

Appendix A

**National Assessment Governing Board
NAEP Policies**



Adopted: August 3, 2002

National Assessment Governing Board

Policy Statement on Informing Parents About Participation in NAEP

INTRODUCTION

The No Child Left Behind Act (P.L. 107-110) provides that student participation in the National Assessment of Educational Progress shall be voluntary, and the law contains the following section:

“STUDENT PARTICIPATION—Parents of children selected to participate in any [NAEP] assessment authorized under this section 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.”

However, the legislation also requires all states and school districts to provide assurances that they will participate in the National Assessment in reading and mathematics at grades four and eight, starting in 2003, as a condition for receiving Title I federal aid.

To implement the provision on parental notification, the National Assessment Governing Board hereby adopts the following:

GUIDING PRINCIPLES

1. The National Center for Education Statistics will assist schools, school districts, and states in notifying the parents of students selected for NAEP samples about the

“opt out” provision in federal law. The manner of such notification shall be determined by the state, district, or school in which the students are enrolled.

2. NCES will provide brief explanatory information about the nature and importance of NAEP to accompany the notice to parents.
3. NCES will prepare and disseminate more detailed information on NAEP that is specifically designed for parents and the public. Such information shall be available in pamphlets and brochures and on the Internet.
4. The Governing Board shall monitor implementation of this policy. The Board will review relevant procedures and materials prepared by the National Center for Education Statistics.



Adopted: May 18, 2002

National Assessment Governing Board

Policies and Procedures for Complaints Related to the National Assessment of Educational Progress

Policy Statement

The Governing Board views parents, students, representatives of participating states and schools, and members of the public as primary producers and consumers of National Assessment of Educational Progress (NAEP) data. As such, their experience with the National Assessment is of utmost concern and an important source of information for its continual improvement. It shall be the policy of the National Assessment Governing Board to respond promptly to written complaints about the National Assessment of Educational Progress submitted to the Governing Board. The Governing Board intends the process of handling complaints to be a means both of answering complaints that have been submitted and of enhancing the quality, integrity, and service orientation of the National Assessment.

Related Governing Board Policy: Policy Statement on Public Access to Test Questions and Instruments of the National Assessment, Adopted May 18, 2002

INTRODUCTION

The National Assessment of Educational Progress (NAEP) legislation provides parents and members of the public the right to view, under secure conditions, all NAEP data, questions, and test instruments (Section 411(c)). The Governing Board has approved a Policy Statement on Public Access to Test Questions and Instruments of the National Assessment, which is referenced herein.

The same section of the legislation also provides parents and members of the public the right to submit complaints to the National Assessment Governing Board about procedures or test questions.

“Parents and members of the public may submit written complaints to the National Assessment Governing Board... [The Board], in consultation with the Commissioner [of the National Center for Education Statistics (NCES)], shall review such complaints and determine whether revisions are necessary and

appropriate. As determined by such review, the Board shall revise, as necessary and appropriate, the procedures or assessment items that have generated the complaint and respond to the individual submitting the complaint, with a copy of such response provided to the Secretary, not later than 30 days after so acting.”

The NAEP legislation explicitly extends to representatives of state or local educational agencies and chief state school officers the right to submit complaints about the National Assessment to the Governing Board (Section 411(d)(4)).

The legislation gives the responsibility for addressing complaints about NAEP to the National Assessment Governing Board. The purpose of this document is to provide policies and procedures for handling such complaints.

Complaint Process: Procedures

1. What must be included in a complaint?

A complaint about the National Assessment of Educational Progress must be submitted in writing to the National Assessment Governing Board (NAGB). The complaint must include the name and address of the person submitting the complaint and a description of the complaint. The complaint may also include the remedy being sought.

If the complaint is about a test question, special care must be taken by the person submitting the complaint because the security of test questions not released to the public must be protected. Unauthorized release of secure test questions is a felony, subject to fines and imprisonment. To protect the security of test questions, therefore, an individual submitting a written complaint about a test question should describe the specific complaint in a manner that does not reveal the content of the test question itself.

2. Where should complaints be sent?

The mailing address is: National Assessment Governing Board, Suite 825, 800 North Capitol Street, N.W., Washington, DC 20002-4233. The e-mail address is NAGB@ed.gov. If submitting a complaint by e-mail, the person submitting the complaint must provide his/her full name and a mailing address because the response to the complaint will be in the form of a letter and will be sent by regular mail.

2. What happens to complaints after they are received by the Governing Board?

A. Complaint Receipt

- a. A log shall be maintained of all complaints submitted. The log shall contain sufficient information to monitor the status of each complaint, such as the date received, date assigned, date acknowledged, and final disposition.

- b. Within 5 calendar days of receipt of a complaint, an acknowledgment letter shall be sent to the individual who submitted the complaint.
- c. The Executive Director shall:
 - i. forward, within 30 days of receipt, copies of the complaint to the NCES Commissioner, the Secretary of Education, and the State and local educational agencies from which the complaint originated;
 - ii. provide for consultation with NCES (as required by the legislation);
 - iii. forward copies of the notification to the person submitting the complaint and the Secretary, not later than 30 days after the final disposition has been determined.

B. Complaint Review

I. Administrative Review. In the first level of review, a complaint shall be answered by the Governing Board Executive Director, with assistance from staff.

- a. Background information related to the complaint shall be obtained, working in consultation with staff of the National Center for Education Statistics, as appropriate.
- b. The Executive Director shall determine whether additional information is necessary.
- c. The Executive Director, after consulting with the Commissioner of Education Statistics, shall respond in writing to the person submitting the complaint. The response shall describe the Executive Director's administrative determination in response to the complaint and the opportunity to appeal the administrative determination.

II. Appeals

- a. An individual may appeal an administrative determination of the Executive Director. The individual must submit the appeal in writing to the Governing Board at the address given above. The appeal must be postmarked or sent by e-mail no later than 25 calendar days after the date the Executive Director's determination is mailed.
- b. In response to an appeal of the Executive Director's administrative determination, the Chairman of the Governing Board shall decide whether the appeal will be addressed by the full Governing Board or by a panel of no less than three members of the Governing Board that will act on behalf of the Board.
- c. The complaint record shall be reviewed and a determination made of whether additional information is needed to complete the review of the complaint.
- d. A final decision on the complaint shall be made after consulting with the Commissioner of Education Statistics.

- e. The Executive Director shall provide written notification to the individual who submitted the complaint about the disposition of the complaint, with a copy of such notification to the Secretary, no later than 30 days after the Governing Board has taken final action with respect to the complaint.
- f. Decisions of the Governing Board are final and not subject to further appeal.

Related Governing Board Policy: Policy Statement on Public Access to Test Questions and Instruments of the National Assessment, Adopted May 18, 2002.



Adopted: May 18, 2002

National Assessment Governing Board

Public Access to Test Questions, Item Release, and Confidentiality of Data for the National Assessment of Educational Progress

Policy Statement

INTRODUCTION

As the Nation's Report Card, the National Assessment of Educational Progress (NAEP) is an on-going, Congressionally-authorized project to collect data through surveys on the academic knowledge and skills of American students. Its primary goal is to report fair and accurate information on student achievement in reading, mathematics, and other subjects taught in elementary and secondary schools.

Since its inception, the National Assessment has administered both cognitive test questions and background questionnaires. The test questions assess student knowledge and skills in academic subject areas. The background questionnaires provide information for reporting categories and collect non-cognitive data, related to achievement, on students, their family background, teachers, and schools.

By statute (P.L. 107-110), "the public shall have access to all assessment data, questions, and complete and current assessment instruments" of the National Assessment with two important exceptions:

- a. “Personally identifiable” information about individual students, their families, and schools must remain confidential in accordance with the Federal Privacy Act (Sec. 552a of Title 5, U.S. Code), and
- b. Access to cognitive questions may be restricted to maintain security if such questions are to be reused, and breaches of security are punishable as a felony.

To fulfill the first requirement, NAEP has made sure since its inception that no information on individual students or schools is included in its data releases or reports. As part of its administration procedures, the names of students who have taken NAEP never leave the school building in which the assessment is given.

Although test questions may be kept secure, a substantial number of questions are released after each assessment in order to aid public understanding of the exam. In addition, under the statute, all secure cognitive questions must be made available within 45 days after a written request “in a secure setting that is convenient to both parties.” Local school districts must make “reasonable efforts” to inform parents and others about the access provided under law.

By statute, NAEP may “only collect information that is directly related to the appraisal of academic achievement, and to the fair and accurate presentation of such information.”

The National Assessment is conducted by the Commissioner of Education Statistics under the policy guidance of the National Assessment Governing Board. The Board’s areas of responsibility include the assessment methodology; guidelines for reporting and dissemination; and “appropriate actions needed to improve the form, content, use, and reporting” of the National Assessment.

To carry out these responsibilities, the Board hereby adopts guiding principles, policies, and procedures for public access to test questions, item release, and confidentiality of data for the National Assessment of Educational Progress. The policy shall be implemented in a manner that promotes wide public confidence in the integrity and appropriateness of NAEP questions and in the absolute confidentiality of all individual data obtained.

GUIDING PRINCIPLES

1. By law, all questions and instruments of the National Assessment shall be accessible to the public, consistent with security considerations which pertain to test items that may be reused. The procedures for public access shall be user-friendly and designed to make the assessment as open to the public as possible.
2. Since security considerations do not apply, all background questionnaires shall be readily available to parents, state and local officials, and interested members of the public. Such questionnaires shall be available before field tests and operational use or at any other time members of the public wish to obtain them.
3. After each assessment, a substantial number of test questions shall be made publicly available with performance data to provide concrete examples of NAEP contents and results. Released items shall be widely distributed to promote public understanding of the National Assessment. As required by law, within 45 days of a written request, all NAEP test questions shall be available for public inspection, consistent with requirements for test security. Any breach of security is punishable as a felony.
4. All information collected by NAEP about individual students and schools shall remain strictly confidential. The names of students who have taken NAEP shall not leave the school building in which the assessment is administered.
5. The Governing Board shall monitor the implementation of this policy. The Board shall review all procedures regarding public access and confidentiality of NAEP, which are established by the National Center for Education Statistics.

POLICIES AND PROCEDURES

1. NCES and its contractors shall assist school districts in informing parents and members of the public about the National Assessment. Special efforts shall be made to inform parents about the content, survey methodology, and uses of the assessment. Background questionnaires and released cognitive test items shall be available at schools participating in NAEP samples. Districts shall be given information about public access to current assessment questions and instruments, provided test security is maintained.
2. Background questionnaires shall be sent promptly to anyone wishing to obtain them and shall be posted on the Internet, accompanied by explanations and rationales.
3. Following each administration of the National Assessment, approximately 25 percent or more of the test questions shall be made public at the same time as the initial release of test results. These items shall illustrate the range of item types, difficulty levels, and content covered in the assessment, and shall also be useful as exemplars of achievement levels. Items shall be accompanied by performance

data. A selection of released items shall be available in NAEP reports and information booklets. All released items shall be posted on the Internet.

4. Procedures shall be developed for the examination of secure NAEP items by members of the public within 45 days of a written request, provided test security is maintained. Efforts shall be made to permit such examination promptly within the state of persons making such a request. As provided by law, the review must take place in a secure setting, such as the offices of a state or local education agency that is convenient to both parties.
5. Detailed procedures shall be established to ensure the confidentiality of all information obtained by NAEP about individual students and schools in accordance with provisions of the Federal Privacy Act (Section 552a of Title 5, U.S. Code). No names of students who have taken the assessment shall leave the school building. No records shall be maintained by NCEC or its contractors containing personally identifiable information about individual students and their families. These guarantees of privacy shall be mentioned in NAEP publications and reports, and details regarding their implementation shall be made available upon request.

Appendix B

School Control System (SCS) User Guide

NAEP 2005 SCHOOL CONTROL SYSTEM

ADDENDUM

3.3 Addendum to Updating School Information

Several new features have been added to the SCS for 2005 and a few items in the SCS 2005 have been revised since it was first released for the 2005 study in September 2004. This addendum will highlight these new features and revisions. This should be inserted in your copy of the guide at the end of chapter 3. Some of the features will be used by the Assessment Coordinators, but since you will be monitoring their work, you need to be aware of them as well.

In summary, the items covered in this addendum are as follows:

General information:

- Color coded Westat data-entry fields (on Grade and Sampling tabs)
- Potential notice of “database not available”

School Edit

- Charter School field (section 3.3.1)
- NAGB Special study flag for a few schools (section 3.3.2)
- High School Transcript Study data entry fields (section 3.3.3)
- E-File Summary Report flag for schools with these special reports (section 3.3.4)
- Quality Control fields for in-person visits (section 3.3.5)
- Quality Control telephone calls (section 3.3.6)
- New data entry fields for reporting on sampling new enrollees (section 3.3.7)

Session tab of School Edit

- New data entry page for summarizing data on SD and LEP students (section 3.3.8)
- New “Session Complete” button (section 3.3.9)

General Information

Color coded Westat data-entry fields. State coordinators are responsible for updating the SCS for the public schools, except for a few of the fields. Thus, they requested that the fields that the Westat staff are responsible for updating, be more easily identifiable. The fields for the public schools that have been changed to red to indicate Westat staff responsibility are:

- Preassessment visit date
- Parent letter information (indicated in the SCS as Westat responsibility)
- Sampling date

In addition, Westat staff are responsible for updating the following fields, some of which will not be seen by the state coordinators:

- All of the information regarding the special studies – HSTS, NAGB, and New Enrollee procedures.
- All quality control fields (in-person and telephone)
- All SLF fields if sampling is done in-person at the school
- All fields associated with the session summary data.

Of course, Westat field staff are responsible for keeping all of the data up to date for their nonpublic schools.

Database not available. When editing information in the SCS, when you click on the Save button, if you get the following message you should select the **Retry** option. If you do not, your changes will not be saved. Do not click the **Cancel** button.



While this warning screen has only been seen by people testing the SCS, it is possible that you might see it with so many people accessing the SCS (Westat staff and state coordinators). The programmers think this is a momentary instance of the database not being available due to heavy system use.

3.3.1 Charter School Flag.

Grade 4 and 8 public schools have the Charter School “flag” on the General tab of the School Edit page again this year as shown in the example below.



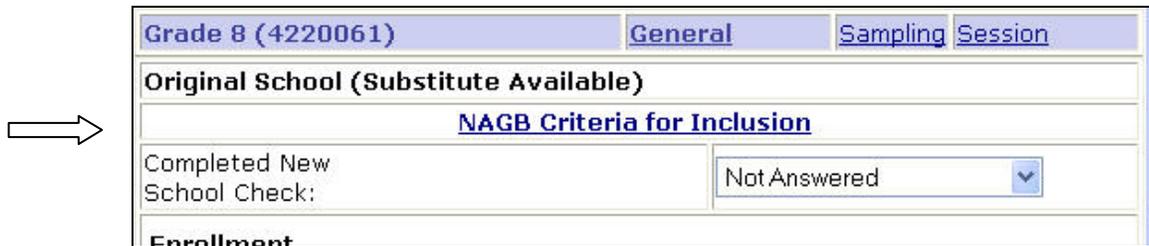
The screenshot shows the 'General' tab of the School Edit page for Grade 4 (1110890). The 'Charter School Flag' dropdown menu is open, showing options: 'Not Answered', 'Yes', and 'No'. The 'Enrollment' section shows 'Estimated: 39' and 'Actual: 0'. The 'Target Student Sample' is 'TAKE-ALL'.

Charter School flag and Answer Options

State coordinators have been asked to indicate whether their grade 4 and 8 schools are Charter schools or not.

3.3.2 NAGB Criteria for Inclusion.

Some of the public grade 4 and 8 schools will have this link on their General tab. This is a small set of schools in which science bridge or pilot assessments will be conducted and those schools doing operation al science in states not doing science.



The screenshot shows the 'General' tab of the School Edit page for Grade 8 (4220061). The 'NAGB Criteria for Inclusion' link is highlighted. The 'Completed New School Check' dropdown menu is open, showing the option 'Not Answered'.

NAGB Criteria for Inclusion link

Clicking on this link will reveal fields that you will complete indicating if you have selected the school for the study, if you have conducted the special study, and on what date you conducted the special study. (See your Supervisor Manual for details on this special study.)

NAGB Special Study fields to be completed

3.3.3 High School Transcript Study (HSTS)

All public and some nonpublic grade 12 schools will have the HSTS flag on the General tab.

Grade 12 (4230261)		General	Sampling	Session
Original School (Substitute Available)				
High School Transcript Study				
Enrollment				
Estimated: 284	Actual:	<input type="text" value="0"/>		
Target Student			135	

HSTS Link

Clicking on this link will open a new page of fields to be completed as you complete the various activities in the study and send materials to the home office. (See your Supervisor Manual for details on this special study.)

The screenshot shows a web browser window with the following content:

- Browser Title:** SCS: School Edit Screen - Microsoft Internet Explorer
- Page Title:** High School Transcript Study Form - Microsoft Internet Explorer
- Form Title:** NAEP 2005 High School Transcript Study
- Form Fields:**
 - School Name: Trinity Shs
 - NAEP ID: 4230261
 - NAEP Status Code: Pending
 - School Coordinator: [Empty]
 - School Coordinator Phone: [Empty]
 - Comments: [Text Area]
 - HSTS Status Code: Not Answered (dropdown)
 - HSTS Coordinator: [Checked] School Coordinator [Input Field]
 - HSTS Coordinator Phone#: [Checked] School Coordinator [Input Field]
 - SIF Respondent: [Checked] School Coordinator [Input Field]
 - SIF Respondent Phone: [Checked] School Coordinator [Input Field]
- Check Off the Following Activities:**

Activity	Status	Date Sent to HO	Date Received at HO
<input type="checkbox"/> Completed Part I of the SIF	Not Answered (dropdown)	[Empty]	[Empty]
- Collected Course Catalogs:**

<input type="checkbox"/> Year 2004-2005	Not Answered (dropdown)	Not Answered (dropdown)
<input type="checkbox"/> State-Level		
<input type="checkbox"/> District-Level		
<input type="checkbox"/> School-Level		
<input type="checkbox"/> Year 2003-2004	Not Answered (dropdown)	Not Answered (dropdown)
<input type="checkbox"/> State-Level		
<input type="checkbox"/> District-Level		
<input type="checkbox"/> School-Level		
<input type="checkbox"/> Year 2002-2003	Not Answered (dropdown)	Not Answered (dropdown)

HSTS Page

A printout of this form is attached to this addendum for reference as you work through the various activities associated with the special study. Below is an explanation of the sections of the form and how you are to fill them out.

HSTS Status Codes – These are similar to the regular NAEP participation status codes but separate from them. The codes available to you here are used only in reference to this school’s participation in this special study. The codes are:

HSTS Status Codes	Explanations
Pending	School has not been contacted about participating in the High School Transcript Study.
Interim Refusal	School is reluctant to participate in the HSTS.
Cooperating	School has agreed to participate in the HSTS.
Ineligible	The school was not eligible to participate in the regular NAEP assessments.

HSTS Status Codes	Explanations
Final Refusal*	School refused to participate in the HSTS. School may have participated in the regular NAEP assessments or may not have agreed to participate. This code is independent of the NAEP participation status.
Other (specify)	

*If a school refused to participate in the NAEP assessment and is flagged for the HSTS, it should be contacted about participating in the HSTS. Therefore, you might have a high school with a NAEP status code of School Refusal, but an HSTS status code of Cooperating.

HSTS and SIF contacts. Anticipating that the school coordinator will be the HSTS coordinator, the system defaults to selecting the school coordinator as the HSTS coordinator and the SIF respondent. If other individuals have these roles in a school, you should uncheck (click on the box) the school coordinator and fill in the names of the individuals.

Completed Part I of the SIF. Check this box when Part I of the SIF has been completed. If the respondent refuses, select the “Refusal” status code from the drop-down list.

Collecting Course Catalogs. As you obtain the course catalogs from the school for the various years, check the years off and indicate the “level” of the catalog by checking the appropriate box. If the catalog is a school-level catalog, click on the box in front of “School-Level”. The default “Complete” code is automatically displayed when the box is checked. If you cannot obtain the catalog, select “Refusal” from the drop-down list of status codes. Record the date you send the catalog to Westat.

Course Catalog Checklists. After going through the check list for each school year’s course catalog that you have obtained, check the box in front of the year. This will result in the “Complete” status code being displayed. Record the date the checklist is sent to Westat.

Collecting Textbook Information. As you collect the required textbook information, check off (by clicking) the box for math and for science as appropriate. Record the date this information is sent to Westat.

Sample Transcripts. Various types of transcripts are listed for you to obtain, as possible and appropriate for the school. As you obtain copies, check off the type and record the date you send them to Westat.

Completed Part II of the SIF. When part II of the SIF has been completed, check this off and record the date you send it to Westat.

Disclosure Notices. Finally, when you have placed the disclosure notices in the student files for this school, check off (by clicking in the box) this activity.

3.3.4 E-File Summary Report

An E-File Summary Report will be generated for some of the schools that E-File their student data. When a report is generated for a school, it will be placed in the school folder and the School Edit page, General tab will display the link “E-File Summary Report.” This will alert you to the report, if you have not already seen the report in the school folder, and provide you with a link to a new page.

The page will display the error/warning messages and boxex to check if you have corrected the information on the Administration Schedule or verified the information on the Administration Schedule as correct.

3.3.5 Quality Control Fields for In-Person Visits

The In-Person QC window has been expanded to include the capability of recording information on observers to the session(s) and adding up to 5 accommodation sessions.

In-Person Quality Control Results - Microsoft Internet Explorer

In-Person Quality Control Results

Overall Team Rating: Not Answered

Region: Region(*) in Territory 1

Observer information: [Add](#)

AC Rating: Select Not Answered

Session # NONE: **No Session Record Available.**

Accommodation Session: [Add](#)

Date QC Completed: 10/11/2004 1:56:10 PM

Completed By: Supervisor Field Manager Other Staff

QC Comments:

Save Remove Rating Close

Observer information. Click on the Add link to open the window to record information on observers.

Observer Information - Microsoft Internet Explorer

Observer Information

Select or Add Observer: 1

Observer First Name:

Observer Last Name:

Observer Organization:

Session Numbers:

Save Close

QC Observer Information

If there is more than one observer, enter information on the first observer and click **Save**. Then, click on the button beside the “1” and click on “2” to open another window.

Accommodation Sessions. When a school has an accommodation session(s), it will be possible to include QC observation information on the session(s). Click on the Add link on the main In-Person QC page following “Accommodation Session” to open the following page.

Accommodation Session QC page

After completing the information and clicking **Save**, if there is a second session, click on the button beside the session number “1” and select “2” and complete that information.

3.3.6 Telephone Quality Control

Ten percent of the schools have been selected for the quality control telephone call. Often, supervisors (or field managers) feel additional schools should be called for a variety of reasons. Thus, for all other schools (the 90% that have not been selected), you will see the link as shown below.

When you click on this link, a confirmation window will appear in case you have click on this link in error.

If you want to add the Telephone QC page to this school, click on the **OK** button and the link will be replaced with the regular Telephone QC link as shown below.

vacation period) on the assessment date:	
Enter QC Results	
Telephone QC: Pending	In-Person QC: Pending

3.3.7 Data Entry Fields for Reporting on Sampling New Enrollees

Schools sampled in the fall were requested to maintain a list of students who enroll after the date the original list from which the sample was selected was effective. During the preassessment visit to the school, the AC is responsible for locating the list – the New Enrollee Listing Form – and sampling any students whose names were listed.

The results of this process are to be recorded on a page that has been added to the SCS on the Sampling tab as shown below.

Grade 8 (1120463)	General	Sampling	Session
Sampling Date MM/DD/YY:			
Student Listing Form Information:		Not Received	Add
New Enrollee Procedure			ADD
Teacher Information			

New Enrollee Procedure link

While it does not show in this black and white screen shot, the text of this link is in red as a reminder to the Westat staff (and state coordinators) that this is to be completed by them.

Clicking on this link reveals the page shown below.

New Enrollee Procedure - Microsoft Internet Explorer

New Enrollee Procedure
(To be completed by ACs after the Preassessment visit/call.)

A. Did school maintain list of new enrollees? Not Answered ▾

B. If "No", call back date?

C. # New enrollees?

D. Did you sample from the list of New enrollees? Not Answered ▾

E. # New enrollees added to sample?

Save Cancel

New Enrollee Procedure fields

New Enrollee Special Study. A few schools will be included in the New Enrollee Special Study. This study will be limited to those grade 8 schools selected for the pilot study, bridge study, or those doing science in states not doing science that have E-Filed. For those schools, a new link will be available on the Sampling tab of the School Edit page – “New Enrollee Special Study.”

SCREEN SHOT OF LINK HERE

Clicking on this link will reveal a new page in which you will record the answers you have already recorded on the New Enrollee Special Study Checklist.

SCREEN SHOT OF PAGE HERE

See your supervisor manual for more information on completing this checklist.

3.3.8 Data Entry Page for Summarizing Data on SD and LEP Students

The Session page for each cooperating school will have a link to the SD/LEP Summary Form. It will be labeled “SD/LEP Summary Form” (strangely enough). After the sessions in a school have been completed and the AC has sent you copies of the completed Administration Schedules, you will record information concerning the SD and/or LEP students on the hard-copy “SD/LEP Summary Form.”

When the hard-copy form has been completed, you should transfer the information from that form into the form in the SCS.

SCREEN SHOT HERE

After entering the number in the first cell – “SD Only”/# Assessed” – tab across to the next field and enter the number there. Continue using the tab key to easily move from field to field.

3.3.9 “Session Complete” button

The Session page in the SCS for each school will have a button labeled **Session Complete**. The Assessment Coordinator should click on this button after the sessions in a school are complete (including all make up sessions) and all summary data have been entered in the SCS.

SCREEN SHOT HERE

HIGH SCHOOL TRANSCRIPT STUDY SCS FORM

NAEP 2005 High School Transcript Study																																																																																																																																																							
			Print																																																																																																																																																				
School Name: NAEP ID: NAEP Status Code: School Coordinator: School Coordinator Phone:	Springfield Catholic High Scho 0130183 Initial contact, pending	Comments: <div style="border: 1px solid gray; height: 40px;"></div>																																																																																																																																																					
HSTS Status Code: HSTS Coordinator: HSTS Coordinator Phone# : SIF Respondent: SIF Respondent Phone:	Not Answered ▾ <input checked="" type="checkbox"/> School Coordinator <input checked="" type="checkbox"/> School Coordinator <input checked="" type="checkbox"/> School Coordinator <input checked="" type="checkbox"/> School Coordinator	<div style="border: 1px solid gray; height: 15px; width: 100%;"></div> <div style="border: 1px solid gray; height: 15px; width: 100%;"></div> <div style="border: 1px solid gray; height: 15px; width: 100%;"></div> <div style="border: 1px solid gray; height: 15px; width: 100%;"></div>																																																																																																																																																					
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%; text-align: left; padding: 2px;">Check Off the Following Activities:</th> <th style="width: 15%; text-align: center; padding: 2px;">Status:</th> <th style="width: 20%; text-align: center; padding: 2px;">Date Sent to HO:</th> <th style="width: 25%; text-align: center; padding: 2px;">Date Received at HO:</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;"><input type="checkbox"/> Completed Part I of the SIF</td> <td style="text-align: center; padding: 2px;">Not Answered ▾</td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> <tr> <td colspan="4" style="padding: 2px;"><u>Collected Course Catalogs:</u></td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Year 2004-2005</td> <td style="text-align: center; padding: 2px;">Not Answered ▾</td> <td style="text-align: center; padding: 2px;">Not Answered ▾</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> State-Level</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> District-Level</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> School-Level</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Year 2003-2004</td> <td style="text-align: center; padding: 2px;">Not Answered ▾</td> <td style="text-align: center; padding: 2px;">Not Answered ▾</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> State-Level</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> District-Level</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> School-Level</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Year 2002-2003</td> <td style="text-align: center; padding: 2px;">Not Answered ▾</td> <td style="text-align: center; padding: 2px;">Not Answered ▾</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> State-Level</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> District-Level</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> School-Level</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Year 2001-2002</td> <td style="text-align: center; padding: 2px;">Not Answered ▾</td> <td style="text-align: center; padding: 2px;">Not Answered ▾</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> State-Level</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> District-Level</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> School-Level</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Catalog Checklists:</td> <td style="text-align: center; padding: 2px;">Not Answered ▾</td> <td style="text-align: center; padding: 2px;">Not Answered ▾</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> 2004-2005</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> 2003-2004</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> 2002-2003</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> 2001-2002</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Collected Textbook Info for Math</td> <td style="text-align: center; padding: 2px;">Not Answered ▾</td> <td style="text-align: center; padding: 2px;">Not Answered ▾</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Collected Textbook Info for Science</td> <td style="text-align: center; padding: 2px;">Not Answered ▾</td> <td style="text-align: center; padding: 2px;">Not Answered ▾</td> <td style="padding: 2px;"></td> </tr> <tr> <td colspan="4" style="padding: 2px;"><u>Sample Transcripts:</u></td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Regular</td> <td style="text-align: center; padding: 2px;">Not Answered ▾</td> <td style="text-align: center; padding: 2px;">Not Answered ▾</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Honors</td> <td style="text-align: center; padding: 2px;">Not Answered ▾</td> <td style="text-align: center; padding: 2px;">Not Answered ▾</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Special Education</td> <td style="text-align: center; padding: 2px;">Not Answered ▾</td> <td style="text-align: center; padding: 2px;">Not Answered ▾</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Other</td> <td style="text-align: center; padding: 2px;">Not Answered ▾</td> <td style="text-align: center; padding: 2px;">Not Answered ▾</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Transcript Checklists</td> <td style="text-align: center; padding: 2px;">Not Answered ▾</td> <td style="text-align: center; padding: 2px;">Not Answered ▾</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Regular</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Honors</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Special Education</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Completed Part II of the SIF</td> <td style="text-align: center; padding: 2px;">Not Answered ▾</td> <td style="text-align: center; padding: 2px;">Not Answered ▾</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Place Disclosure Notices in Student Files</td> <td style="text-align: center; padding: 2px;">Not Answered ▾</td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> </tbody> </table>				Check Off the Following Activities:	Status:	Date Sent to HO:	Date Received at HO:	<input type="checkbox"/> Completed Part I of the SIF	Not Answered ▾			<u>Collected Course Catalogs:</u>				<input type="checkbox"/> Year 2004-2005	Not Answered ▾	Not Answered ▾		<input type="checkbox"/> State-Level				<input type="checkbox"/> District-Level				<input type="checkbox"/> School-Level				<input type="checkbox"/> Year 2003-2004	Not Answered ▾	Not Answered ▾		<input type="checkbox"/> State-Level				<input type="checkbox"/> District-Level				<input type="checkbox"/> School-Level				<input type="checkbox"/> Year 2002-2003	Not Answered ▾	Not Answered ▾		<input type="checkbox"/> State-Level				<input type="checkbox"/> District-Level				<input type="checkbox"/> School-Level				<input type="checkbox"/> Year 2001-2002	Not Answered ▾	Not Answered ▾		<input type="checkbox"/> State-Level				<input type="checkbox"/> District-Level				<input type="checkbox"/> School-Level				<input type="checkbox"/> Catalog Checklists:	Not Answered ▾	Not Answered ▾		<input type="checkbox"/> 2004-2005				<input type="checkbox"/> 2003-2004				<input type="checkbox"/> 2002-2003				<input type="checkbox"/> 2001-2002				<input type="checkbox"/> Collected Textbook Info for Math	Not Answered ▾	Not Answered ▾		<input type="checkbox"/> Collected Textbook Info for Science	Not Answered ▾	Not Answered ▾		<u>Sample Transcripts:</u>				<input type="checkbox"/> Regular	Not Answered ▾	Not Answered ▾		<input type="checkbox"/> Honors	Not Answered ▾	Not Answered ▾		<input type="checkbox"/> Special Education	Not Answered ▾	Not Answered ▾		<input type="checkbox"/> Other	Not Answered ▾	Not Answered ▾		<input type="checkbox"/> Transcript Checklists	Not Answered ▾	Not Answered ▾		<input type="checkbox"/> Regular				<input type="checkbox"/> Honors				<input type="checkbox"/> Special Education				<input type="checkbox"/> Completed Part II of the SIF	Not Answered ▾	Not Answered ▾		<input type="checkbox"/> Place Disclosure Notices in Student Files	Not Answered ▾		
Check Off the Following Activities:	Status:	Date Sent to HO:	Date Received at HO:																																																																																																																																																				
<input type="checkbox"/> Completed Part I of the SIF	Not Answered ▾																																																																																																																																																						
<u>Collected Course Catalogs:</u>																																																																																																																																																							
<input type="checkbox"/> Year 2004-2005	Not Answered ▾	Not Answered ▾																																																																																																																																																					
<input type="checkbox"/> State-Level																																																																																																																																																							
<input type="checkbox"/> District-Level																																																																																																																																																							
<input type="checkbox"/> School-Level																																																																																																																																																							
<input type="checkbox"/> Year 2003-2004	Not Answered ▾	Not Answered ▾																																																																																																																																																					
<input type="checkbox"/> State-Level																																																																																																																																																							
<input type="checkbox"/> District-Level																																																																																																																																																							
<input type="checkbox"/> School-Level																																																																																																																																																							
<input type="checkbox"/> Year 2002-2003	Not Answered ▾	Not Answered ▾																																																																																																																																																					
<input type="checkbox"/> State-Level																																																																																																																																																							
<input type="checkbox"/> District-Level																																																																																																																																																							
<input type="checkbox"/> School-Level																																																																																																																																																							
<input type="checkbox"/> Year 2001-2002	Not Answered ▾	Not Answered ▾																																																																																																																																																					
<input type="checkbox"/> State-Level																																																																																																																																																							
<input type="checkbox"/> District-Level																																																																																																																																																							
<input type="checkbox"/> School-Level																																																																																																																																																							
<input type="checkbox"/> Catalog Checklists:	Not Answered ▾	Not Answered ▾																																																																																																																																																					
<input type="checkbox"/> 2004-2005																																																																																																																																																							
<input type="checkbox"/> 2003-2004																																																																																																																																																							
<input type="checkbox"/> 2002-2003																																																																																																																																																							
<input type="checkbox"/> 2001-2002																																																																																																																																																							
<input type="checkbox"/> Collected Textbook Info for Math	Not Answered ▾	Not Answered ▾																																																																																																																																																					
<input type="checkbox"/> Collected Textbook Info for Science	Not Answered ▾	Not Answered ▾																																																																																																																																																					
<u>Sample Transcripts:</u>																																																																																																																																																							
<input type="checkbox"/> Regular	Not Answered ▾	Not Answered ▾																																																																																																																																																					
<input type="checkbox"/> Honors	Not Answered ▾	Not Answered ▾																																																																																																																																																					
<input type="checkbox"/> Special Education	Not Answered ▾	Not Answered ▾																																																																																																																																																					
<input type="checkbox"/> Other	Not Answered ▾	Not Answered ▾																																																																																																																																																					
<input type="checkbox"/> Transcript Checklists	Not Answered ▾	Not Answered ▾																																																																																																																																																					
<input type="checkbox"/> Regular																																																																																																																																																							
<input type="checkbox"/> Honors																																																																																																																																																							
<input type="checkbox"/> Special Education																																																																																																																																																							
<input type="checkbox"/> Completed Part II of the SIF	Not Answered ▾	Not Answered ▾																																																																																																																																																					
<input type="checkbox"/> Place Disclosure Notices in Student Files	Not Answered ▾																																																																																																																																																						
<table style="margin: auto;"> <tr> <td style="border: 1px solid gray; padding: 2px 10px;">Save</td> <td style="border: 1px solid gray; padding: 2px 10px;">Cancel</td> </tr> </table>				Save	Cancel																																																																																																																																																		
Save	Cancel																																																																																																																																																						