

4. GAINING COOPERATION FROM SCHOOLS

This chapter will guide you through the process of gaining cooperation for Catholic and other nonpublic schools and will describe the materials that you will be using. As described in the preceding chapter, before contacting any Catholic schools you will first have to contact the diocese that represents those schools. For other nonpublic schools your first contact will be with the school.

4.1 Contacts with Schools

4.1.1 Mailing to Schools

Once you have obtained permission from the diocese, you will contact the individual Catholic schools. You will begin by mailing a package to school principals after receiving diocese approval. For other nonpublic schools you will begin by mailing the package directly to the schools.

On your Log of Schools the diocese superintendent column for other nonpublic schools is blank because most are independently managed and do not report to a larger entity such as a diocese. Many of these schools are affiliated with membership organizations of nonpublic schools such as Christian Schools International (CSI), or Lutheran school groups that have provided letters of endorsement. Fourteen such nonpublic school membership organizations form the Council for American Private Education (CAPE). CAPE and its board of directors have endorsed NAEP and have provided letters of endorsement to be sent to selected nonpublic schools. These endorsement letters should be mailed with the initial mailing. For the Catholic schools, the NCEA letter should be included in the mailing.

Supervisors will mail to both the nonpublic non-Catholic schools this year. Each mailing should include:

- Letter to nonpublic school by Nancy Caldwell;
- Letter to Principal signed by Supervisor;
- Summary of NAEP Activities;
- Listing which shows the name of the school selected as well as the number of sessions and the school ID;

- MySchool folder along with its contents (described in Chapter 5);
- A set of school labels for each of your regions to help you with your mailings;
- Instructions for Preparing a List of Students;
- Locating NAEP 2000 Nonpublic School Results Handout; and.
- Endorsement letters by organizations to which this school belongs. Please note that not every organization provides endorsement letters. Also, it is possible that some schools belong to more than one association. If it is unclear which endorsement letters to send to a particular school, please discuss it with your field manager.

4.2 Calls to Schools

Allow a few days lead time before calling the school principal, so that s/he has the materials you mailed before you call. The purpose of this initial call to the school is to explain the study and the school's role, answer questions that school officials may have, and make arrangements for the assessment. For Catholic schools, make certain that the principal knows that we have been in touch with the diocese superintendent's office and received permission to contact the school. The materials you will have in front of you during the call are:

- Log of Schools
- School Control Form
- Record of Contacts – Schools
- Summary of Activities
- Refusal Report Forms (in the event you need to record information about a refusal)

During your calls to nonpublic schools (using the Example School Phone Call in Appendix F) it will be important to emphasize that NAEP staff will do as much as possible to facilitate the assessment and to ease the burden on school staff. In many nonpublic schools the demands on staff time are even greater than in public schools. You can mention to the school official the endorsement of CAPE (or the appropriate association). It is also in these schools that there may be the most resistance to “government interference.” Make sure you stress the confidentiality of participating schools and students.

Affiliation codes will be listed next to the school on all listings and logs. If you have any questions about the timing of any calls to dioceses or schools, talk to your Field Manager.

4.3 The School Control Form

You will receive a School Control Form (SCF) for each school in your assignment. It is a one-page document with some pre-printed information about the school. It describes the assessment activities for which the school has been selected.

It is also the document upon which you will record critical information about the assessment. You will complete the SCF during introductory meeting telephone calls and it will be given to the appropriate assessment Supervisor in December. The SCF is shown as Exhibit 4-1.

The first portion of the SCF contains the School, Diocese and Principal's name and address information. During the course of your calls, you will verify this information and make corrections as necessary. Also shown are the ID numbers of the school, the estimated number of students to be assessed, the grade selected, and the session types for which they were selected. The SCF also indicates whether the school has been sampled for assessments in more than one grade. If a school is selected for an assessment in more than one grade, there will be a separate SCF for each grade selected. You will have to complete the SCF for each grade.

On the rest of this form, you will enter information about assessment arrangements you have made with the school coordinator during the introductory meeting telephone calls. These items are as follows:

- A. **School Coordinator's Name, E-Mail Address, and Fax Number** – Enter the school coordinator's name in this space. If the school coordinator is the principal, fill in the principal's name. If the school coordinator is reached at a phone number other than the school phone number, enter that in this space as well. You will also have space here to enter the school coordinator's e-mail
- B. **Expected Enrollment in Grade** – The number of grade-eligible students that we anticipate will be preprinted here. You should enter the actual number of students in the selected grade right next to it.

Exhibit 4-1. School Control Form

2003 NAEP SCHOOL CONTROL FORM

SCHOOL ID#: 4110021 REGION: _____ AREA: _____
STATE: TN SESSION TYPES: Reading/Math
SCHOOL NAME: Our Lady of Peace PRINCIPAL: _____
ADDRESS: 314 Hollow Lane PHONE: _____
4 Sphinx, TN 04444

GRADE: _____ ESTIMATED # TO BE ASSESSED: 62 ESTIMATED # OF SESSIONS: 2

SCHOOL IN MORE THAN ONE GRADE ASSESSMENT? (Y/N): N
(IF YES, CHECK OTHER SCHOOL CONTROL FORM)

A. SCHOOL COORDINATOR'S NAME: Mrs. Sandra Block
COORDINATOR'S E-MAIL ADDRESS: Sblock@ourladyofpeace.org
COORDINATOR'S FAX NUMBER: 616-403-9922

B. ACTUAL GRADE ENROLLMENT: 75

C. IS THIS A YEAR ROUND SCHOOL? Y/N IF YES, PERCENT OF STUDENTS IN GRADE OFF TRACK AT ANY TIME: _____

D. ASSESSMENT DATE(S): Feb 21 ASSESSMENT TIME: 11:00am

E. ARRANGEMENTS FOR ASSESSMENT: All students in cafeteria

F. ARRANGEMENTS FOR SAMPLING:
 SCHOOL WILL SEND ELECTRONIC FILE TO WESTAT
 SCHOOL WILL SEND LIST VIA FAX OR MAIL Date: _____
 SAMPLE AT THE SCHOOL SAMPLE DATE _____

IF ELECTRONIC FILE, NAME AND TELEPHONE NUMBER OF PERSON PRODUCING FILE: _____

G. IF GRADE 4: NUMBER OF COMBINED LANGUAGE ARTS/MATHEMATICS TEACHERS 2
NUMBER OF LANGUAGE ARTS TEACHERS ONLY 0
NUMBER OF MATHEMATICS TEACHERS ONLY 1

IF GRADE 8: NUMBER OF LANGUAGE ARTS TEACHERS _____
NUMBER OF MATHEMATICS TEACHERS _____

H. IF GRADE 4: SCHOOL WANTS TO ASSESS ALL STUDENTS OPTION (IF SCHOOL HAS FEWER THAN 121 STUDENTS Yes)
SCHOOL WILL DO SAMPLE OF APPROXIMATELY 62 STUDENTS _____

I. COMMENTS: _____

- C. **Year-Round Schools** – If the school diocese/state has a “year-round” schedule, you must indicate this by circling the Y (for Yes) and then enter the percentage of students in the selected grade who would be off-track at any one time.
- D. **Assessment Date and Time** – A **specific assessment** date should be scheduled and recorded here, along with the time.
- E. **Arrangements for Assessment** – There is space here for you to record any other information about the school that the Assessment Coordinator needs to be aware of. You can also use this space to explain any special arrangements needed for the session.
- F. **Arrangements for Sampling** – There is a space to record the arrangements for sampling, whether it will be done via electronic file, mailed or faxed to the Field Manager or Supervisor, or done at the school. There is also a space for the sampling date if a visit is required. If the sampling is to be done by electronic file, there is a space for the name and telephone number of the person producing the file.
- G. **Number of Teachers** – There is space for putting the number of language arts teachers, mathematics teachers or combined language arts/mathematics teachers at grade 4. At grade 8, there is space for the number of language arts (reading/writing) teachers and for the number of mathematics teachers.
- H. **Assess All Option at Grade 4** – If this is a grade 4 school there is space to check off whether the school will do the “assess all students” option. This is available only for schools that have fewer than 121 students at fourth grade.
- I. **Comments** – There is space here for other comments.

Occasionally a school is selected to participate in more than one grade assessment. If this is the case, there will be two School Control Forms for the school since there will be a different school ID number for each grade level. Both forms should be completed. Generally all assessments in a school are conducted on the same day, and the school coordinator serves for both grades.

Completed SCFs should be reviewed for completeness and legibility prior to shipping back to the home office at the conclusion of the gaining cooperation phase.

4.4 **Record of Contact - School**

The record of Contact – School is essentially the same as the one for the dioceses, but will guide you through the information that you will need to discuss with the school. The Record of Contact – School is shown in Exhibit 4-2.

Exhibit 4-2. Record of Contact Form – School (Page 1 of 4)

Supervisor: John Donald
Cooperation Status: Coop!

Region: WI1 Area: 4
NAEP School ID: 5012311

2003 MAIN NAEP ACTIVITIES
RECORD OF CONTACT - SCHOOL

CHECK WHEN CONTACT ESTABLISHED: School Principal School Coordinator

School: Briar Academy
Telephone: 555 328-0172
Area Code
Facsimile: 555 328-0171
Area Code
District:
School Principal: Mrs. Anne Smith
School Coordinator: Mrs. Joan Crowley
Name and Title
Guidance Counselor
Secretary: Mrs. Kate Brown

Is the information as it appears on the SCF accurate?
CHECK ONE Yes No
If NO, enter new information:
Principal: _____
Mailing Address: _____
Telephone: () _____
Area Code

Willingness to cooperate.
 1(a) Assessment date scheduled for: 2/7 RECORD ON SCF AND IN SCS
 1(b) Sampling type: (CIRCLE ONE) RECORD ON SCF AND IN SCS
Electronic (Fax/Mail) In School

Who will assume role of School Coordinator?
 School Principal
 Other:
Name: Mrs. Joan Crowley
Title: Guidance Counselor
Telephone: 555 328-4444 Fax: 328 0171
Area Code Area Code
E-mail address: none
Have spoken with the School Coordinator: Yes No

RECORD OF CALLS

<p>DATE/TIME PERSON CONTACTED AND TITLE</p> <p>10/17 9am Mrs. Kate Brown Sec'y to princ.</p>	<p>OUTCOME OF CALL:</p> <p>Spoke to principal's secretary. She said principal is unavailable all day. Call tomorrow</p>
<p>DATE/TIME PERSON CONTACTED AND TITLE</p> <p>10/18 9am Mrs. Brown</p>	<p>OUTCOME OF CALL:</p> <p>Spoke to Mrs. Brown. Principal is in meeting. She suggested calling at end of school day and she'd make sure I get a chance to</p>
<p>DATE/TIME PERSON CONTACTED AND TITLE</p> <p>10/18 3:45 Mrs. Brown.</p>	<p>OUTCOME OF CALL:</p> <p>Spoke to Mrs. Brown. She transferred me to principal Mrs. Anne Smith</p>
<p>DATE/TIME PERSON CONTACTED AND TITLE</p> <p>10/18 3:48 Mrs. Anne Smith principal</p>	<p>OUTCOME OF CALL:</p> <p>Spoke to principal and told her about NAEP. She had looked over materials but wants to think about participation. Call tomorrow</p>
<p>DATE/TIME PERSON CONTACTED AND TITLE</p> <p>10/18 3:45 Mrs Anne Smith</p>	<p>OUTCOME OF CALL:</p> <p>Mrs. Anne Smith said they would participate only if they do not have too much additional work to do.</p>

She assigned Mrs. Joan Crowley School as S. Coord. (guidance counselor)

Exhibit 4-2. Record of Contact Form – School (Page 3 of 4)

REVIEW ITEMS 1-11 WITH SCHOOL PRINCIPAL OR SCHOOL COORDINATOR.
IF DISCUSSED WITH SOMEONE OTHER THAN THE PERSON NAMED ON PAGE 1, SPECIFY BELOW.

The following issues were discussed with:

Name: _____ Title: _____

Date: _____

ASK PRINCIPAL/SCHOOL COORDINATOR TO REFER TO SUMMARY OF NAEP ACTIVITIES.

CHECK BOX AS ITEM IS DISCUSSED. IF NOT DISCUSSED, INDICATE REASON.

NOTE: REVIEW SCF, LOG OF SCHOOLS, AND RECORD OF CONTACT – DIOCESE BEFORE MAKING CALL TO SCHOOL.

1. Discuss type(s) of sessions to be conducted (from SCF).
COMMENTS:

1 session

2. Confirm enrollment in sampled grade.

RECORD ON SCF AND IN SCS

- Grade 4 *24*
- Grade 8 _____
- Grade 12 _____

3. Discuss estimated number of students/sessions to be assessed in the school (from SCF).

- Students *24*
- Sessions *1*

If grade 4: If grade has fewer than 121 students does the school wish to assess ALL students?
Yes No _____

4. Discuss time required to conduct the assessment.
COMMENTS:

5. Discuss the options of sampling and the necessity of completing the "Instructions for Preparing a List of Students"

5(a) School will send file electronically.

No internet access

RECORD ON SCF AND IN SCS

5(a1) Discuss sampling procedure.

5(a2) Ask for person's name and telephone number who is in charge of the electronic files.

Name _____ Telephone Number _____

5(a3) Date file to be sent _____ Date file current as of _____

5(a4) Discuss supplemental sampling to be done at sampling visit. → Q. 7

Exhibit 4-2. Record of Contact Form – School (Page 4 of 4)

- 5(b) School will provide hardcopy of the student list by fax or mail.
 5(b1) Date list to be sent about 11/1
 5(c) School will not release student names. Sampling visit will be required.

6. Discuss sampling procedure.
COMMENTS:

Will test all students!

7. Discuss School Questionnaires:

- 7(a) Distribution and collection of School Questionnaire (Grades 4 and 8).
 7(b) Distribution and collection of SD/LEP Questionnaire(s).
 7(c) Distribution and collection of Teacher Questionnaire(s) (Grades 4 and 8).

If grade 4: Number of teachers who teach both language arts and mathematics 2
Number of teachers who teach mathematics only —
Number of teachers who teach language arts only —

If grade 8: Number of teachers who teach language arts (English/reading/writing) —
Number of teachers who teach mathematics —

8. Discuss space required to conduct the assessment.
COMMENTS:

will assess in library

9. Discuss "My School" e-mail/website:

No internet access

10. Discuss Parental Notification:

11. Is this a year-round school?

Yes If "YES", what percent of students in sampled grade are off-track (or not in session) at any given time?

No

RECORD ON SCF AND IN SCS

4.5 Electronic Files from Schools

As mentioned earlier, part of each mailing to the schools each school will receive the “MySchool” folder in the mail. This folder will contain information about the MySchool website, instructions for creating student lists, and information on e-filing their student list. You should encourage as many schools as possible that schools send their student lists via an electronic file at the time the school agrees to cooperate. Schools must be able to send an electronic Excel file by November 15. The school will access the MySchool website to access the link to the e-file option. There they will follow the directions on how to create and send an electronic file of students for sampling. The specifications are included on the instructions for creating student lists. The Excel file must include the student names, birth dates, sex, race, and SD/LEP status. The school does not have to have Title 1 or the School Lunch Program fields available at this time in order send Westat a file electronically. These fields can be added later on assessment day. Grade 4 schools that want to assess all students must include the homeroom indicator.

Asking the schools for an electronic file will require a discussion between you and the person at the school in charge of the student file. You must thoroughly discuss with the school staff person the details about their student list. These details are on the Instructions for Preparing a List of Students (Exhibit 4-3). You must make sure that the list contains ALL students in the sampled grade. If the school has any technical questions about the file they can call 800-283-6237. They can also e-mail questions to the NAEPFMS@westat.com e-mail address. The files that schools send electronically will be received at the Westat home office. The home office will read the file and select the student sample. The selected student file will then be sent to NCS Pearson for them to pre-print the Administration Schedules with the selected student information.

Exhibit 4-3. Instructions for Preparing a List of Students (Page 1 of 2)

NAEP 2003

Instructions for Preparing a List of Eighth-Grade Students

(Please see reverse side for three methods of preparing your list of students:
Excel file submitted via Internet or hard copy typed or computer-generated list.)

1. The list must include **ALL** students enrolled in the eighth grade using the most current enrollment records available.
2. Include on the list students who typically may be excluded from other testing programs (such as some students with disabilities or limited English proficiency).
3. If this is a year-round school, please record the following information on the list of students:
 - a) Total enrollment in the eighth grade: _____
 - b) Percentage of eighth-grade enrollment that will be off-track (not in attendance) on the assessment date: _____
 - c) Indicate on the list which students will be off-track on the assessment date.
4. Please indicate the number of eighth-grade teachers who teach: Mathematics: _____
Language arts: _____ (Please include special education with language arts teacher counts)
5. The following student data are required:
 - Student name (alphabetical)
 - Month and year of birth (MMYY)
 - Sex (*Codes below)
 - SD status (*Definition below)
 - LEP status (*Definition below)

The following data also will be required of sampled students but may be included for all students now if more convenient:

 - Homeroom
 - Race/ethnicity (*Definition below)
 - National School Lunch Program (NSLP) status (*Definition below)
 - Title I status

***Codes/Definitions:**

Sex: 1=Male 2=Female

SD: Student with a disability (SD) or having an Individualized Education Plan (IEP) or equivalent classification (such as 504) for reasons other than being gifted and talented.

LEP: Student classified by the school as limited English proficient.

Race/ethnicity:

1=White, not Hispanic: A person having origins in any of the original peoples of Europe [except Spain], North Africa, or the Middle East.

2=Black, not Hispanic: A person having origins in any of the Black peoples of Africa.

3=Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish [but not Portuguese] culture of origin, regardless of race.

4=Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the original peoples of the Pacific Islands. These areas include, for example, China, Japan, India, Korea, the Philippine Islands, Samoa, and Hawaii.

5=American Indian or Alaskan Native: A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

6=Other: A person who identifies with more than one of the first five categories or has a background other than the ones listed.

National School Lunch Program (NSLP):

1= Student not eligible

3=Free lunch

2= Reduced price lunch

6=School not participating

Exhibit 4-3. Instructions for Preparing a List of Students (Page 2 of 2)

There are three ways you can submit your list of students (specifications for the list are detailed on the reverse side):

A. Send an Excel file of your student data by signing on to the My School website at www.mynaep.org. Step-by-step instructions on the website will walk you through sending the file. The deadline for submitting electronic files is November 15, 2002.

B. Print out a list of students from your computer database*.

In addition to including the student data requested in number 5 on the reverse side, please follow these guidelines:

- Write the school name and address and district name on the list.
- Number the students.
- Double-space the list.
- Allow a right-hand margin of at least 2 inches.
- Include the date the list is current.
- Define any special codes used.
- Include preparer's name and phone number.

C. Prepare a list of students using the model below*:

NAEP 2003 STUDENT LIST										
School Name: <u>Brown Middle School</u>				Prepared by: <u>Tom Reed</u>						
Address: <u>3 School Street</u>				Preparer's Phone Number: <u>909-123-4567</u>						
<u>Brown NS 55121</u>				Date List is Current: <u>10/01/02</u>						
DIRECTIONS: PLEASE COMPLETE COLUMNS A - E FOR EVERY STUDENT IN THE EIGHTH GRADE. Columns F - I can be completed now or at a later date for selected students only. Include students who may be excluded from other testing programs, such as some students with disabilities or limited English proficiency. PLEASE PRINT OR TYPE.										
REQUIRED OF ALL STUDENTS					Required of Sampled Students				For Sampling Use Only	
-A- Student's Name	-B- Birth Date (MMYY)	-C- Sex	-D- (X) If SD	-E- (X) If LEP	-F- Home Rm	-G- Race	-H- NSLP Status	-I- (X) If Title 1	Line #	(X) Sampled
Mary K. Albathy	08/89	2								
Scott L. Barnes	05/90	1	X							

*If you are preparing a hardcopy student list according to the instructions in B or C above, please complete questions 3 and 4 on the reverse side and return this form with the list of students to your NAEP state coordinator or NAEP representative by:

4.6 Receiving Student Lists from Schools in Hardcopy Form

Some schools, particularly nonpublic schools may not wish to have their students' names sent on an electronic file. We must be sensitive to their concerns. If a school does not wish to or cannot send student lists via electronic file, we will ask them to mail or fax the list of students to the Field Manager or Supervisor. Again, the student list specifications are on the instructions for creating student lists that they will receive in the "MySchool" folder. If a school does not wish to release any student names from the school, then the Supervisor will have to conduct a sampling visit to the school this fall.

4.7 Example School Phone Call

The Example School Phone Call outlines the call to the school principal/school coordinator using the same format as the Example Diocese Phone Call. Since protocol dictates that the initial school contact be made with the principal, you will record the outcome of this call on the Record of Contact Form - School and check the box at the top of the front page indicating "School Principal".

Occasionally you may be directed by office staff to speak directly to someone other than the principal. In some cases, particularly at grade 4, the principal himself/herself will assume the role of School Coordinator.

You will complete the Record of Contact Form - School to document your conversation with the school principal and the school coordinator if the principal designates a person other than him/herself to assume those responsibilities. Do not forget, make sure you have the Record of Contact Form, the School Control Form, the Summary of Activities, and Log of Schools before placing your call to the School Principal.

If the principal will assume the role of School Coordinator, you will check the box near the bottom of page one of the form indicating "School Principal." If someone other than the school principal is designated as school coordinator, check the box indicating "Other," and enter the appropriate information. When speaking with the "School Coordinator," check the box indicating "School Coordinator" at the top of the first page of the form. All items of the form must be reviewed with the School Coordinator; if the principal expresses interest, you should review the items with him/her as well.

In **Section 1 of the Example School Phone Call**, “Making Contact”, you introduce yourself as the NAEP representative and establish contact with the school official who will be responsible for coordinating activities. When making this first call to a Catholic school, it is helpful to begin by referring to the recent call (or letter) placed from the diocese office informing the school of its selection for participation in the study.

When speaking with the school principal or designee, explain that it will take about 15-20 minutes to cover the necessary information and offer to set up a phone appointment for a discussion if s/he cannot discuss it immediately. When reviewing key points, suggest that s/he follow along using the Summary of Activities

If s/he does not have access to the materials you mailed, offer to send another set. Do not review the school responsibilities until s/he has received the Summary of Activities. (Your Field Manager can fax a copy of the Summary of Activities to a school if necessary.)

Section 2 gives you a short introduction to the assessment program. It essentially summarizes the first few paragraphs of the Summary of Activities.

Section 3 provides step-by-step instructions for updating the School Control Form (SCF). In reviewing and updating the School Control Form, you will inform the School Coordinator of the grade level being assessed as well as the number and type of sessions being conducted and the estimated number of students to be assessed. You will also inquire about the number of students enrolled in the sampled grade and record this information on the SCF.

Section 4 has you ask if it is a year-round school. Information about year-round schools must be entered on the Record of Contact - School **and** the SCF **and** in the SCS.

Section 5 describes the MySchool website to him/her and inquires whether the school has Internet access.

Section 6 reviews the School Coordinator’s responsibilities. You will describe what is necessary for sampling, discuss the importance of high attendance on assessment day, and review issues of confidentiality. You will describe the two options they have for giving you the student list - either an electronic file sent by the due date or a hardcopy list faxed or mailed to you. If the school is resistant to having student names leave the school, you can tell him or her that you will visit the school about two weeks before the assessment date to sample.

Finally, in Section 7, **you will establish an assessment date** for the school and answer any questions the coordinator may have. If the school requires a sampling visit, it can be done in person. Remember to record this information on the School Control Form, Record of Contact Form, the Log of Schools, and in the SCS.

When determining a school's assessment date, be sure to discuss prior school commitments, vacation weeks, holidays, other local, diocese, or state testing dates, etc., and set the schedule so that the assessment can be completed within the allotted time period. Review the field period to be sure that the date is within the proper parameters. If this presents a problem, your Field Manager must be notified.

Assessment sessions for NAEP will last 90 minutes. Since this will take longer than a class period in most middle- and high schools, it is important to discuss the scheduling with the school coordinator to determine the type of schedule that will work best within that school. This coordination is, of course, especially important for the older students, who generally move from class to class every hour. Additional sessions may be necessary if the assessment space is small or makeup sessions are required. In general, however, you should be able to schedule all assessment sessions in a school on the same day.

In scheduling the assessment sessions within each school, take into account the hours that the assessment space is available, and any and all school functions that have been scheduled (assemblies, pep rallies, etc.). Sessions should not be scheduled that will run into the students' lunch period or student dismissal time. We want to avoid partially completed sessions, so make sure the school coordinator fully understands the time requirements of each session scheduled.

Exact times and locations for sessions do not have to be determined at this time. This will be determined by the Assessment Coordinator closer to the assessment date. However, the school coordinator should be given an overview that includes information about space and time requirements. Note that space is at a **premium** in most schools. Sessions may need to be held in such locations as the band room or the library. Wherever the sessions are held, the location should allow minimum distractions. If a school coordinator wants to plan at a detailed level at this time, record all information on the SCF and on the Record of Contact Form. **The items that MUST be decided at this time is the actual assessment date and the method of sampling (either by electronic file or hardcopy).**

When the assessment date has been agreed upon, ask the principal or school coordinator to be sure to record the scheduled date on their school calendar.

4.8 Year-Round Schools

While most nonpublic schools are not year-round, there are a small number that are year-round. The procedures for year-round schools are as follows:

- As part of your phone contact with the School Principal (or School Coordinator), you will inquire whether the school is a year-round school. If so, determine the percent of students in the sampled grade who are off-track (or not in attendance) at any given time.
- Record this information on:
 - The Record of Contact Form - School;
 - The School Control Form (SCF); and
 - The School Control System (SCS).

In year-round schools, the file or list used for sampling should contain all students who will be on-track (in attendance) on the assessment date.

4.9 Handling Situations That May Arise During the Phone Calls

There are several other issues that may arise in your initial calls to dioceses or schools depending on the questions asked by the person with whom you are speaking. Instructions for handling these situations are described in this section.

4.10 Questions You Cannot Answer

Although you will be able to respond to specific questions about each assessment and most general questions, there may be some questions that you are not able to answer. When this occurs, write down the question, be sure you understand it, and tell the school coordinator or diocese staff member that you will get back to him/her with the answer. Then, continue with your call agenda. At the conclusion of the call, consult your Field Manager or, if directed, the home office, to obtain the answers to the questions. Be sure to contact the school or diocese official who asked the question as soon as possible.

If you do not know the answer to a question, do not try to “bluff”. The school official may be far more knowledgeable about the topic than you. You will not lose the respect of the school official if you find out the answer and get back to him/her, but you will lose respect if you respond inaccurately. You can always mention the NAEP website and tell him/her that there may be some more information there that s/he may want to know. If questions are left unanswered, do not forget to get back to this school official with the answers.

4.11 Technical Discussion Required

If, during your phone call, you sense that more detail than you are able to provide is being requested (e.g., the diocese or school official begins a detailed discussion of standardized testing), you should indicate that you will arrange for a NAEP guide to be sent or for a home office staff member to call him/her. You should, however, be familiar enough with your study materials (manuals, publications, etc.) to answer general questions about the program. Again, you can always mention the NAEP website and tell him/her that there may be some more information there that s/he may want to know.

In some cases, a diocese or school may wish to have an in-person meeting involving their test directors and/or curriculum developers. If that is the case, it is possible that they would expect the presentation to be more technical than what you are able to provide. You can explain that your expertise is in the operational area, but that you can try to arrange for a meeting in which a project representative could come to discuss these issues. However, you should try to determine the specific information that may be sought, and see if these questions could be discussed over the telephone.

Discuss the situation with your Field Manager before committing to a special briefing or presentation. Also, contact your Field Manager to discuss any special circumstances surrounding the scheduling of the assessment or the conduct of introductory meetings as a result of your telephone contact with the diocese office or the school.

4.12 Concern About The Amount of Testing In The School(s)

Many dioceses and schools are well aware of the value of NAEP and other testing programs and are supportive, but you will frequently hear diocese and school officials express their concern about the amount of testing occurring in their schools (especially at grade 8). If this is the case, you should acknowledge their concern (e.g., “I understand what you are saying. We have seen the growth of testing

since the early 1990's"), and move on if you can. You can point out that in some ways these assessments are less burdensome than other testing programs because only a sample of students are selected for participation (although you should be careful when making this statement, since in some schools we will select all eligible students). Also, stress that our staff does all of the work on assessment day and the assessments lasts about 1-2 hours, while other programs run over several days.

4.13 Parental Permission

The No Child Left Behind Act provides that student participation in the National Assessment of Educational Progress shall be voluntary. It specifically states that parents of children selected to participate in any NAEP assessment shall be informed before the administration of any authorized assessment that their child may be excused from participation for any reason, is not required to finish any authorized assessment, and is not required to answer any test question. During any discussions with diocese or school officials regarding parental notification, you should emphasize that students are anonymous in these programs. Participating students' names are kept completely confidential, and school officials are instructed to destroy all forms within about six months of the assessment. Results are never reported by individual student or school; they are reported in aggregate across schools by grade, sex, and other characteristics. Please refer to Appendix L for the complete details about the policy on Parent Information.

A sample parent letter (Exhibit 4.4) will be included in the mailing to the school that school staff can copy or modify. The letter will also be available on the MySchool website. You will receive copies of the parent letter in your bulk supplies. If any school or diocese official would like to see a copy of the letter, you can send one to him/her.

4.14 Further Contact Necessary

If the diocese or school requests further information before agreeing to participate in the study, try to determine the type of information needed and note this on the Record of Contact form. Indicate on the appropriate Record of Contact form who should be called at the school or diocese office. Be sure to report this information to your Field Manager, in addition to documenting it on the appropriate Record of Contact form. If the attitude toward the study is basically negative, note this on the Record of Contact form and call your Field Manager immediately.

A diocese or school official may openly refuse or express reluctance to participate in the study. If so, be very tactful and polite during the telephone conversation. If the diocese or school official seems amenable to further discussion, the following points may be useful in your conversation:

- During previous years of NAEP, nearly 90 percent of the sampled schools have participated.
- For this study, we will conduct the assessments in the school and will do the sample selection. The only thing we ask of schools is to provide us with the lists of eligible students before the assessment date, the assessment space, and the selected students on assessment day. If there is any resistance whatever about preparing student lists or other clerical work on the diocese or school's part, offer to have our staff do the work.
- We will be as flexible as possible about scheduling the work, space requirements, etc.
- Schools often change their minds when we offer to do the assessment on a "non-regular" school day such as an early dismissal day or when another activity alters the usual schedule.

Exhibit 4-4. Sample Parent Letter

PARENTAL NOTIFICATION LETTER

NOTE: You must circle the appropriate reference in the third paragraph "your child may be/is part of that sample."

(School Letterhead)

Dear Parent:

I am pleased to announce that our school has been selected to participate in the National Assessment of Educational Progress (NAEP), also known as the Nation's Report Card. NAEP is an ongoing assessment of what young Americans know and can do in various academic subjects. Given to almost 1 million students throughout the U.S. in 2003, NAEP will show how students in our state perform compared to other states and the country as a whole. It also shows long-term trends in academic performance over the 33 years the assessment has been in place.

The NAEP assessment will take place on 02/7 and will take approximately 1½ hours to administer. A random sample of our 8th grade students will be selected for the assessment, and your child may be/is part of that sample. *All responses are confidential and no results will be reported to or about individual students or schools.* This means that the names of students who take part in NAEP are not recorded on any of the assessment materials that leave the school, and your child's grades or progress in school will not be affected in any way by participating.

NAEP data and results are often used by policy makers to make decisions regarding education. To help guide these decisions, NAEP asks students questions about their school experience, background, and what teachers teach in the classroom in addition to the subject matter questions. These questions do not address personal beliefs or attitudes. Students may omit any question or part of the assessment that they do not wish to answer. If you do not wish to have your child participate in the assessment, please contact

Mrs. Samantha Jones at 713-428-1111.

We appreciate the participation of each child who is selected. Students who participate in NAEP will gain valuable test-taking experience and our school's participation will be beneficial in painting a picture of what our state's and country's school children are learning.

For more information about NAEP and to view sample test questions or a Demonstration Booklet that contains student background questions and examples of the subject questions similar to those asked in this year's assessment, please visit the web site <http://nces.ed.gov/nationsreportcard>. The Demonstration Booklet is also available at the school office. If you have any questions or concerns please contact

Mrs. Samantha Jones

Sincerely,

David Parenti, Principal

If the diocese/school official openly refuses to participate and is very abrupt or hostile, do not antagonize the individual by prolonging the conversation. If appropriate, attempt to obtain the reason(s) for the refusal (this information will enable you or other staff to develop appropriate plans for attempting to reverse the refusal) and politely terminate the conversation. Do not indicate to the refusing party that no further contact will be made. Always leave the door open for someone else to make contact. There are some general rules to follow when you sense an impending refusal (Exhibit 4-5) and some comments you can make when they give reasons why they want to refuse (Exhibit 4-6).

Record notes of the discussion clearly and in detail on the Refusal Report Form (Exhibit 47), and call your Field Manager to discuss the situation. The refusal information will be reviewed by the Field Managers so that we can try to convert the refusal. There is space on the form for you to record the stated reasons for refusing as well as any unstated reasons that you sense. Your objective opinion about the reason for refusal and what could be done to correct the refusal are an important part of the conversion effort.

4.15 Special Situations

If the school says they will agree to participate only under special circumstances, you should discuss the circumstances with your field manager. Oftentimes, they will say they will participate only if all of their students can partake in the assessment. Obviously since this is an option for most fourth grades, it is not a problem. If they want to do this for eighth grade, you must fill out a Special Situations Form (Exhibit 4-8) and put it in the school folder.

Exhibit 4-5. Suggestions for Potential Refusals

When "sensing a refusal"

1. Suggested responses:
 - a. "You have brought up some interesting facts. May I get back to you?"
 - b. "Thank you for listening. I am going to call my Supervisor and see if there is anything more I can do for your school."
 - c. "I appreciate and understand your concerns and would like to discuss them with my Supervisor. May I call you back tomorrow?"
 - d. "You have excellent suggestions."
2. Website: Be sure to bring the study's website to the school's attention, as this is an important feature that should not be overlooked. If they do not have the brochure explaining "NAEP on the Internet" tell them you will fax them one. Explain to the school that you will call back after they have had time to review some of the reports and valuable information.
3. Fax or Federal Express: Before accepting a refusal always offer additional literature and materials.
4. Refusal by secretary or recording: Thank the secretary but tell her that you will call back at another time. Never accept a final refusal via the secretary or a message that is left on your recorder or given to someone other than you.
5. Phone control: Always tell the secretary that you will call back. Certainly leave your number if s/he requests it and then explain that you are either traveling or often on the phone and you will call again rather than inconveniencing the superintendent/principal.
6. Special supplies (i.e. past NAEP materials from science hands-on tasks and the Science Activity Book from NAEP 2000): There should not be any refusal accepted before having offered whatever special items are available at the time. Check with your Field Manager about this.
7. Assessment date: Offer to "open up you calendar" to the school. Even if the date has not been a major issue, it re-enforces that we are willing to do whatever it takes.
8. Small nonpublic school refusal: Ask if you may set the pre-assessment date and explain to the principal/director you will have all necessary material required to conduct the assessment the day you visit the school. Also, answer any questions and, if they felt comfortable with everything, you could then conduct the assessment at that time. This has worked well in the past.
9. Ask: "What can I do to make this assessment workable for you and you school?"
10. Reasons: Always express concern and even be sympathetic but do not forget that your ultimate goal, regardless of the refusal reason, is to gain COOPERATION!
11. Mention the FBI clearance and the oath of confidentiality if security is a concern.

Of course do not forget the old standbys: we do all of the work, test all students, spread testing out over several days, test on a day that is a half day or on a day that something else is going on, or a special session situation.

Exhibit 4-6. What to Say and Do When a School Refuses (Page 1 of 2)

1. **TOO BUSY:** “No, we are way too busy to take on one more thing.”
 - Let the principal know that you sincerely understand how busy schools can be.
 - Tell the principal that you will work to accommodate his calendar. Mention half days.
 - Inform the principal that NAEP 2003 is improved with “new and easier” procedures.
 - Mention that the assessment is only 90 minutes and that NAEP staff administers all assessments.
 - Offer to meet with the principal at his earliest convenience to discuss how flexible NAEP is.
 - FedEx the principal a bulleted letter and any additional NAEP materials and “thank you’s” that might be available. Check with your Field Manager that this.
2. **NOT REQUIRED/MANADATED:** “If it’s not mandated, we are not doing it.”
 - Non-public schools represent approximately 24 percent of schools in the nation and educate approximately 11 percent of students in the country, and these students need to be adequately represented.
 - Explain the importance of NAEP 2003 and that trained NAEP staff will administer the assessment, and provide all the needed materials.
 - With only a small number of high schools selected for NAEP 2003, every school is needed in order to collect and report accurate and current data.
 - Offer to meet with the principal at his/her convenience to discuss the benefits of NAEP. Offer any “thank you” materials that are available.
3. **TESTED TO “DEATH”:** “My 8th graders have been tested to death. I cannot allow this.”
 - Let the principal know that you certainly understand the amount of testing that is required of 8th grade students.
 - Explain that the selection of his/her 8th graders is completed by a well defined sampling process which results in ONLY assessing 62-68 students in the entire 8th grade, and that each one of these 62-68 students represent hundreds of other 8th graders across the country. (A few 8th grade schools will assess up to 100 students. See your log for number of sessions.)
 - Point out that the assessment is ONLY 90 minutes, that NAEP staff administers the assessment and provides ALL the mater
 - Offer an in-person meeting, additional materials, and any available “thank you” items.
 - For 4th graders, we use the same well defined sampling process but we will assess all eligible 4th grade students if the school prefers.
4. **TEACHERS WILL NOT GIVE UP CLASS TIME:** “The teachers said no, we cannot spare the time.”
 - Let the principal know that you understand and admire the dedication his staff has toward their students and their professio
 - Offer to meet with the teachers to discuss the short amount of time needed for the assessment, and to explain the simple and procedures.
 - Let the principal know that NAEP does everything possible to insure the amount of time students are out of their class is hel minimum.
 - If the principal will not allow you to meet with his teachers, ask him/her if you can FedEx a letter to each teacher with a bri overview of the student’s involvement. Include any available thank you materials.
5. **NO SPACE:** “We are using every available space we have for teaching.”
 - Tell the principal that you have assessed in many overcrowded schools such as s/he described, and because you are familiar this situation you have several suggestions/solutions to offer. Explain that intact classrooms can be used (4th grade, or take only), the media center is often used, the music room is an option, the cafeteria could be considered, the auditorium is a pos solution if the seats have portable desktops.
 - Ask the principal if s/he would allow you to visit the school to make additional suggestions for available testing space.
 - Offer to assess on consecutive days.

Exhibit 4-6. What to Say and Do When a School Refuses (Page 2 of 2)

6. **CAMPUS/BOARD/PARENT COMMITTEE DOES NOT APPROVE:** “We voted not to participate.”
 - Offer AGAIN to meet with the board. This meeting, if allowed, usually gains cooperation.
 - FedEx a letter with additional NAEP 2003 materials. Check with your Field Manager on what materials are available. Me student and parent letter.
 - In-Person “drop by” visit.

7. **DOES NOT ALLOW OUTSIDE TESTING:** “No outside testing allowed.”
 - Let the principal know that you understand many requests are probably asked of his/her school.
 - Explain the importance of NAEP 2003 and how recognized NAEP is in the private sector of education.
 - Point out the endorsement letters. Mention that _____, signed the letter from CAPE, and that _____ signed the letter from CSI or applicable organization.
 - Tell the principal how valuable his/her school is and that non-public schools such as his/hers account for 24% of ALL school the nation. Let him/her know that nearly 11% of ALL American school children attend non-public schools. Stress that we N his/her school to participate in order to have a true picture of what our young students know and can do in selected subjects.

8. **PARTICIPATED TOO MANY TIMES IN THE PAST:** “We are always selected, ask another school.”
 - Explain the benefits of NAEP 2003 and how NAEP has new and improved procedures that benefit the school.
Example: NAEP Assessment Coordinators and Assessment Administrators have a FBI clearance, all Assessment Coordinators and Assessment Administrators have taken an “Oath of Confidentiality”, and the Assessment Coordinator brings everything needed for the assessment on the day of the assessment.
 - Tell the principal that there is NO burden on the teachers to administer the assessment, they do not have to attend any training session, or be responsible for receiving or shipping any materials. NAEP does it all!
 - Explain to the principal that every school has some chance of being selected and that the sample varies based on factors such as grade, subject, public and nonpublic status. To ensure an accurate representation, the samples are randomly selected from a pool of schools that have been stratified by variables such as region of the country, extent of urbanization, percentage of minority enrollment, and median household income.
 - Offer to meet with the principal.
 - Send any NAEP materials that are available.

9. **“THE GOVERNMENT”:** “We don’t want anything to do with the government.”
 - Explain to the principal that NAEP 2003 represents ALL schools, public, nonpublic, and parochial.
 - Explain the importance of NAEP 2003 and how recognized NAEP is in the private sector of education.
 - Point out endorsement letters and who signed the letter. (letters may not apply to all schools)
 - Tell the principal how valuable his/her school is and that non-public schools such as his/hers account for 24% of ALL school the nation. Let him/her know that nearly 11% of ALL American school children attend non-public schools. Stress that we N his/her school to participate in order to have a true picture of what our young students know and can do in selected subjects.
 - Explain how secure and confidential NAEP is. Tell him/her that NO NAMES are associated with booklets when they leave school. Mention the FBI clearance and the oath of confidentiality.
 - In-Person “drop-by” visit.
 - Teachers are welcome to observe all sessions if they are concerned.

10. **NOT INTERESTED:** “We are not interested.”
 - Fax a bulleted letter with an overview of NAEP 2003 that points out specifics for the selected grade.
 - Offer any “thank you” items that are available. Check with your Field Manager about this.
 - In-Person “drop-by” visit.

Exhibit 4-7. Refusal Report Form

Supervisor: Mary Grandy Date entered in SCS: 10/14
Supervisor phone number: 424-831-0444 Region: TN4 Area: 1

2003 NAEP REFUSAL REPORT FORM
(Complete and notify your field manager immediately)

State: Tenn.

1. School Diocese: _____
2. Superintendent: _____
3. School(s): Academy of Valley View

4. Checkmark and/or circle all that apply:	# of Schools	School ID(s)
A. <input checked="" type="checkbox"/> School Level Refusal	<u>1</u>	<u>4512011</u>
B. <input type="checkbox"/> Diocese Level Refusal	_____	_____
C. <input type="checkbox"/> Diocese Refusal for This School Only	<u>1</u>	_____

5. Who made decision to decline? (Include title and telephone.)
Name: Mr. Philip Greer
Title: Principal
Phone: 718-428-0175

6. Other contact(s) (include titles and telephone.)
Name: _____ Name: _____
Title: _____ Title: _____
Phone: _____ Phone: _____

7. Please describe the reasoning behind the refusal, including as much information as possible about important local factors, unstated reasons worth noting, and the tone of the discussion:
He absolutely refused to listen to anything about NAEP. He hung up on me twice!

8. What might persuade this district/school to participate?
An in-person visit. Extras!

9. Recommended action for appeal (include telephone number and title of contact):

Exhibit 4-8. Special Situation Form

NAEP 2003
SPECIAL SITUATION FORM

REGION AL1 SCHOOL ID# 3620051
AREA 2 DATE Feb 7 Oct 14
SUPERVISOR Mary Smith ASSESSMENT DATE Feb 7
FIELD MANAGER Sue Marks

The expected number of sessions to be conducted and/or the number of students to be assessed in this school has been altered as noted below:

- School wanted to assess all grade-eligible students.
 School wanted to do fewer sessions/students than number assigned (Select sample and mark as absent any student that school does not allow to participate).
 Other (explain) _____

Resolution: Please describe the outcome of the situation checked above. Indicate what sessions were dropped (if any) and the number of students actually assessed. Please include as much relevant information as possible.

4.16 Sampling Your Schools

As you receive your schools lists in, you can begin sampling the students. Sampling is done with the Student Data System (SDS) in your laptop. Details on how to sample will be given with the SDS instructions.

4.17 Packaging and Shipping Materials

4.17.1 Packaging Materials

At the end of the fall, you will have a completed school folder for each school. You should give these folders to the Assessment Coordinator in December and each one should include:

- Completed Record of Contact - School;
- School Control Form;
- Copies of the Administration Schedules (you will learn more about this at the November training);
- Copy of the Roster of Questionnaires (you will learn more about this at the November training);
- Special Situation Form, if applicable; and
- Refusal Form, if applicable (this must also be entered in computer).

The following should be placed in the folder of the first school for each diocese that appears in your Log of Schools:

- Completed Record of Contact - Diocese.

4.17.2 Shipping Materials

After the first five business days of phone contacts, you will send legible copies of all completed Record of Contact Forms, Refusal Forms, and School Control Forms via Federal Express to your Field Manager.

This will facilitate your initial reporting call to your Field Manager. This is the only package that must be sent to your Field Manager.