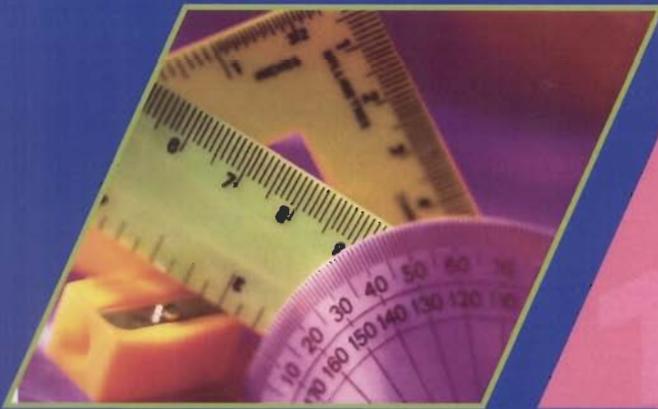
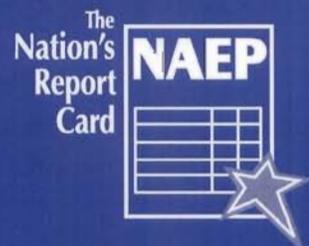
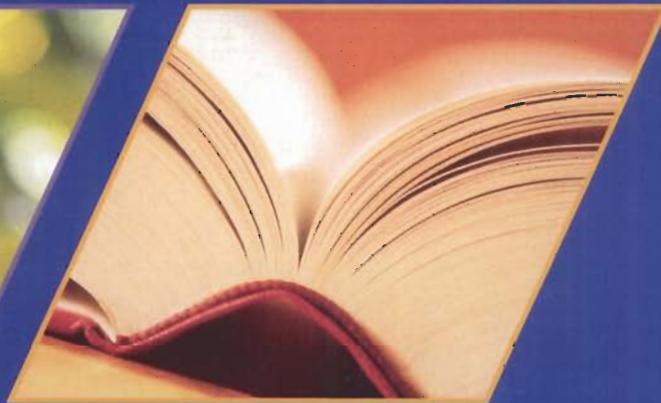
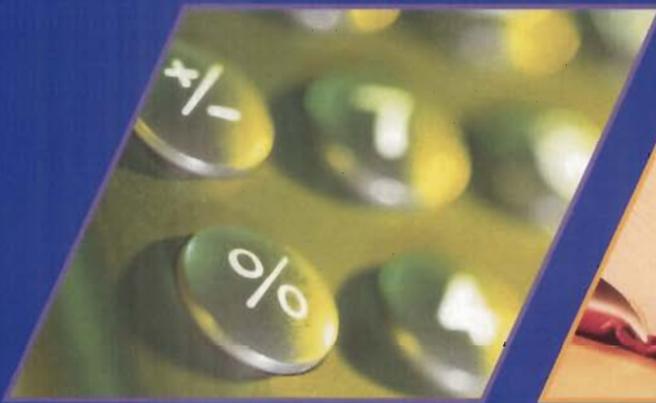


# NAEP 2003

National Assessment of Educational Progress



grades  
**4  
&  
8**  
Supervisor  
Training  
Manual



THE NATION'S REPORT CARD

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## **1. INTRODUCTION**

### **1.1 Introduction to NAEP 2003**

The purpose of this manual is to describe the main responsibilities for Westat Supervisors who are securing cooperation of nonpublic schools in fall 2002 for the 2003 National Assessment of Educational Progress (NAEP). NAEP is sponsored by the National Center for Education Statistics (NCES), U.S. Department of Education. For NAEP 2003, Westat employees will administer NAEP in all participating schools. The states will gain cooperation for public schools in their states, while Westat staff will be responsible for gaining cooperation for nonpublic schools. This manual details the procedures that you will use in gaining cooperation with the nonpublic schools. In Catholic nonpublic schools, we contact diocesan officials before contacting the schools. In other nonpublic schools, our first contact is directly with the school.

The 2003 NAEP assessment is at grades 4 and 8 in reading and mathematics. At the twelfth grade level, there is a field test only of reading and mathematics. The assessment period for both studies is January 27 through March 7, 2003.

### **1.2 The Supervisor's Role and Materials**

During the fall, you, as the Supervisor, will be responsible for gaining the cooperation of schools in your assignment, scheduling an assessment date, collecting lists of students from the schools, and sampling the students. The materials you will use will be described in detail throughout this manual. An overview of the materials is as follows:

- A laptop computer: You will use the laptop computer to access the School Control System (SCS) to enter the cooperation status of schools and dioceses, the agreed upon assessment date, name and address updates, and information about refusals. Because the SCS is accessed on the Internet, the data will automatically be updated. There will be no need for the Supervisor to transmit weekly to the home office. Progress reports will be distributed to the home office staff and Field Managers. This data will be reviewed during your weekly reporting calls to the Field Manager. The laptop will also contain the Student Data System which you will use to sample the students. Separate documents contain instructions for using the laptop computer, the SCS, and the SDS.

- Log of Schools and School Control Forms: These documents contain information about the dioceses and schools you are to contact.
- Summary of Activities: This document will fully describe the role of Westat staff and the school staff in assessment activities. You will use them as a guide in talking to diocese and school staff. (There are two versions – one for public schools and one for nonpublic schools. You will be using the nonpublic school version.)
- Miscellaneous materials: During the fall period, you will use study publications, MySchool folder and brochures, NAEP website brochures, and other materials to help you gain cooperation.

### **1.3 Your Assignment**

In addition to gaining cooperation with nonpublic schools in the fall, your assignment will include collecting lists of students and sampling students at the nonpublic schools. Furthermore, you will be hiring Assessment Coordinators (ACs) and Assessment Administrators (AAs). Procedures for hiring ACs and AAs are described in a separate manual. For most of you, your scheduling assignment will include the state in which you will be working later in the 2002-2003 school year.

## **2. SPECIFICS OF THE NAEP ASSESSMENT**

### **2.1 Summary Background of the National Assessment of Educational Progress (NAEP)**

For over three decades, information on what American students know and can do has been generated by the Nation's Report Card, formally mandated by Congress as the National Assessment of Educational Progress (NAEP). NAEP is a continuing, national survey of the knowledge and skill of young Americans in major learning areas usually taught in school. It is the first ongoing effort to obtain comprehensive and dependable achievement data on a national basis in a uniform, scientific manner. The purpose of the national assessment is to gather information that will aid educators, legislators, and others in improving the education experience of youth in our country. Its primary goals are to measure the current status of the educational attainments of young Americans and to report changes and long-term trends in those attainments. Other goals include disseminating assessment methods and materials and assisting those who wish to apply them at local, state, and national levels.

Planning and development of the National Assessment of Educational Progress began in 1964 with the appointment by the Carnegie Foundation of an Exploratory Committee on Assessing the Progress of Education. The specific tasks assigned to the Exploratory Committee included the development and testing of an all-inclusive methodology to assess the knowledge and skills of groups of American young people rather than of individuals. With support from both the Fund for the Advancement of Education and the Ford Foundation, the Committee completed the developmental phase of the project in late 1968.

NAEP has always been a unique cooperative undertaking of the education community and the federal government. The program is funded by the U.S. Congress, directed by the National Center for Education Statistics of the Department of Education, and governed by an independent group. The Assessment Policy Committee governed NAEP until 1988, when the National Assessment Governing Board (NAGB) was created by new legislation.

The National Assessment Governing Board, made up of representatives of state and local education associations and the business community, makes policy decisions and provides overall direction to the program. The board is responsible for selecting the subject areas to be assessed, including adding to those specified by Congress; identifying appropriate achievement goals; developing assessment objectives; developing test specifications; designing the assessment methodology; developing guidelines

and standards for data analysis and reporting; and developing standards and procedures for interstate, regional, and national comparisons.

Each learning area assessment is the product of several years of work by a great many educators, scholars, and lay persons from all over the nation. Working in committee, these people propose general goals they feel Americans should be achieving during the course of their education. These goals are reviewed and discussed until a consensus is reached on objectives for each subject area. The objectives are then given to exercise (question) writers with the task of creating measurement instruments appropriate to the objectives. When the exercises have passed extensive review by subject-matter specialists, measurement experts, and lay persons, they are compiled into booklets to be administered to national probability samples of young people.

While the primary purpose of The Nation's Report Card is to document patterns and trends in student achievement, the project is also able to inform educational policy by collecting descriptive background information from students, teachers, and school administrators. The authorizing legislation for NAEP dictates a careful and extensive process of background questionnaire design and development. It states that the purpose of NAEP is not "to authorize the collection or reporting of information on student attitudes or beliefs or on other matters that are not germane to the acquisition and analysis of information about academic achievement." The law further provides that no data shall be collected "that are not directly related to the appraisal of educational performance, achievements, and traditional demographic reporting variables, or to the fair and accurate presentation of such information."

NAEP procedures guarantee the anonymity of participants, as **no student names are recorded on any completed materials when they leave the school**. The results of the national assessment are reported on the national level and by region of the country, not by diocese, school, or individual student (There will be reporting of the 10 large districts described in Section 2.5). Only group statistics are reported, broken down by gender, race/ethnicity, and a host of variables that illuminate students' instructional experiences.

In addition to the national assessments, Congress authorized the expansion of NAEP to permit reporting at the state level in 1988. States volunteered for the trial assessment component and assumed responsibility for data collection. The trial assessment component of NAEP surveyed eighth-grade mathematics in 1990 and various subjects since then (Exhibit 2-1). In 2003, the state and national samples will be virtually combined into one sample. All states will receive state-level results.

Exhibit 2-1. Assessment Timetable<sup>1</sup>

Assessment Year	School Year	Learning Area	Special Assessments
01	1969-70	Science      Citizenship      Writing	
02	1970-71	Reading      Literature	
03	1971-72	Music      Social Studies	
04	1972-73	Science      Mathematics	
05	1973-74	Writing      Career and Occupational Development	
06	1974-75	Reading      Art	Basic Skills
07	1975-76	Citizenship/Social Studies	Basic Mathematics
08	1976-77	Science      Adult Assessment (Health, Energy, Reading & Science)	Basic Life Skills
09	1977-78	Mathematics      Consumer Skills	
10	1978-79	Writing      Art      Music	
11	1979-80	Reading/Literature	
13	1981-82	Mathematics      Citizenship/Social Studies	
15 <sup>1</sup>	1983-84	Writing/Reading	
17	1985-86	Mathematics      Reading      Science U.S. History      Literature	Computer Competence
19	1987-88	Mathematics      Reading      Science Writing      Geography      Civics	
21	1989-90	Mathematics      Reading Writing      Science	State Level Mathematics
23	1991-92	Mathematics      Writing      Reading	State Level Mathematics & Reading
25	1993-94	Reading      History      Geography	State Level Reading
27	1995-96	Mathematics      Science	State Level Mathematics & Science
29	1997-98	Reading      Writing      Civics	State Level Reading & Writing
30	1998-99	Reading      Mathematics      Science Writing	
31	1999-2000	Reading      Mathematics      Science	State Level Mathematics & Science
32	2000-2001	History      Geography	
33	2001-2002	Reading      Writing      Mathematics	
34	2002-2003	Reading      Mathematics	

<sup>1</sup> The long term trend sample began in Year 15 with tape administered sessions surveying reading, mathematics, and science. The reading/writing print administered sessions of Year 15 were added to the Long Term trend in Year 17, so that the trend always involves these same subjects and session types.

The National Center for Education Statistics (NCES), part of the U.S. Department of Education manages all components of NAEP. The primary contractors are Educational Testing Service (ETS) and Westat. ETS is responsible for the item development and reporting, while Westat is responsible for all sampling and field administration activities. NCS Pearson is the materials distribution and processing subcontractor to ETS.

Beginning in 1998 NAGB and NCES began a redesign of the NAEP effort. The features that are being highlighted in 2003 are:

- Combined state/national samples to reduce the total numbers of schools.
- Contractor administration of the assessment to reduce burden at the school level. State Coordinators in each state who will work with public schools in their states.
- Grade 4 schools of up to 120 students may elect to assess all students in their classrooms. If a school has a grade 4 enrollment greater than 120 a sample of 62 students will be selected.
- All test booklets will be laid out in the same way – a common spiral, so that there is only one session type. There will be two 25-minute cognitive blocks followed by two short background sections in all booklets.
- At twelfth grade there will be a field test only.
- There will be procedures in place for a complaint process (See Appendix M). There will be formal procedures for viewing secure items (See Appendix N).

## **2.2 The “No Child Left Behind Act of 2001”**

Congress passed legislation in 2001 that is known as “No Child Left Behind” (NCLB Act of 2001). The NCLB Act of 2001 impacts NAEP beginning this school year, 2002-2003, in the following areas:

- All states and districts will participate in NAEP assessments of reading and mathematics at grades 4 and 8 biennially, as a condition of receiving Title 1 funds;
- A federally funded NAEP state coordinator may be hired in each state; and
- NCES contractor staff will administer NAEP assessments, greatly reducing burden on school staff.

In order to respond to heightened public attention, NCES and the National Assessment Governing Board (NAGB) have implemented the following policies and procedures beginning this school year:

- Parental notification is required for all NAEP assessments;
- There are procedures in place for those wishing to view secure test items;
- There are procedures in place for those wishing to formally file a complaint; and
- The minimum participation levels have been raised to 85% of originally selected schools.

The NAEP program this year includes the following, which are fully described in the next sections:

- Assessments of reading and mathematics at grades 4 and 8 in public and non public schools,
- A field test of grade 12 reading and mathematics items in a small number of schools,
- The third in a series of special studies of technology based assessments – Technology Rich Environments – will be conducted in April and May in a small number of grade 8 schools;
- Trial Urban District Assessments; and
- Charter School study.

### **2.3 The NAEP Program for 2003**

The 2003 assessment will be conducted in a sample of approximately 15,000 public and nonpublic schools located in the 50 states and territories of the United States. Assessments will be conducted from January 27 through March 7, 2003. The assessment requires approximately 90 minutes to administer, including distribution and collection of materials. The subjects for NAEP 2003 are reading and mathematics. These will be conducted in combined reading/mathematics sessions.

Subject area teachers at fourth and eighth grades will be asked to complete a questionnaire about their background and teaching practices. Principals at grades 4 and 8 will be asked to complete a questionnaire about school characteristics. There is also a questionnaire about SD/LEP students that the teacher most knowledgeable about the sampled SD/LEP students will be asked to complete. Teachers and

principals will have the option of completing the questionnaires online or in the traditional booklet format.

Schools will have the opportunity to access a website called MySchool. The site will give school staff information about their specific school assessment including the date of the assessment, the NAEP representative's name and email address, and instructions for preparing and submitting a list of grade-eligible students from which the sample will be selected. The school will receive entails periodically—one after they agree to participate in the assessment and the SCS is updated, one about two weeks before they are visited or sent the preassessment materials, one a few days before the assessment, and the last after the assessment has been completed in their school. The MySchool website is detailed in Chapter 5.

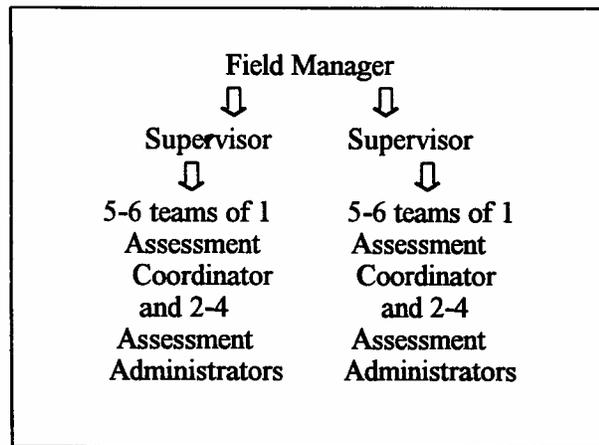
Dedicated State Coordinators in participating states will gain the cooperation of public schools in the sample. The Westat Supervisor will be responsible for gaining cooperation in the nonpublic school sample. As in the past, gaining cooperation occurs in the fall, with sampling taking place in late fall and assessments taking place in the January to March field period. Schools may send an electronic file of their list of students for sampling. If a school does not wish to send an electronic file, they may provide a hardcopy – either by mail or fax.

Supervisors will encourage as many schools as possible to send in an electronic file form at the time the school agrees to cooperate. If a school is able to send an electronic file by the due date, November 15, including student name (or ID), birth date, sex, race, and SD/LEP status to the state or home office, they will be encouraged to do so. The Westat home office will read the electronic student file and sample. Westat Supervisors will draw all other samples and enter selected students into the Student Data System (SDS). The file will then be sent to NCS Pearson to produce the Administration Schedules with pre-printed student information. Detailed information on sampling and the SDS will be presented in a separate manual. In small nonpublic schools Assessment Coordinators may be able to do the sampling on assessment day.

Westat field staff, Assessment Coordinators (ACs) and Assessment Administrators (AM) will visit the school and manage the activities including conducting the assessment sessions and completing the paperwork on assessment day. At the completion of the assessment in a school, Assessment Coordinators, with the help of the Assessment Administrators, will ship the completed materials to NCS Pearson. The Assessment Coordinator and Assessment Administrator Tasks are described in detail in separate manuals.

Various accommodations will be offered at all grade levels including bilingual versions, bilingual dictionaries (in mathematics only) large print, extended time, read aloud (in mathematics only), small group, one-on-one, and scribe accommodations. Other accommodations used in state testing will be provided whenever possible.

In order to conduct assessments in all schools in a six-week period, the NAEP field staff structure during the assessment period is similar to 2002. The structure looks like the following diagram, with each field manager overseeing approximately 10 supervisors.



## **2.4 Field Test**

In preparation for the 2004 NAEP assessment NAEP will conduct a field test during the same field period as main NAEP (January 27-March 7, 2003). The purpose of the field test is to try out new assessment items, materials, and procedures. Field test items are included in the regular sessions at grades 4 and 8. At grade 12, the field test session is the only session.

## **2.5 Trial Urban Assessment**

In 2001 the National Assessment Governing Board (NAGB) and the Council of Great City Schools successfully petitioned congress to fund a NAEP urban school district assessment feasibility study. The first trial urban school district assessment was conducted in 5 school districts in 2002. A second NAEP trial urban district assessment study in 2003 will include 10 school districts.

The following 10 districts—two from each of the five NAEP regions—have been selected for the 2003 NAEP Trial Urban Assessment. (Those with an asterisk participated in the NAEP 2002 Trial.)

- Northeast: New York City\* and Boston
- Southeast: Atlanta\* and Charlotte, NC
- Central: Chicago\* and Cleveland
- Southwest: Houston\* and Albuquerque
- Far West: Los Angeles\* and San Diego

All 10 urban school districts are in high minority and high-density communities. Five are very large school districts, with 100,000 to over 1 million students, and the other five districts have between 50,000 and 100,000 students. Additional criteria used for district selection included socioeconomic status, the percent of special education students, and the number of schools. Reporting will include individual district and comparative district data.

## **2.6 Charter Schools**

In response to a NAGB resolution in May, a nationally representative sample of charter schools with fourth grade has been included in the NAEP 2003 school sample. In addition to the charter schools that would be included in the regular state samples of public schools, the sample includes an over-sample in three states - California, Michigan and Texas – that have high proportions of charter school students.

## **2.7 Technology Rich Environments**

In schools participating in the Technology Rich Environments (TRE) study, a random sample of 10 eighth-grade students will gather information from a simulated World Wide Web universe or run experiments using a simulation on computers provided by the school or on laptops provided by NAEP. These assessments will take place in April and May 2003. Schools selected for the TRE study will be contacted by Westat supervisors.

## **2.8 The Security of Assessment Materials and Confidentiality Issues**

Regarding NAEP student data, this information is strictly confidential. Students' names are removed at the school from all completed assessment materials before they are shipped to NAEP for processing. The project does not maintain permanent files of names of students. To further ensure confidentiality, names are removed from completed assessment booklets and questionnaires before they leave the school. NCES has strict confidentiality standards to ensure that no personally identifiable information is ever released to third parties. In order to protect the confidentiality of **all** NAEP materials, you must strictly observe NAEP rules and guidelines at all times.

### **2.8.1 Requests to See Assessment Booklets**

In 2003, there are new procedures for parties interested in seeing assessment books. NCES will be proactive in providing the public with access to released questionnaires and other information about NAEP. Upon request, adult members of the public will have access to all questionnaires and instruments from all previous or current assessments. For specific details on procedures, please see Appendix N.

A demonstration booklet that contains the background questions and sample items for each subject in the assessment will be included in the informational materials distributed to school officials along with a letter confirming assessment dates.

### **2.8.2 Requests from News Media**

Superintendents or school principals may wish to publicize participation in NAEP, either in the local press or in a school newsletter. A press release explaining NAEP has been prepared (see Appendix A). If a diocese or school official requests a copy of the press release, note it on the School Control Form (SCF). More information and an example of the School Control Form are presented in Chapter 4. Assessment Supervisors can then mail the interested parties copies. There is also the possibility that representatives of local news media will ask you for information about the national assessment and the local school's involvement. **All such inquires should be referred to school officials who are responsible for handing out any press releases.** If a reporter wants more information than is provided in the release, refer them to the name and phone number on the press release. **UNDER NO CIRCUMSTANCES ARE WESTAT STAFF TO MAKE COMMENTS REGARDING THE**

**NATIONAL ASSESSMENT FOR PUBLICATION OR BROADCAST.** This is to ensure that a uniform statement on the national assessment is being presented in all parts of the country.

Generally, NAEP's policy has been not to show actual assessment booklets to anyone except the participating students. This is because even though NAEP releases approximately one-third of the items administered each year, security of the unreleased items, which are used to measure change over time, is of utmost importance. Further, in order to preserve the students' confidentiality, under no circumstances will materials with students' answers be shown to anyone. However, "security is not secrecy." A demonstration booklet that contains example background questions and sample items for each subject in the assessment has been developed. Each Supervisor will be supplied with copies of this booklet and will send one copy to the school coordinators. Generally speaking, this should take care of any requests from principals, teachers, and parents who wish to see examples of the kinds of questions that will be asked. If any individual or small group of individuals insist on seeing the actual booklets to be used in the assessment, notify your Field Manager and follow the NAGB Policies and Procedures shown in Appendix N.

Requests from state legislatures, school boards, or other community groups, should be directed to your Field Manager. The Field Manager may call upon the home office for support in responding to these requests. Other officials may hold a meeting with the concerned community members to discuss NAEP.

Occasionally, diocese/school personnel or the media have requested to photograph or videotape NAEP sessions. **UNDER NO CIRCUMSTANCES WILL NAEP PERMIT VIDEO-TAPING OR PHOTOGRAPHS TO BE TAKEN OF ANY PART OF AN ACTUAL ASSESSMENT.** Also, newspaper or broadcast reporters and photographers are not permitted to observe a NAEP session. These restrictions are based on the following concerns:

- A key strength of NAEP is that the assessment procedures are standardized; that is, the assessment is administered under uniform procedures. Obviously, television lighting, zooming camera lenses, or journalists arriving for interviews would alter this uniform setting.
- NAEP booklets contain items to be used in future assessments. Just as these booklets may not be removed from the room or photocopied, they may not be photographed in any way.
- Last and certainly not least in importance, the confidentiality of students participating in NAEP is guaranteed, and the presence of cameras would seriously jeopardize that guarantee.

NO ASSESSMENT SESSION MAY BE HELD IF MEDIA ARE PRESENT AT THE SESSION. Media coverage of NAEP after the assessment is completed is the prerogative of local school officials. You should leave all arrangements and/or interviews to the school officials who grant the media permission to enter the school.

Before, during, and after the assessment, NAEP booklets must remain confidential; items should neither be photographed nor copied by hand. To accommodate the needs of the media without disrupting the assessment, ETS will make available both a videotape and photographs simulating the assessment, upon request.

NAEP field staff faced with the unannounced presence of film crews or reporters should reason with reporters, note the availability of the simulated photos and videotape, and explain the above-mentioned reasons media are not permitted to attend the NAEP sessions. Reporters should be referred to Steve Lazer at ETS (1-800-223-0267) for further information.

### **2.8.3 Oath of Confidentiality**

All Westat staff working on NAEP are asked to sign an oath of confidentiality. By signing this oath, staff agree to keep school and student names confidential. They also accept the responsibility for keeping all materials secure before and after the assessments are given. Some school officials may be concerned about the security of the tests. You can assure them that all NAEP staff will have signed this oath.

### **3. GAINING COOPERATION FROM DIOCESES**

This chapter will guide you through the process of gaining cooperation for dioceses and will describe the materials that you will be using. Before contacting any Catholic schools you will first have to contact the diocese that represents those schools. An overview of the contacts with dioceses and schools is presented in Exhibit 3-1.

#### **3.1 Contacts with Dioceses**

The process of gaining cooperation for Catholic schools begins with a package mailed to the dioceses, which includes materials about NAEP and a list of the schools selected in their diocese. The Westat home office will conduct this mailing. Appendix D contains copies of the Nancy Caldwell letter used in this mailing. The mailing will include:

- Letter to diocese signed by Nancy Caldwell;
- Summary of Activities for Nonpublic Schools;
- Locating NAEP 2000 Nonpublic School Results Handout;
- List of selected schools in their diocese; and - Endorsement letter from NCEA.

When the mailing has been sent, your Field Manager will inform you that you can contact the dioceses to discuss the participation of the selected schools.

#### **3.2 Telephone Contacts with Dioceses**

Once your Field Manager tells you that you may begin contacting dioceses in your region, you will make your call to the superintendent of the diocese. The purpose of this call is:

- To answer questions that diocese officials may have about the study;
- To update our information on sampled schools; and
- To obtain permission to contact schools selected for the assessment.

Exhibit 3-1. Overview of Contacts with Dioceses and Schools

Contact with	Contact by	Date	Type of Contact
1. Diocese Superintendent	Westat Supervisor	September – November 2002	After mailing materials to Diocese, a telephone call to review the NAEP program and gain permission to contact selected schools. In-person meeting scheduled if necessary.
2. School Principal	Westat Supervisor	September – November 2002	Westat Supervisor mails informational materials to school principals when permission to contact schools is given by the diocese. Or, in the case of nonpublic, non-Catholic schools, this will be the first contact.
3. School Principal	Westat Supervisor	September – November 2002	Westat Supervisor calls principal after the mailing has been received. Reviews the NAEP program and identifies a School Coordinator. In-person meeting scheduled if necessary.
4. School Coordinator	Westat Supervisor	September – November 2002	Supervisor reviews NAEP program by telephone in full detail and sets the assessment date. School Coordinator should have informational materials to look at during this call. If they have not been passed on by the principal, then the Supervisor should remain before this conversation takes place. The Supervisor reviews the requirements for the e-sample and student list and answers any questions the School Coordinator has.
5. School Coordinator	Assessment Coordinator	Two weeks before assessment date	The Assessment Coordinator (AC) will call the school two weeks before the assessment date to make sure that they received all of the questionnaires, the administration schedules, and the SD/LEP criteria. At this time, the AC will review what the School Coordinator is required to do with these materials.
6. School Coordinator/Principal	MySchool	September 2002 – March 2003	Schools can keep in touch with NAEP representatives and up-to-date on NAEP activities through the MySchool website.

The National Catholic Educational Association (NCEA) is a strong supporter of NAEP. They have provided a letter to encourage the sampled schools' participation. You should begin reviewing the items in the Summary of NAEP Activities to answer any preliminary questions about NAEP. It would also be a good strategy to refer to the letter from the NCEA to make sure that the diocesan official has seen that. In addition, you may want to cite the excellent response that we have received from Catholic schools during the past 10 years; in that time we have achieved a response rate of up to 95 percent from this population.

The information you will need to make this call is contained in your Log of Schools and the Summary of Activities. You will record information about the call on a Record of Contact - Diocese. Keep copies of the Refusal Report Form handy in the event you need to complete one of them. The information that you gather from this phone call should be recorded on the Record of Contact-Diocese for each Diocese you call.

The SCS in your laptop and the Appendix contain "camera ready" copies of some of the materials that are sent to the schools. These have been provided to you in case a diocese or school official asks you to send additional copies of any forms to him/her. If this is inconvenient for you, your Field Manager can also fax copies of these forms when needed.

You will use the following materials to document your scheduling activities during the fall phase:

- School Control Form;
- Record of Contact Forms (School and Diocese);
- Refusal Form; and
- Online Assessment Calendar for scheduling assessments from the SCS.

### 3.3 The Log of Schools

The Log Schools (formally called the Supervisor Log) will be given to you at training and will contain all information about all of the schools in your region. You will use this log to record critical information about the nonpublic schools in your region. The Log of Schools will include the following information for each diocese and school.

- State, region number, and area;
- School Type: Catholic or other nonpublic;
- Membership in Nonpublic School Association;
- Diocese name, address, and name of diocese superintendent;
- School name, address, phone number, and principal name;
- School ID Number;
- Grade of selected students and the assessment time period; and
- Session type and number of sessions.

You will be the original holder of the Log of Schools throughout the gaining cooperation period. You should keep this log updated using the fields provided, as you will pass these logs on to the appropriate ACs during the assessment phase. An example of a Log of Schools is presented in Exhibit 3-2.

The Log of Schools has a number of columns for you to record several items of information on each school in the sample:

**Disposition Code.** A disposition code should be entered in the log to reflect the status of cooperation. Disposition codes indicate if a school is cooperating, is refusing, should be excluded from the sample (e.g., the school is closed), or that the decision to cooperate is pending. If the decision to cooperate is pending (e.g., the diocese is awaiting more information before making a decision or the decision must come from the school board), an updated disposition code must be entered once a final decision has been learned. See Exhibit 3-3 for a list of the disposition codes you will use and their definitions.

Exhibit 3-2. Log of Schools

DISTRICT NAME SUPERINTENDENT DISTRICT ADDRESS	SCHOOL NAME PRINCIPAL SCHOOL ADDRESS	NABP ID NUMBER	SLCT. STUDENTS/ TIME PERIOD/ SUBJECT(S)	DISP CODE/ DATE	ASSMNT DATE/ MAKEUP DATE	SAMPLE TYPE	SHIP DATE/ TRACK. NUM.
DIOCESE OF ROME JAMES CRAIG PO BOX 500 ROME, TS 12345-6789 (999) 555-1234	Assumption School Main St Newtown, TS 12345 (999) 555-1234	571 301 1	4TH GRADE JANUARY-MARCH 2 READING/MATH				
	Our Lady of Lourdes 258 Apple Road Bronden, TS 22255 (999) 555-5555	571 201 1	8TH GRADE JANUARY-MARCH 1 READING/MATH				
NONPUBLIC SCHOOL(S)	Jamestown PO Box 2179 Jamestown, TS 12345 (999) 555-1234	573 335 1	12TH GRADE JANUARY-MARCH 1 READING/MATH				
	Niles Christian 1010 Miami Beach Rd Miami, TS 12345 (999) 555-1234	572 304 1	8TH GRADE JANUARY-MARCH 2 READING/MATH				

With most Catholic schools, the initial decision as to whether to participate in the assessment will be made by the diocese. When a diocese decides to cooperate, the disposition code for "cooperating" is entered next to each school in that diocese. If the diocese refuses for all of its selected schools, then a disposition code for a diocese refusal is recorded next to each school within the diocese. If the diocese indicates that the decision will be left to the schools, no code should be entered until the schools are contacted. There is a separate code to indicate that a diocese has refused for only one school in a diocese. This has occurred in the past for reasons such as, a new school principal, renovations in the school have caused severe space problems, or a school was damaged by a natural disaster.

A school refusal code is used if the decision not to cooperate is made by an individual school. It is very important to document the reason for any type of refusal on the NAEP Refusal Report Form. This form will be described in Chapter 4.

You will update new disposition codes weekly in the SCS. After a disposition code is entered in the SCS, place a check (✓) next to the code in the Log of Schools to indicate that it has been reported and will not be reported again unless the code changes. It is not uncommon for codes to change because decisions are pending or a school changes its mind. It is very important that any change in disposition codes be updated in the system.

- **Assessment Date/Makeup Date.** One of the items to be covered during your initial call to a school is to schedule the assessment dates with the school. This date should be recorded on the School Control Form (SCF) and the Log of Schools in the second column. The AC will fill in the make-up date, if necessary. You will not use the makeup date space during the gaining cooperation phase.
- **Sampling.** The third column is for method of sampling. If the sampling is to be done by electronic file put an "E" here. If they will fax the list, put an "F" and if they will mail the list put an "M" here.
- **Shipping Date.** The next column is for a shipping date. This column will not be used during the gaining cooperation phase.

### 3.4 The NAEP ID

The NAEP School ID that appears on the Log of Schools is structured in the following way:

<u>State</u>	<u>Grade</u>	<u>Original/Sub</u>	<u>Public/Nonpublic</u>
XX	X	XXX	X

First digit and second digit equals state FIPS code. Bureau of Indian Affairs (BIA) schools will have the code for the state in which they are located. Department of Defense Schools (DoDDs) will have its own code.

Third digit is the grade:

1 = Grade 4      2 = Grade 8      3 = Grade 12

Fourth, fifth, and six digits are a sequential number that will indicate whether the school is an original school or a substitute school:

001-499 is an original school

501-999 is a substitute school

Seventh digit is whether the school is public or nonpublic:

0 = Public

1 = Nonpublic

In addition to the ID number, a school in any of the special samples (district and charter schools) will have a flag next to it to show to which special sample it belongs.

### **3.5 Summary of NAEP Activities**

There are two versions of the Summary of NAEP Activities — one for nonpublic schools and one for public schools. You will only be using the nonpublic version. Each is a two-page document that briefly defines the NAEP program and the schools' responsibilities in the assessment. This document is used in NAEP mailings and should be followed as you outline the schools' tasks.

The first section describes the history and a short summary of NAEP. The next section explains why nonpublic schools are needed to participate in NAEP. The third section describes when NAEP is taking place and the subjects that will be assessed:

- The NAEP assessment period is from January 27, 2003 through March 7, 2003. While the assessment date is mutually agreed upon, it must fit into the Assessment Coordinator's overall schedule. On you log you will have a tentative date for the assessment that you should suggest to the school. If that date is no good for the school, try not to set a date that will be unreasonable for an Assessment Coordinator to meet.

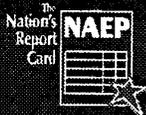
The next section describes what is involved for school staff and students. The text written in the Summary appears in general form. The details that the supervisor must know are shown below in brackets:

- In most grade 4 schools, NAEP will assess all eligible students. [At grade 4 the sample size will include all students in schools with up to 68 students. If a school has between 68 and 120 fourth-grade students, 62 will be selected unless the school wants to assess all of their students, then they can assess all fourth-graders in intact classrooms. If there are more than 120 fourth graders, 62 students will be selected.]
- In most grade 8 schools, the sample will be up to 62 students. [At grade 8 all students will be selected in schools with eighth grade enrollments up to 68. In schools with more than 68 eighth graders, 62 students will be selected.]
- Mathematics and language arts teachers of fourth and eighth grade students will be asked to complete a questionnaire about his/her teaching practices. Teacher questionnaires will be mailed to the school about two weeks before the assessment. Questionnaires will be collected on assessment day unless they tell you that they completed it online. The principal, at fourth and eighth grades, or his/her designee, will also be asked to complete a questionnaire about school characteristics. This questionnaire will also be sent ahead of time and can be completed online. Teachers of students with SD/LEP will also be asked to complete a questionnaire about those students. This year, for the first time, the SD/LEP questionnaire may be completed online.
- While the NAEP staff is responsible for most assessment activities, a School Coordinator is needed to assist with in-school arrangements, and to distribute and collect the completed hardcopy questionnaires.

The responsibilities of the NAEP staff are listed next. They consist of eight tasks starting from the first phone call and ending with providing NAEP reports when they are available.

The next section of the Summary describes seven responsibilities of the School Coordinator. The amount of detail given on the Summary of NAEP Activities should be sufficient for this phase of NAEP. The School Coordinator should have an accurate overview of what is expected during the assessment period from this document. Further details will be provided in followup mailings from Westat as well as during the Assessment Coordinator's calls.

The final section describes where the reader can find out more information about NAEP. The nonpublic school version of the Summary of Activities is shown in Exhibit 3-4.



# NAEP

National Assessment of Educational Progress

## Summary of Activities for Nonpublic Schools

### **What is NAEP?**

The National Assessment of Educational Progress (NAEP) is the only nationally representative, continuing assessment of what America's students know and can do in school in a variety of key subject areas. NAEP assessments are given periodically at the fourth, eighth, and twelfth grades in core academic subjects.

NAEP is mandated by the U.S. Congress and is administered by the National Center for Education Statistics (NCES), within the Office of Educational Research and Improvement at the U.S. Department of Education. Policies for NAEP are set by the National Assessment Governing Board (NAGB), whose members are appointed by the Secretary of Education.

This document provides a brief overview of assessment plans and the roles of participating schools and school staff. NAEP State Coordinators and NAEP field staff will provide more detailed information when they contact schools in the fall to discuss the assessment.

### **Why assess private schools?**

Because 11%-13% of all students in the U.S. attend nonpublic schools, without their participation trends in student achievement at the elementary, middle, and high school levels would be incomplete. NAEP has the support of many private school organizations, including Council of American Private Education (CAPE) and their member groups, such as the National

Catholic Educational Association (NCEA). **The identity of schools and students who participate in NAEP is strictly confidential.**

### **When is the assessment?**

Between January 27 and March 7, 2003, NAEP will assess both public and private school students in grades 4 and 8 in reading and mathematics. In a small number of grade 12 schools, NAEP will also conduct a field test assessment in reading and mathematics. All assessments will be conducted by NAEP field staff, and materials will be provided by NAEP.

### **What is involved for school staff and students?**

- Each student selected to participate will be assessed in either reading or mathematics.
- Assessments will take 90 minutes of each student's time.
- In most grade 4 schools, NAEP will assess all eligible students.
- In most grade 8 schools, the sample will be up to 62 students.
- Questionnaires will be distributed to the principal and teachers of sampled students. Teachers of selected students with disabilities (SD) and limited English proficiency (LEP) will also be given questionnaires.
- Schools are requested to designate a staff member, the School Coordinator, to assist NAEP field staff with in-school arrangements. A detailed list of School Coordinator responsibilities can be found on the back of this document.

### **What are the responsibilities of the NAEP field staff?**

NAEP field staff members are employed by an NCES contractor and will perform the following tasks:

- Work with schools to set an assessment date between January 27 and March 7, 2003;
- Provide schools with instructions for preparing a list of grade-eligible students;
- Select a sample of students from the list prepared by the school;
- Provide schools with information about notifying parents of the selected students;
- Send a preassessment packet of information to the School Coordinator at least 2 weeks before the assessment date;
- Call or visit the School Coordinator shortly after the preassessment packet is received to finalize assessment arrangements;
- Bring all assessment materials to the school on the scheduled day and conduct the assessments;
- Provide NAEP reports when they are available; and
- Respond to questions from the school community throughout the assessment period.



### **What are the School Coordinator's responsibilities?**

**During October, the School Coordinator will be responsible for completing the following tasks:**

1. Schedule the assessment.

The School Coordinator will work with the NAEP representative to arrange a convenient date between January 27 and March 7, 2003. The School Coordinator will be responsible for securing sufficient and appropriate space for the NAEP field staff to conduct the assessment.

2. Provide the NAEP staff with a list of grade-eligible students.

Soon after the school is contacted about the assessment, the School Coordinator will receive instructions for preparing a list of the students in the grades being assessed. The list may be submitted through E-File on the MySchool web site or in hard copy. All student names will always be kept confidential.

**Individual student responses or scores are NEVER reported.**

3. Inform parents.

By law, parents of children selected to participate in NAEP must be informed before the administration that their child may be excused from participation for any reason, is not required to finish the assessment, and is not required to answer all test questions.

The NAEP field staff will provide additional information about how this should be accomplished.

**Two weeks before the assessment date, the School Coordinator will be responsible for the following tasks:**

4. Receive the preassessment packet and begin final preparations for the assessment.

Approximately 2 weeks before the school's assessment date, the School Coordinator will receive a preassessment packet of information and instructions on how to make the final preparations for NAEP.

5. Confirm status of materials in the preassessment packet with the NAEP representative.

NAEP field staff will call or visit the School Coordinator soon after the package of materials has been received to review the status of the materials and answer any questions the School Coordinator has.

6. Distribute and collect the assessment questionnaires.

The Preassessment packet will include the following materials:

- The School Questionnaire to be completed by the principal;
- Teacher Questionnaires for the teachers of students being assessed; and
- SD/LEP Questionnaires for teachers of sampled SD or LEP students.

The questionnaires should be completed by appropriate staff either online through the MySchool web site or by hand on the hard copies provided. All hard-copy responses will be collected by the NAEP field staff on assessment day.

**On the assessment date, the School Coordinator will be responsible for the following tasks:**

7. Ensure that students attend the session.

The School Coordinator will be available prior to the assessment start time to ensure that students attend the sessions. The school coordinator and/or teachers of the selected students are encouraged to remain in the room during the assessment. NAEP field staff will conduct the session(s) and will bring all assessment materials to the school. It is very important that attendance rates be as high as possible to avoid the need for makeup sessions.

### **Where can I find more information?**

In addition to contact with your NAEP field staff representative, the MySchool web site is a valuable source of information. The MySchool web site will walk you through the entire assessment process and provide updated information throughout the process. To register for the MySchool web site follow the instructions listed below:

- Go to [www.mynaep.org](http://www.mynaep.org);
- Enter your 7-digit NAEP ID as the user ID; and
- Enter the word "GUEST" as the password.

You also may access the NAEP web site at <http://nces.ed.gov/nationsreportcard> for general information and sample NAEP assessment questions.

### **3.6 NAEP Record of Contact Forms**

The Record of Contact form is the document you will use to keep track of your contacts with dioceses and schools. There are two versions of this form that you will use:

- One for diocese level contacts (Exhibit 3-5); and
- One for the school level contact (usually with the school principal) as well as with the person designated to be the school coordinator.

These forms will also be used during your reporting calls to your Field Manager to discuss your progress in gaining cooperation. They will provide full documentation of each conversation with respective diocese and school personnel and inform the assessment Supervisor about the nature of your contacts and the arrangements made to date regarding the conduct of the assessment in the selected diocese/schools. Call must be thoroughly documented so that the assessment Supervisor knows what arrangements have been made and how to approach each school.

After you have gained cooperation, you will have a completed folder for each school. You will learn more about this at training in November. However, you must keep the folder up to date as you go along. The folder for each completed school should include the following:

- Completed Record of Contact, School – with information from school principal and school coordinator (if principal is not coordinator);
- Refusal Form, if applicable (This information must also be entered on the SCS.);
- School Control Form; and
- Special Situation Form, if applicable. This form is used only if a school will complete the assessment under special circumstances like only if all of their eighth graders participate. You must discuss with your field manager any school that wants a special situation.

The completed Record of Contact – Diocese should be placed in the folder of the first school for each diocese that appears in your Log of Schools.

Exhibit 3-5. Record of Contact – Diocese (Page 1 of 5)

Supervisor: Linda Paul  
 Cooperation Status: Coop

Region: ALI Area: 2  
 NAEP Diocese ID: 0113011

**2003 MAIN NAEP ACTIVITIES  
 RECORD OF CONTACT - DIOCESE**

Diocese: Archdiocese of Montgomery  
 No. Schools Sampled for: 4th 1  
 8th 2  
 12th 0  
 Diocese Official's Name: Mr. Paul McKenna  
 Diocese Official's Title: Superintendent  
 Telephone: (310) 592-0332  
Area Code  
 Facsimile: (310) 592-0333  
Area Code  
 Secretary: Mrs. Olivia Wood

Is the information accurate as it appears in the Log of Schools? CHECK ONE  Yes  No

If NO, enter new information:

Superintendent: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Telephone: (    ) \_\_\_\_\_  
Area Code

**RECORD OF CALLS**

DATE/TIME PERSON CONTACTED AND TITLE	OUTCOME OF CALL:
10/5 9:00a Mrs. Olivia Wood Secretary	She was friendly and said to call back after lunch as Mr. McKenna is in a morning meeting
10/5 1:00P Mrs. Wood	She apologized that Mr. McKenna was still busy. She suggested calling back on 10/7 early in the morning
10/7 7:30a Mrs. Wood and Mr. McKenna superintendent	Mrs. Wood put me through to Mr. McKenna. I explained to him about Naep, but he was already familiar with it (Continued)

Exhibit 3-5. Record of Contact – Diocese (Page 2 of 5)

**RECORD OF CALLS (Continued)**

<p>DATE/TIME PERSON CONTACTED AND TITLE</p>	<p>OUTCOME OF CALL: He said we could call <sup>or mail to</sup> the schools in 2 days. He said he'd tell the principals this afternoon!</p>
<p>DATE/TIME PERSON CONTACTED AND TITLE</p>	<p>OUTCOME OF CALL:</p>
<p>DATE/TIME PERSON CONTACTED AND TITLE</p>	<p>OUTCOME OF CALL:</p>
<p>DATE/TIME PERSON CONTACTED AND TITLE</p>	<p>OUTCOME OF CALL:</p>
<p>DATE/TIME PERSON CONTACTED AND TITLE</p>	<p>OUTCOME OF CALL:</p>

Exhibit 3-5. Record of Contact – Diocese (Page 3 of 5)

REVIEW ITEMS 2-7 WITH DIOCESE OFFICIAL.  
CHECK BOX AS ITEM IS DISCUSSED. IF NOT DISCUSSED, INDICATE REASON.

1. Has information package been received?  Yes → Q.2  
 No

1(a) If no, Field Manager can check with Westat for date package was shipped and who signed for it.

Tracking #: \_\_\_\_\_

Who Signed: \_\_\_\_\_

1(b) Call back diocese with tracking information.

1(c) If diocese still cannot locate, Field Manager can fax list of schools and Summary of NAEP Activities and the cover letter.

Date New Materials Sent: \_\_\_\_\_

Record any other information about reshipment:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Who will be the diocese contact?

Name: Mr. McKenna (Paul)  
Title: Superintendent  
Phone: (316) 592-0332  
Area Code  
Facsimile: 316 592-0333  
Area Code

3. Discuss list of sampled schools.

3(a) Review list of sampled schools. Check log.

3(b) Dates of school closings (January – March): January 27 - Jan 31

3(c) Date when schools return from Winter break: Jan 5

4. Review Summary of NAEP Activities and information from SCF.

Subjects for 2003 NAEP

Number of students to be assessed

Number/type of sessions

Questionnaires to be distributed and collected in school

Exhibit 3-5. Record of Contact – Diocese (Page 4 of 5)

- Arranging for suitable space
- Notifying parents
- Notifying teachers and students
- Ensure students' attendance
- List(s) of students in selected grade(s)
- Information on selected students: DOB, sex, race/ethnicity, SD/LEP status, and homeroom locator (4<sup>th</sup> Grade only) [Optional: Title I Status, National School Lunch Program participation]

5. Discuss "My School" e-mail/website: He wants to sign up!

6. Willingness to cooperate:  Yes  
 No → Complete Refusal Report Form

6(a) Any cooperation issues?  Yes  
 No

7. Procedure to follow in contacting schools:

7(a) Will diocese contact schools?

CHECK ONE

Yes -- How? He will call schools first  
 Date when schools may be contacted by Westat: We can call on 10/9

No -- Date when Westat may contact schools directly: \_\_\_\_\_

7(b) Who should NAEP contact at each school?

School Name: <u>Our Lady of Lourdes</u>	School Name: <u>Holy Saviour</u>
Contact: <u>Mrs. Phyllis Kelley</u>	Contact: <u>Mrs. Jean Jones</u>
Title: <u>Principal</u>	Title: <u>Principal</u>
Date to Contact: <u>After 10/9</u>	Date to Contact: <u>After 10/9</u>

School Name: <u>Holy Name</u>	School Name: _____
Contact: <u>Mr. Blake Jones</u>	Contact: _____
Title: <u>Principal</u>	Title: _____
Date to Contact: <u>After 10/9</u>	Date to Contact: _____

School Name: _____	School Name: _____
Contact: _____	Contact: _____

Exhibit 3-5. Record of Contact – Diocese (Page 5 of 5)

Title: \_\_\_\_\_ Title: \_\_\_\_\_  
Date to Contact: \_\_\_\_\_ Date to Contact: \_\_\_\_\_

School Name: \_\_\_\_\_ School Name: \_\_\_\_\_  
Contact: \_\_\_\_\_ Contact: \_\_\_\_\_  
Title: \_\_\_\_\_ Title: \_\_\_\_\_  
Date to Contact: \_\_\_\_\_ Date to Contact: \_\_\_\_\_

School Name: \_\_\_\_\_ School Name: \_\_\_\_\_  
Contact: \_\_\_\_\_ Contact: \_\_\_\_\_  
Title: \_\_\_\_\_ Title: \_\_\_\_\_  
Date to Contact: \_\_\_\_\_ Date to Contact: \_\_\_\_\_

7(c) Any special instructions for contacting individual schools?

Mr. McKenna expects that all  
schools will be very cooperative.  
when we call after 10/9/1

COMMENTS:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### 3.7 Making Contact

It is not unusual to make several phone calls to a diocese before you even begin discussing a study with the official. Particularly in large dioceses, the official's phone will often be answered by his/her secretary. **This is a good person to befriend.** It is the secretary who can facilitate contact with diocese officials; s/he knows the best time to call and how to "get your call through". Also, it is the secretary who usually knows where the package of study materials containing the list of sampled schools is located. The superintendent of the diocese with whom you ultimately speak will want to review the sampled schools before making any decisions about diocese participation. Explain why you are calling and try to get a sense if the superintendent plans to handle the details of the study him/herself or will delegate this responsibility to another official such as the test director.

#### 3.7.1 Call Backs

When initiating contact, introduce yourself, explain why you are calling, and tell the secretary that you **will call back** if the diocese official is unavailable. (Be sure to ask when would be a good time to reach the superintendent.) It is better if you continue making attempts to reach the superintendent, rather than him/her getting a busy signal when and if s/he calls you back. When you initiate the call, you can be better prepared and in control of the call.

#### 3.7.2 Introductory Phone Call to Superintendent of the Diocese

Please review the Example Diocese Phone Call and the Example School Phone Call in Appendices E and F, respectively. These example phone calls contain details about the information that you are to impart and collect from superintendents, school principals, and school coordinators that is not found elsewhere in this chapter. The example calls simulate the primary contacts you will have with secretaries and diocese and school staff. Suggested introductions and approaches for each are given. The purpose of these example calls is to help you master the flow of the call, to highlight the points that **must** be covered, and to elicit the information that must be obtained and recorded onto appropriate documents.

Once you are comfortable with these materials you may, of course, use your own words and style in the process of gaining cooperation from dioceses and schools. In all contacts, follow these key points:

- Follow protocol. That is, call the superintendent of the diocese before contacting schools. The first call to a school is always to the principal.
- Review the responsibilities described in each of the Summary of Activities in as much detail as necessary until you feel there is sufficient understanding of what schools can expect from the assessment team and what is expected of school staff.
- Be sure you have obtained and recorded enough information to complete the Record of Contact Form(s), School Control Form, and any other appropriate forms (such as the Refusal Report Form) necessary to report your progress to your Field Manager.

The Example Diocese Phone Call outlines the various steps to follow when contacting superintendents or other diocese officials. Naturally, not all steps will apply to all calls, and calls will not always proceed in the sequence indicated. You will use the Record of Contacts – Dioceses to go through the information you will want to review with the diocese official. The following describes each section of the protocol:

- **Section 1** of the Example Diocese Phone Call gives you verbiage for establishing contact with the appropriate diocese official who is responsible for the study. It also tells you what to do if the initial package of study materials has not been received. **IT IS IMPORTANT TO MAKE EVERY EFFORT TO LOCATE THE ORIGINAL PACKAGE.** If you determine that the package cannot be located, Westat can re-mail the school listings.
- **Section 2** of the Example Diocese Phone Call outlines the key points about the assessment which you will want to discuss with the diocese official. The sequence of these points appears in the same order as in the Summary of NAEP Activities. It is helpful (but not absolutely necessary) if the diocese official you are talking with has the respective summary in front of them.
- **Section 3** has you discussing the MySchool website with the Diocese Official. It describes the purpose of the site. You can then ask them if they wish to sign up. If they do, you can explain the sign-up procedures for MySchool.
- **Section 4** tells them about the results from 2002 and 2002 for Catholic schools and also informs them that there will be a breakout by Catholic school data again this year.
- **Section 5** discusses the school options for providing lists of students. It explains that schools can send them either electronically or by hardcopy.
- **Section 6** establishes the protocol for notifying schools. Usually the diocese official will notify the principals of selected schools to expect your call. This notification can be by letter or telephone call. Occasionally the diocese official will simply tell you to go ahead and contact the selected schools without any advance notification.

- **Section 7** has you use your Log of Schools to update the information on the List of Selected Schools. You will record any changes in school names, addresses, phone numbers, superintendent and/or principal names, as well as any school closings.
- **Section 8** is a closing and thank you.

In a few cases, the diocese may request an in-person meeting before agreeing to participate or, you may sense that your best chance to avoid a refusal would be by scheduling an in-person meeting. If such a request is made (or you sense that the diocese may refuse without more information) you will want to schedule the date, time, and location of this meeting.

### **3.7.3 Diocese Wants To Mail All Information**

Occasionally, dioceses require all mailings to parents and schools to originate from the diocese office. If this is the case, be prepared to get detailed address information for anything the Supervisor will be sending to the diocese for distribution.

### **3.8 Scheduling an In-Person Introductory Meeting with a Diocese**

In the past, most dioceses were supportive of NAEP and would allow the NAEP packets to be sent to the selected schools and for NAEP supervisors to then contact the principals to discuss participation. In years past, when your supervisors were having difficulty gaining cooperation with a school or reaching a principal, the diocese would many times be willing to intervene, resulting the school's participation or the principal now being available.

In more recent years, gaining cooperation with Catholic schools has become increasingly more difficult. Just as has been the trend in public schools, many Catholic school principals now are given the power to make decisions, sometimes in conjunction with a campus committee, for most activities on their campus. In some dioceses, there seems to be a greater hesitancy or a lack of follow-through for the diocese contact to notify schools of their selection for NAEP. This may be due to the diocese and school being very busy, or possibly because the diocese is leaving the decision to the individual principals. As a result, the supervisor may have more difficulty getting through to principals, requiring more phone calls, FedExing or faxing of letters, or occasionally visiting the schools to finally talk with them.

This is not to say that all dioceses leave the decisions to their schools, or that supervisors have difficulty in reaching most principals. In NAEP 2002, over 90% of Catholic schools ultimately participated, but the participation rate has been a little lower each year. Gaining cooperation is taking longer and requires more effort than in the past. Since we have a fairly short recruiting period to gain cooperation with the Catholic and nonpublic schools, we need to use the most advantageous methods requiring the least amount of time and effort.

With all of this in mind, an introductory visit with a diocese may produce the quickest and most positive results for the schools' participation in NAEP. An in-person, introductory meeting could be one of two types: (1) With the diocese contact and other diocese staff only; (2) With the diocese contact and staff, together with the principals or representatives of the selected diocese schools.

What are the benefits of an in-person, introductory meeting?

- A NAEP supervisor visiting the diocese and making a presentation will emphasize the importance of the diocese to NAEP and of their schools' participation.
- A professional relationship would be established which could affect the level of support from the diocese.
- The supervisor would have the opportunity to answer questions about the NAEP assessments.
- By a diocese agreeing to an introductory meeting with principals or representatives attending, selected schools might assume diocese support for their participation, although the final decision may be the principal's.
- The principals or school representatives will be away from their schools and will not be distracted by sudden problems that arise in their school. As a result, the principals may be in a more positive frame of mind to hear the presentation and discussion.
- The supervisor and field manager can plan a positive presentation beforehand and tailor it to the diocese and selected schools. As a result, all principals or school representatives and the diocese contact will hear the same positive, comprehensive discussion about what is involved for their schools for NAEP.
- The supervisor will have immediate contact with the principals without repeated attempts to reach them by phone, thereby saving time for gaining cooperation with other schools.
- The supervisor will have the opportunity to finalize the schools' participation in a short period of time.

If an introductory meeting is being considered for a diocese, the decision must be made in consultation with your field manager and may be based on the following conditions:

- How supportive was the diocese in NAEP 2002 or the most recent NAEP during the initial contact, or if recontacted about a reluctant or hard-to-reach principal?
- Did the diocese agree to contact the schools about their selection for NAEP? If so, did they follow through and contact all selected schools in a timely manner?
- How many of the selected original schools participated in NAEP 2002 or their most recent NAEP?
- Did the recruiter have a great deal of difficulty reaching some of principals in the diocese?
- How many schools in the diocese are selected for NAEP 2003?
- What is the proximity of the selected diocese schools to the diocese office and, therefore, to a possible central meeting location?
- What is the proximity of the supervisor to the diocese office?

If you and your field manager decide to attempt an introductory meeting, you will need to determine if you will suggest a meeting with diocese officials only, or if principals or their school representatives should also be included. For either type of meeting you will need to present the offer in a very positive manner identifying reasons why the introductory meeting would be advantageous to the diocese and to the selected schools, if included. The following is an example of a phone call to a diocese making the offer for scheduling an introductory meeting with the diocese and the school principals or representative:

"Sister Magdalene, I'm calling to follow up on a mailing that was FedExed to you recently regarding ten schools in your diocese selected for NAEP 2003. I was wondering if it might be possible to meet with you and the principals or representatives from the ten schools. I would provide packets of information for you and each principal or representative and explain what would be involved in the NAEP assessment in their school, and the time frame of the activities. I would also discuss the MySchool website, which is available to guide them through the assessment process, and I would answer any questions they may have. At the conclusion of the meeting, I would be glad to discuss specific assessment dates with each principal, or I could set a phone appointment with the principal to talk at a later date. It would be helpful if the principals would bring a calendar to the meeting.

NAEP understands how busy schools and administrators are, and many dioceses find this meeting to be helpful, informative, and more time efficient for the principals. Do you feel that an introductory meeting would be beneficial for your diocese and principals?"

If the diocese contact does not agree to an introductory meeting, you will immediately proceed to discuss the topics covered in the Example Diocese Phone Call. If the diocese contact agrees to the introductory meeting, you will need to discuss a date, time, and location, suggesting that the meeting be as soon as convenient to the diocese and schools.

You should consult with your field manager regarding your preparations for the introductory meeting, which may include the following:

- Obtain a list of all participants, their position, and school.
- Research general information about the diocese and schools through the Internet or other available sources. Also, determine which of the diocese schools were selected for NAEP 2002 and if each participated.
- Prepare enough packets of information, and several extras, for all possible participants. You would include the following:
  - Letter from Nancy Caldwell, NAEP Project Director
  - NAEP 2003 Summary of Activities
  - Endorsement letter from NCEA (National Catholic Educational Association)
  - MySchool brochure
  - NAEP website brochure
  - Locating NAEP 2000 Nonpublic School Results handout
  - NAEP pencil

The NAEP materials for each participant should be organized and placed neatly in a nice folder, and a folder of materials will be placed at the seat of each participant on the day of the introductory meeting. First impressions do make a difference!

- Plan your presentation with your field manager, tailoring it to the schools and any special circumstances that may exist in the diocese and selected schools that need to be considered or addressed. The topics to cover would include those discussed in the Example School Phone Call, the strong support of NCEA, and the very positive 2000 and 2002 data and private school comparisons available on the NAEP web site. You might also consider using your laptop to log onto the MySchool web site for one of the diocese schools for principals to view.
- If a large number of participants will attend, arrange for another supervisor to also attend, if possible, or your field manager, if s/he is available. They will be available to help set up for the meeting and to answer individual questions and to discuss assessment dates and arrangements with the principals following the meeting.

- If you make arrangements for the meeting, you might want to provide coffee, tea service, and ice water for the participants.
- This goes without saying, but on the day of the introductory meeting, be prompt and have the meeting well prepared before the participants arrive. Be friendly and introduce yourself to all participants as they arrive, if possible, or afterwards, if necessary for latecomers.
- Lastly, be an ambassador for NAEP and provide a positive, informative presentation about NAEP for those attending.

### **3.9 Followup Mailouts to Dioceses**

If the diocese contact requests to be kept apprised of the assessments, complete the Assessment Schedule for Dioceses letter (Exhibit 3-6) and mail it to the diocese contact after you have scheduled assessment dates for all of the sampled schools in a diocese.

Exhibit 3-6. Assessment Schedule for Dioceses Letter

Dear \_\_\_\_\_,

Thank you for participating in the 2003 National Assessment of Educational Progress (NAEP). In an effort to keep you informed, the following schedule of assessment dates for the schools sampled in your diocese is provided.

School Name: \_\_\_\_\_  
Assessment Date: \_\_\_\_\_  
Comments: \_\_\_\_\_

If you have any questions regarding the NAEP assessment in your diocese, please call me (collect) at \_\_\_\_\_.

Sincerely,

NAEP Supervisor