

## DOCUMENT RESUME

ED 474 359

EC 309 459

AUTHOR Ysseldyke, James E.; Thurlow, Martha L.  
TITLE The Center to Support the Achievement of World Class Outcomes, October 1, 1995-September 20, 2000. Final Report.  
INSTITUTION National Center on Educational Outcomes, Minneapolis, MN.  
SPONS AGENCY Special Education Programs (ED/OSERS), Washington, DC.  
PUB DATE 2000-12-00  
NOTE 23p.; Cover title varies.  
CONTRACT H159C950004  
PUB TYPE Reports - Descriptive (141)  
EDRS PRICE EDRS Price MF01/PC01 Plus Postage.  
DESCRIPTORS Accessibility (for Disabled); Accountability; Data Analysis; Data Collection; \*Disabilities; Early Childhood Education; \*Educational Assessment; \*Educational Benefits; Elementary Secondary Education; Organizational Objectives; \*Outcomes of Education; Standards; Student Evaluation  
IDENTIFIERS \*National Center on Educational Outcomes

## ABSTRACT

The National Center on Educational Outcomes (NCEO) was funded in 1995 to carry out 3 major strands of activities (documentation and analysis, networking and dissemination, and technical assistance) to examine and promote the participation of students with disabilities in state and national educational reform efforts related to standards, assessments, and accountability systems. During its first months of funding, staff members engaged in strategic planning for NCEO's 5 years of funding (October 1995 through September 2000). As part of strategic planning, consideration was given to: (1) external issues that might have an impact on how future NCEO activities might be conducted; (2) potential strategies for addressing each of the identified issues; and (3) the need for measurable indices of achieving desired goals for NCEO. Staff then generated four broad goals that summarized the proposed focus of NCEO's activities for 1995-2000. These are as follows: (1) students with disabilities will be part of nationally initiated educational reforms; (2) students with disabilities will be part of each state's standards-based educational reform efforts; (3) students with disabilities will be included in national education data collection efforts; and (4) students with disabilities will be included in national and state level reporting of educational outcomes with results that can be disaggregated. This final report is a brief summary of NCEO's efforts during its funding from October 1, 1995 to September 30, 2000. Section I describes NCEO's four broad goals, along with specific objectives within each goal, and Section II summarizes NCEO's accomplishments according to major areas of focus. Lists of NCEO products by major areas of focus and NCEO presentations are also included. (SG)

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EC 309459

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## National Center on Educational Outcomes

# Final Report

(October 1, 1995 – September 30, 2000)

Cooperative Agreement Number H159C950004

James E. Ysseldyke, Director  
Martha L. Thurlow, Associate Director, Director

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The **National Center on Educational Outcomes (NCEO)** was funded in 1995 by the Office of Special Education Programs, U.S. Department of Education, to examine and promote the participation of students with disabilities in state and national educational reform efforts related to standards, assessments, and accountability systems.

### **Research and Management Team**

John S. Bielinski  
Robert H. Bruininks  
Judith L. Elliott  
Ronald N. Erickson  
Jane L. Krentz  
Camilla A. Lehr  
Kevin S. McGrew  
Jane E. Minnema  
Michael L. Moore  
Rachel F. Quenemoen  
Dorene L. Scott  
Patricia S. Seppanen  
Sandra J. Thompson  
Martha L. Thurlow  
James E. Ysseldyke

The development of this final report was supported by a cooperative agreement between the University of Minnesota and the U.S. Department of Education, Office of Special Education Programs. Points of view or opinions do not necessarily reflect the U.S. Department of Education or offices within it.

December, 2000

## Abstract

The National Center on Educational Outcomes (Cooperative Agreement H159C950004 between the U.S. Department of Education and the University of Minnesota) was funded in October 1995 to carry out three major strands of activities (Documentation and Analysis, Networking and Dissemination, Technical Assistance) to examine and promote the participation of students with disabilities in state and national educational reform efforts related to standards, assessments, and accountability systems.

During its first months of funding, staff members engaged in strategic planning for NCEO's five years of funding (October, 1995 through September, 2000). As part of strategic planning, consideration was given to (a) external issues that might have an impact on how future NCEO activities might be conducted, (b) potential strategies for addressing each of the identified issues, and (c) the need for measurable indices of achieving desired goals for NCEO. Staff then generated four broad goals that summarized the proposed focus of NCEO's activities for 1995-2000.

This Final Report is a brief summary of NCEO's efforts during its funding from October 1, 1995 to September 30, 2000. For further information on these efforts, the reader is referred to the numerous products that were developed by NCEO staff (see Appendix A).

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# Section I

## NCEO Goals and Objectives

The National Center on Educational Outcomes (Cooperative Agreement H159C50004 between the U. S. Department of Education and the University of Minnesota) was funded in October, 1995, to examine and promote the participation of students with disabilities in state and national educational reform efforts related to standards, assessments, and accountability systems. The four over-arching NCEO goals presented here, along with specific objectives within each goal. (The strands of activities outlined by NCEO in its proposal are provided in Appendix B.) NCEO's accomplishments growing out of the four goals are summarized in the second section of this final report.

### **Goal 1: Students with disabilities will be part of nationally-initiated educational reforms.**

- 1.1. Document and analyze the achievement of the National Education Goals by students with disabilities.
- 1.2. Gather information on standards-setting and related activities taking place at the national level.
- 1.3. Prepare and disseminate information that relates to national education reform activities.
- 1.4. Work with agencies to infuse a disability perspective into their processes and products.
- 1.5. Create links with other projects to coordinate efforts to increase participation of students with disabilities in nationally-initiated education reforms.
- 1.6. Create links with diverse professional and parent organizations to coordinate efforts to increase participation of students with disabilities in nationally-initiated education reforms.

### **Goal 2: Students with disabilities will be part of each state's standards-based educational reform efforts.**

- 2.1. Document and analyze what is occurring in the implementation of state assessment systems.
- 2.2. Document and analyze state standards and outcomes.

- 2.3. Document and analyze state *Goals 2000* plans.
- 2.4. Produce and disseminate materials with NCEO findings.
- 2.5. Facilitate information exchange among researchers and developers.
- 2.6. Work with state agencies to infuse a disability perspective into their processes and products.
- 2.7. Create links with diverse professional and parent organizations to coordinate efforts to increase participation of students with disabilities in state reforms.
- 2.8. Assist states to ensure that standards-setting, *Goals 2000* plans, and other educational reform efforts include students with disabilities.
- 2.9. Work with Regional Resource Centers and other providers of technical assistance to support states' educational reform efforts.

**Goal 3: Students with disabilities will be included in national education data collection efforts.**

- 3.1. Document and analyze national data collection activities.
- 3.2. Produce reports and disseminate information to national data collection programs and others.
- 3.3. Infuse disability perspective into a variety of national-level materials.

**Goal 4: Students with disabilities will be included in national and state level reporting of educational outcomes, with results that can be disaggregated.**

- 4.1. Compile information based on analyses of student outcome data.
- 4.2. Produce reports on findings from secondary data analysis.
- 4.3. Infuse disability perspective into reports on student outcome data.

## Section II

# NCEO Accomplishments

Accomplishments of the National Center on Educational Outcomes (NCEO) are summarized here according to major areas of focus. In each of these areas, NCEO engaged in documentation and analysis, networking and dissemination, and technical assistance. A summary of products in each of the focus areas provides the best general view of what NCEO accomplished during its five years of funding. The listing of products is extended here by additional details on groups with which NCEO worked during 1995-2000, external publications within which NCEO published, and professional presentations made by NCEO staff. (For details of accomplishments by goals and objectives, the reader is referred to NCEO's quarterly reports.)

### NCEO Products

**Participation in Assessments:** Participation in large-scale assessments is now recognized by many educators and parents as a critical element of equal opportunity and access to education. NCEO has worked to increase the participation of students with disabilities in assessments by exploring ways to maximize participation, documenting participation rates, and identifying the impact of related factors (e.g., accommodations) on participation rates.

State and district assessments are used to provide information on the educational progress of students. Today these assessments are a key part of standards-based reform, and are used to measure the extent to which students are meeting standards. Beginning in the early to mid 1990s, it became evident that not all students were being included in these assessments, resulting not only in an inaccurate picture of education but also in several unintended consequences (such as referrals to special education). Furthermore, data from the assessments were difficult to interpret

when different percentages of students participated (e.g., one place included 45% of its students and another included 60%).

From 1995 through 2000, NCEO continued to track participation rates and identify important elements of participation decision making. These activities are reflected in the following documents produced by NCEO:

- 1999 State Special Education Outcomes: A Report on State Activities at the End of the Century
- State Participation and Accommodations Policies for Students with Disabilities: 1999 Update (Synthesis Report 33)
- An Analysis of Perceived Desirability, Feasibility, and Actual Use of Specific Criteria for Large-Scale Assessment and Accountability Systems (Technical Report 21)
- An Analysis of Inclusion of Students with Disabilities in State Standards Documents (Technical Report 19)
- Accountability for the Results of Educating Students with Disabilities
- NCEO's Framework for Educational Accountability
- NCEO's Framework for Educational Accountability: Post-School Outcomes.
- Increasing the Participation of Students with Disabilities in State and District Assessments (Policy Directions 6)
- An Analysis of State Approaches to Including Students with Disabilities in Assessments Implemented During Educational Reform (Technical Report 18)
- Assessment Guidelines that Maximize the Participation of Students with Disabilities in Large-Scale Assessments: Characteristics and Considerations (Synthesis Report 25)
- Questions and Answers: Tough Questions about Accountability Systems and Students with Disabilities (Synthesis Report 24)
- Neglected Numerators, Drifting Denominators, and Fractured Fractions: Determining Participation Rates for Students with Disabilities in Statewide Assessment Programs (Synthesis Report 23)
- Self-Study Guide for the Development of Statewide Assessments that Include Students with Disabilities



- A Comparison of State Assessment Systems in Kentucky and Maryland, with a Focus on the Participation of Students with Disabilities (Maryland/Kentucky Report 1)
- Special Education Teacher Responses to the 1997 Basic Standards Testing (Minnesota Assessment Report 14)
- A Perspective on Education and Assessment in Other Nations: Where are Students with Disabilities? (Synthesis Report 19)

**Assessment Accommodations:** Accommodations are changes in testing materials or procedures that enable students to participate in assessments in a way that allows abilities to be assessed rather than disabilities. They are provided to "level the playing field." Without accommodations, the assessment may not accurately measure the student's knowledge and skills.

Assessment accommodations are now recognized to be a critical element in the participation of students with disabilities in assessments. In addition, there is heightened awareness of their importance during instruction. Despite their importance, however, they continue to be a major source of controversy that affects not only participation in assessments, but also how assessment results are used and reported.

Many states have grappled with their accommodations policies for students with disabilities. We know that all states have written guidelines to indicate which accommodations are "allowed." Accommodations are generally grouped into the following categories:

- Presentation (e.g., repeat directions, read aloud, use of larger bubbles, etc.)
- Response (e.g., mark answers in book, use reference aids, point, etc.)
- Setting (e.g., study carrel, special lighting, separate room, etc.)
- Timing/Scheduling (e.g., extended time, frequent breaks, etc.)

Although there is variability in the categories used across states, and often extreme variability in specific accommodations allowed, there now is common federal legislation. Several federal laws, including Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of

1990, Title I of the Elementary and Secondary Education Act, and the Individuals with Disabilities Education Act Amendments of 1997 call for accommodations to be provided as necessary to allow students with disabilities to participate in assessments.

From 1995 through 2000, NCEO devoted considerable energy to producing usable information on accommodations, the extent to which they are used, and the ways in which they are reported. In addition, NCEO supported the work of numerous federally funded projects devoted to the analysis of the effects of accommodations in assessments. These activities are reflected in the following documents produced by NCEO:

- Non-Approved Accommodations: Recommendations for Use and Reporting (Policy Directions 11)
- Gray Areas of Assessment Systems (Synthesis Report 32)
- Assessment Accommodations Research: Considerations for Design and Analysis (Technical Report 26)
- Out-of-Level Testing: Pros and Cons (Policy Directions 9)
- 1999 State Special Education Outcomes: A Report on State Activities at the End of the Century (includes a table showing the percentage of students using accommodations in 12 states)
- State Participation and Accommodations Policies for Students with Disabilities: 1999 Update (Synthesis Report 33)
- Instructional and Assessment Accommodations in Kentucky (Maryland/Kentucky Report 7)
- Instructional and Assessment Accommodations in Maryland (Maryland/Kentucky Report 6)
- Accommodations, Modifications, and Alternates for Instruction and Assessment (Maryland/Kentucky Report 5)
- Characteristics of Students Who Participate in Kentucky's Testing System Under Various Conditions (Maryland/Kentucky Report 4)
- Feasibility and Practicality of a Decision-Making Tool for Standards Testing of Students with Disabilities (Minnesota Assessment Project Report 21)

- Performance Trends and Use of Accommodations on a Statewide Assessment: Students with Disabilities in the KIRIS On-Demand Assessments from 1992-93 through 1995-96 (Maryland/Kentucky Report 3)
- Providing Assessment Accommodations for Students with Disabilities in State and District Assessments (Policy Directions 7)
- State Assessment Policies on Participation and Accommodations for Students with Disabilities: 1997 Update (Synthesis Report 29)
- Special Education Teacher Responses to the 1997 Basic Standards Testing (Minnesota Assessment Report 14)
- A Review of the Literature on Testing Accommodations for Students with Disabilities (Minnesota Assessment Report 9)
- Resources: Students with Disabilities in National and Statewide Assessments (Minnesota Assessment Report 7)
- Accommodations for Students with Disabilities: Guidelines from States with Graduation Exams (Minnesota Assessment Report 5)
- Questions and Answers: Tough Questions about Accountability Systems and Students with Disabilities (Synthesis Report 24) (includes a set of questions and answers on accommodations)

In addition to its own products, NCEO supported the development and wide-spread dissemination of products produced by Assessing Special Education Students (ASES) Work Group, Council of Chief State School Officers:

- Brief: Determining When Accommodated Test Administrations Are Comparable to Standard Test Administrations
- Executive Summary: Models for Understanding Task Comparability in Accommodated Testing
- Report: Models for Understanding Task Comparability in Accommodated Testing

**Alternate Assessments:** Alternate assessments are designed to measure the performance of students who are unable to participate in general large-scale assessments used by districts and states. The primary purpose for alternate assessments in state assessment systems is to increase the capacity of large-scale accountability systems to create information about how a school, district, or state is doing in terms of overall student performance.

Most states were in the process of developing their alternate assessments near the completion of NCEO's 1995-2000 funding period. Dramatic changes occurred from 1995 through 2000, in large part due to the enactment of IDEA 97, which required that alternate assessments be developed for those students with disabilities unable to participate in general assessments.

NCEO devoted considerable energy to gathering information that would inform the development of alternate assessments, as well as documenting the nature of existing alternate assessments. NCEO initiated the first forum on alternate assessment, and then co-sponsored additional forums after that. NCEO's activities are reflected in the following documents produced by NCEO:

- Alternate Assessment Forum 2000: Connecting Into a Whole
- State Alternate Assessments: Status as IDEA Alternate Assessment Requirements Take Effect (Synthesis Report 35)
- Gray Areas of Assessment Systems (Synthesis Report 32)
- Forum on Alternate Assessment and "Gray Area" Assessment
- 1999 State Special Education Outcomes: A Report on State Activities at the End of the Century
- Status of the States in the Development of Alternate Assessments (Synthesis Report 31)
- Accommodations, Modifications, and Alternates for Instruction and Assessment (Maryland/Kentucky Report 5)
- Putting Alternate Assessments into Practice: What to Measure and Possible Sources of Data (Synthesis Report 28)
- Issues and Considerations in Alternate Assessments (Synthesis Report 27)
- Reporting School Performance in the Maryland and Kentucky Accountability Systems: What Scores Mean and How They Are Used (Maryland/Kentucky Report 2)

- Alternate Assessments for Students with Disabilities (Policy Directions 5)
- A Comparison of State Assessment Systems in Kentucky and Maryland: With a Focus on the Participation of Students with Disabilities (Maryland/Kentucky Report 1)

**Reporting:** Public reporting of educational results is becoming an increasingly important tool for ensuring that public schools are accountable for helping students meet higher educational standards.

Most states publish reports on student performance. In the past, few states publicly reported the educational results of students with disabilities. In fact, most state agencies did not even keep track of the rate at which these students participated in testing. Failure to report scores of all students sends the message that some students are not important — that the students do not count. What is reported is what the public knows, and what the public reacts to. It is probably valid to say that what is reported is what we attend to in educational reform.

NCEO started to track the extent to which states were reporting on the participation and performance of students with disabilities in 1996. In addition, NCEO addressed critical issues related to reporting data for students with disabilities. These activities are reflected in the following documents produced by NCEO:

- Interpreting Trends in the Performance of Special Education Students (Technical Report 27)
- Where's Waldo? A Third Search for Students with Disabilities in State Accountability Reports (Technical Report 25)
- Educational Results for Students with Disabilities: What Do the Data Tell Us? (Technical Report 23)
- Desired Characteristics for State and School District Educational Accountability Reports (Technical Report 22)
- State Accountability Reports: What Do They Say About Students with Disabilities (Technical Report 20)

- Participation and Performance of Students Receiving Special Education Services on Minnesota's Basic Standards Tests: Reading and Math. 1996 through 1998 (Minnesota Assessment Report 18)
- Participation of Students with Disabilities: Minnesota's 1996 Basic Standards Tests in Reading and Math (Minnesota Assessment Report 16)
- Enhancing Communication: Desirable Characteristics for State and School District Educational Accountability Reports (Synthesis Report 30)
- Reporting Educational Results for Students with Disabilities (Policy Directions 8)
- Assessment Guidelines that Maximize the Participation of Students with Disabilities in Large-Scale Assessments: Characteristics and Considerations (Synthesis Report 25)
- Neglected Numerators, Drifting Denominators, and Fractured Fractions: Determining Participation Rates for Students with Disabilities in Statewide Assessment Programs (Synthesis Report 23)

**Accountability:** The term "accountability" is central to efforts in standards-based reform. Accountability has been defined in various ways, but typically refers to an individual or group of individuals taking responsibility for the performance of students on achievement measures or other types of educational outcomes (e.g., dropout rates).

States and districts have been working to develop reliable and valid indicators for accountability, including indicators of how schools are doing in helping all students achieve high standards. These indicators make up the state and district accountability system, and are generally used to report progress to the public and to build school improvement plans. The extent to which students with disabilities are included in these indicators is a topic requiring attention.

Within state or district systems, there may be two kinds of accountability. One kind assigns responsibility to the student (student accountability) and the other assigns responsibility to the educational system or individuals within that system (system accountability). All states have some type of system accountability, but not all states have student accountability. Today the consequences of accountability systems are becoming more significant, often referred to as

"high stakes." States are more often relying on evidence from state and district assessments to determine high stakes. The most common use of assessment evidence for student stakes is to determine whether a student receives a standard high school diploma, or some other type of document. Another type of student accountability, appearing with increasing frequency, determines whether a student will move from one grade to another. This latter type has emerged under the banner of "no social promotion."

NCEO has focused on both system accountability and students accountability, and the extent to which and ways in which students with disabilities are included. The work of NCEO on these topics is reflected in the following documents produced by NCEO:

- Diploma Options and Graduation Policies for Students with Disabilities (Policy Directions 10)
- The Appeals Process for Students Who Fail Graduation Exams: How Do They Apply to Students with Disabilities (Synthesis Report 36)
- Social Promotion and Students with Disabilities: Issues and Challenges in Developing State Policies (Synthesis Report 34)
- State Graduation Requirements for Students With and Without Disabilities (Technical Report 24)
- Accountability for the Results fo Educating Students with Disabilities: Assessment Conference Report on the New Assessment Provisions of the 1997 Amendments to the Individuals with Disabilities Education Act
- High Stakes Testing for Students: Unanswered Questions and Implications for Students with Disabilities (Synthesis Report 26)
- A Disability Perspective on Five Years of Education Reform (Synthesis Report 22)

**Graduation Requirements:** States and districts across the country have increased their graduation requirements to include more rigorous coursework and passing tests to demonstrate knowledge and skills needed after high school. These types of tests create many challenges for students with disabilities.

Many states and districts now set benchmarks to ensure that students are at appropriate points along the pathway to receiving a standard high school diploma. Several states and districts have either enacted, or are considering, policies that prohibit the promotion of students from one grade to the next unless they have demonstrated their knowledge and skills through adequate performance on an assessment. This increase in assessments that determine whether a student moves from one grade to the next or leaves high school with a standard diploma creates significant challenges for students with disabilities, their families, and the educators who work with them.

NCEO monitored the evolving situation surrounding high stakes assessments, both for systems and for students. Some of these efforts are reflected in the following documents produced by NCEO:

- Social Promotion and Students with Disabilities: Issues and Challenges in Developing State Policies (Synthesis Report 34)
- 1999 State Special Education Outcomes: A Report on State Activities at the End of the Century
- Diploma Options and Graduation Policies for Students with Disabilities (Policy Directions 10)
- Unintended Consequences of the Minnesota Basic Standards Tests: Do the Data Answer the Questions Yet? (Minnesota Assessment Report 23)
- State Graduation Requirements for Students With and Without Disabilities (Technical Report 24)
- An Analysis of Inclusion of Students with Disabilities in State Standards Documents (Technical Report 19)
- High Stakes Testing for Students: Unanswered Questions and Implications for Students with Disabilities (Synthesis Report 26)



**Out-of-Level Testing:** Out-of-level testing typically means that a student who is in one grade is assessed using a level of a test developed for students in another grade. Lower-level testing is almost universally what is meant when the terms "out-of-level," "off-grade-level," "instructional-level," or "functional-level" are used.

The practice of assessing students using a lower-version of a test is controversial.

Individuals who support the use of out-of-level testing cite the following benefits: (1) better matching the student's current educational goals and instructional level, (2) improving the accuracy of measurement, and (3) avoiding undue frustration for the students. Those who argue against the use of out-of-level testing cite the following concerns: (1) out-of-level testing is inappropriate for accountability assessments, (2) low expectations for students are created while their standards-based instruction is negatively affected, and (3) a test that does not address grade-level materials may not be more accurate than the chance scores thought to result from in-level testing.

NCEO has maintained an interest in examining strategies, such as out-of-level testing, that attempt to address students who are perceived to not fit into the existing assessment system. NCEO's interest pushed one of its investigators to other funding to conduct an intensive investigation of out-of-level testing. The initial efforts of NCEO, and some of the extended efforts pursued through other funding, are reflected in the following NCEO products:

- Test Publishers' Views on Out-of-Level Testing (Out-of-Level Testing Report 3)
- How Out-of-Level Testing Affects the Psychometric Quality of Test Scores (Out-of-Level Testing Report 2)
- Past and Present Understandings of Out-of-Level Testing: A Research Synthesis (Out-of-Level Testing Report 1)
- Out-of-Level Testing: Pros and Cons (Policy Directions 9)

## NCEO Contributions to Other Publications and Reports

The work of NCEO was highlighted in articles in other publications whenever possible. From 1995 to 2000, NCEO was mentioned in the following different newsletters and publications:

Adapted Physical Activity Quarterly

All Kids Count

Alliance

Annual Report to Congress, 19<sup>th</sup>

Annual Report to Congress, 20<sup>th</sup>

Annual Report to Congress, 21<sup>st</sup>

Annual Report to Congress, 22<sup>nd</sup>

Annual Survey of State Student Assessment Programs

ASCD Curriculum Update

Assessment Focus

Beyond High School: Transition From School to Work

CC-VI Forum

CEC Today

CEN Newslines

Communique

Connections

Education Daily

Education Digest

Education Week

Evaluation Comment

The Exchange

FAIRTEST: Implementing Performance Assessments

Focus on Exceptional Children

The Full Measure: NASBE Study Group on Statewide Assessment Systems

George Lucas Educational Foundation Learn & Live Book Resources and Electronic Resources

[GLARRC Connections](#)

[Improving Performance Assessment](#)

[Increasing Participation of Special Needs Students in NAEP](#)

[International Special Education Conference Papers Online](#)

[Liaison Bulletin \(produced by NASDSE\)](#)

[Link](#)

[Mid-continent Research for Education and Learning \(McREL\), Including Special Needs](#)

[Students in Standards-Based Reform: A Report on McREL's Diversity Roundtable III](#)

[Minneapolis Star Tribune](#)

[Minnesota 98](#)

[National Education Summit, 1996](#)

[NGA Brief of Task Force on Accountability](#)

[Newsweek](#)

[Newsweek/Channel 5](#)

[OECD Proceedings: Implementing Inclusive Education](#)

[Office.Com \(Education\)](#)

[Quality Counts](#)

[Reading Today](#)

[Restructuring for Caring and Effective Education](#)

[RRFC Links](#)

[Sample Exclusion in NELS: 88](#)

[The School Administrator](#)

[School-to-Work Perspectives](#)

[Special Education and School Reform in the United States and Britain](#)

[Special Education in an Era of School Reform](#)

[The Special Educator](#)

[SpedTalk Digest](#)

[Standards for Educational and Psychological Testing](#)

[Standards for the English Language Arts](#)

[USA Today](#)

[Use of Tests When Making High-Stakes Decisions for Students](#)

[Vanderbilt Register](#)

Although we attempted to note all places where NCEO's work was cited, it is quite likely that there are many more places than noted above. The work of NCEO also was represented in the following professional journals:

American School Board Journal

The Bar Examiner

B.C. Journal of Special Education

CASE in Point

Diagnostique

Exceptional Children

Journal of Adolescent and Adult Literacy

Journal of the Association for Persons with Severe Handicaps

Journal of Special Education

Journal of Special Education Leadership

Journal of Teacher Education

The School Administrator

School Psychology Review

Teaching Exceptional Children

NCEO also has contributed to other documents. For example, the annual CCSSO report on the survey of state assessment personnel contains questions developed by NCEO (see State Student Assessment Programs Database, 1995-1996, 1996-1997, 1997-1998). NCEO's work is also evident in several documents produced by the National Research Council (e.g., *Educating One & All: Students with Disabilities and Standards-Based Reform*; *High Stakes: Testing for Tracking, Promotion, and Graduation*; *Testing, Teaching and Learning: A Guide for States and School Districts*). NCEO contributed significantly to the *Accommodations Toolkit* prepared by the ILIAD and ASPIRE partnerships. NCEO also collaborated with the National Governors' Association on its publication, *Including Students with Disabilities in Statewide Assessments and Accountability Systems*.

## NCEO Presentations

NCEO's technical assistance activities often occurred within the context of national, state, or local level meetings. Frequently, these involved presentations by NCEO staff. NCEO provided technical assistance to every state, as well as to several organizations, associations, and conferences. The following list indicates a sampling of the conferences and other meetings at which NCEO presented from 1995 through 2000.

Alternate and Gray Area Forum  
American Educational Research Association (AERA)  
American Institutes for Research  
Annual Urban School Improvement Symposium  
Association for Learning Disabilities (ALD)  
Association of State Assessment Personnel (ASAP)  
Association for Supervision and Curriculum Development  
Bureau of Indian Affairs  
Commission on Student Learning, University of Washington  
Comprehensive Regional Assistance Center, Region VI  
Council of Chief State School Officers  
Council of Chief State School Officers Large Scale Assessment Conference  
Council for Exceptional Children (CEC)  
Council for Exceptional Children International Conference  
Council for Learning Disabilities  
Council for Learning Disabilities International Conference  
CRESST Annual Conference  
CTB/McGraw-Hill National Sales Meeting on Testing Accommodations  
Developing Alternate Assessments within General Accountability Systems  
Development Associates  
EIAC  
Education Commission of the States  
Education Statistics Services Institute (ESSI)

Educational Testing Services  
Federal Resource Center  
Federal Technical Assistance Providers Summit Meeting  
Florida Comprehensive System of Personnel Development Conference  
Great Lakes Area Regional Resource Center  
Hechinger Institute on Education and the Media  
Improving America's Schools Regional Conferences  
International Special Education Congress 2000  
Inter-state Partnership on Performance Indicators  
LD Online, Ask the Expert  
LRP  
Mid-Continent Research for Education and Learning (McREL)  
Mid-South Regional Resource Center  
Minnesota Council for Exceptional Children  
Minnesota School Psychology Association  
Mountain Plains Regional Resource Center  
NASDSE Annual Meetings  
National Academy of Sciences Goals 2000 Panel  
National Advisory Committee, Early Childhood Longitudinal Study  
National Assessment Governing Board  
National Association of Bilingual Education  
National Association of School Psychologists (NASP)  
National Association of State Boards of Education  
National Center for Education Statistics  
National Center for Improved Practice (NCIP)  
National Conference on Improving America's Schools  
National Conference of State Legislators  
National Information Center for Children and Youth with Disabilities  
National Opinion Research Center  
National Transition Alliance for Youth with Disabilities  
National Transition Network  
National Working Conference on Assessment

New York CASE  
New York Council for Exceptional Children  
Northeast Regional Resource Center  
Office of Bilingual Education and Minority Languages Affairs  
Office of Educational Research and Improvement  
Organization for Economic Cooperative Development (OECD)  
OSEP Assessment Institute  
OSEP IEP Institute  
OSEP Institute on IDEA 1997  
OSEP Leadership Conference  
OSEP Transition Project Director's Conference  
PACER  
Phi Delta Kappa  
Presidential Task Force on Transition  
Quality 2000 Project, Carnegie Foundation  
Sopris Summer Institute, 1998  
State Collaborative on Assessment and Student Standards (SCASS)  
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