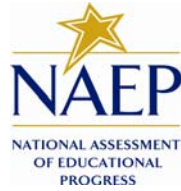


NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS



Volume 1 SUPPORTING STATEMENT FOR WAVE 3 OF 2009 SUBMITTAL

***(PART OF 2008–2010 SYSTEM CLEARANCE PROPOSAL
OMB# 1850-0790)***

Student Grade 4 NIES (National Indian Education Study) Questions
Student Grade 4 ESBQ (Extended Student Background Questions)
Teacher Grade 4 Operational Questions (Reading, Mathematics, Science)
Teacher Grade 4 Pilot Questions (Reading, Mathematics, Social Studies)
Teacher Grade 4 NIES (National Indian Education Study) Questions
School Grade 4 Operational Questions
School Grade 4 Pilot Questions
School Grade 4 NIES (National Indian Education Study) Questions
SD (Student with Disabilities) Questions (Grade 4)
ELL (English Language Learner) Questions (Grade 4)

Student Grade 8 NIES (National Indian Education Study) Questions
Student Grade 8 ESBQ (Extended Student Background Questions)
Teacher Grade 8 Operational Reading/Language Arts Questions
Teacher Grade 8 Operational Mathematics Questions
Teacher Grade 8 Operational Science Questions
Teacher Grade 8 Pilot Reading/Language Arts Questions
Teacher Grade 8 Pilot Mathematics Questions
Teacher Grade 8 Pilot Social Studies Questions
Teacher Grade 8 NIES (National Indian Education Study) Questions
School Grade 8 Operational Questions
School Grade 8 Pilot Questions
School Grade 8 NIES (National Indian Education Study) Questions
SD (Student with Disabilities) Questions (Grade 8)
ELL (English Language Learner) Questions (Grade 8)

Student Grade 12 ESBQ (Extended Student Background Questions)
School Grade 12 Operational Questions
School Grade 12 Pilot Questions
Grade 12 HSTS (High School Transcript Study) Questions
SD (Student with Disabilities) Questions (Grade 12)
ELL (English Language Learner) Questions (Grade 12)

Explanation and Burden Information for This Submittal

This document contains supplemental information pertaining to the 2008–2010 National Assessment of Educational Progress (NAEP) System Clearance proposal. The System Clearance package was submitted in January 2007 and approved in May 2007 with OMB #1850-0790. The terms of clearance for OMB approvals state that each subsequent submittal activity under the System Clearance is to be submitted to OMB.

This submittal contains burden information and the actual background questionnaires for the following components of the 2009 assessments:

Grade 4

- Student Grade 4 NIES (National Indian Education Study) Questions
- Student Grade 4 ESBQ (Extended Student Background Questions)
- Teacher Grade 4 Operational Questions (Reading, Mathematics, Science)
- Teacher Grade 4 Pilot Questions (Reading, Mathematics, Social Studies)
- Teacher Grade 4 NIES (National Indian Education Study) Questions
- School Grade 4 Operational Questions
- School Grade 4 Pilot Questions
- School Grade 4 NIES (National Indian Education Study) Questions
- SD (Student with Disabilities) Questions
- ELL (English Language Learner) Questions

Grade 8

- Student Grade 8 NIES (National Indian Education Study) Questions
- Student Grade 8 ESBQ (Extended Student Background Questions)
- Teacher Grade 8 Operational Reading/Language Arts Questions
- Teacher Grade 8 Operational Mathematics Questions
- Teacher Grade 8 Operational Science Questions
- Teacher Grade 8 Pilot Reading/Language Arts Questions
- Teacher Grade 8 Pilot Mathematics Questions
- Teacher Grade 8 Pilot Social Studies Questions
- Teacher Grade 8 NIES (National Indian Education Study) Questions
- School Grade 8 Operational Questions
- School Grade 8 Pilot Questions
- School Grade 8 NIES (National Indian Education Study) Questions
- SD (Student with Disabilities) Questions
- ELL (English Language Learner) Questions

Grade 12

- Student Grade 12 ESBQ (Extended Student Background Questions)
- School Grade 12 Operational Questions
- School Grade 12 Pilot Questions
- Grade 12 HSTS (High School Transcript Study) Questions
- SD (Student with Disabilities) Questions
- ELL (English Language Learner) Questions

These specific questionnaires are the third group (Wave 3) of questionnaires submitted for approval for usage in 2009.

The Wave 1 submittal included the core (demographic) and subject-specific student background questions for the grades 4 and 8 operational reading and mathematics assessments.

The Wave 2 submittal contained the subject-specific student background questions for the operational science assessments at grades 4, 8, and 12; the operational English/Language Arts and mathematics assessments at grade 12; the pilot reading and mathematics assessments at grades 4 and 8; the pilot civics, U.S. history, and geography assessments at grades 4, 8, and 12; and the grade 12 core (demographic) background questions.

2009 Wave 3 Burden Information

The Wave 3 submittal contains student questionnaires (National Indian Education Study [NIES]) at grades 4 and 8 and Extended Student Background Questionnaire [ESBQ] at grades 4, 8, and 12) as well as all the operational (Reading, Mathematics, Science) and pilot (Reading, Mathematics, Social Sciences) teacher and school questionnaires for 2009. Also included are the Student with Disabilities (SD) and English Language Learner (ELL) questionnaires and the information collection questions for the High School Transcript Study (HSTS) for grade 12.

The Wave 3 burden information (see chart on page 7) is listed by grade and is comprised of the following:

Grade 4

- Student NIES questionnaires (15 minutes) --the estimated total number of NIES students at grade 4 is 3,800 resulting in 950 burden hours.
- Student ESBQ questionnaires (5 minutes) --the estimated number of ESBQ students at grade 4 is 7,500 resulting in a burden of 625 hours.
- Teacher response burden for the teacher questionnaire is .33 hours (20 minutes). (Only teachers at grades 4 and 8 complete surveys). The estimated number of teachers completing questionnaires at grade 4 (including the NIES surveys) is 27,351 for a response burden of 9,026 hours.
- The response burden for personnel completing the school questionnaires is .5 hours (30 minutes). The estimated number of school personnel completing questionnaires at grade 4 is 9,117 for a response burden of 4,559 hours.
- SD and ELL questionnaires are completed by school personnel who are most knowledgeable about students identified as SD or ELL. SD and ELL response burden for these

questionnaires is .33 hours (20 minutes). At grade 4, the estimated number of SD and ELL questionnaires to be completed is 18,189 resulting in a burden of 6,002 hours.

- The total burden for questionnaires at grade 4 is 21,162 hours.

Grade 8

- Student NIES questionnaires (15 minutes) --the estimated total number of NIES students at grade 8 is 3,500 resulting in 875 burden hours.
- Student ESBQ questionnaires (5 minutes) --the estimated number of ESBQ students at grade 8 is 7,500 resulting in a burden of 625 hours.
- Teacher response burden for the teacher questionnaire is .33 hours (20 minutes). (Only teachers at grades 4 and 8 complete surveys). The estimated number of teachers completing questionnaires at grade 8 (including the NIES surveys) is 27,388 for a response burden of 9,038 hours.
- The response burden for personnel completing the school questionnaires is .5 hours (30 minutes). The estimated number of school personnel completing questionnaires at grade 8 is 9,129 for a response burden of 4,565 hours.
- SD and ELL response burden for these questionnaires is .33 hours (20 minutes). At grade 8, the estimated number of SD and ELL questionnaires to be completed is 18,213 resulting in a burden of 6,010 hours.
- The total burden for questionnaires at grade 8 is 21,113 hours.

Grade 12

- Student ESBQ questionnaires (5 minutes) --the estimated number of ESBQ students at grade 12 is 7,500 resulting in a burden of 625 hours.
- No teacher questionnaires are completed at grade 12.
- The response burden for personnel completing the school questionnaires is .5 hours (30 minutes). The school burden at grade 12 is comprised of two components. One is the regular school questionnaire (1808 schools for 904 burden hours), and the second component is for HSTS (High School Transcript Study). The HSTS requires school personnel to complete forms that relate to information contained in 12th-grade student transcripts. The HSTS burden is 3 hours per school (the schools are a subset of schools already included in the sample and therefore are not counted as separate schools), thus the burden is 750 schools times 3 hours =

2,250 total burden hours for that component. The resulting total school burden for grade 12 is therefore 3,154 hours (904 + 2,250).

- SD and ELL response burden for these questionnaires is .33 hours (20 minutes). At grade 12, the estimated number of SD and ELL questionnaires to be completed is 4,346 resulting in a burden of 1,434 hours.
- The total burden for questionnaires at grade 12 is 5,213 hours.

See the following tables for a summary of Wave 3 burden estimates.

Wave 3 Questionnaires - Single Survey Burden Times

Grade 4	
Student Grade 4 NIES (National Indian Education Study) Questions	15 minutes
Student Grade 4 ESBQ (Extended Student Background Questions)	5 minutes
Teacher Grade 4 Operational Questions (Reading, Mathematics, Science)	20 minutes
Teacher Grade 4 Pilot Questions (Reading, Mathematics, Social Studies)	20 minutes
Teacher Grade 4 NIES (National Indian Education Study) Questions	20 minutes
School Grade 4 Operational Questions	30 minutes
School Grade 4 Pilot Questions	30 minutes
School Grade 4 NIES (National Indian Education Study) Questions	30 minutes
SD (Student with Disabilities) Questions	20 minutes
ELL (English Language Learner) Questions	20 minutes
Grade 8	
Student Grade 8 NIES (National Indian Education Study) Questions	15 minutes
Student Grade 8 ESBQ (Extended Student Background Questions)	5 minutes
Teacher Grade 8 Operational Reading/Language Arts Questions	20 minutes
Teacher Grade 8 Operational Mathematics Questions	20 minutes
Teacher Grade 8 Operational Science Questions	20 minutes
Teacher Grade 8 Pilot Reading/Language Arts Questions	20 minutes
Teacher Grade 8 Pilot Mathematics Questions	20 minutes
Teacher Grade 8 Pilot Social Studies Questions	20 minutes
Teacher Grade 8 NIES (National Indian Education Study) Questions	20 minutes
School Grade 8 Operational Questions	30 minutes
School Grade 8 Pilot Questions	30 minutes
School Grade 8 NIES (National Indian Education Study) Questions	30 minutes
SD (Student with Disabilities) Questions	20 minutes
ELL (English Language Learner) Questions	20 minutes
Grade 12	
Student Grade 12 ESBQ (Extended Student Background Questions)	5 minutes
School Grade 12 Operational Questions	30 minutes
School Grade 12 Pilot Questions	30 minutes
Grade 12 HSTS (High School Transcript Study) Questions	3 hours
SD (Student with Disabilities) Questions	20 minutes
ELL (English Language Learner) Questions	20 minutes

Wave 3

Estimated Burden for NAEP 2009 Assessments Contained in This Submittal—By Grade Level

Components	# of Students	Student Burden (in hours)	# of Teachers /	Teacher Burden	# of Schools	School Burden	SD/ELL (# of school personnel)	SD/ELL Burden	Total Burden
				(in hours)		(in hours)		(in hours)	
Grade 4									
NIES Student	3,800	950							950
ESBQ Student	7,500	625							625
Teacher Personnel (Operational, Pilot, and NIES)			27,351	9,026					9,026
School Personnel (Operational, Pilot, and NIES)					9,117	4,559	18,189	6,002	10,561
Grade 4 Totals	11,300	1,575	27,351	9,026	9,117	4,559	18,189	6,002	21,162
Grade 8									
NIES Student	3,500	875							875
ESBQ Student	7,500	625							625
Teacher Personnel (Operational, Pilot, and NIES)			27,388	9,038					9,038
School Personnel (Operational, Pilot, and NIES)					9,129	4,565	18,213	6,010	10,575
Grade 8 Totals	11,000	1,500	27,388	9,038	9,129	4,565	18,213	6,010	21,113
Grade 12									
NIES Student	N/A								
ESBQ Student	7,500	625							625
School Personnel (Operational, Pilot, and NIES)					1,808	904	4,346	1,434	2,338
School Personnel (HSTS ¹)						2,250			2,250
Grade 12 Totals	7,500	625	0	0	1,808	3,154	4,346	1,434	5,213
Overall Totals	29,800	3,700	54,739	18,064	20,054	12,278	40,748	13,446	47,488

* Note: The burden estimates for students in Wave 3 are comprised of 15 minutes for NIES questions and 5 minutes for ESBQ questions.

¹ HSTS—A subset (750 schools) of the sample of all grade 12 schools will also be sampled to participate in the HSTS.

Overview of NAEP 2008–2010 Assessments

The following broad overview of the 2008–2010 NAEP assessments was included as part of the initial System Clearance submittal. The National Assessment Governing Board (the Governing Board) determines NAEP policy and assessment schedule, and future Board decisions may result in changes to some aspects of an assessment (e.g., which subjects are assessed in which years). However, overall methodology and assessment process will remain constant. In the 2009 assessment year, questionnaires will be administered to students at grades 4, 8, and 12; to teachers at grades 4 and 8; and to school administrators at grades 4, 8, and 12.

The 2009 assessments consist of the following:

- Operational assessments in reading, mathematics, and science in grades 4, 8, and 12;
- Pilot assessments for civics, U.S. history, and geography at grades 4, 8, and 12; pilot assessments in reading and mathematics at grades 4 and 8; and
- Special studies, including (1) American Indian/Alaska Native (AI/AN) students at grades 4 and 8 as part of the National Indian Education Study (NIES); and (2) a pilot of extended background questions as part of the development of a new socioeconomic status variable at grades 4, 8, and 12.

Qualitative Testing of New Questions

Prior to pilot testing new types of background variable questions, ETS employs several different methods of qualitative testing to ensure that these questions are consistent with the framework and directions provided by NCES and are age-appropriate for the target population. One such method, formal cognitive laboratory procedures, involves interviewing students, teachers, or administrators to determine whether newly developed questions are functioning as intended. Specifically, these procedures are used to increase the comprehensibility of the questions, clarify wording, enhance construct validity, and identify and reduce sensitive or intrusive wording.

For most of the new questions included in this package, cognitive laboratory procedures were conducted by the previous contractor. In addition, these new questions were presented for review to the Background Variable Standing Committee, which has met twice in 2008. Subject-specific questions were also presented for review by the Content Area Standing Committees, including the Reading, Mathematics, U.S. History, Civics, and Geography committees. Additionally, ETS

consulted with staff members who were former teachers and researchers whose specialties are in classroom activities for the relevant grades and subjects.

Included in this review package are background questions that have been developed specifically for the American Indian/Alaska Native student population at grades 4 and 8 as part of the National Indian Education Study (NIES). Due to the special nature of this study and the unique characteristics of this population, NAEP contractors conducted extensive cognitive laboratories with 4th- and 8th-grade students, teachers, and school administrators at 26 schools in 5 regions across the U.S. The data collected through these interviews were used to further refine the questions for this study. The cognitive laboratory activities were cleared on April 18, 2008 under #1850-0803, the NIES cognitive study.

How, By Whom, and for What Purpose the Data Will Be Used

In the original request for system clearance, the National Center for Education Statistics (NCES) asked for approval of the instruments to be used to gather data from the 2008–2010 national and state assessments. This submittal applies to the third set of questionnaires that will be submitted for the 2009 assessments. This set of questionnaires contains (1) operational and pilot teacher and school questions, (2) student questions for the NIES and the ESBQ (extended student background questions for socioeconomic status) studies, (3) SD and ELL questionnaires, and (4) forms for collecting the HSTS data.

Given that the purpose of NAEP is to gather data on the achievement of students in the subject areas assessed for use in monitoring education progress, and because of the program's increasing visibility, it is incumbent on the program to develop the most reliable and valid instruments possible. To do so, NAEP has employed four strategies in recent assessment cycles:

- A. Small-scale pilot testing of new materials and test administration techniques;
- B. Pilot testing items to determine which items best measure the constructs under consideration;
- C. Field testing* of operational assessments to accommodate the mandated six-month reporting; and
- D. Full-scale operations.

Background questionnaire development follows the same pattern as that of cognitive item development, although we tend to pilot fewer items with less duplication and use the resulting data to refine the questions. Guidance for what is asked is provided by the Governing Board. NCES develops the questionnaires and asks for input from the Governing Board prior to submission to OMB in a two-stage process: (1) prior to pilot testing and (2) again after NCES and its contractors make selections for the operational assessment based on pilot data. The questions are designed to provide

- the information for disaggregating data according to categories specified in the legislation,
- contextual information that is subject specific (e.g., reading, mathematics) and has an impact and known relationship to achievement, and
- policy relevant information specified by NCES and the Governing Board.

In all assessment years, questionnaires are generally administered to students at grades 4, 8, and 12; teachers at grades 4 and 8; and school administrators at grades 4, 8, and 12. SD and ELL questionnaires are completed by teachers or administrators of students identified as learning disabled or as English Language Learners.

* Based on the results of recent assessment cycles, field testing to accommodate six-month reporting may no longer be needed.

Estimates of cost to the federal government

The current Wave 3 submission includes only a portion of the background variable components of the 2009 NAEP assessment. The components included in Wave 3 are:

- Grades 4 and 8 teacher questionnaires;
- Grades 4, 8 and 12 school questionnaires;
- Grades 4 and 8 National Indian Education Study (NIES) questionnaires (for students, teachers and schools);
- Grades 4, 8 and 12 Extended Student Background Questionnaires (ESBQ);
- High School Transcript Study (HSTS) at grade 12; and
- Students with Disabilities (SD) and English Language Learners (ELL) questionnaires (for use across grades and subjects).

Based on the current contracts for the 2009-2011 assessments, the total cost to the federal government for the development, printing, distribution, scoring, analysis, and reporting for the 2009 NAEP assessment is approximately \$114.5 million. Given the highly integrated nature of the data collection and subsequent processing, analysis and reporting activities, of which the Wave 3 components are only part, estimated costs for the overall 2009 NAEP assessment are provided and broken down as follows:

Development Costs –\$5.4 million (includes question research, development, cognitive lab tryout of questions)

Design, Analyses, and Reporting – \$14.1 million (includes creation and analysis of design plans, item analysis, DIF analysis, scaling, summarization of data, reporting assessment results, assembling Technical Reports, producing public use data file).

Alliance Coordination and Research -- \$1.3 million (includes management of all contractor coordination efforts, Quality Assurance and QC Plans, Develop & Maintain a Public Communications Receipt & Tracking System).

Sampling and Data Collection -- \$65.0 million (includes site visits for data collection and assessment administrations, development of sampling design and specifications).

Materials Preparation, Printing & Distribution, Scoring –\$24.6 million (includes all test booklet preparation and printing, hiring and conducting of all training personnel for scoring).

Web Operations and Maintenance -- \$4.1 million (includes development and support of a NAEP information management system).

Administration Cost Estimates

The following estimates apply to the 2009 administration costs:

- \$1.04 million for the printing, packaging, distribution out/in, processing, and data delivery (Wave 3 materials only)
- The cost of administering the assessment is \$19.7 million. This is not broken down by waves here because materials for the three waves of OMB submission are used concurrently during field administration.
- Given that Waves 1 and 2 are in the field at the same time, the marginal cost for administering Wave 3 is estimated to be about 15-20 percent of the total cost of administering the assessment (or about \$4 million).

Information for the 2009 Components Contained in Wave 3 Submittal Teacher and School Questionnaires

Teacher Background Questionnaires

At grades 4 and 8, teachers of students participating in the main NAEP assessments are administered a questionnaire. No teacher questionnaire will be administered at grade 12. At grade 4, a single teacher questionnaire will be administered across all subjects assessed based on the structure of the schools. At grade 8, teacher questionnaires are administered for subject-specific areas.

Both operational and pilot mathematics- and reading-specific sections of the grades 4 and 8 teacher questionnaires will be administered in 2009. The science-specific sections of the teacher questionnaires will be operational, and the subject-specific sections for U.S. history, civics, and geography will be piloted.

The NAEP 2009 Teacher Questionnaires are composed of multiple parts: Background, Education, and Training (Part I) and one or more Classroom Organization and Instruction components that are subject-specific. Given the structure of elementary school, the grade 4 teacher questionnaire contains multiple subjects in the subject specific sections of a single questionnaire. The grade 8 teacher questionnaires focus on a single subject (or, as is the case in the 2009 pilot, on multiple-related subjects such as U.S. history, civics, and geography), utilizing multiple forms of questionnaires.

The following table depicts the layout for the 2009 teacher questionnaires.

Teacher Background Questionnaires for the NAEP 2009 Assessment

Grade	Type	Section 1	Section 2	Section 3	Section 4	Section 5
4	Operational	BET	COI _{MATH}	COI _{READ}	COI _{SCI}	
	Pilot	BET	COI _{SCI}	COI _{READ (Pilot)}	COI _{MATH (Pilot)}	COI _{SS (Pilot)}
8	Math Operational	BET	COI _{MATH}			
	Reading Operational	BET	COI _{READ}			
	Science Operational	BET	COI _{SCI}			
	Math Pilot	BET	COI _{MATH (Pilot)}			
	Reading Pilot	BET	COI _{READ (Pilot)}			
	US History, Civics, & Geography Pilot	BET	COI _{SS (Pilot)}			

BET – Background, Education and Training COI – Classroom Organization and Instruction

School Background Questionnaires. School questionnaires will be administered at each grade. Three forms of the school questionnaire will be administered per grade across operational and pilot sessions alike. Each form will contain all operational school questionnaire items. The difference between the forms is a variable (pilot) section. For most schools, the School Background Questionnaire will not include the pilot section. However, some schools will be administered a questionnaire which includes either an additional Reading/Mathematics or Social Studies pilot section.

The NAEP 2009 School Questionnaires are composed of up to six parts: School Characteristics and Policies (Part I); Operational Reading (Part II); Operational Mathematics (Part III); Operational Science (Part IV); Pilot Items for Reading/English/Language Arts, Mathematics, or Social Studies (Part V); and Charter School (Part VI). Unlike teacher questionnaires, the same components of school questionnaires are used across grades since school administrators will answer the school questionnaires.

The attached table depicts the layout for the 2009 school questionnaires.

2009 School Questionnaire Components

Grade	Form	Section 1	Section 2	Section 3	Section 4	Section 5	Section 6
4	A	SCP	Reading (Operational)	Mathematics (Operational)	Science (Operational)	Reading/Math (Pilot)	Charter School (Operational)
	B	SCP	Reading (Operational)	Mathematics (Operational)	Science (Operational)	Social Studies (Pilot)	Charter School (Operational)
	C	SCP	Reading (Operational)	Mathematics (Operational)	Science (Operational)	Charter School (Operational)	
8	A	SCP	Reading (Operational)	Mathematics (Operational)	Science (Operational)	Reading/Math (Pilot)	Charter School (Operational)
	B	SCP	Reading (Operational)	Mathematics (Operational)	Science (Operational)	Social Studies (Pilot)	Charter School (Operational)
	C	SCP	Reading (Operational)	Mathematics (Operational)	Science (Operational)	Charter School (Operational)	
12	A	SCP	Reading (Operational)	Mathematics (Operational)	Science (Operational)	Reading/Math (Pilot)	Charter School (Operational)
	B	SCP	Reading (Operational)	Mathematics (Operational)	Science (Operational)	Social Studies (Pilot)	Charter School (Operational)
	C	SCP	Reading (Operational)	Mathematics (Operational)	Science (Operational)	Charter School (Operational)	

SCP – School Characteristics and Policies

The development activities for the teacher and school questionnaires entailed reviews of (a) the past Issue Papers for the various subjects, (b) reviews of past operational questionnaires for teachers and schools, (c) reviews of past pilot questionnaires for the teacher and school questionnaires that have been piloted in 2008, and (d) the item performance results based on the operational data and the 2008 pilot testing.

SD (Students with Disabilities) and ELL (English Language Learners)

These questionnaires are completed by school personnel who are most knowledgeable about students identified as SD or ELL. NAEP encourages the inclusion of all students who can meaningfully participate in the assessment, including those with disabilities and those with limited English proficiency. In order to obtain a complete picture of educational progress for all students, it is important to collect supplemental information on students in the sample who have been identified as having a disability or are English language learners. Students with disabilities include those who have an individual education plan (IEP), Section 504 plan, or equivalent documentation.

The 2008 SD and ELL questionnaires received extensive review by the NAEP State Coordinator Inclusion Special Interest Group (SIG), the NCES Accommodations and Inclusions Coordinating Council, and NAEP developers and field staff. The 2009 versions of these questionnaires incorporated revisions from the 2008 versions to ensure a more efficient collection of valid student-level data. The flowchart format reduces the number of questions required to complete the questionnaires, thus reducing overall burden. Since schools may have several students identified as SD and/or ELL, this format is aimed at reducing overall school burden.

High School Transcript Study (HSTS)

The 2009 High School Transcript Study (HSTS) is designed to provide information about the course-taking behavior of students graduating from high schools in the United States in 2009. The study is being conducted by the NCES at schools participating in the 12th-grade 2009 NAEP. In addition to the national HSTS, NCES will collect transcripts at the state level in one state as a pilot test of the feasibility of a state-level transcript study. The same procedures that are used for the national study will be used in the pilot study, including the collection of textbook information. Transcript information is linked to NAEP scores for those graduates who

participated in the science or mathematics NAEP assessments, permitting analysis of the relationships between assessment scores and course-taking behavior.

High school transcript studies have been conducted by NCES as part of NAEP in 1987, 1990, 1994, 1998, 2000, and 2005. Prior to 2005, these studies collected catalogs and transcripts from schools, and data collection staff were instructed to obtain whatever supplemental information was necessary to interpret these documents. Since the data collected were administrative rather than survey data and the questions asked were not highly standardized, HSTS staff did not seek OMB clearance. In 2005, our procedures were modified to collect non-administrative data in a more systematic fashion. We therefore requested and received OMB approval for the 2005 HSTS. The 2009 HSTS will, with slight modifications, use the same procedures that were used in 2005.

The HSTS provides an understanding of curricula offered in our nation's high schools, graduation requirements, course-taking behavior, and the relationships between these factors and achievement on NAEP. The link between the HSTS and NAEP also permit analyses of the relationships between the variables measured in the HSTS and the school and student characteristics collected in NAEP.

Westat (the data collection contractor) will gather the data from approximately 750 high schools. Transcript information will be obtained for approximately 28,000 students graduating in the spring or summer of 2009. The average number of person hours to complete the School Information Form, locate school catalogs, pull transcripts, and complete the textbook form is estimated as 3.0 hours per school, based on experience with prior HSTS studies. Since an estimated 750 schools are expected to participate, total response time is therefore estimated to be 2,250 hours for the national HSTS. Students are not asked to provide information for this study.

National Indian Education Study (NIES)

Guided by Executive Order, the Office of Indian Education (OIE) enlisted the help of NCES to study the achievement and educational circumstances of American Indian/Alaska Native (AI/AN) students. The resultant two part study, called the National Indian Education Study (NIES), includes both an examination of the performance of AI/AN students on NAEP, and surveys of student attitudes, teachers' educational practices, and other school-related factors that might affect the educational achievement of this population.

The NIES will be conducted as part of the 2009 assessment. The national sample includes students from both public and nonpublic schools that have both large and small AI/AN student populations. The administration of the NAEP assessment will be followed with the administration of a questionnaire specifically designed for the NIES study. Questionnaire data will be linked to NAEP performance data in 2009.

Extended Student Background Questionnaire (ESBQ)

These questionnaires will be administered to a pilot sample at grades 4, 8, and 12. Variables to be measured through ESBQ are intended to assess socioeconomic status (SES). Research literature identifies education, occupation, and income/wealth as being the three major components of socioeconomic status. In the case of NAEP, these three components are (a) parental education, (b) parental occupational status, and (c) family income and wealth. With the exception of parental education, however, the other two are not asked of NAEP respondents; thus, NAEP relies on proxy variables to best measure SES.

The 2009 ESBQ consists of 7 matrix items at grade 4 and 10 matrix items at grades 8 and 12. The items included are the following: household composition, number of siblings, mother and father's employment status, ownership of a cell phone, and ownership of a variety of home possessions (such as Internet access or clothes dryer). At grades 8 and 12, three additional items are included: mother's education, father's education, and home ownership (own, rent, or other).