



INNOVATION AND FORWARD-THINKING: A NCES UPDATE

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OVERVIEW

- The NCES State Coordinator Program
- Administrative Data
- Adaptive Design
- Digitally Based Assessments
- NCES Reports
- Your Contribution

THE NCES STATE COORDINATOR PROGRAM

THE NCES STATE COORDINATOR PROGRAM: OVERVIEW

PURPOSE

- Proposal to OMB
- Response to challenges with response rates
- Response to lack of coordination across NCES data collections

ANTICIPATED BENEFITS

- Cost effective method to improve response rates
 - Saved approximately \$1M for the TIMSS Linking Study
 - Increased TALIS participation rates

THE NCES STATE COORDINATOR PROGRAM: ROLES AND RESPONSIBILITIES

SERVE...

As a liaison between NCES and State Education Agencies

ASSIST...

With recruitment, improving participation rates, quality assurance activities, and reducing overall burden and footprint of NCES data collections

CONDUCT...

Outreach and communications regarding value and uses of NCES data collections to sampled schools, districts, states, and institutions

ADMINISTRATIVE DATA

GENERATE: A TOOL TO IMPROVE AUTOMATION

GENERATE

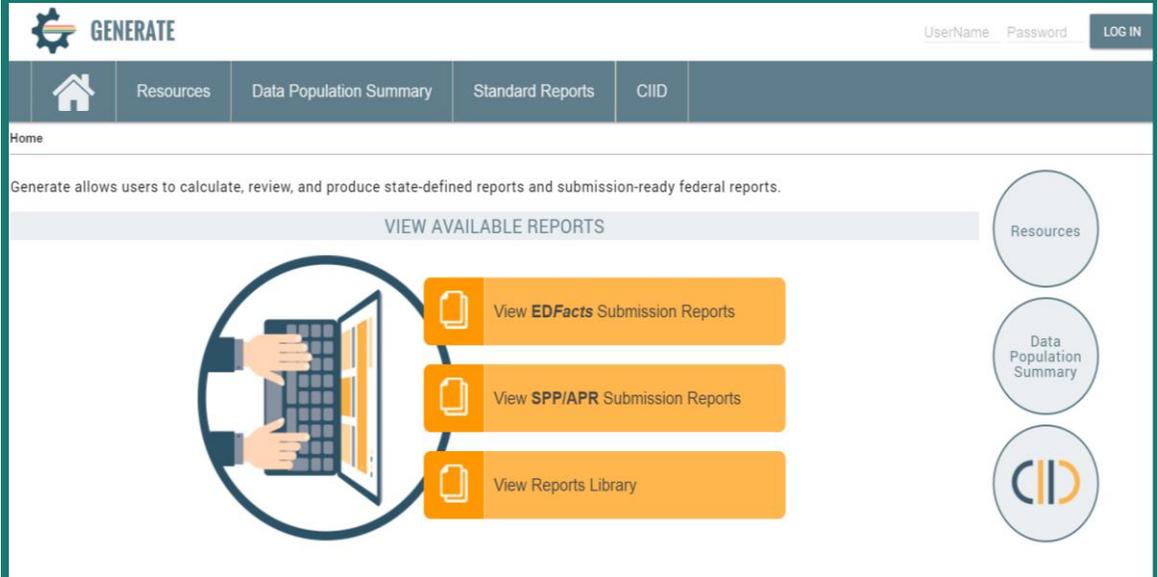
An automated ED*Facts* reporting solution

DATA SOURCE

A Statewide Longitudinal Data System

STANDARDIZES

Using the Common Education Data Standards



The screenshot shows the GENERATE web application interface. At the top, there is a navigation bar with the GENERATE logo, a home icon, and menu items for Resources, Data Population Summary, Standard Reports, and CIID. A login section on the right includes fields for Username and Password, and a LOG IN button. Below the navigation bar, the main content area features a heading "Home" and a descriptive sentence: "Generate allows users to calculate, review, and produce state-defined reports and submission-ready federal reports." A prominent button labeled "VIEW AVAILABLE REPORTS" is centered. To the right of this button are three circular icons: "Resources", "Data Population Summary", and "CIID". Below the "VIEW AVAILABLE REPORTS" button, there are three orange buttons with document icons: "View ED*Facts* Submission Reports", "View SPP/APR Submission Reports", and "View Reports Library". An illustration of hands typing on a laptop keyboard is positioned to the left of these buttons.

OUTPUTS

User friendly reports and files in formats that can be submitted directly to ED*Facts*

CCD-DATA MANAGEMENT SYSTEM

BETTER AND FASTER DATA QUALITY VERIFICATION

- Provides interactive state views, including state landing page
- Summary of errors available per file and can be exported to excel
- View state data submissions across years

ED Facts Data Management System
Welcome beth.sinclair@aemcorp.com [Logout]

Submission Status for: ALABAMA

Current status of your ED Facts file submissions are tabularized below

↓ SY 2016-2017(ACTIVE)

File Specification	Error Type	Level	Latest Report Date	Deadline		Active Potential Errors			Comments
				Submission	Review	High	Medium	Low	
N029/X029 Directory Info Directory Match Error Reports Directory Non Match Error Reports CCDSchools Error Reports	Match	Match SEA	7/3/2017			0	0	0	0
		Match LEA				0	0	0	0
		Match SCH				0	0	0	22
	NonMatch	NonMatch SEA	6/13/2017	3/27/2017	3/28/2017	0	0	0	0
		NonMatch LEA				0	0	0	3
		NonMatch SCH				0	0	0	23
CCDSchools					0	0	0	0	

EARLY EVIDENCE OF SUCCESS

- NCES follow up immediately after file due dates
- Faster resolution of data quality issues by states
- CCD files are available for publication much sooner

ADAPTIVE DESIGN

ADAPTIVE DESIGN AT NCES

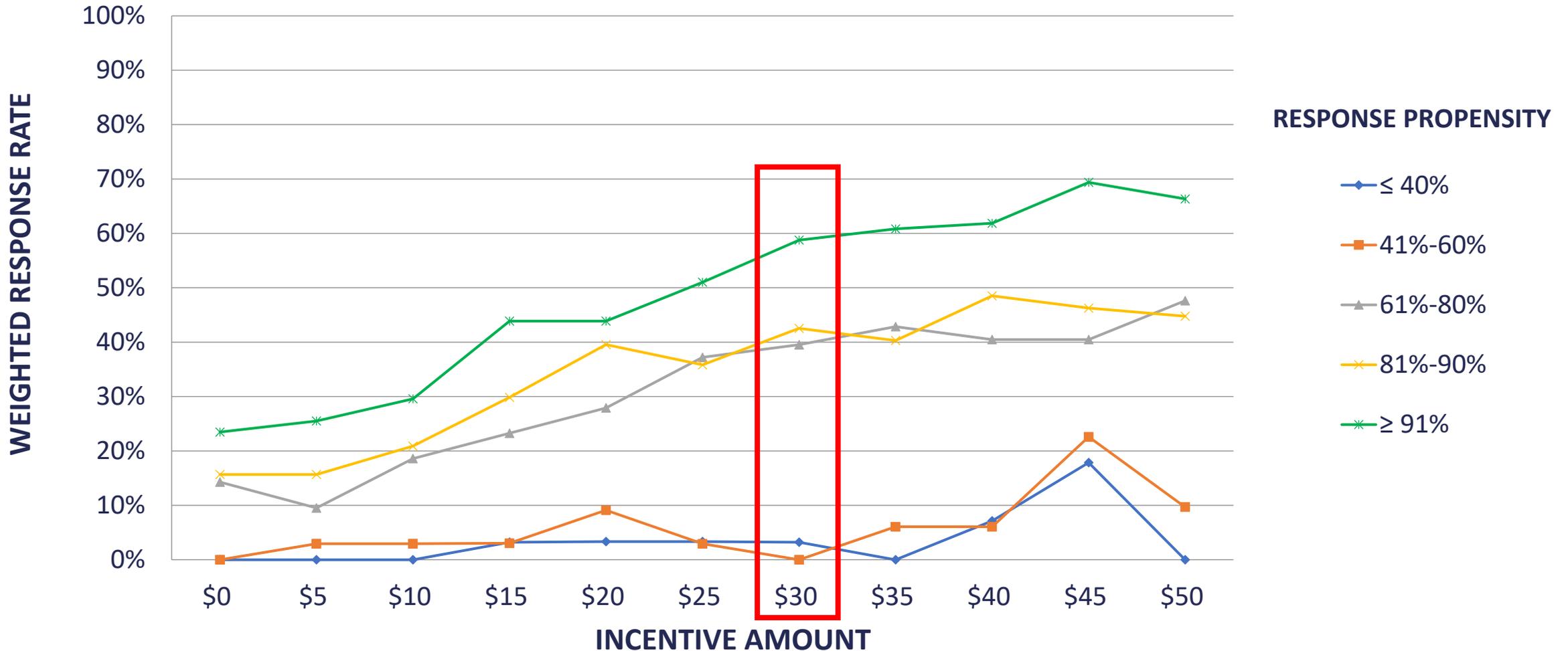
METHODOLOGY

- Alter sampling and data collection, in real time, to improve precision and reduce bias
- Use of monetary incentives, varied based on data derived from experimental models

BENEFITS

- Increases response rates while reducing bias
- Produces the most representative data given limited resources

ADAPTIVE DESIGN APPLIED TO BPS: RESPONSE RATES BY PROPENSITY GROUP, BY INCENTIVE, AFTER SIX WEEKS



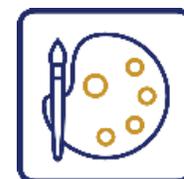
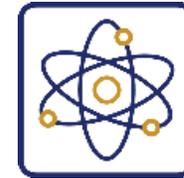
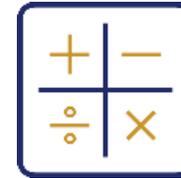
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study, Previously unpublished tabulation (July 2017).

DIGITALLY BASED ASSESSMENTS

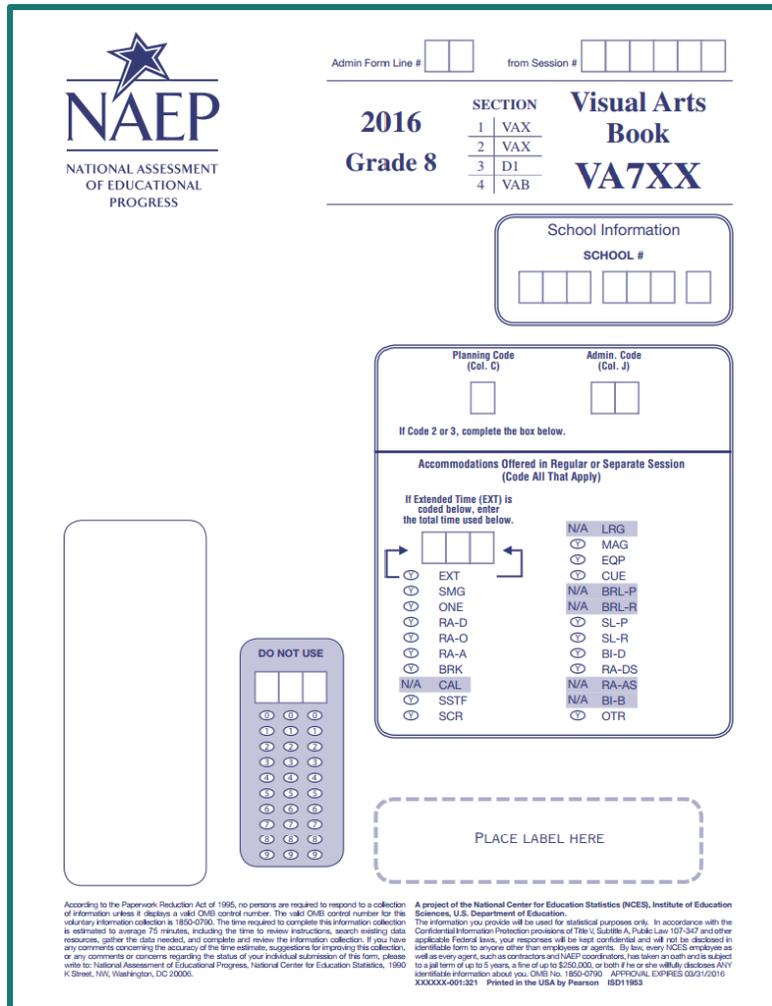


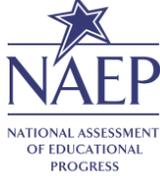
THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

- Congressionally mandated project administered by NCES
- Common measure of student achievement across the country in a variety of subject areas since 1969
- Gold standard of large-scale assessments



PAPER BASED TO DIGITALLY BASED ASSESSMENTS




 Admin Form Line # from Session #

2016 SECTION **Visual Arts**
Grade 8 1 VAX **Book**
 2 VAX **VA7XX**
 3 D1
 4 VAB

School Information
 SCHOOL #

Planning Code (Col. C) Admin. Code (Col. J)
 If Code 2 or 3, complete the box below.

Accommodations Offered in Regular or Separate Session (Code All That Apply)
 If Extended Time (EXT) is coded below, enter the total time used below.

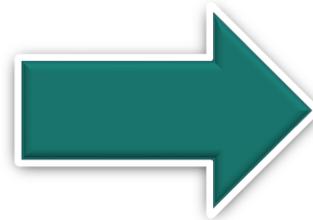
<input type="checkbox"/> EXT	<input type="checkbox"/> N/A LRG
<input type="checkbox"/> SMG	<input type="checkbox"/> MAG
<input type="checkbox"/> ONE	<input type="checkbox"/> EQP
<input type="checkbox"/> RA-D	<input type="checkbox"/> CUE
<input type="checkbox"/> RA-O	<input type="checkbox"/> N/A BRL-P
<input type="checkbox"/> RA-A	<input type="checkbox"/> N/A BRL-R
<input type="checkbox"/> BRK	<input type="checkbox"/> SL-P
<input type="checkbox"/> CAL	<input type="checkbox"/> SL-R
<input type="checkbox"/> SSTF	<input type="checkbox"/> BI-D
<input type="checkbox"/> SCR	<input type="checkbox"/> RA-DS
	<input type="checkbox"/> N/A RA-AS
	<input type="checkbox"/> N/A BI-B
	<input type="checkbox"/> OTR

DO NOT USE

PLACE LABEL HERE

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0706. The time required to complete this information collection is estimated to average 75 minutes, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or any comments or concerns regarding the status of your individual submission of this form, please write to: National Assessment of Educational Progress, National Center for Education Statistics, 1900 K Street, NW, Washington, DC 20006.

A project of the National Center for Education Statistics (NCES), Institute of Education Sciences, U.S. Department of Education. The information you provide will be used for statistical purposes only. In accordance with the Confidential Information Protection provisions of Title V, Subtitle A, Public Law 107-347 and other applicable Federal laws, your responses will be kept confidential and will not be disclosed in identifiable form to anyone other than employees or agents. By law, every NCES employee and vendor every year, such as contractors and NAEP coordinators, has been an oath and is subject to a jail term of up to 5 years, a fine of up to \$250,000, or both if he or she willfully discloses ANY identifiable information about you. OMB No. 1850-0706 APPROVAL EXPIRES 03/31/2016 XXXXXX-001-321 Printed in the USA by Pearson ISD11963



SCOPE OF NAEP 2017 DATA COLLECTION

1,000,000 students nationwide

19,000 public and private schools

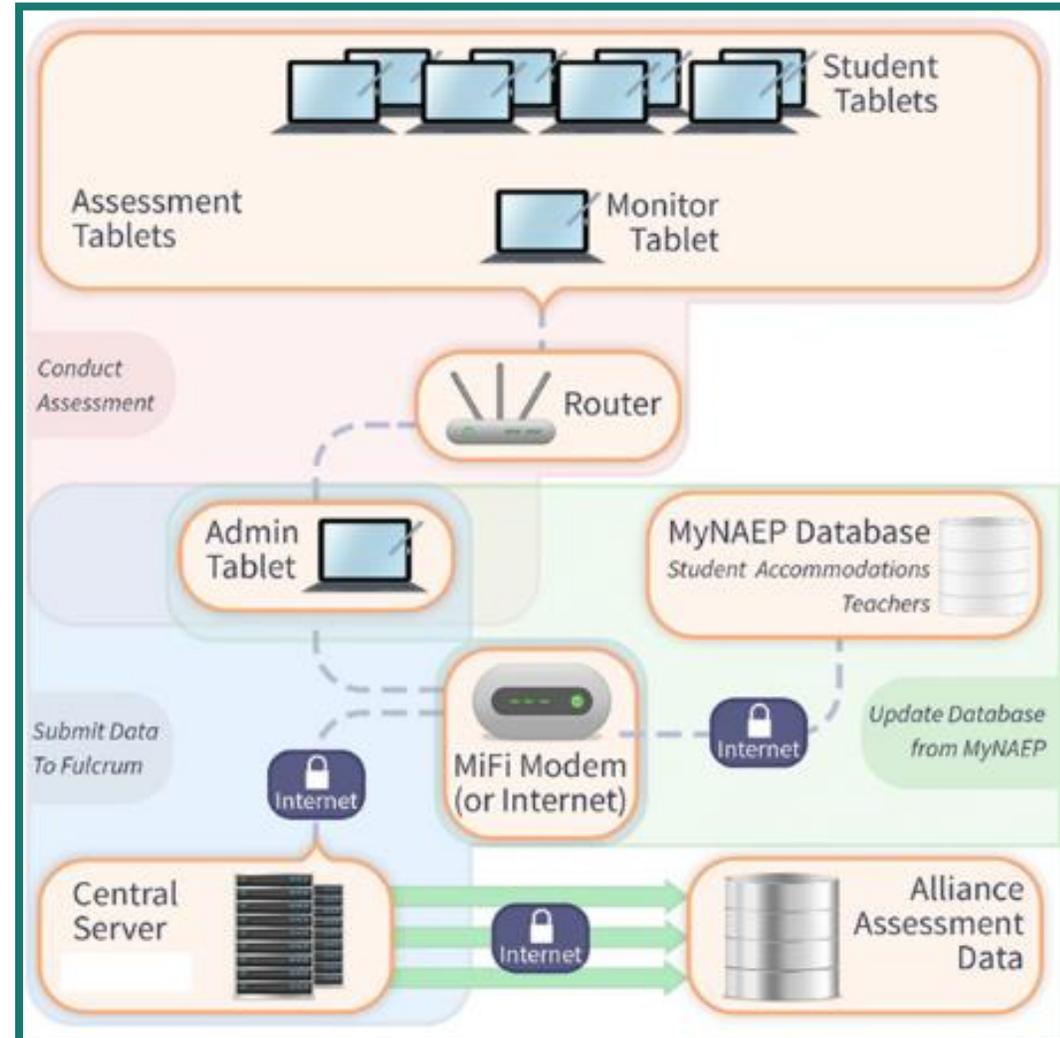
60,000 administration sessions

6,000 field staff

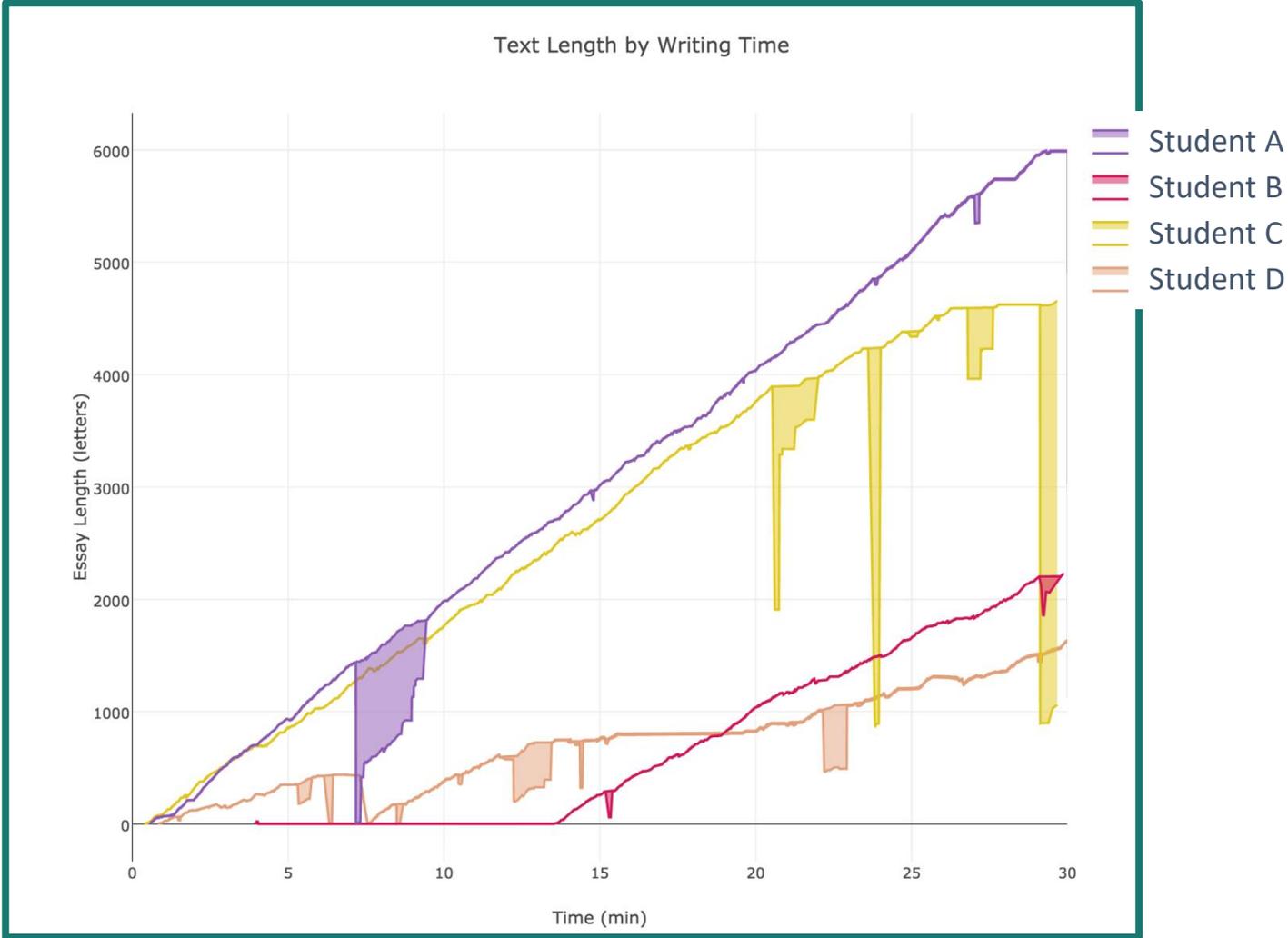


THE NAEP DBA DELIVERY SYSTEM

- Does not require use of school equipment
- NCES tablets and routers
- Real time transfer of data



PROCESS DATA: VISUALIZING THE WRITING PROCESS



LARGE SCALE ASSESSMENTS

ASSESSMENT	TRANSITION TO DBA
PIACC <i>Program for the International Assessment of Adult Competencies</i>	2011/2012
PISA <i>Program for International Student Assessment</i>	2015
ePIRLS <i>Progress in International Reading Literacy Study</i>	2016
NAEP <i>National Assessment of Educational Progress</i>	2017
TIMSS <i>Trends in International Mathematics and Science Study</i>	2019

NCES REPORTS

CONGRESSIONALLY MANDATED REPORTS

- *Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information—January, 2017*
- *Certification Status and Experience of U.S. Public School Teachers: Variations Across Student Subgroups—March, 2017*
- *Student Access to Digital Learning Resources—September, 2017*
- *Every Student Succeeds Act (ESSA) Study on the Title I, Part A Formula—November, 2017*

FORTHCOMING REPORTS

- *Mapping State Proficiency Standards onto NAEP Scales: 2015 Reading & Mathematics*
- *2015 Survey of School Crime and Safety*
- *2015-16 National Teacher and Principal Survey*
- *Program for International Student Assessment collaborative problem solving 2015*
- *Progress in International Reading Literacy Study (PIRLS) and ePIRLS 2016*

YOUR CONTRIBUTION

Forum Guide to Data Visualization: A Resource for Education Agencies





**Forum Guide to
Collecting and Using Disaggregated Data
on Racial/Ethnic Subgroups**



FORTHCOMING REPORTS

- *Forum Guide to Reporting Civil Rights Data*
- *Forum Guide to Collecting and Using Attendance Data*
- *Forum Guide to Facilities Information Management: A Resource for State and Local Education Agencies*
- *School Courses for the Exchange of Data (SCED) Version 5.0*

INSTITUTE OF EDUCATION SCIENCES

NATIONAL CENTER FOR
EDUCATION STATISTICS