

6

WORKING WITH TWELFTH-GRADE SCHOOLS

Faced with a decline in the quantity—and perhaps quality—of participation among twelfth-graders, NAEP supervisors will work with school coordinators to implement NAEP strategies for improved participation rates and to motivate students.

6.1 Overview

NAEP's focus on twelfth-grade participation rates for 2007 involves new procedures and new materials for the schools. Supervisors will meet with school coordinators in late October/November 2006 to discuss options for increasing publicity about NAEP in their schools, encouraging support from school administrators and faculty, and providing student incentives.

Maximizing student attendance is a primary goal. In the past, some high schools have been surprised by low participation rates; we hope to avoid that by exercising thorough planning and creative incentives.

Some of the strategies you'll recommend to school coordinators emerged from a group of secondary school principals convened by NCES in the fall of 2005 to address these issues. Their recommendations led to the creation of the *Best Practices for Improving Twelfth-Grade NAEP Participation* binder, which will be given to every high school in the NAEP 2007 sample. The binder provides background facts about the issues related to twelfth-grade participation, and suggests ways to promote NAEP awareness and increase the level and quality of student participation. It also includes sample student letters, morning announcements, newsletter articles, and CDs for faculty and students. NAEP is hopeful that increased support from school administration and faculty, combined with incentives for students, can reverse the current downward trends.

In most instances, your visit to the school coordinator will follow the NAEP State Coordinator's visit to the school principal. Whatever agreements were reached at that meeting will be relayed to you. Your visit is the "middle layer"—you will present the broad picture to the school coordinator, link the meeting between the principal and the State

Coordinator to the school coordinator, and pass along critical information to the AC for the preassessment visit.

Before your first school visit, review pages 10 and 11 of the *Overview* magazine to refresh your memory about the issues and the strategies NAEP hopes to implement.

6.2 Plan Your Visit

Determine the number and location of the schools in your region. Work with your field manager to set a reasonable schedule for visiting the schools. Call the school coordinator listed in the School Control System (SCS) and arrange a visit. The meeting should take about 1 hour to cover everything. You can conduct two visits in 1 day if they are close to one another. Be flexible with the starting time and try to accommodate the school coordinator's schedule. A typical telephone call to schedule the visit might go something like this:

Good morning/afternoon, this is _____ with NAEP. I see that you will be the school coordinator for NAEP this year. I know that February (January/March) seems far away right now, but I would like to meet with you this Fall to make sure we will have a successful assessment at your school. When we meet I will go over some strategies for making sure student participation and motivation are at the highest levels possible. I know your time is valuable so I will not take more than an hour of your time. Would _____ be convenient for you?

6.2.1 Prepare to Meet With the Right Resources on Hand

Make sure you have all necessary materials for your meeting:

- samples of the student letter,
- newsletter articles,
- the Grade 12 *Measure Up* newsletter,
- the teacher poster to hang in the faculty lounge,
- the NAEP appointment card,
- sample announcements, and
- the Certificate of Volunteer service.

Bring a copy of *Best Practices* to review during the visit. If the school has not been visited by the NAEP State Coordinator, be sure you are familiar with the CDs and how to run them on your laptop or the school computer.

6.2.2 Determine If the NAEP State Coordinator Has Visited the School

To the extent possible, NAEP State Coordinators visited principals at participating high schools during the summer 2006. At that time, the NAEP State Coordinator gave the principal the *Best Practices* notebook and discussed, in a general way, ideas for increasing grade 12 participation. An e-mail from the NAEP State Coordinator to the field manager, with a copy to the field director, describes that visit and any specific ideas or activities the principal agreed to implement. Your field manager will pass along a copy of that e-mail or will otherwise report to you the details of that visit.

At a minimum, the report regarding a school visit should contain the following information:

- date of the visit and attendees,
- name of the school coordinator,
- is this school open to ideas to promote NAEP?
- what strategies were agreed to?
- additional notes or specific details for increasing student participation

The NAEP State Service Center will maintain a list of school visits that have been completed.

In some instances, the NAEP State Coordinator will not have visited the school. This is especially true in states where the large number of grade 12 schools makes this impractical. In those cases, you will want to meet with both the principal and the school coordinator whenever possible. It's important that a general discussion of the issues related to twelfth-grade participation and NAEP's goal of reaching out to publicize the assessment, promote flexibility in planning, and motivate students take place with the principal of every school.

If the NAEP State Coordinator has not visited the school, review the contents of the *Best Practices* binder with the principal and/or school coordinator during your meeting, answering questions as appropriate.

Also, check with your field manager to see what arrangements have been made with the NAEP State Coordinator to ensure that the school received its copy of the binder.

6.3 Meet With the School Coordinator

6.3.1 Recognize Each Encounter With a School Coordinator Will Be Unique

Expect to encounter a variety of situations as you meet with school coordinators. In some schools, the school coordinator will have discussed the grade 12 participation issue with the principal, reviewed the *Best Practices* binder, and will be ready to implement some of the suggested steps. In other schools, the school coordinator may not have seen the binder or

may not be aware of discussions the principal had earlier with the NAEP State Coordinator (if applicable). Using your notes, convey to the school coordinator any strategies the principal has agreed to implement.

6.3.2 Set the Right Tone

Tone is important. Keep the conversation open and friendly, rather than demanding. Ask questions about what has worked in that school regarding motivating students for testing, how announcements and other communication are handled in that school, and how NAEP can be responsive to their particular situation regarding space for testing, daily schedules, etc. Use phrases such as “We’ve found this to be helpful in some of the other schools, would it be all right if we tried that here?”

6.3.3 Document Your Visit While Visiting the School

During your visit with the school coordinator, make careful notes on the Grade 12 School Visit Report form. This form is designed as a worksheet and agenda for your visit and should include any notes that will be helpful to the AC for the preassessment visit.

Don’t use this meeting to determine specific details such as the number and location of rooms that will be used or what time to schedule the sessions. These arrangements will be made by the AC. However, do record information that will be helpful in determining those arrangements, such as noting that students with AP classes might be assessed in the afternoon.

Several places on the Grade 12 School Visit Report form suggest a script (shown in italics) for your convenience. Don’t feel limited by this script—it’s given to you for guidance only. Be prepared to change your approach if you run into unexpected situations. The Supervisor In-Person Training will include role-play practice for visits to twelfth-grade schools. The role-plays will include ideas about how to work with schools if you meet resistance to NAEP.

6.3.4 Follow the Suggested Guidelines for Conducting Your Visit

Fill in the school information ***before*** you arrive at the school.

| |
|--|
| Date of Visit _____ |
| Name of school _____ NAEP ID _____ |
| School Telephone Number _____ |
| Name of Principal _____ |
| Name of School Coordinator _____ |
| School Coordinator E-mail _____ |
| Name of State Coordinator _____ |
| Name of Supervisor _____ Territory/region/area _____ |

Introduce yourself and explain the issues associated with twelfth-graders' participation.

A clear statement of goals and strategies coupled with enthusiasm can help make NAEP a priority for this school.

I'm here today to work with you on setting up for the NAEP assessment that will be given in your school on _____. The reason I've come in November is because the NAEP results in the past few years have been stagnant at the twelfth-grade level. Low participation rates and low motivation could undermine the validity and credibility of NAEP results for high school students.

By working with schools early, we hope to promote NAEP awareness and participation. NAEP worked with a group of high school principals to identify strategies to increase success at the twelfth-grade level. I'd like to discuss those strategies with you now to see which could be implemented in your school. Our goal is to assess 90% of the selected students and with your help I am sure we will be able to meet that goal.

Discuss strategies for making students and teachers aware of NAEP.

Check off or make notes about any strategy the school coordinator agrees to use for notifying the school community prior to assessment day.

I'd like to begin by talking about how to get the word out to your students, your staff and faculty, and parents that NAEP is coming to your school. The more students and teachers understand about NAEP, the more likely they are to participate and put forth their best effort. NAEP provides short videos, PowerPoint presentations, and written materials for your use.

NAEP has found the following publicity methods to be effective. Which of these would we be able to use at your school?

- add NAEP to your school calendar to promote awareness and avoid scheduling conflicts by twelfth-grade teachers
- send the student letter to students selected for NAEP before assessment day (would this be more effective if distributed at school or mailed to students' homes?)
- provide references to the MyNAEP and NCES websites
- place *Measure Up*, a flyer that highlights grade 12 NAEP results, in the faculty lounge with a note about the date NAEP will be at your school
- hang a poster about NAEP in the faculty lounge
- have an announcement read or show a 5-minute video or PowerPoint presentation at a meeting of your senior class or to only those seniors who will participate
- put an announcement or show a PowerPoint presentation on your school website

- publish an article about NAEP in your school newspaper
- have an announcement made at a school faculty meeting or arrange to show a 2-minute video that explains NAEP
- put an announcement in the school bulletin the week before the assessment
- have the senior class president make an announcement about NAEP at a class meeting
- announce the date to the PTA or parent advisory committee
- have the senior class advisor urge students to participate
- encourage the school coordinator to meet with students selected for NAEP in small groups before the assessment

Notes on how this school will be preparing and any follow-up tasks that we need to do

List materials (such as sample announcements, flyers) that NAEP will supply to the school.

Discuss how logistics could maximize seniors' participation.

Next let's talk about how your school handles testing in general and how we can follow that model when we come on _____. NAEP has found that scheduling sessions to begin at various times throughout the day increases student attendance. We'll be as flexible as possible when determining the number of sessions to schedule and when they should start. I don't need to make specific arrangements now, but would like to get a general idea about your school situation for planning purposes. A NAEP assessment coordinator will meet with you for a preassessment visit to plan all the specific details.

How do you notify students of daily events? _____

Are some seniors off campus part of the day? _____

Do some of your seniors not have a 1st period class? _____

Do teachers sometimes not release seniors from their classes because they don't want students to miss what's going on in class? If so, what schedule(s) would accommodate the most students? _____

Since NAEP is not given to all seniors, I'd like to talk to you about ways we can motivate the selected students and be sure they come on assessment day. These strategies have proven to be effective in other schools. Which could we use here?

- Put an announcement in the school bulletin on assessment day
- Announce the sessions over the public address system five minutes before sessions begin so that teachers and students are aware of them
- Have the principal greet students who participate at the sessions
- Use the NAEP Appointment Card for sampled students to increase their attendance
 - at the assessment sessions, perhaps with a personal note from the principal or school coordinator to increase motivation
- Give all teachers a master list of selected students and the scheduled assessment time for each
- Give each teacher a teacher-specific list of those students he/she is to send to the testing location at the appointed time
- Have a master list of where the students are at the beginning of the session so we may contact them if they are not at the assessment
- Conduct "mini" sessions later in the day for students who don't report to their regularly-scheduled session
- Plan on staggered starting times to accommodate student schedules
- Plan to work around the schedules of students in AP classes

Notes on how this school will inform students and teachers and plan for contacting those that do not attend the first sitting

Discuss incentives to motivate seniors to give the assessment their best effort.

Participation is only part of the picture. Motivating seniors to put forth their best effort is another concern. Many educators who have analyzed past assessment results are convinced that they under-represent student achievement for twelfth-graders. NAEP would like your ideas on how to motivate students to do their best on the assessment.

What do you think is the best way to motivate the seniors who have been selected for the assessment? _____

What could teachers do to motivate students to participate and do their best on NAEP? Would they be willing to do this?

Will you, the principal, and/or your teachers lend their support by attending the sessions and perhaps give a few words of introduction about the importance of NAEP?

What incentives or rewards does your school usually provide to students for special efforts?

Do you think any of the following incentives would be meaningful in encouraging student participation and is there a way to provide them?

- Certificates of Volunteer Service (provided by NAEP) _____
- Free tickets to a school event (provided by school) _____
- Recognition for student participation at a school or awards assembly _____
- A lottery for a yearbook or prom tickets (provided by school) _____
- Lunch or hall passes (provided by school) _____
- Preferential parking passes (provided by school) _____
- A pizza party (provided by school) _____
- Other (provided by school) _____

Note that NAEP does NOT bear the expenses for the incentives that say "provided by school."

Notes regarding incentives that will be offered and whether/how our team will be involved in delivering the incentives to the students

Wrap up the meeting.

Before ending the meeting, recap any agreements made, verify which materials NAEP will provide to the school, and ask the school coordinator if he/she has any questions.

The list of students selected to participate in NAEP at your school will be sent to you right after winter break. A NAEP assessment coordinator will visit your school in January to make arrangements. He/she will work with you to identify any students who may need accommodations. NAEP strives to include as many students as possible in the assessment and offers most widely-used accommodations. Our team will work with you all day on the day of the assessment to provide the most flexibility and maximum opportunity for your students to participate.

Do you have any other ideas on how we can work together to guarantee high participation rates? _____

Other notes and Supervisor's evaluation of the school's willingness to participate

Additional notes to AC

6.4 Communicate Your Findings to the Assessment Coordinator

After the meeting, complete the Grade 12 School Visit Report form. If you have promised any materials or follow-up activities, be sure to note the date you completed these tasks on that form. Then make two copies of the form; send one to your field manager and keep one for your files. Retain the original to be placed in the School Folder, which will be given to the AC in December 2006.

| GRADE 12 SCHOOL VISIT REPORT | |
|---|------------------------------|
| Based on your conversation with the school coordinator please summarize the details for each topic. | |
| SUMMARY OF MEETING OUTCOME | SCHEDULING STRATEGIES |
| <input type="checkbox"/> PREPARATION ACTIVITES <input checked="" type="checkbox"/> Senior Meeting <input checked="" type="checkbox"/> School web site/newspaper <input checked="" type="checkbox"/> Faculty meeting <input checked="" type="checkbox"/> Other | DETAILS: |
| <input type="checkbox"/> FLEXIBILITY IN SCHEDULING <input checked="" type="checkbox"/> Start time <input checked="" type="checkbox"/> Multiple start times <input checked="" type="checkbox"/> Certain day of the week <input checked="" type="checkbox"/> Other | DETAILS: |
| <input type="checkbox"/> STUDENT NOTIFICATION <input checked="" type="checkbox"/> Student Letter <input checked="" type="checkbox"/> Announcement <input checked="" type="checkbox"/> NAEP Student Video <input checked="" type="checkbox"/> Other | DETAILS: |
| <input type="checkbox"/> INCENTIVES <input checked="" type="checkbox"/> NAEP Certificate of Volunteer Service <input checked="" type="checkbox"/> School Incentives (pizza party, prizes) <input checked="" type="checkbox"/> Other | DETAILS: |

GRADE 12 SCHOOL VISIT REPORT (continued)

Based on your conversation with the school coordinator, place a ✓ next to each strategy the school *may* use.

- Be flexible when scheduling twelfth-grade sessions so as many students as possible can attend.
- Notify students of their selection to participate in the assessment by sending out a student letter.
- Use NAEP Appointment Cards for sampled students to attend the assessment sessions.
- Invite teachers to attend assessment sessions.
- Provide Certificate of Volunteer Service for participating students.
- Provide an incentive to thank students for their participation.

Chapter 6 Summary

Now that you have completed this chapter, you should be able to

- describe the importance of twelfth-grade participation and motivation issues and explain the many strategies NAEP is using to address them, and
- complete the Grade 12 School Visit Report form.

7

UNDERSTANDING SPECIAL PROCEDURES

During NAEP 2007, we will be conducting a number of special procedures that may be used study-wide in future cycles of NAEP or special studies in schools. Most of these procedures will be conducted by ACs when they are in schools; however, it's important that you are aware of these procedures and can provide guidance and support to ACs, if necessary.

7.1 Overview of Special Procedures and Studies for NAEP 2007

Below is a list of the special procedures and studies we will be conducting for NAEP 2007. Each procedure is described in more detail in this chapter.

- **State Information Forms**—Field managers will be completing these forms containing details on state-specific requirements for NAEP 2007.
- **National Indian Education Study (NIES)**—This study, which is a component of NAEP, will be conducted in grade 4 and 8 schools with one or more sampled students identified as American Indian or Alaska Native (AI/AN).
- **Student Sampling Summary Report**—Supervisors will review this form with ACs before the preassessment visit. The form summarizes the error messages that may have been generated by the student sampling process. If necessary, the ACs will review the form with the school coordinators to resolve any list submission discrepancies identified during the sampling process.
- **Extended Student Background Questionnaire (ESBQ)**—As part of the Socioeconomic Status (SES) Study, sampled students in some schools have been selected to receive the ESBQ during the assessment.
- **Small Bundles of Reading Booklets**—A small number of grade 8 students have been selected to take a special reading assessment.

- **Take-All Schools With No Classroom Indicator**—ACs will conduct this procedure for take-all schools that do not have a homeroom indicator on the preprinted Administration Schedules.
- **New Enrollee Procedures**—In this new procedure for NAEP 2007, ACs will determine if any students have enrolled in the school since the list of students used for sampling was submitted and if any of these new enrollees are sampled for NAEP.

7.1.1 State Information Form

Your field manager has developed a State Information Form for the state you will supervise. The purpose of the form is to inform you (and for you to inform your ACs) about specific state issues or requirements that ACs need to know in order to properly conduct assessments, administer accommodation sessions, collect questionnaires, and otherwise deal with schools. It will include agreements or requirements that the states expect NAEP to observe when in schools. It will also include information about which parent letter is used (state-provided or NAEP-provided), the demographic variables used during E-Filing; for example, the “information unavailable at this time” (which will require ACs to collect the missing data at the preassessment or assessment visit), or “formerly ELL” code (only used in specific states).

Exhibit 7-1 shows the hard-copy version of this form. Your field manager will review this form with you at training and will also keep you up to date on any changes to the information during the assessment period. Your field manager will prepare an electronic version and can e-mail the updated form to you as necessary.

7.1.2 National Indian Education Study (NIES)

The National Indian Education Study (NIES) is a federally funded study designed to collect data on the educational experiences of American Indian and Alaska Native (AI/AN) students at grades 4 and 8 throughout the United States. The goal of the NIES is to describe the condition of education for AI/AN students in the nation and to ensure programs serving AI/AN children are of the highest quality, meeting these children’s unique culturally related academic needs.

NIES is conducted in two parts. The first part is the regular NAEP assessment, while the second part includes:

- an NIES student survey, which is administered to NAEP-sampled AI/AN students;
- Teacher Questionnaires completed by the language arts and mathematics teachers of the sampled AI/AN students; and
- a School Questionnaire, completed by the school administrator.

Exhibit 7-1. State Information Form

NAEP 2007 State Information Form

| | |
|------------------------------|------------------------------------|
| Date of Form | |
| State: | |
| NAEP State Coordinator (NSC) | |
| <input type="checkbox"/> | Check if this is a New Coordinator |

This form contains state-specific details for NAEP 2007.

1. What type of parent letter was used to notify parents?

| | |
|--------------------------|-----------------|
| <input type="checkbox"/> | State version |
| <input type="checkbox"/> | NAEP version |
| <input type="checkbox"/> | Other (specify) |

2. Does this state use Formerly ELL for Title I AYP Reporting:

| | |
|--------------------------|---|
| <input type="checkbox"/> | Yes |
| <input type="checkbox"/> | No (If no, this code cannot be used on the Administration Schedules) |

3. Did this state submit a state-wide e-file for sampling?

| | |
|--------------------------|-----------------|
| <input type="checkbox"/> | Yes |
| <input type="checkbox"/> | No (Skip to Q4) |

3a. Did the state use the "Information Unavailable at this time" code for any demographic variables? **(If Yes, we'll need to collect this information either from the state or district offices or the individual schools)**

| | |
|--------------------------|--|
| <input type="checkbox"/> | Yes Which variables? |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | Where will we collect these variables? |
| <input type="checkbox"/> | No |

4a. Did the state send Sample Questions (formerly Demonstration) booklets to all the schools? **(If Yes, do not provide them to schools during the preassessment visit)**

| | |
|--------------------------|-----|
| <input type="checkbox"/> | Yes |
| <input type="checkbox"/> | No |

4b. Did the state send frameworks to all the schools? **(If Yes, do not provide them to schools during the preassessment visit)**

| | |
|--------------------------|-----|
| <input type="checkbox"/> | Yes |
| <input type="checkbox"/> | No |

Exhibit 7-1. State Information Form (continued)

10. Describe the contact the NAEP State Coordinator had with Grade 12 schools.

| |
|--|
| |
|--|

11. Use the rest of the form to describe any special state-specific requirements that field staff need to know to conduct assessments in schools.

| |
|--|
| |
|--|

4c. Did the state send the *Measure Up* newsletter, the Teacher Poster and the Teacher DVD to the Grade 4 and 8 schools? (If Yes, do not provide them to the Grad 4 and 8 schools during the preassessment visit)

| | |
|--|-----|
| | Yes |
| | No |

5. Which of the following accommodations permitted by NAEP does the state not allow on its state tests (check all that apply)?

| | |
|--|--|
| | Bilingual booklets for subjects other than reading |
| | Other (specify) |

6. Which of the following accommodations not permitted by NAEP does the state allow on its state tests (check all that apply)?

| | |
|--|--|
| | Reading of passages and/or questions in reading assessment in grade(s): |
| | Taking the assessment over several days in grade(s): |
| | Using a calculator for all portions of the mathematics assessment in grade(s): |
| | Other (specify): |
| | In grade(s): |
| | Other (specify): |
| | In grade(s): |
| | Other (specify): |
| | In grade(s): |

7. Is this state refusing to participate in any of the following parts of NAEP (check all that apply)?

| | |
|--|-------------------------|
| | National Writing Grade: |
| | NIES Grade: |
| | ESBQ Grade: |
| | Grade 12: Subjects: |
| | Other (specify): |

8. Which of the following will the NSC be attending? Please check all that apply.

| | One | Some | All |
|----------------------|-----|------|-----|
| AA Trainings | | | |
| Preassessment Visits | | | |
| Assessments | | | |

9. Has the state been approved by NCES to modify the 2007 NAEP testing window (1/23/07-3/2/07).

| | |
|--|---|
| | Yes What are the revised testing dates? |
| | If Yes, What grades are affected? |
| | No |

The survey will be conducted during the regular assessment window in most schools. All AI/AN students selected for NAEP, their teachers, and school administrators in the sampled schools will complete questionnaires. For the first time, student performance on NAEP 2007 may be linked to these questionnaire responses. The student questionnaire takes 15–20 minutes to complete; teacher’s and principal’s questionnaires take slightly longer.

It is expected that the data from the NIES Student Questionnaires will be linked to the NAEP student achievement data via the NIES Linking Form.

We expect that only about 25 percent of the schools will contain sampled AI/AN students, so it’s possible that some assessment teams will never administer NIES in their schools. However, there is a sample of Bureau of Indian Affairs (BIA) schools in which we expect most, if not, all the sampled students will be AI/AN. Not every state contains BIA schools, and many states may only have one or two BIA schools. It is important that you review the NIES-eligible schools with your ACs and review the procedures and protocols for administering NIES in these schools, as described in *Coordinate—A Manual for Assessment Coordinators*. If an AC has only one or two NIES schools in his/her assignment, he/she may need additional guidance and support from you regarding NIES. As discussed in chapter 4, you will have identified each NIES school by affixing a special sticker on the School Folder and the Quality Control Booklet (QCB). In addition, these schools will be identified on the “Special Studies” tab of the SCS. See the *SCS User’s Guide* for more information.

7.1.3 Student Sampling Summary Report (SSSR)

NAEP is committed to providing data of the highest statistical quality. Generally, this begins with the school and student samples that NAEP uses. Westat, as the sampling contractor, draws both the school sample and the student samples using the lists of eligible students submitted by schools, districts, and states. When those student lists are submitted, the lists are run through a series of data checks to verify the quality of the submission. These data checks are run in both E-Filed lists and SDS-sampled lists.

During the list submission process, we do not require that schools, states, or large districts use the same codes on their student lists that we use on the Administration Schedules. Therefore, list submitters “mapped” their demographic variable codes to NAEP values as defined in chapter 3.

For example, a school may use the following National School Lunch Program (NSLP) codes, which the list submitter mapped to NAEP NSLP values:

| School NSLP Codes Map to | NAEP NSLP Values |
|--------------------------|----------------------|
| 1 | Free Lunch |
| 2 | Reduced Price Lunch |
| X | Student Not Eligible |

Another school may use different NSLP codes, which the list submitter also mapped to NAEP values:

| School NSLP Codes Map to | NAEP NSLP Values |
|--------------------------|----------------------|
| F | Free Lunch |
| N | Student Not Eligible |

Even though each school uses different NSLP codes, the list submitters had the opportunity to map their codes to NAEP NSLP values.

For all schools that have either E-Filed or been sampled in the field using the SDS, we have developed a Student Sampling Summary Report (SSSR) (Exhibit 7-2) that displays the unresolved data checks for each school. You will print this report from the SCS (see the *SCS User’s Guide*), include it in the School Folder, and review it with the AC before the preassessment visit. In some cases, the AC will not need to address the issues with the school coordinator, while in other cases the AC should review the issues and attempt to resolve them with the school coordinator. Depending on the issue, you should review the proper course of action with your ACs.

Exhibit 7-3 shows the error messages that may be shown on the Student Sampling Summary Report.

Exhibit 7-2. NAEP 2007 Student Sampling Summary Report

Territory: _____ Region: _____ Area: _____ Sample Type: _____
 School ID #: _____ School Name: _____
 Grade(s) Sampled: _____ # of Sessions: _____
 # of Students in Grade _____ # of Students Sampled: _____

Summary of List Submissions

Date List Submitted: _____ Submitter's Name: _____

| | <u>Corrected on Admin Schedule</u> | <u>Verified as Correct</u> |
|------------------------|------------------------------------|----------------------------|
| Date: _____ Error Text | <input type="checkbox"/> | <input type="checkbox"/> |
| Date: _____ Error Text | <input type="checkbox"/> | <input type="checkbox"/> |
| Date: _____ Error Text | <input type="checkbox"/> | <input type="checkbox"/> |
| Date: _____ Error Text | <input type="checkbox"/> | <input type="checkbox"/> |
| Date: _____ Error Text | <input type="checkbox"/> | <input type="checkbox"/> |
| Date: _____ Error Text | <input type="checkbox"/> | <input type="checkbox"/> |
| Date: _____ Error Text | <input type="checkbox"/> | <input type="checkbox"/> |

Exhibit 7-3. NAEP 2007 Student Sampling Summary Report Error Messages

| Check # | Variable | Error Message Text |
|---------|--------------------------------------|--|
| 1 | Year of Birth | ___% of the students in grade (4 / 8 / 12) have birth years outside of the expected range. |
| 2 | Sex | ___% of the students are female and ___% are male. / 100% of the students are female/male. <input type="checkbox"/> Data on file for this school shows ___% female and ___% male. <input type="checkbox"/> Data for this school filed in a previous year shows ___% female and ___% male. <input type="checkbox"/> The first names of the students classified as (male/female) are name commonly given to (males/females). |
| 3 | Students with Disabilities (SD) | ___% of the students are shown as Students with Disabilities. / 100% of the students are shown as Students with Disabilities. <input type="checkbox"/> Data for this school filed in a previous year shows ___% Students with Disabilities. |
| 4 | English language learners (ELL) | ___% of the students are shown as English language learners. / 100% of the students are shown as English language learners. <input type="checkbox"/> Data for this school filed in a previous year shows ___% English language learners. |
| 5 | National School Lunch Program (NSLP) | ___% of the students are shown as eligible for free or reduced price lunch. / 100% of the students are shown as eligible for free or reduced price lunch. <input type="checkbox"/> Data on file for this school shows ___% eligible for free or reduced price lunch. <input type="checkbox"/> Data for this school filed in a previous year shows ___% eligible for free or reduced price lunch. <input type="checkbox"/> The number of students receiving reduced-price lunch is greater than the number of students receiving free lunch. |
| 6 | Race | <input type="checkbox"/> The race/ethnicity data composition of the students in grade (4 / 8 / 12) differs substantially from the data on file for this school/data for this school filed in a previous year. <input type="checkbox"/> All of the students in grade (4 / 8 / 12) are identified as a single race. This differs from the data on file for this school/data for this school filed in a previous year. |
| 7 | Race/Name | As a quality control check, please review the race/ethnicity for all students. |
| 8 | Enrollment | The number of students in grade (4 / 8 / 12) differs substantially from the data on file for this school/data for this school filed in a previous year. |

7.1.4 Extended Student Background Questionnaire (ESBQ)

NAEP is conducting the Socioeconomic Status (SES) Study, which is designed to explore different ways of measuring the SES of NAEP-sampled students. Currently, NAEP uses NSLP data to indicate student socioeconomic status. This pilot study will include a variety of components, only one of which is pertinent to the administration of NAEP assessments in schools: asking a sample of students to complete the Extended Student Background Questionnaire (ESBQ), which contains additional student background questions.

Approximately 80 grade 4 and 80 grade 8 public schools will be sampled to participate in the SES study, and all the NAEP students in these schools will receive the ESBQ. The ESBQ is a separate booklet that will be prepared by the AC/AAs for these schools. It is important that you review the schools selected for the ESBQ administration with your ACs and review the procedures and protocols for administering the ESBQ in these schools. If an AC has only one or two ESBQ schools in his/her assignment, he/she may need additional guidance and support from you regarding the procedures. As discussed in chapter 4, you will have identified each ESBQ school by affixing a special sticker on the School Folder and the QCB. In addition, these schools will be identified on the “Special Studies” tab of the SCS. See the *SCS User’s Guide* for more information.

7.1.5 Small Bundles of Reading Booklets

Some eighth-grade students have been selected to take only the reading assessment. These students will be assigned to a session identified by session code RE and printed on a separate Administration Schedule. However, students assigned to the RE session can and should be assessed in the regular sessions. They should not be assessed separately. The reading booklets for these students will be bundled separately in sets of six.

It is important that you review the schools assigned these small reading booklet bundles with your ACs and review the procedures and protocols for preparing the booklets and integrating the students into the regular sessions as described in *Coordinate—A Manual for Assessment Coordinators*. If an AC has only one or two small reading booklet bundle schools in his/her assignment, he/she may need additional guidance and support from you regarding the procedures. These schools will be identified on the “Special Studies” tab of the SCS. See the *SCS User’s Guide* for more information.

7.1.6 Take-All Schools With No Classroom Indicator

It is the policy of the National Assessment Governing Board (NAGB) to offer fourth-grade schools participating in the No Child Left Behind (NCLB) subjects the option of assessing students in their classrooms. This is an option only for grade 4 schools with fewer than 121 students in the grade. Even though the actual sample is 62 students, we will assess all students up to 120 to reduce burden in the school by allowing students to be tested in their regular classrooms. This method is attractive to schools because it avoids the disruption of moving students from room to room. It also solves the problem of supervising students who were not selected to participate.

We are unable to offer this option in grade 4 schools with more than 120 students.

Grade 8 and grade 12 schools are also considered take-all if their grade enrollment is less than or equal to the number of students needed for the NAEP sample. We expect that most of the grade 4 schools will be take-all, while only a small number of grade 8 or 12 schools will be considered as such.

In states that E-File for the entire state, frequently the classroom information for a specific grade is not known at the state level, so student names are printed on the Administration Schedules in the order of the original list, usually alphabetically. To assess the students in this order negates the benefits of the take-all option. In order to assess students in their classrooms in take-all schools, the AC will need to identify the correct classroom for each student during the preassessment visit. The AC/AAs will need to prepare the booklets and sort them based on the classroom information collected at the preassessment visit. The procedures for preparing, sorting, and checking the booklets before the assessment, as well as how to re-sort them and prepare them for shipment after the assessment, are in *Coordinate – A Manual for Assessment Coordinators*. Exhibit 7-4 shows these procedures in checklist format.

The schools flagged as take-all are identified on the QCB label and on the Sampling tab of the SCS. In addition, the Sampling Report (#6) shows those schools flagged as take-all. See the *SCS User's Guide* for more information on the SCS Sampling tab and reports. Using these resources, it's important that you know which schools are take-all. You should review the Student Information Reports or the Administration Schedules for those schools and determine if the classroom indicator is listed in column **C**. If not, you should review the procedures presented in the checklist and the AC manual for preparing and sorting the booklets for these schools with the ACs. Although you do not need to conduct these procedures, you will need to be sure the ACs know how to implement the steps. You may want to visit an AC the first time he/she conducts this procedure in a school with many sampled students in order to make sure the Administration Schedules and booklets are prepared properly for assessments and for shipping to Pearson.

Exhibit 7-4. Checklist for Preparing Booklets for Take-All Schools with No Classroom Indicator

Checklist for Preparing Booklets for Take-All Schools with No Classroom Indicator

Once the school coordinator has identified the classroom in which each student should be assessed, the QCB instructs you to record that information in column **C** of the Administration Schedule. When you and your AAs are preparing the booklets for the week's upcoming assessments, following these procedures:

- Make one copy of the session's Administration Schedule for each classroom, plus one extra set. For example, if there are three (3) classrooms, make four (4) copies of each Administration Schedule.
- Designate one set of each Administration Schedule copies for each classroom. The extra set is for the AC.
- On each set of Administration Schedule copies, highlight each child who belongs in that classroom using a different highlighter color for each classroom. For example, if there are three (3) classrooms, use a blue highlighter to highlight those students on one set one of the Administration Schedule for Mrs. Smith's classroom in Room 101. Use green highlighter on the second set of the Administration Schedules for those students in Mr. Jones' classroom in Room 102 and use yellow highlighter on the third set of the Administration Schedules for students in Miss Clarke's classroom in Room 103.
- Highlight each student on the extra set of Administration Schedule using the appropriate color highlighter for each student. This set of highlighted Administration Schedule is for the AC.
- Prepare the booklets in original Administration Schedule order. Be sure to record the session # and line # from the original Administration Schedule onto the booklet covers.
- Sort the booklets into the three piles—one for Mrs. Smith (blue highlighter); a second pile for Mr. Jones (green highlighter); and a third pile for Miss Clarke (yellow highlighter).
- Pack the test booklets with the corresponding highlighted set of Administration Schedule in each Session Box for each classroom, making sure that there are enough pencils, calculators, etc. in each box.
- Mark each Session Box with a blue, green, or yellow highlighter corresponding to the materials inside.

After the assessments are over, follow these procedures:

- Each AA should code the highlighted students on the set of highlighted Administration Schedule included in his/her Session Box.
- The AA should code the corresponding booklets covers of the students highlighted on the set of highlighted Administration Schedule included in his/her Session Box.
- The AA should sort the coded booklets into piles based on the originally assigned session and put each pile of booklets in line # order (based on the session # and line # recorded in the upper-right corner on each booklet).
- The sorted piles from each AA for each session should be combined and each session should be checked against the original Administration Schedule.
- Each Session Box should be packed according to Procedure 4A in chapter 6 of the AA Manual.

7.1.7 New Enrollee Procedures

In past cycles of NAEP, we asked sampled schools to maintain a list of students who enrolled in the school after the date the original student list used for sampling was submitted in order to give every student an equal chance of being selected for NAEP.



Since most of these lists are submitted in the fall and are current as of or before the date of submission, it's expected that some of the sampled schools will have new students who enrolled after that date. In order to maintain the statistical validity of the NAEP sample, we need to give these newly enrolled students a chance to be selected to participate in NAEP.

Beginning in NAEP 2007, school coordinators will no longer be asked to maintain a list of new enrollees. Instead, ACs will identify the new enrollees at the preassessment visit by comparing the original list of students submitted for sampling (the E-File Roster for schools that E-Filed), which was included in the School Folder, and a current enrollment list that the school coordinator will provide at the preassessment visit. Once the new enrollees have been identified, ACs will follow the standard procedure for sampling new enrollees and adding them to the Administration Schedules. Since the new procedure impacts the statistical validity of NAEP, you need to be sure that the ACs understand the process before they begin making preassessment visits.

Chapter 7 Summary

Upon completing this chapter, you should now be able to

- review the State Information Forms with your ACs,
- review NIES schools with your ACs,
- review the SSSRs with your ACs,
- review schools flagged to receive the ESBQ with your ACs,
- review schools flagged to receive the small bundles of reading booklets with your ACs,
- review the procedures for take-all schools with your ACs, and
- help your ACs understand and conduct the new enrollee procedures.