems (Educational Technical Assistance Act, Section 208)

(dollars in thousands)

FY 2017 Authorization: 0¹

Budget Authority:

<u>2016</u>	<u>2017</u>	<u>Change</u>
\$34,539	\$81,017	+\$46,478

¹ The GEPA extension expired September 30, 2009. The Department proposes to continue funding this program in FY 2017 through appropriations language.

PROGRAM DESCRIPTION

Section 208 of the Educational Technical Assistance Act (ETAA) authorizes the Secretary to make competitive grants to State educational agencies (SEAs) to enable them to design, develop, and implement Statewide longitudinal data systems (SLDS) to efficiently and accurately manage, analyze, disaggregate, and use individual student data, consistent with the Elementary and Secondary Education Act (ESEA) of 1965. The goals of the program are to improve data quality, promote data linkages, encourage the accurate and timely generation of data for reporting and improving student achievement, and facilitate research to improve student achievement and close achievement gaps.

The grants are expected to help SEAs develop, expand, or improve data systems, and may support necessary training, technical assistance, and other activities to promote the effective use of data. Funds must supplement, not supplant, other State or local funds used for developing State data systems and may not be used to support ongoing implementation and maintenance of such systems. Administered by the National Center for Education Statistics (NCES) within the Institute of Education Sciences (IES), SLDS grants are awarded competitively, based on the technical quality of the proposals.

IES has conducted six competitions to date. The first round of grants was awarded in November 2005 and the last round in 2015. The focus of the competitions has changed over time: early competitions focused on developing the necessary infrastructure for SEAs to develop their SLDS and to link K–12 data to early childhood, postsecondary, and workforce data, while the most recent competition focused on States using their SLDS data to address high-priority policy issues. To date, 47 States, the District of Columbia, Puerto Rico, the Virgin Islands, and American Samoa have received awards.

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Statewide longitudinal data systems

The 2015 grants, which ranged in size from \$3.5 million to \$7.0 million for 4-year projects, focused on supporting individual States' needs to collect and use SLDS data to address specific priorities. States could apply for funding to address up to two of the following priority areas:

- Fiscal Equity and Return on Investment;
- Educator Talent Management;
- Early Learning;
- College and Career;
- Evaluation and Research;
- Instructional Support.

The 2015 awards included 16 grants that, combined, addressed all six data use priority areas. The new awards included American Samoa as a first-time grantee, and also Tennessee, which had not received funding since fiscal year 2006. Given the high volume and quality of applications for the 2015 grant competition (the IES panel reviewed 43 applications), IES plans to hold the next SLDS competition in 2017.

Beginning in 2008, the Department of Education Appropriations Act authorized the program to use a portion of the appropriation for activities to improve data coordination and use. In addition, the 2009 Appropriations Act authorized the use of funds for SLDS that include postsecondary and workforce information and the 2010 Appropriations Act added inclusion of information on children of all ages, including early childhood, as an authorized activity. Since 2012, the Department has had the authority to use funds to link Statewide elementary and secondary data systems with early childhood, postsecondary, and workforce data systems, or to further develop such systems.

In every grant competition, the Department expects States to use funds to significantly improve the ability of data systems to provide appropriate, high quality information, consistent with national and State privacy laws and regulations, needed to improve student outcomes. States should use funds to develop the necessary linkages with other agencies and States to provide information on early childhood services, high school graduation, college completion, and workforce participation. Systems developed with support from the Department must also improve States' ability to report required data to the Department. Finally, funded data systems must improve the ability to provide regular feedback to teachers to enable them to use data to improve instruction, allow State and local educational agencies to devise methods for identifying effective teachers and teaching practices, and provide accurate information about student and school progress.

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Statewide longitudinal data systems

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2012.....	\$38,077
2013.....	36,085
2014.....	34,539
2015.....	34,539
2016.....	34,539

FY 2017 BUDGET REQUEST

The Department requests \$81.0 million in fiscal year 2017 for the SLDS program, an increase of \$46.5 million over the fiscal year 2017 level. The 2017 funds for this program would provide support for continuation costs of grants awarded in 2015; a new competition in fiscal year 2017 that would allow more States to leverage existing data to examine local education issues and concerns; and national activities to improve data coordination, quality, and use.

Longitudinal data systems serve as a vital source of information for educators, parents, policymakers, researchers, and the public on the performance of schools and what works in education. The Department has invested significant resources in the SLDS program; approximately \$721.0 million since 2005 has been devoted to ensuring that States can answer key questions about education, such as whether students are ready for kindergarten, whether students are being adequately prepared for college, or whether students can earn a living after completing their degrees. As of the 2015 SLDS competition, 47 States, the District of Columbia, Puerto Rico, the Virgin Islands, and American Samoa have received awards.

Through these grants, States are leveraging newly linked data to understand pressing State and local educational issues. For instance, many States have been able use these data to produce, for the first time, a comprehensive picture on what early childhood services are available and which children are participating in them, allowing States to prioritize students with the greatest needs. This type of analysis was not feasible before SLDS because these data were not collected at the State level. Additionally, States have used linked student and teacher data to understand how to improve teacher equity. Delaware, for example, is analyzing SLDS data to understand the impact of State teacher retention incentives on the equitable distribution of highly effective educators. States have also leveraged SLDS data to produce robust, highly contextualized information about their State education system. Vermont has done just this by using its SLDS data to create statistical indicators that reflect the quality of Vermont's schools and support units across various domains. These indicators will be used to develop annual snapshot reviews that will be used by State and local education officials to examine quality and equity, both within and across localities (<http://brook.gs/1Ooi5nx>).

SLDS data are also used to inform work at the local level. For example, Minnesota now uses SLDS data to produce high school feedback reports for principals that show how former students' perform in postsecondary education, including their need for remedial coursework. Principals use these reports to better align secondary education for college success. Other States, like Georgia, have created powerful tools using SLDS data that provide educators access to seamless, timely information on students as well as relevant resources to help address diverse learning needs. North Carolina and Mississippi, along with some other States,

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have created early warning systems to identify students at risk of dropping out so that educators and counselors can provide them with additional supports and also monitor their educational progress to ensure their success.

Supporting the use of longitudinal data is also vital as States transition under the Every Student Succeeds Act (ESSA). ESSA introduces new reporting requirements that will require States to collect and provide new data to the public. For example, States' SLDS are well-positioned to assist in meeting new postsecondary enrollment, teacher qualification, and per-pupil expenditure data requirements outlined in ESSA.

To continue to support the use of longitudinal data, as well as assist States in improving data quality, coordination, and use as they transition to the new reporting requirements under ESSA, the following activities would be supported at the 2017 request level:

Grant Competitions

- 2015 Grant Competition: Approximately \$28.3 million would support continuation costs of grants awarded in 2015. This competition focused on increasing the use of newly linked data to State policy and program priorities. Grants funded State-identified use cases, ranging from the creation of powerful human capital management systems to new tools educators can use to improve everyday instruction. States must have identified which one to two use cases would be supported by the grant along with any needed data linkages, planned reporting tools, and support resources to ensure these tools would be useful to stakeholders. Under this competition, 16 4-year grants were awarded in September 2015, with States receiving, on average, \$6.5 million in total. Allowable use cases included:
 - Fiscal Equity and Return on Investment (ROI). Grants addressing this data use case proposed to use school-level financial data to examine how funds are distributed across schools and how school-level investments relate to student outcomes.
 - Educator Talent Management. This data use case will allow States to develop comprehensive educator human capital data systems to help them understand the impact of various educator preparation programs and to provide personalized professional development to increase teacher effectiveness. Educator data can include preparation, performance, professional development, pay, and placement information and could be linked to student data.
 - Early Learning. States needing to better understand the availability and characteristics of early learning services provided in the State applied to this data use case. States could have applied for SLDS funds to link disparate early learning data to understand which children and families have access to early learning services and how these services impact later student outcomes.
 - College and Career. States that applied under this data use case would use grant funds to link K–12 data to postsecondary and workforce data, providing information from data linkages to students and parents in order to inform their postsecondary decisions and to

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administrators on the success of their graduates in college and careers to better align curriculum.

- Evaluation and Research. Grants for the evaluation and research data-use case will build the capacity of States and districts to use SLDS for research and program evaluation in order to generate timely and meaningful information for improving accountability, assessment, and school support systems. Grants will fund research partnerships and/or increase the use of quick-turnaround evaluations to produce information in shorter cycles.
- Instructional Support. This data use case will enable States to use data to create real-time instructional improvement systems that give educators the information they need on student learning in order to improve and personalize college- and career-aligned instruction and outcomes for students, particularly high needs students.

2017 Grant Competition: Approximately \$34.7 million would support a new competition that would continue the data use focus of the 2015 grant competition by funding State-identified use cases. In 2015, the IES panel reviewed 43 applications for the grant round, 16 of which were awarded. Given the high demand and quality shown by States applying for the 2015 grant competition and the data implications of new activities pursued under ESSA, the Administration proposes running a new competition in 2017 to allow States not funded in 2015 to apply to priorities focusing on data use. Regardless of their status as grantees, all States will receive ongoing technical assistance on data collection, quality, and use. This technical assistance will also include general and targeted assistance on protecting student privacy and ensuring the security of State and local data systems, as described below.

Grants funded by the 2015 and 2017 competitions would continue to support data systems that help States meet reporting requirements (including data elements required for the Department's *EDFacts* and the Consolidated State Performance Report); support decisionmaking at the State, district, school, and classroom levels; facilitate research needed to eliminate achievement gaps and improve student learning and educational productivity; and provide critical information on education to parents and the public. The improvements to data systems supported by 2015 and 2017 grant awards will also ensure that data are available to answer key policy questions that will improve outcomes for all students, particularly those in high need.

National Activities

The SLDS program and its partners offer a wide and growing range of support to help State educational agencies design, develop, and use longitudinal data systems. Approximately \$18.0 million would support ongoing and new activities to improve data quality, coordination, and use, including:

- \$3.0 million for the Education Data Technical Assistance Program (EDTAP) (<http://nces.ed.gov/programs/slds/index.asp>), which would continue to provide assistance to State educational agencies (SEAs) in the planning, development, expansion, and implementation of their longitudinal data systems. This activity provides a broad range of support, including a public domain clearinghouse that provides a platform for all States,

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regardless of grantee status, to share non-proprietary products developed for their longitudinal data systems; best practice briefs; “collaboration communities,” where staff from small groups of States work together to identify challenges, brainstorm solutions, and share best practices; webinars; listservs; and State-specific technical assistance. The array of technical assistance services provided by EDTAP has helped States improve the development and alignment of data systems to local needs.

- \$2.0 million for the Privacy Technical Assistance Center (PTAC), which would continue to serve as a valuable resource center to State and local educational agencies, the postsecondary community, and other parties engaged in building and using education data systems on issues related to the privacy, security, and confidentiality of student records. Protecting the privacy of individuals is a key support needed when building data systems and using student data to improve education. Additional information on the PTAC and resource materials is available on the Web site (<http://www.ed.gov/ptac>).
- The InformED initiative is designed to transform how the wide range of information generated by ED programs and evidence-building activities is made available and utilized by internal users and the public. InformED would change how we use and access often disconnected data and resources that, when linked, have the potential to unlock answers to pressing education questions for parents, researchers, grantees, educators, and policymakers at all levels. A central part of the InformED initiative is ensuring that the data being reported to and collected by the Department are high quality. Approximately \$13.0 million of SLDS funds would support this InformED component, including:
 - \$8.0 million to support State Data Liaisons in 51 States and jurisdictions to support SEAs with the collection and reporting of high quality data. High quality data requires dedicated staff at the State level, but limited resources have led to the elimination of many State staff that could focus on high quality data collection and reporting. State data liaisons would enable States to improve the quality of data they currently collect and also assist States with meeting the new reporting requirements under ESSA. The primary role of the State data liaisons will be to coordinate data collection and reporting between SEAs and the Department so that reported data are more accurate and reliable.
 - \$5.0 million to fund a Support and Service Center that would serve as the central point of support for the State data liaisons. The Support and Service Center will provide ongoing support and training for State data liaisons, including conducting orientations for new coordinators, workshops and webinar trainings, and coordinating across State data collections for consistency, quality, and fidelity to reporting requirements.

The Department requests that funding for fiscal year 2017 be available for 2 years, as it has been in prior years. The Department also requests new appropriation language to allow an increase in the amount of awards to support activities to improve data coordination, quality, and use at the local, State, and national levels.

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PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Statewide longitudinal data systems awards			
New	\$25,902	0	\$35,687
Continuations	<u>2,637¹</u>	<u>\$28,289²</u>	<u>27,230³</u>
Subtotal	28,539	28,289	62,917
Awards to improve data coordination, quality, and use	5,914	6,000	18,000
Peer review of new award applications	<u>0</u>	<u>250</u>	<u>100</u>
Total	34,539	34,539	81,017

Number of Grant Awards

Statewide longitudinal data systems awards			
2012 grant competition	3	0	0
2015 grant competition	16	16	16
2017 grant competition	0	0	25

<u>Range of Awards (Entire Grant Period)</u>	<u>Minimum</u>	<u>Maximum</u>
Statewide longitudinal data systems awards		
2012 grant competition	\$3,034	\$4,997
2015 grant competition	3,483	7,000
2017 grant competition	1,500	7,000

¹The fiscal year 2015 continuation awards supports grants awarded in fiscal year 2012.

²The fiscal year 2016 continuation awards supports grants awarded in fiscal year 2015.

³The fiscal year 2017 continuation awards supports grants awarded in fiscal year 2015.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

The Department of Education has identified priority performance goals that will help measure the success of the Department's cradle-to-career education strategy, one of which is "make informed decisions and improve instruction through the use of data." One strategy for ensuring that data are available to inform educational decisions is supporting States' development and implementation of SLDS, and the Department has established three performance measures to assess progress. These measures assess progress of all States, not just the States with grants in the measurement years. The Department believes that assessing the progress of all States is appropriate, because the goal of the program is to ensure that critical information needed to improve student outcomes is available across the Nation. New grant competitions take into

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consideration areas where States are having difficulty making progress and establish competition priorities that help direct resources to areas where additional resources are necessary.

Measure: Number of States linking K–12 with early childhood data.

Year	Target	Actual
2012	Baseline	8
2013	12	19
2014	23	26
2015	27	32
2016	29	
2017	31	

States are determined to have met this measure if they have the ability to track all public pre-K students into public kindergarten using the State longitudinal data system and by the inclusion of at least one additional source of early childhood data (e.g., Head Start or private pre-K) in the State data system. In 2012, 8 States had data systems that met the criteria, and by the end of 2015, 32 had met the criteria, exceeding the target.

Measure: Number of States linking K–12 with postsecondary data.

Year	Target	Actual
2012	Baseline	9
2013	21	25
2014	28	33
2015	34	39
2016	36	
2017	37	

States are determined to have met this measure if they have the ability to link State K–12 student data to State data from public 2- and 4-year institutions of higher education. As of the end of 2015, 39 States had met the target for this measure, exceeding the goal for the year.

Measure: Number of States linking K–12 and postsecondary data with workforce data.

Year	Target	Actual
2012	Baseline	5
2013	10	12
2014	14	20
2015	22	24
2016	25	
2017	27	

States are determined to have met this measure if they have the ability to track all public 2- and 4-year postsecondary students to, at a minimum, State employment records (e.g., State

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unemployment insurance systems.) In 2012, the baseline year, 5 States were able to link their K–12 and postsecondary data with workforce data, and in 2015, 24 States were able to do so, exceeding the target.

Key barriers and challenges to meeting these measures include States' and districts' limited resources, State procurement practices, difficulties with cross-agency governance and data sharing, privacy issues, and concerns about the long-term sustainability of data systems without long-term Federal funding. Linkages to workforce data have presented challenges for States due to the lack of a common identifier, the need to comply with multiple privacy laws, and the challenges of multi-agency coordination. To help overcome these challenges, the Department of Education has increased coordination with the Department of Labor and their Workforce Data Quality Initiative (WDQI), which provides support to allow States to develop or improve their longitudinal workforce data systems and create linkages to education data.

Specific activities undertaken by the Department include providing ongoing technical assistance to both grantees and non-grantees as they develop their State data systems; coordinating monitoring and technical assistance to States with both SLDS and WDQI grants through cross-program monitoring calls, joint site visits, technical assistance resource sharing, and conference presentations; and providing support for common education data standards to improve the utility of data for research and evaluation.

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Special education studies and evaluations (Individuals with Disabilities Education Act, Section 664)

(dollars in thousands)

FY 2017 Authorization: 0¹

Budget Authority:

<u>2016</u>	<u>2017</u>	<u>Change</u>
\$10,818	\$13,000	+ \$2,182

¹ The GEPA extension expired September 30, 2011; the Administration proposes to continue funding this program in FY 2017 through appropriations language.

PROGRAM DESCRIPTION

The Special Education Studies and Evaluation program awards competitive grants, contracts, and cooperative agreements to assess the implementation of the Individuals with Disabilities Education Act (IDEA) and the effectiveness of State and local efforts to provide special education and early intervention programs and services to infants, toddlers, and children with disabilities.

The statute authorizes the Department to support studies, evaluations, and assessments that:

- Analyze the results achieved by State and local educational agencies to improve services for children with disabilities;
- Analyze State and local needs for professional development, parent training, and other activities that can reduce the need for disciplinary actions involving children with disabilities;
- Measure educational and transitional services and outcomes for children with disabilities, including those from minority backgrounds; and
- Identify and report on the placement of children with disabilities by disability category.

In addition, the Department is required to submit an annual report to Congress summarizing the studies and evaluations conducted under this authority; the research conducted under part E of the Education Sciences Reform Act of 2002 (which authorizes research on special education); and the data on children with disabilities required by section 618 of the IDEA.

The IDEA requires the Secretary to delegate responsibility for most studies and evaluations in special education to the Director of the Institute of Education Sciences.

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Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2012.....	\$11,415
2013.....	10,818
2014.....	10,818
2015.....	10,818
2016.....	10,818

FY 2017 BUDGET REQUEST

The Administration requests \$13.0 million, a \$2.2 million increase over the fiscal year 2016 level, to support studies, evaluations, and assessments related to the implementation of IDEA. The increase would allow the Institute of Education Sciences (IES) to support a new study to enable data collection from State education agencies (SEAs), local districts, and schools, providing Congress, the Administration, and other stakeholders with updated information on the implementation of IDEA.

IES supports a range of evaluations that are designed to provide information about which programs and practices are effective and ineffective for improving outcomes for children and youth with disabilities and thereby provide concrete guidance for educators and parents. Within IES, the National Center for Education Evaluation and Regional Assistance (NCEE) has primary responsibility for managing the studies and evaluations under Section 664 of IDEA, although the National Center for Education Statistics (NCES) has primary responsibility for carrying out longitudinal studies with special education components (such as the Early Childhood Longitudinal Study and Middle Grades Longitudinal Study). NCEE consults with staff from the other IES research centers, the Office of Special Education Programs, and other policymakers in the Department to identify needs for new studies and the research questions that those studies would address. In some cases, NCEE has funded separate design contracts to identify options for new studies in particular areas.

At the request level, four studies, which are discussed in more detail below along with other ongoing studies, would receive funding from the 2017 appropriation. The studies and estimated 2017 amounts are:

- Evaluation of Preschool Special Education Practices, \$5.3 million;
- Study of Post High School Outcomes for Youth with Disabilities, \$1.5 million;
- State and Local Implementation of IDEA 2019, \$3.7 million; and
- Middle Grades Longitudinal Study, \$2.5 million.

Information on these studies, as well as recent and ongoing studies that will not receive funding from the 2017 appropriation, is provided below. Additional information is available at <http://ies.ed.gov/ncee/projects/evaluation/disabilities.asp>.

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Recently Completed and Ongoing Studies

Study	Cost	Duration
Evaluation of the IDEA Personnel Development Program (completed)	\$2,729,875 over 6 years	September 2007 to September 2013
Study of School Accountability for Students with Disabilities ¹ (completed)	\$3,626,218 over 7 years	February 2008 to February 2015
Evaluation of Response to Intervention Practices for Elementary School Reading ² (completed)	\$14,204,339 over 7 years	March 2008 to December 2015
National Evaluation of the IDEA Technical Assistance and Dissemination Program ³ (ongoing)	\$2,995,352 over 7 years	September 2009 to September 2016
Study of Early Intervention and Special Education Services and Personnel ⁴ (ongoing)	\$1,149,233 over 6 years	September 2010 to September 2016
Study of Transition Outcomes for Youth with Disabilities, Phase I (completed)	\$22,897,534 over 5 years	September 2010 to September 2015
Evaluation of Preschool Special Education Practices, Phase I ⁵ (ongoing)	\$6,669,202 over 50 months	November 2013 to January 2018
Impact Evaluation of Training in Multi-Tiered Systems of Support for Behavior ⁶ (ongoing)	\$17,770,151 over 5 years	November 2013 to November 2018
Post High School Outcomes for Youth with Disabilities (ongoing)	\$7 million from the 2014 through 2017 appropriations	Awarded in September 2015
State and Local Implementation of IDEA 2019 (proposed) ⁷	\$1,477,000 from 2017 funds	To be determined.

¹ The timeline has been revised. In the 2015 justification, the Administration reported the study would end in February 2014.

² The timeline has been revised. In the 2015 justification, the Administration reported the study would end in March 2014.

³ The timeline has been revised. In the 2015 justification, the Administration reported the study would end in September 2014.

⁴ The funding and timeline have been revised. In the 2015 justification, the Administration reported \$985,601 over 3 years (September 2010 to September 2013).

⁵ The funding has been revised. In the 2016 justification, the Administration estimated that \$9,506,843 would be used for the study.

⁶ The funding has been revised. In the 2016 justification, the Administration estimated that \$18,894,244 would be used for the study.

⁷ The funding and timeline have been revised. In the 2016 justification, the Administration estimated that we would use \$500,000 from 2015 and \$2,500,000 from 2016 funds and award a study in the summer of 2015.

Evaluation of the IDEA Personnel Development Program: The Evaluation of the IDEA Personnel Development Program (PDP) was a descriptive study of the PDP national technical assistance centers and training grants. The study relied on a combination of extant data and new data collection from grantees and applicants between the fall of 2008 and the summer of

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2010. Panels of experts rated the quality and usefulness of products and services from 12 national centers and the course-of-study components developed or significantly modified by training grant recipients. The final report, which was released in January 2014 and is available at <http://ies.ed.gov/ncee/pubs/20144007/pdf/20144007.pdf>, provides information on the types of products developed and services provided by the national centers and expert ratings of the usefulness of selected products and services. A majority of these products and services were rated as being of “high” or “very high” quality and usefulness. The study also provides detailed descriptive information on the training grants.

Study of School Accountability for Students with Disabilities: The Study of School Accountability for Students with Disabilities (SWD) used descriptive statistics to study patterns of school accountability across States and over time and to examine how school practices vary with respect to school accountability for the SWD subgroup. Data sources for the evaluation include extant data from the Department of Education's ED Facts database and 2011 surveys of principals and special education designees from elementary and middle schools in 12 states. An interim report was released in May 2012; an update with information through the 2009–10 school year was released in October 2013; and a third report that provides the results of analysis of 2011 survey data on school practices in 12 States was released in February 2015 and is available at <http://ies.ed.gov/ncee/pubs/20154006/>. The study found that, when surveyed in 2011, elementary schools accountable for the SWD subgroup were 15.8 percentage-points more likely than never-accountable elementary schools to report moving students with disabilities from self-contained settings to regular classrooms over the previous 5 years. Middle schools accountable for the SWD subgroup were 16.7 percentage-points more likely than never-accountable middle schools to report moving students with disabilities from self-contained settings to regular classrooms over the previous 5 years.

Evaluation of Response to Intervention (Rtl) Practices for Elementary School Reading: This study relied on a combination of descriptive data collected from school staff and regression discontinuity methods to address three key research questions:

- What are the effects of providing intensive early interventions to children who have been identified as at risk for reading difficulties on Grade 1–3 reading achievement?
- How do Rtl practices for early grade reading vary across schools?
- How do schools experienced with Rtl vary the intensity of reading instruction to children based on student benchmark reading performance?

The report for the study was released in November 2015 and found that, for the 2011–12 school year, schools implementing three or more years of Rtl approaches in reading provided more support to students reading below grade-level standards than those reading at or above grade-level standards. For those students reading just below the grade-level standards (as measured by a school-determined eligibility cut point on a screening test) in Grade 1, Rtl reading interventions did not improve reading outcomes, but actually produced negative impacts (e.g., lower scores compared to the initial screening test) for such students. For Grades 2 and 3, the estimated effects on reading outcomes were not statistically significant. Researchers stated that some plausible factors that may be related to negative impacts of assignment to

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intervention on some Grade 1 students include: (1) false or in-correct identification of students for intervention, (2) mismatch between reading intervention and the instructional needs of students near the cut point, and (3) poor alignment between reading intervention and core reading instruction. Overall, the study found that the estimated impacts of reading interventions on reading outcomes vary significantly across schools. It is also worth noting that this study focused on a very specific population in one subject area, and did not assess whether the Rtl may be effective in improving student outcomes in other subjects areas and grade levels, or whether Rtl elementary literacy interventions may be effective for students performing well below grade-level standards. The final report and key findings are available at <http://ies.ed.gov/ncee/pubs/20164000/>.

National Evaluation of the IDEA Technical Assistance and Dissemination Program: The IDEA Technical Assistance and Dissemination (TA&D) Program is the Department's primary vehicle under IDEA for providing educators, policymakers, other service providers, and parents of children with disabilities with information on effective practices for meeting the needs of children with disabilities and their families. The national evaluation is designed to describe the products and services provided by program grantees, State and local needs for technical assistance, and the role the program plays in meeting these needs and supporting implementation of the IDEA. An interim report was released in October 2013 (<http://ies.ed.gov/ncee/pubs/20144000/pdf/20144000.pdf>); key findings include that TA&D centers most commonly reported providing technical assistance on the topics of "parent and family involvement" and "data systems and use of data for improvement" and that State staff rated the majority of experiences they had with the TA&D centers as "very satisfactory." In addition, this analysis found some potential duplication of services provided by technical assistance providers; however, this analysis was unable to establish whether such cases were indicators of inefficiency or of complementary and coordinated services. A final report is expected to be released in September 2016.

Study of Early Intervention and Special Education Services and Personnel: The Study of Early Intervention and Special Education Services and Personnel is analyzing extant data on early intervention and special education service delivery and the personnel providing services. Key research questions include:

- How does early intervention service delivery vary across States?
- How do special education and related services received by children and youth vary over time, across States, and by school characteristics?
- How does the distribution of personnel providing special education services vary over time, across States, and by school characteristics?

The study is scheduled to end in September 2016.

Study of Transition Outcomes for Youth with Disabilities: This study, which is also referred to as the National Longitudinal Transition Study 2012 (NLTS 2012), is the third in a series examining the characteristics and school experiences of a nationally representative sample of youth with disabilities. NLTS 2012 focuses on students ages 13 to 21 (in December 2011) but also

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includes a small sample of students without disabilities to enable direct comparisons of students with and without individualized education programs (IEPs). It is part of the congressionally-mandated National Assessment of the Individuals with Disabilities Education Improvement Act of 2004. The study collected baseline data in the spring of 2012 through the summer of 2013 on a nationwide sample of youth. The study is addressing such questions as:

- What are the personal, family, and school characteristics of youth with disabilities in public schools across the country?
- What regular education, special education, transition planning, and other relevant services and accommodations do youth with disabilities receive?
- How do the services and accommodations differ from those of youth not served under IDEA, including those identified for services under Section 504 of the Rehabilitation Act?
- How do the services and accommodations for youth with disabilities vary with the characteristics of youth?
- How much have the services and accommodations of youth with disabilities changed over time?

The first phase of NLTS 2012 draws exclusively on surveys of youth and parents and is coming to a close. Three reports have been drafted and will soon enter IES' peer review process. IES anticipates that at least two of these reports will be published by summer 2016. A contract for the second phase of the project was awarded in summer 2015. This next phase will collect administrative records to examine the trajectory and outcomes of students with and without disabilities.

Evaluation of Preschool Special Education Practices: IDEA provides funding to States to support special education and related services for children and youth with disabilities, including young children ages 3- to 5-years old, but limited information is available on the special education services and supports that young children are receiving and the preschool practices and interventions being used in programs across states. The objectives of the first phase of the evaluation are threefold: (1) to assess the feasibility of conducting an impact study of curricula or interventions promoting the literacy, language, and/or social-emotional skills of preschool-age children with disabilities; (2) to identify feasible study design options for an impact study; and (3) to prepare for the impact study, if deemed feasible to conduct. The feasibility work includes gathering descriptive data on current special education programs, services, and practices; these data are needed to identify interventions and practices to target in an impact study and to inform sampling. If IES identifies feasible options for conducting a study to examine the relationship between service receipt and outcomes for children receiving services under the IDEA Grants for Infants and Families program (Part C) and/or the IDEA Preschool Grants program (Part B Section 619), then it plans to award a contract for a 5-year impact evaluation in fiscal year 2017.

Impact Evaluation of Training in Multi-Tiered Systems of Support for Behavior: This evaluation, which was formerly known as the Evaluation of School-wide Positive Behavior Support, will examine the effectiveness of strategies for training school staff to effectively address

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problematic behaviors. Training school staff in supporting student behavior is becoming increasingly attractive to districts and schools as a vehicle for school improvement. Implementation of multi-tiered systems of support for behavior (MTSS-B) is an approach to improving school and classroom climate as well as student outcomes. MTSS-B is a multi-tiered, systematic framework for teaching and reinforcing behavior for all students as well as for providing additional support to those who need it, and over a third of U.S. districts report implementing multi-tiered systems of behavior support at the elementary school level. Although previous evaluations of the MTSS-B framework have found positive outcomes, such as reductions in the number of disciplinary referrals, these evaluations have been conducted on a relatively small scale. The study will address the following questions:

- What is the impact on school climate, school staff practice, and student outcomes of providing training in MTSS-B that includes universal supports (Tier I)?
- What is the impact on school climate, school staff practice, and student outcomes of providing training in MTSS-B that includes universal supports (Tier I) plus targeted interventions for at-risk students (Tier II)?
- What is the impact of additional training in targeted interventions for at-risk students (Tier II) for schools already trained in MTSS-B that includes universal supports (Tier I)?
- What are the impacts for relevant subgroups including students with at-risk behavior, students with disabilities, and teachers with less experience?
- Which strategies are correlated with improvement in student outcomes?

The randomized trial evaluation will be conducted in approximately 120 elementary schools located in a purposive sample of 12 geographically diverse school districts. The study will randomly assign schools to one of two promising MTSS-B strategies or to a business-as-usual control group. Data collection and analyses scheduled for the 2015–2016 and 2016–2017 school years will include information about fidelity of implementation; implementation challenges; and impacts on student behavior, achievement, and identification for special education. IES anticipates releasing the impact report in 2018.

Post High School Outcomes for Youth with Disabilities: Helping students, particularly those with disabilities, to complete high school prepared to pursue postsecondary education or begin productive jobs is a national priority. IDEA places emphasis on transition services focused on improving the academic and functional achievement of students with disabilities in order to facilitate their transition from school to post-school activities, including postsecondary education and employment. The study, which was awarded in September 2015, builds on an earlier survey of a nationally representative set of students with and without Individualized Education Plans (IEPs) and will address such question as:

- To what extent do youth with disabilities who receive special education services under IDEA make progress through high school compared with other youth, including those identified for services under Section 504 of the Rehabilitation Act? For students with disabilities, has high school coursetaking and completion rates changed over the past few decades?

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- Are youth with disabilities achieving the post-high school outcomes envisioned by IDEA, and how do their college, training, and employment rates compare with those of other youth?
- How do these high school and postsecondary experiences and outcomes vary by student characteristics, including their disability category, age, sex, race/ethnicity, English Learner status, income status, and type of high school attended (including regular public school, charter school, career/technical school, special education school, or other State or federally-operated institution)?

This new study will utilize administrative records data to follow a sample of youth with disabilities beyond high school. The sample for this study will focus on the youth who participated in the baseline study of the National Longitudinal Transition Study 2012 (NLTS 2012). The NLTS 2012 sample included a group of over 12,000 students ages 13 to 21 (in December 2011), including a small sample of students without disabilities.

State and Local Implementation of IDEA 2019: The most recent study of State and local implementation of IDEA collected data from SEAs and a national representative sample of school districts in 2009. In order to provide updated information on the implementation of IDEA in a substantially different policy context, the Department plans to use 2017 funds to award a new implementation study contract to develop plans to collect descriptive information on the implementation of early intervention and special education programs at the State and school district levels. The contract would support the development of plans for a new data collection and descriptive analysis to inform research questions for an evaluation of the program.

National Center for Education Statistics Studies: Funds also will be used for National Center for Education Statistics (NCES) studies. Specifically, NCES modified the Middle Grades Longitudinal Study to add an oversample of students with Individualized Education Programs (IEPs). The Middle Grades Longitudinal Study will be the first longitudinal study to provide information on children's development in grades 6 through 8 and on factors associated with successful transition from elementary to high school. The study will include a nationally representative sample of 6th graders in the 2016–2017 school year, and Special Education Studies and Evaluation funding will enable NCES to provide information about students in five or six disability categories. Collecting information on transition of students with disabilities has proven to be difficult and, thus, costly, yet the need for this information is crucial to understanding what interventions and strategies improve outcomes for students with disabilities and informing reauthorization of IDEA. This pilot work could lead to uncovering a valid and reliable method for collecting information on the transition of students with disabilities.

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PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Evaluation of Preschool Special Education Practices	\$400	\$4,794	\$5,329
Impact Evaluation of Training in Multi-Tiered Systems of Support for Behavior	9,878	1,946	0
Post High School Outcomes for Youth with Disabilities	500	1,500	1,500
State and Local Implementation of IDEA 2019	0	0	3,659
NCES: Middle Grades Longitudinal Study	0	2,509	2,512
NCES: Early Childhood Longitudinal Study: Kindergarten	<u>40</u>	<u>69</u>	<u>0</u>
Total, Special education studies and evaluations	10,818	10,818	13,000