NAEP 2017 School Coordinator Training

Nov. 16-18, 2016

Swea Hart, NAEP State Coordinator

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Agenda

Time*	Session Topics
1:00- 1:15	• Introduction
1::15 – 1:45	• Overview of NAEP
1:45 – 2:05	• Design, Participation, and Sampling
2:05 – 2:20	• Roles & Responsibilities
2:20 – 2:30	• Break
2:30 – 3:45	• MyNAEP Tasks
3:45 – 3:50	• NAEP Resources
3:50 – 4:00	• Wrap - up

*Times varied per session

Guiding Questions

- ✓ Does my school have to participate?
- ✓ Why do I always get selected?
- ✓ Why can't we see our school results?
- ✓ When will results be released?
- ✓ How much time will planning and administration take?
- ✓ How does this help my students?
- ✓ Where can I find the state or district results?
- ✓ What is the difference between NAEP and the state assessment?
- ✓ Where can I find resources?

Overview of NAEP

During this session, we will cover…

- NAEP Overview
- History of NAEP in the District of Columbia
- NAEP Relevance "Impact on Education"
- Connection to PARCC and State Standards
- Results

Overview of NAEP

- Mandated by Congress, federally funded
- Administered by the National Center for Education Statistics (NCES)
- Policy oversight by the National Assessment Governing Board
- Compares student achievement across states
- Tracks student achievement over time in grades 4, 8, and 12
- Measures student achievement in a variety of subject areas
- Federal law requires all states that receive Title I funds to participate in NAEP reading and mathematics assessments in grades 4 and 8

1969	First NAEP assessment
1988	Establishment of the National Assessment Governing Board
1990	First voluntary state-level NAEP assessment
2002	First voluntary district-level NAEP assessment
2003	State participation in NAEP reading and mathematics at grades 4 and 8 required under No Child Left Behind

Trial Urban District Assessment (TUDA)

- 21 participated in 2015 NAEP assessment, increasing to 27 TUDAs for 2017 administration
- At least one school is classified in a large city > 250,000 people
- Provides another type of jurisdiction for comparison

Unique Features of NAEP

- Broad subject-area assessments based on frameworks, not a particular curriculum

- Not an individual student test, based on representative sample

- Item sampling designed to reduce student burden

- Psychometrically well-constructed test design and frameworks

- Administrative procedures and protocols developed nationally to ensure valid and reliable results

NAEP's Impact on Education

- Elected officials, policymakers, and educators all use NAEP results to develop ways to improve education

- Independently measures student achievement in various subjects
  - Includes results by gender, race/ethnicity, and socioeconomic status

- Biennially reports student progress in reading and mathematics at grades 4 and 8

- Informs Common Core, Next Generation Science, and College- and Career-Readiness Standards

- Scale scores
  - 0–300 or 0–500, depending on subject
  - Subscales
- Achievement levels (e.g., *Basic, Proficient, Advanced*)
- Data disaggregated by
  - Subgroups (e.g. race/ethnicity, gender, lunch eligibility, SD, ELL)
  - Geography (national, national public, state, district, and regional comparisons)
- Releases exemplar items

Achievement Levels

What students should know and be able to do….

Three levels at each grade:

- Basic denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade

- Proficient represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter

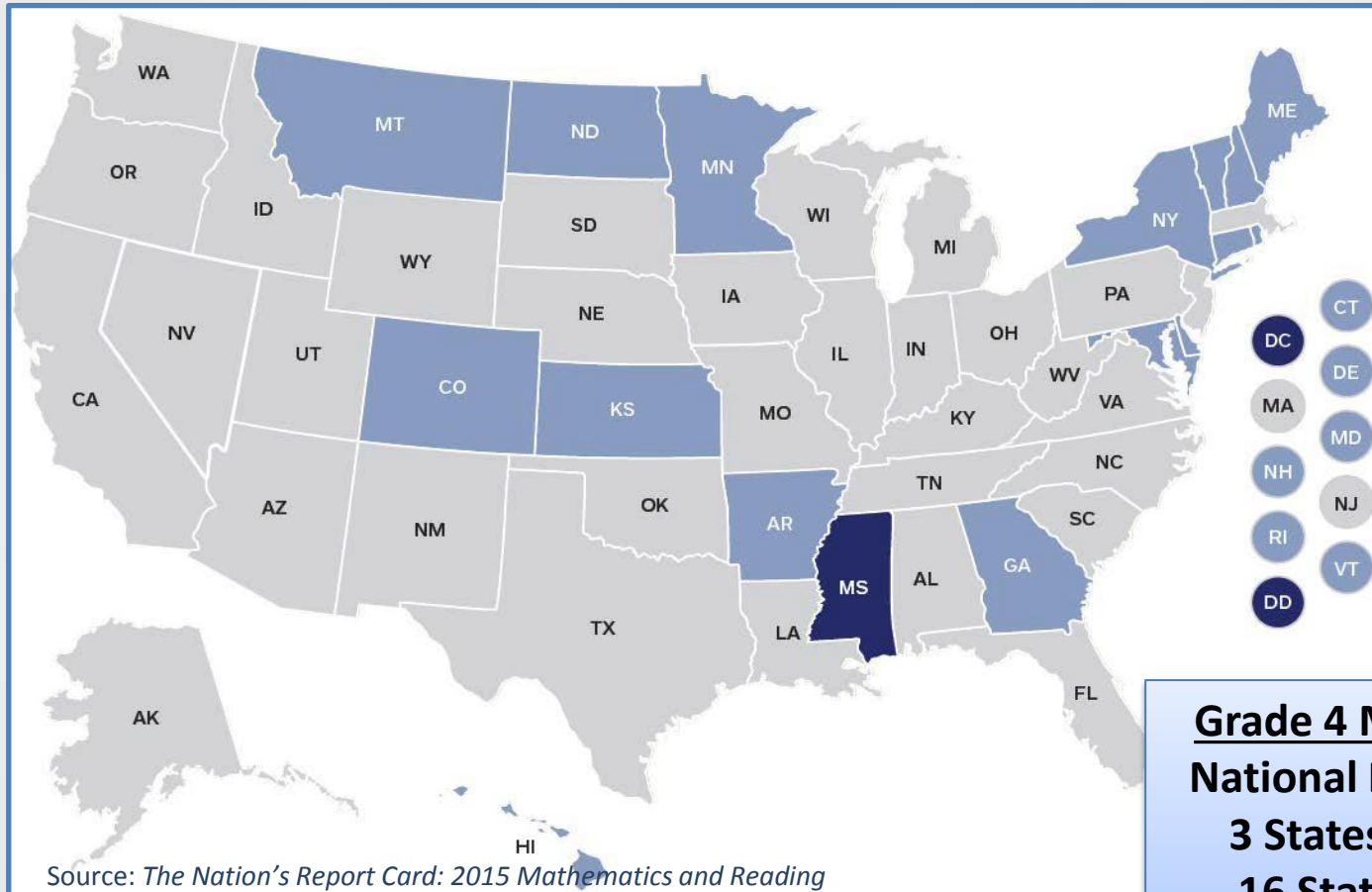- Advanced represents superior performance

National, State, and District Reporting

- Status, trends, and comparisons
- Allows districts to compare results to
  - states
  - national public schools
  - large central cities
  - each other
- For NCLB subjects/grades: released within six months of data collection
- Other subjects/grades: released within about 12 months of data collection
- District results: released shortly after state and national results

Average Scale Score Gains/Losses Across the Nation 2013 - 2015

Source: *The Nation's Report Card: 2015 Mathematics and Reading*

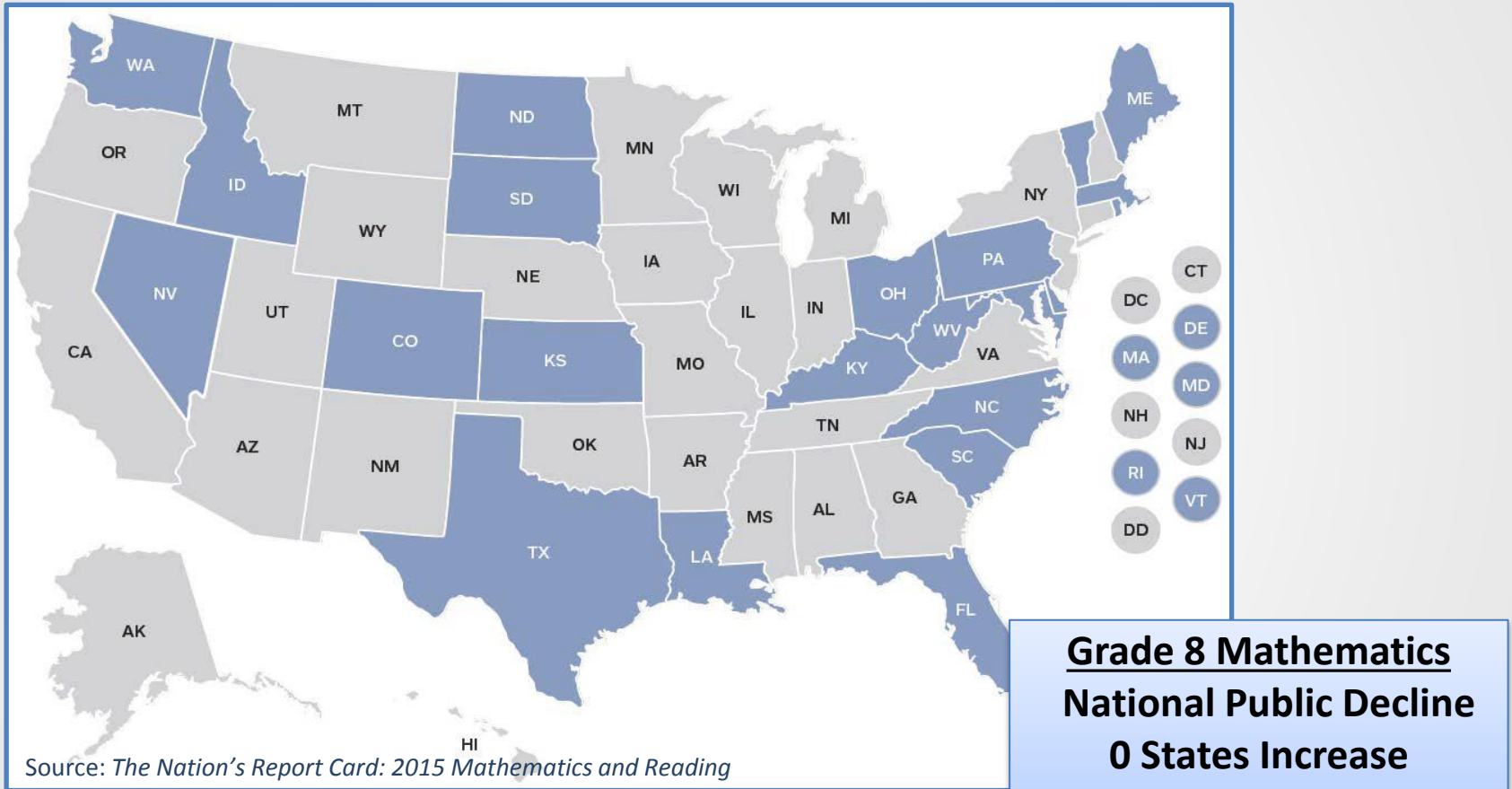Grade 4 mathematics scores in 2015 were higher in the District of Columbia schools in comparison to 2013

Grade 4 Mathematics
National Public Decline
3 States Increase*
16 States Decline
33 States Flat

Average Scale Score Gains/Losses Across the Nation 2013 - 2015
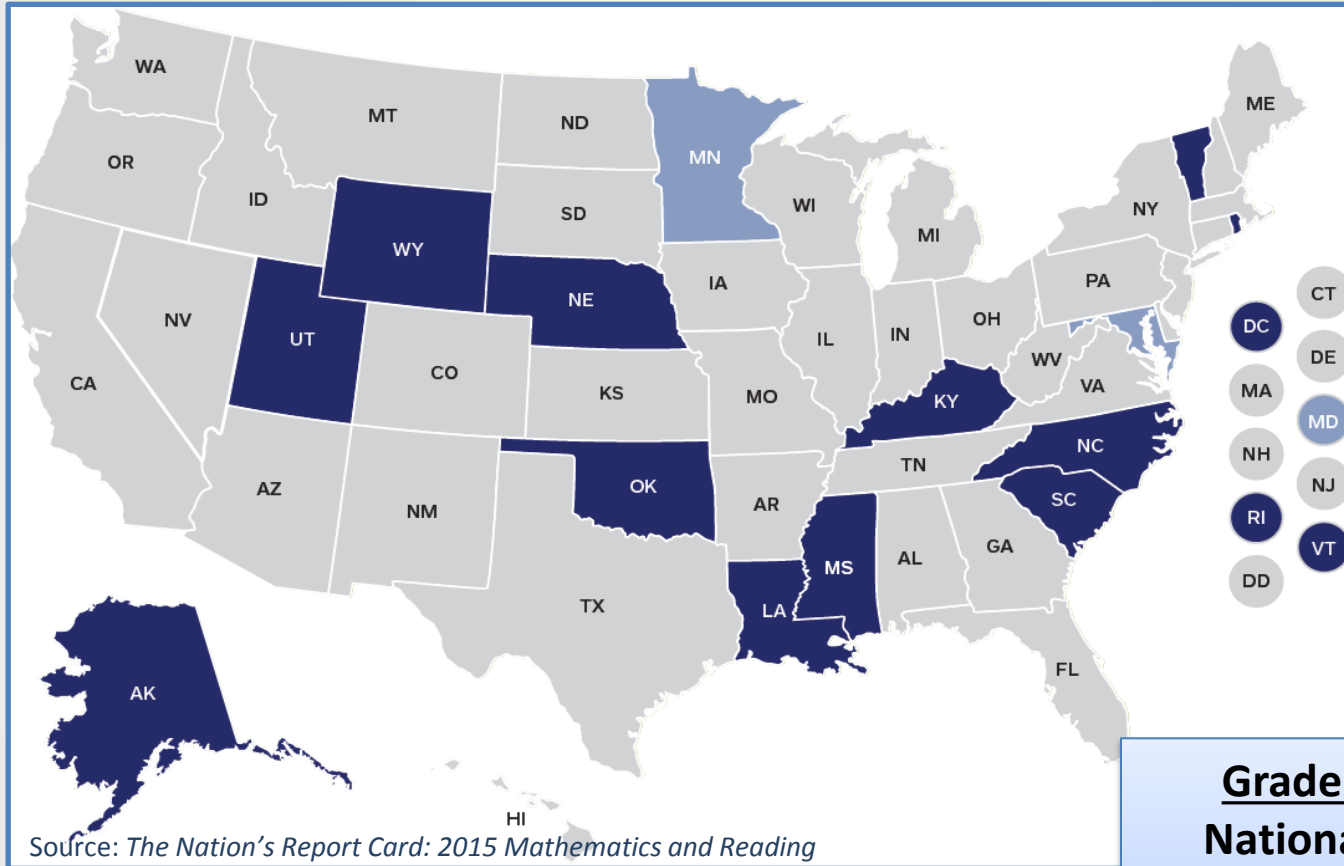

Source: *The Nation's Report Card: 2015 Mathematics and Reading*

Grade 8 mathematics scores declined slightly in 2015 in the District of Columbia schools in comparison to 2013

Grade 8 Mathematics
National Public Decline
0 States Increase
22 States Decline
30 States Flat*

Average Scale Score Gains/Losses Across the Nation 2013 - 2015

Source: *The Nation's Report Card: 2015 Mathematics and Reading*

Grade 4 reading scores in 2015 were higher in the District of Columbia schools in comparison to 2013
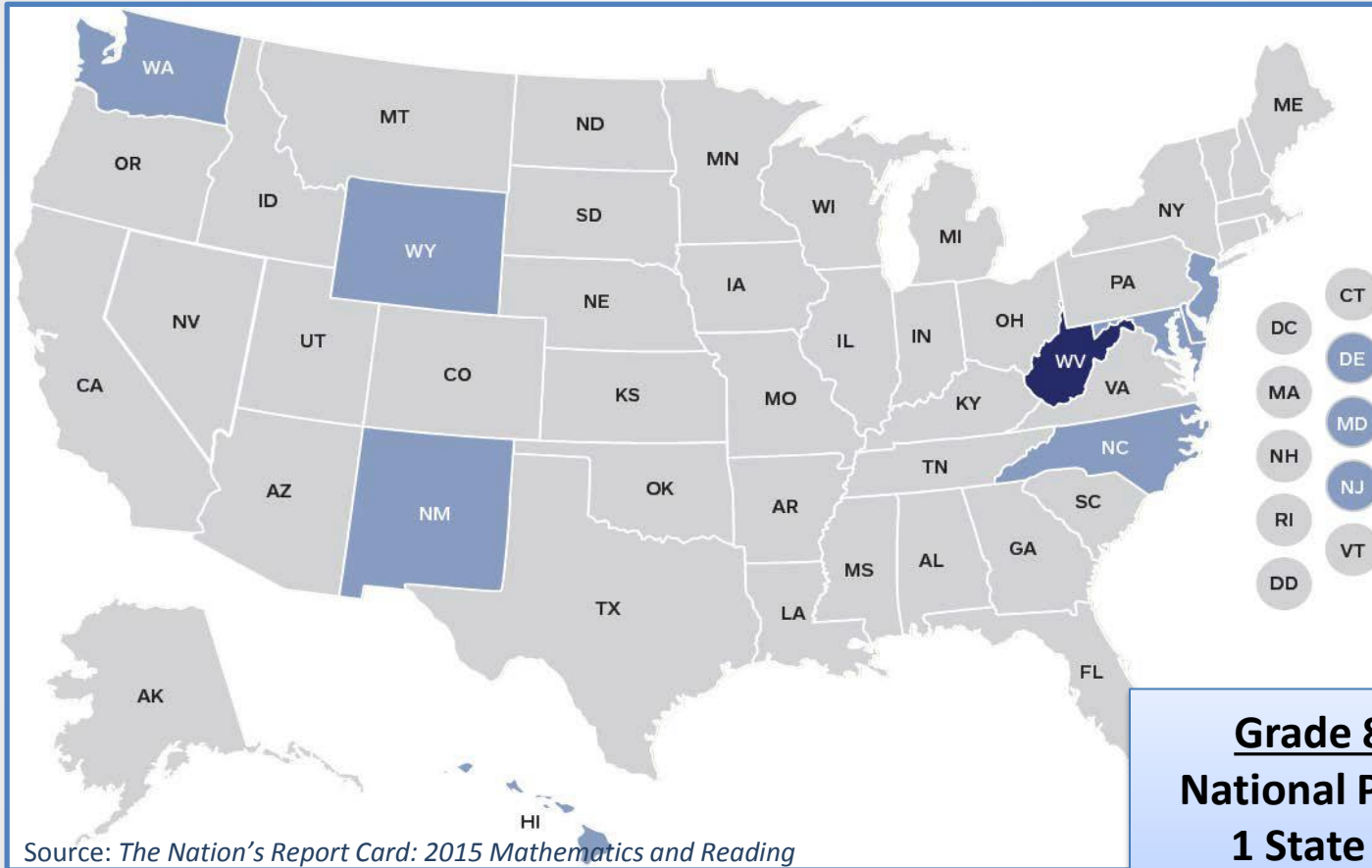
Grade 4 Reading
National Public Flat
13 States Increase*
2 States Decline
37 States Flat

Average Scale Score Gains/Losses Across the Nation 2013 - 2015

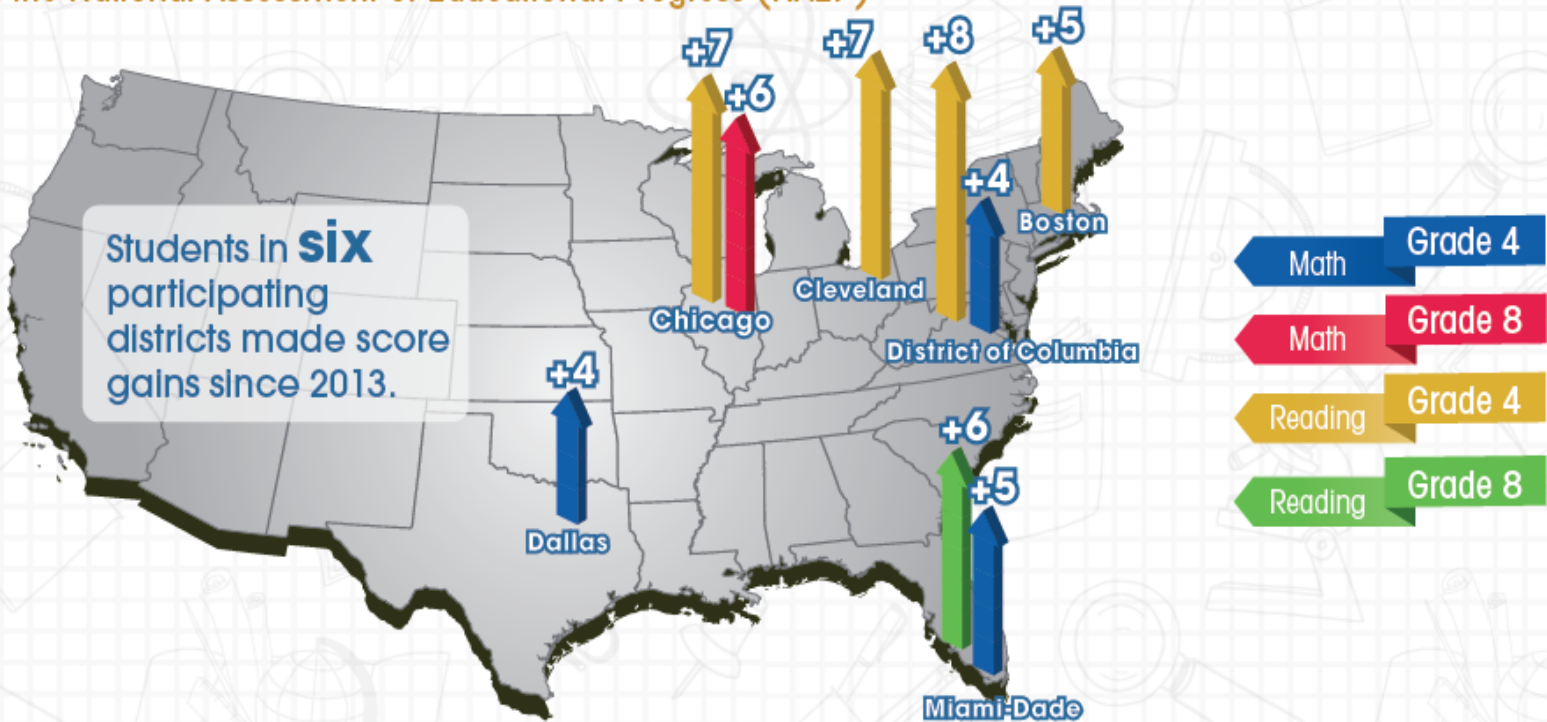Source: *The Nation's Report Card: 2015 Mathematics and Reading*

Grade 8 reading scores in 2015 remained flat in the District of Columbia schools in comparison to 2013

Grade 8 Reading
National Public Decline
1 State Increases
8 States Decline
43 States Flat*

TUDAs Impact on DC Results

Grade 4 Mathematics Trend

2003-2015 State Comparison to National Public
Grade 4 Math - Average Scale Score

Average Scale Score

National Public: 234 (2003), 237 (2005), 239 (2007), 239 (2009), 240 (2011), 241 (2013), 240 (2015)

DC: 205 (2003), 211 (2005), 214 (2007), 219 (2009), 222 (2011), 229 (2013), 231 (2015)

29 pt.
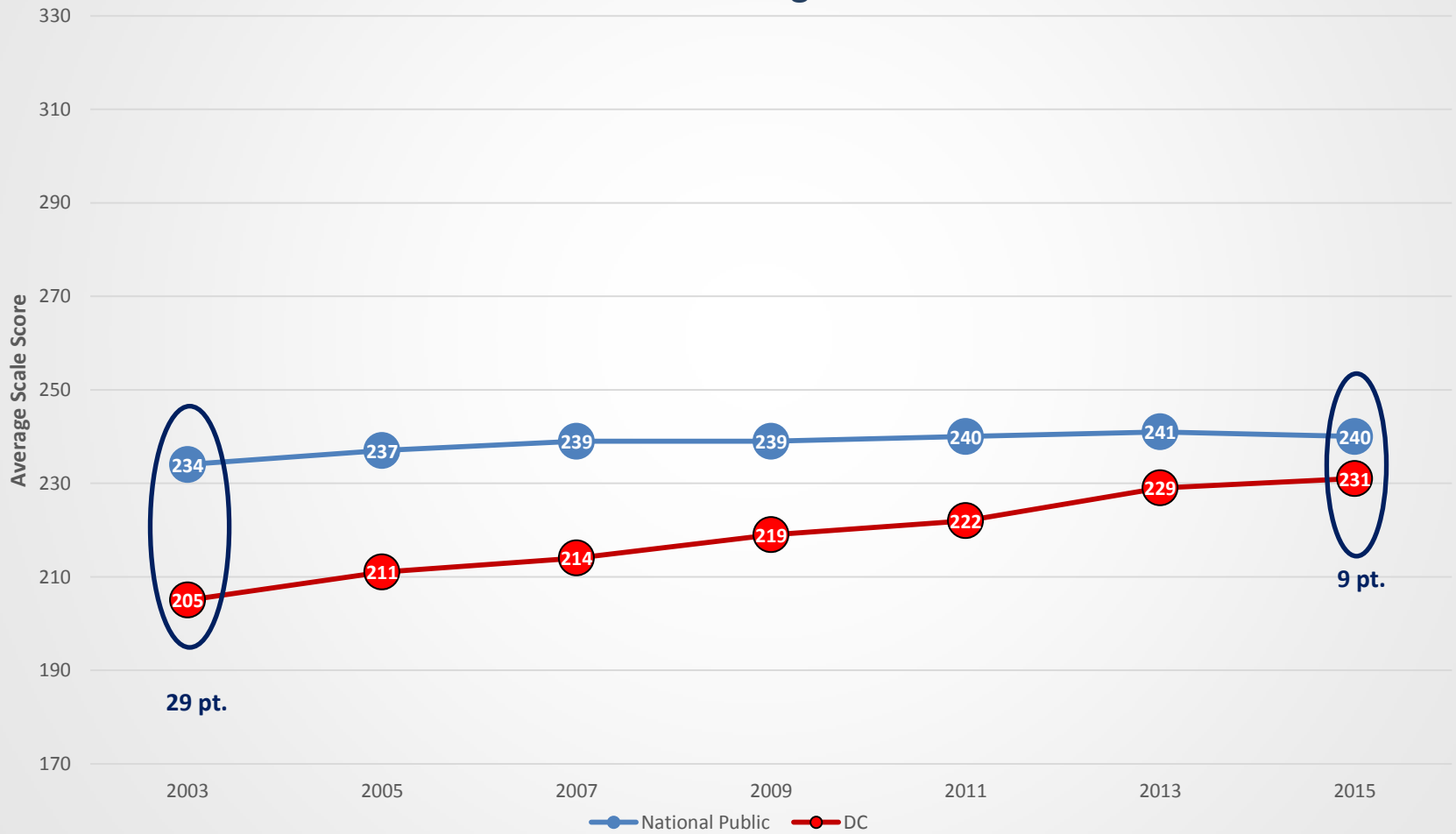
9 pt.

National Public — DC

Source: *The Nation's Report Card: 2015 Mathematics and Reading*

Grade 8 Mathematics Trend

2003-2015 State Comparison to National Public
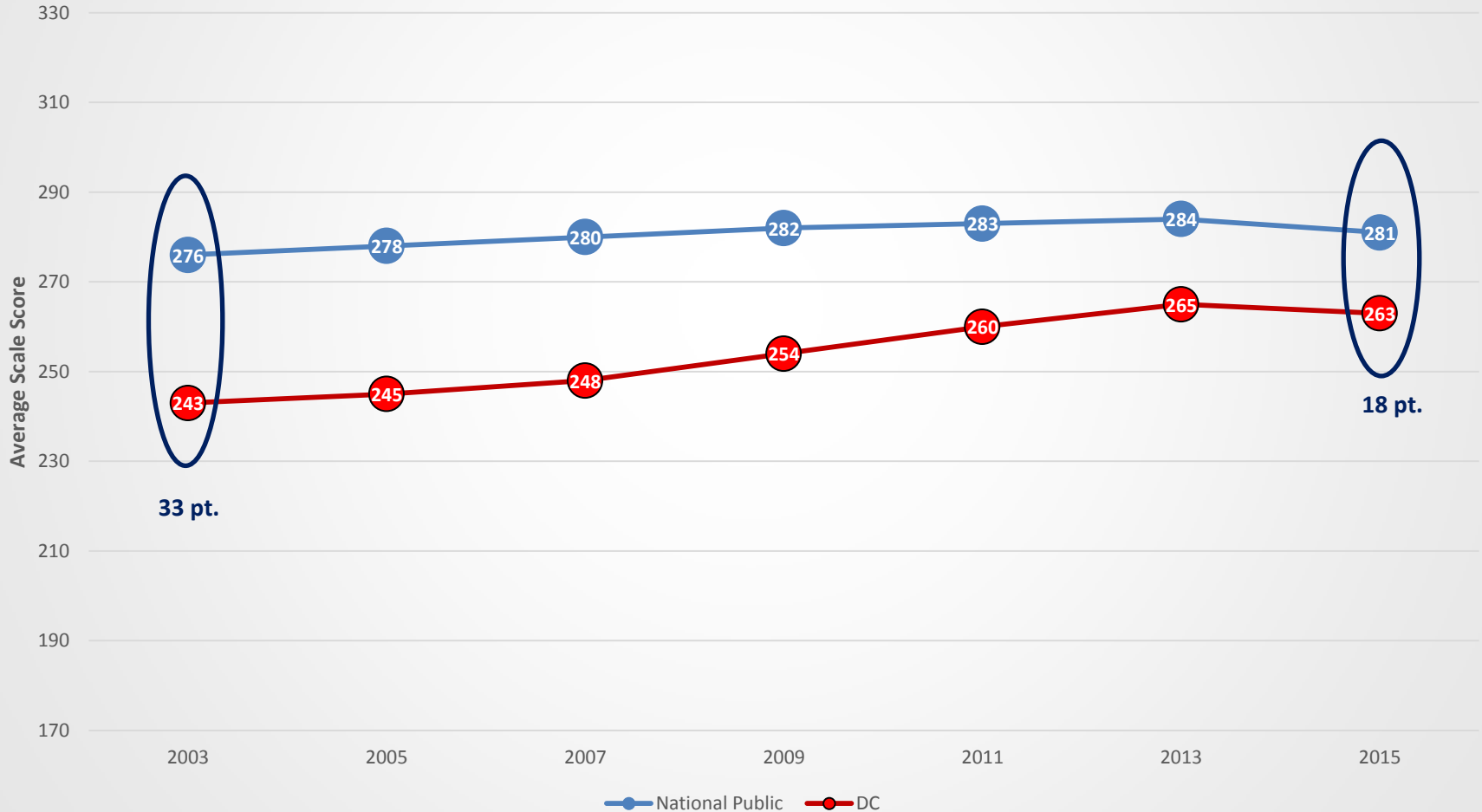## Grade 8 Math - Average Scale Score

Source: *The Nation's Report Card: 2015 Mathematics and Reading*

Grade 8 Reading Trend

2003-2015 State Comparison to National Public
Grade 8 Reading - Average Scale Score

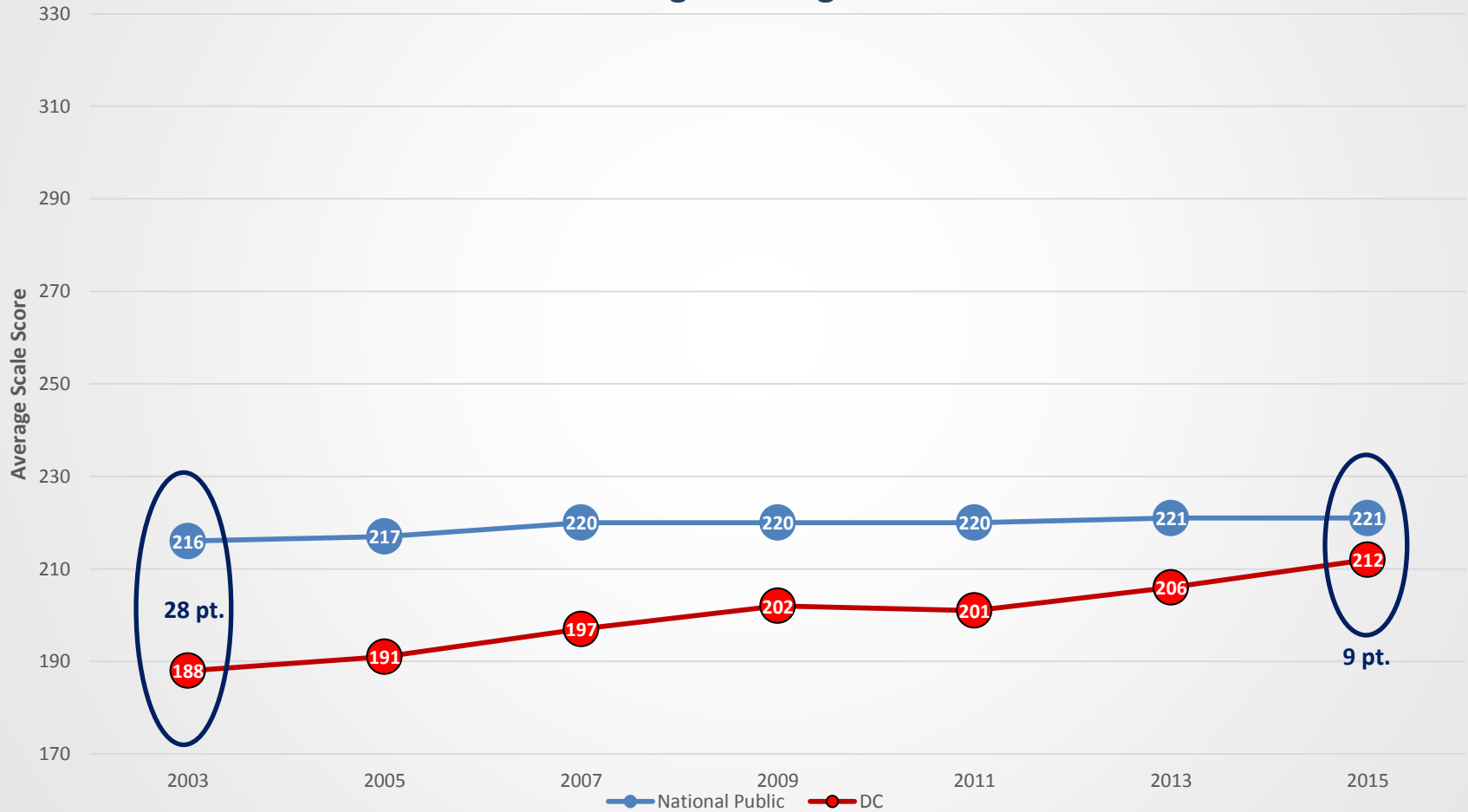National Public scores: 261 (2003), 260 (2005), 261 (2007), 262 (2009), 264 (2011), 266 (2013), 264 (2015)

DC scores: 239 (2003), 238 (2005), 241 (2007), 242 (2009), 242 (2011), 248 (2013), 248 (2015)

23 pt. (2003)
16 pt. (2015)

National Public — DC

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NAEP Mathematics Grade 4: Black Subgroup
Average Scale Score 2003-2015

	2003	2005	2007	2009	2011	2013	2015
NP	221.385	225.059	226.569	227.194	228.874	230.414	229.968
DC	205.291	214.921	220.063	227.208	223.098	227.53	231.149

Source: *The Nation's Report Card: 2015 Mathematics and Reading*

NAEP Reading Grade 4: Black Subgroup Average Scale Score 2003-2015

	2003	2005	2007	2009	2011	2013	2015
NP	197	199	203	204	205	205	206
DC	184	187	192	196	193	197	204

Source: *The Nation's Report Card: 2015 Mathematics and Reading*

NAEP Mathematics Grade 4: Hispanic Subgroup
Average Scale Score 2003-2015

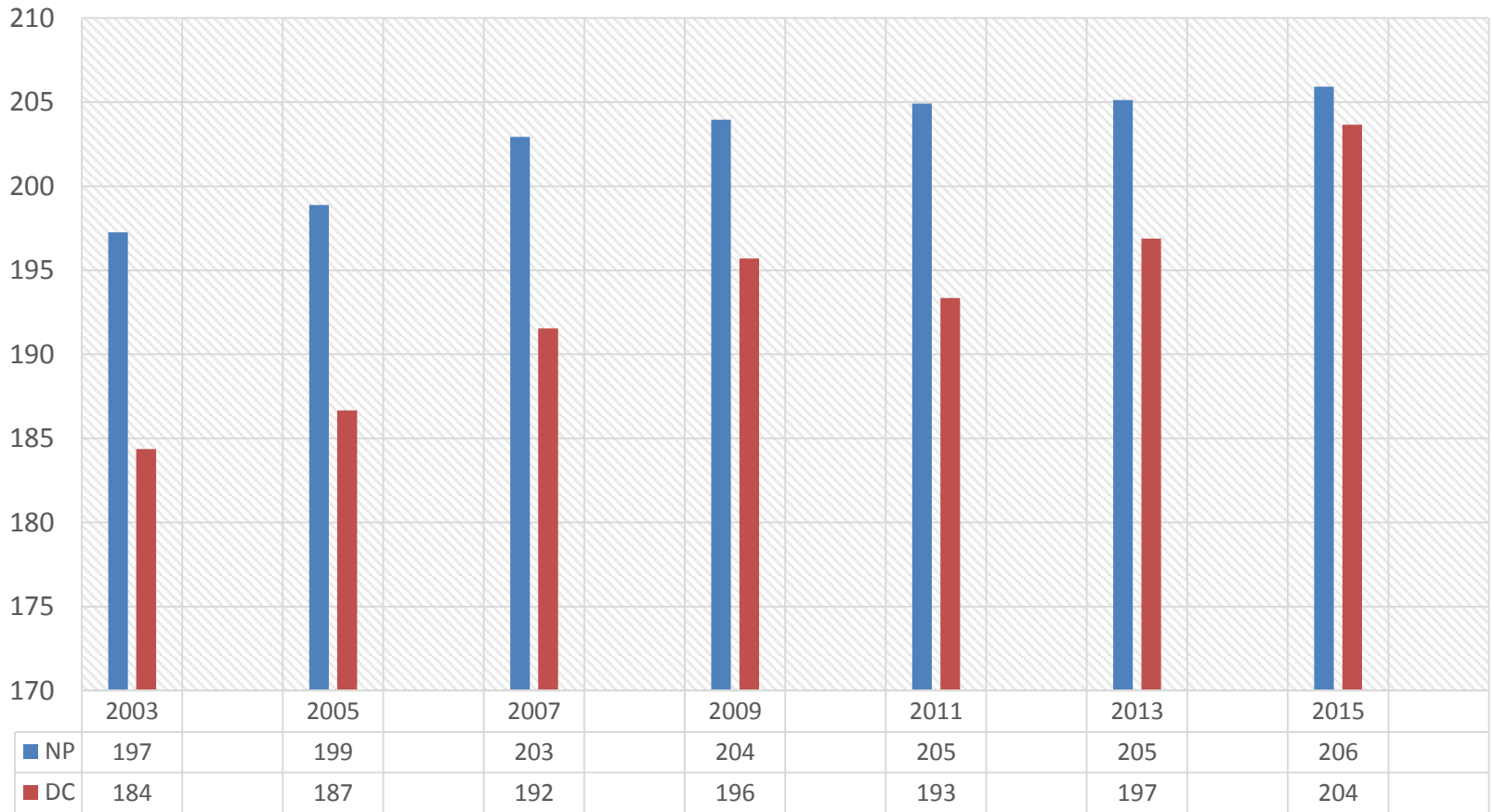|	2003	2005	2007	2009	2011	2013	2015
NP	221	225	227	227	229	230	230
DC	205	215	220	227	223	228	231

Source: *The Nation's Report Card: 2015 Mathematics and Reading*

Grade 4 Reading – Hispanic Subgroup

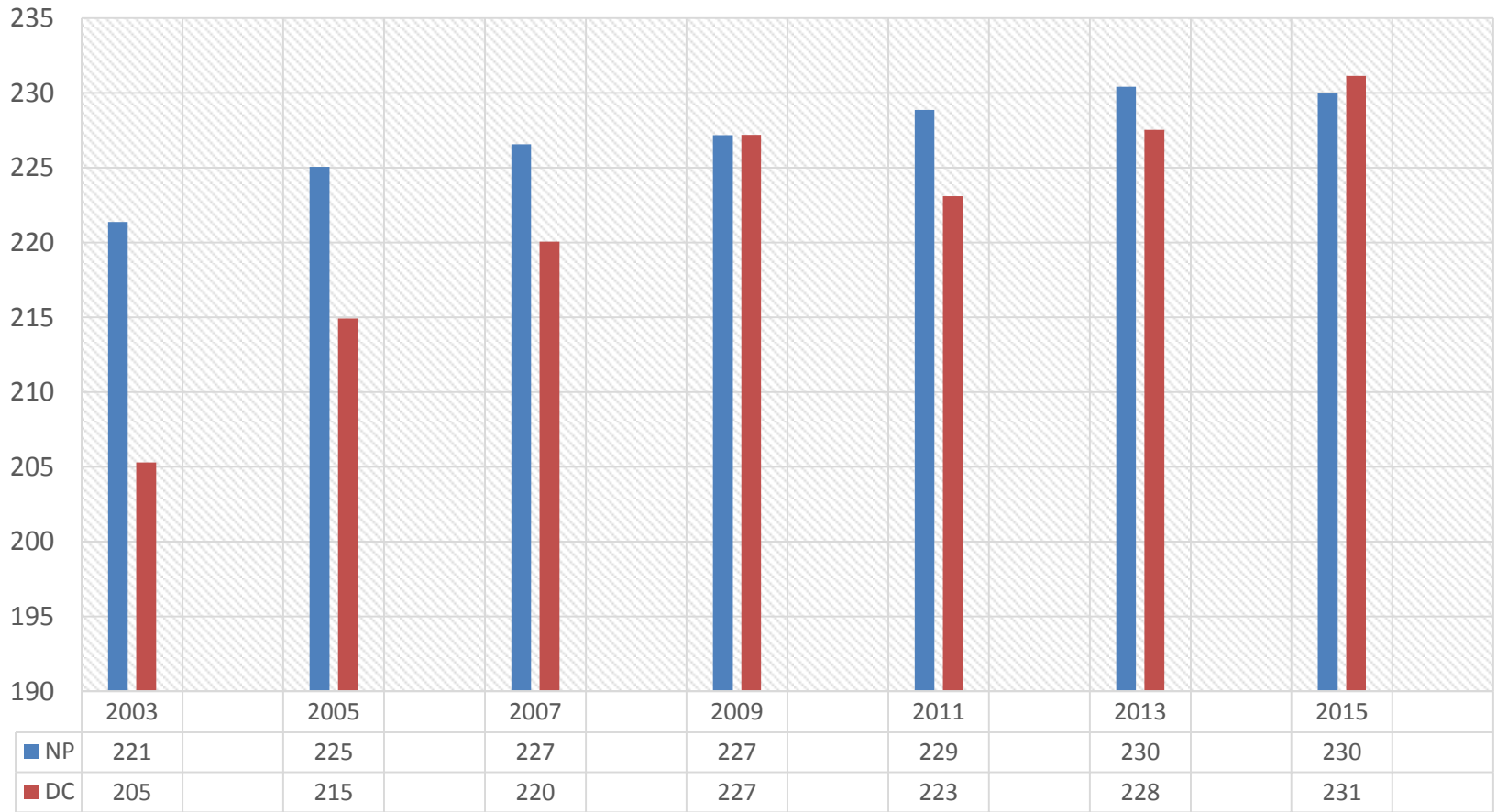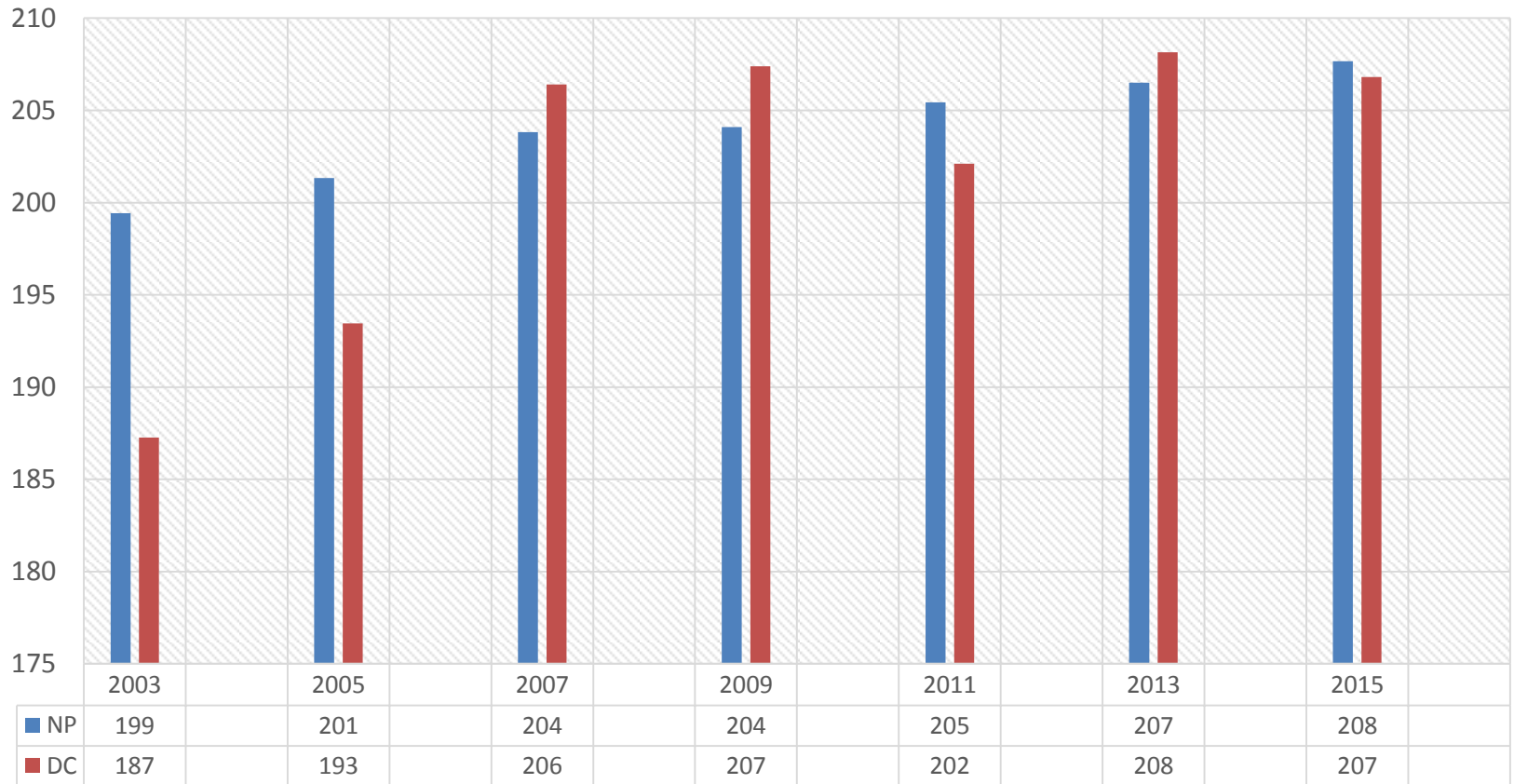NAEP Reading Grade 4: Hispanic Subgroup
Average Scale Score 2003-2015

	2003	2005	2007	2009	2011	2013	2015
NP	199	201	204	204	205	207	208
DC	187	193	206	207	202	208	207

Think/Pair/Share

- Review the discussion questions and think about possible ideas
  - How is the District of Columbia performing on NAEP?
  - What other information would be useful to you to understand these results?
  - How have you used NAEP data in your schools?
  - How can the District of Columbia better leverage NAEP data?
- Divide into groups of 2 or 3
- Designate a recorder and reporter
- Discuss ideas
- Share back with the whole group

DESIGN, PARTICIPATION AND SAMPLING

- 2017 NAEP design

- Overview of sampling plan: Why my school?

- Review the District of Columbia's inclusion in NAEP

- Digitally Based Assessment (DBA)
  - Standard DBA sections:
    - Two 30-minute cognitive sections
    - One 15-minute student questionnaire section
  - NAEP-provided tablets
  - Two sequential sittings of 25 students per school (typical)
- Paper and Pencil (P&P)
  - Standard P&P sections:
    - Two 25-minute cognitive sections
    - One 15-minute student questionnaires section
  - Separate sitting of 12 students per school (typical), slightly more for TUDAs

NAEP 2017 State/TUDA Sample Sizes*

- Approximate number of public school students and schools per state:

Subjects	Grade 4	Grade 8
Mathematics DBA	2,200	2,200
Mathematics P&P	500	500
Estimated Total Schools (Typical)	**100-125**	**100-120**

*These sample sizes are the targeted yield number of students. Approximately 15 percent at grade 4 and 20 percent at grade 8 additional students will be sampled to account for ineligible and absent students.

NAEP 2017 School Sample Sizes

- Target number of public school students per school

- States
  - 62 to 70 students
  - 50 students DBA, 12-20 students P&P
- TUDAs
  - 74 to 80 students
  - 50 students DBA, 25-30 students P&P

School and Student Sampling

- Samples of schools have been selected / weighted to represent schools and students in the nation, states, and participating urban districts

- Oversampling is done for TUDAs to enable disaggregated student subgroup reporting

- Districts that are the only major metropolitan area of a state or have the majority of a minority population in the state may be selected for assessment more often

- 85 percent participation rates are required of the original state/jurisdiction and district samples for results to be reported

- 2015 all 52 states and jurisdictions (includes District of Columbia and Department of Defense) and all 21 urban districts met this participation rate requirement with participation rates of 93 to 100 percent

Importance of NAEP Inclusion

- Inclusion rates are comparable to student group participation rates of statewide assessments (e.g., ELL, SD)

- Important to coordinate the inclusion of students with disabilities (SD) and English language learners (ELL) in NAEP

- More emphasis is being placed on the differences in inclusion rates across the states and districts

- The Complete SD/ELL Student Information section on MyNAEP must be accurately completed by schools

Purpose of NAEP Inclusion Policy

- Adopted in March 2010 by the National Assessment Governing Board (NAGB)

- Purpose
  - Maximize student participation in NAEP
  - Reduce variation in exclusion rates across states and districts
  - Develop uniform national rules for including students
  - Ensure that NAEP is fully representative of SD and ELL

Inclusion Reporting Goals

- Reported for the first time in the NAEP 2011 report cards
- Three inclusion rates are reported and the goal is to include at least:
  - 95 percent of all students
  - 85 percent of SD
  - 85 percent of ELL
- States and TUDAs that do not meet the goals are identified in the Nation's Report Card

Exclusion Rates as a Percentage of Identified SD Students

Source: *The Nation's Report Card: 2015 Mathematics and Reading*

Exclusion Rates as a Percentage of Identified ELL Students

Legend:
- Gr4 Nation
- Gr4 State
- Gr8 Nation
- Gr8 State

Source: *The Nation's Report Card: 2015 Mathematics and Reading*

DC SD Inclusion Policy

- Policy name for the District of Columbia: *NAEP 2017 Inclusion Policy for Students with Disabilities (SD)*

- Only students with disabilities who take the Multi-State Alternate Assessment (MSAA) or have met criteria for MSAA may be excluded from NAEP as determined by the State Education Agency (OSSE)

DC ELL Inclusion Policy

- Policy name for the District of Columbia: *NAEP 2017 Inclusion Policy for English Language Learners (ELL)*

- Only English language learners who

  a. Have been enrolled in United States schools for less than one full academic year before the NAEP assessment, and

  b. Do not have enough English proficiency to access NAEP

  as determined by the school level language acquisition teams may be excluded from any NAEP assessment

- The District of Columbia does not allow the following NAEP **SD and ELL** accommodation for Tablet or Paper/Pencil mode

  – Cueing to Stay on Task

- The accommodation has been removed from the state inclusion policies and MyNAEP

- If schools request *Cueing to Stay on Task* as "Other (specify)," the accommodation will **not** be allowed

Think/Pair/Share

- Review the discussion questions and think about possible ideas
  - Why do you think our exclusion rates have increased?
  - Do you have any concerns in meeting the inclusion targets?
  - What steps can be taken to improve inclusion?
- Divide into groups of 2 or 3
- Designate a recorder and reporter
- Discuss ideas
- Share back with the whole group

ROLES & RESPONSIBILITIES

During this session, we will…

- Review specific NAEP Roles

- Walk-through school coordinator timeline

What's My Role?

- 900,000 students assessed
- 18,000 public schools
- 80 jurisdictions (states + TUDAs)
- 200+ fields in MyNAEP

NAEP State Coordinator (NSC)

- **Provide initial** student demographic information
- **Coordinate** assessment changes, special requests
- **Deliver** inclusion policies
- **Monitor** assessment activities and exclusions
- **Support** assessment activities

TUDA Coordinator (NTC)

- **Provide initial** student demographic information for TUDA
- **Coordinate** TUDA activities in support of schools
- **Monitor** TUDA progress toward task completion

NAEP Field Staff (AC or AA)

- **Contact** assigned schools to prepare for assessment
- **Prepare** materials and equipment to deliver assessments
- **Coordinate** activities for the schools before, during, and after assessment
- **Administer** assessment at assigned schools

School Coordinator (SC)

- **Complete** all preassessment tasks
- **Work** with NAEP representative to prepare for assessment day
- **Prepare** school administrators and staff assessment day
- **Wrap-up** assessment details

NAEP 2017 School Coordinator Timeline

2017

Date	Tasks
April	• Discard all NAEP records with personally identifiable information
Jan. 30 – March 10	• Assessment window
Jan. 4-27	• Update "new" student lists • Complete preassessment review call (PRC)
Dec. 5-20	• Begin working on Tasks 1-6 • Initial contact by NAEP representatives
Dec. 5	• Access to student demographic files • Receipt of red envelope/ instructions
Nov. 16-18	• School coordinator training
Nov. 15	• E-file Student Enrollment
September/October ✓	• School principals/coordinators register in MyNAEP • Provide school information

2016

Date	Tasks
August/September ✓	• School selection notification

MYNAEP TASKS

Maneuvering the MyNAEP System

- Login to your account in the MyNAEP system

During each session, we will cover…

- Review Specific Tasks (1-7)
  - ✓ Review and verify student list
  - ✓ Complete SD/ELL student information
  - ✓ Notify parents/guardians
  - ✓ Manage questionnaires
  - ✓ Plan for assessment day
  - ✓ Encourage participation
  - ✓ Update student list

- For each section
  - ✓ Purpose
  - ✓ Important features
  - ✓ School coordinator process
  - ✓ Demonstration & exercise

1. Review and Verify

Purpose

- Review rosters of grade 4 and/or grade 8 students enrolled in your school and verify their demographic information

- Designate SD, ELL, and 504 plan students needing accommodations

Tasks

- Review demographic data of selected students to make sure it is correct

- Add any **missing** demographic data

  – Gender, Race/Ethnicity, Free/Reduced Lunch Status, Disability Status, English Learner Status

- Identify SD, ELL, and 504 Plan students who require NAEP accommodations

- Identify students who cannot take NAEP

Review and Verify Process

Print materials

Watch tutorial	Print additional resources	Print worksheet

Update worksheet

Compare against school records, make changes	Indicate students who cannot take NAEP	Note 504 students

Update table electronically

Use worksheet and notes to update the table	Print summary report	Click "Submit" when finished

Print Materials

Print materials		
Watch tutorial	Print additional resources	Print worksheet

- Tutorial available here: http://bcove.me/al9k08vm
- Additional Resources
  - Information Needed to Review and Verify List of Students Selected for NAEP
  - Dept. of Agriculture Memo Authorizing Release of NSLP to NAEP
- Worksheet shows missing data highlighted in yellow
  - Includes student subject & mode
    - Math-tablet, reading-tablet, writing-tablet, social studies-tablet
    - Math-paper, reading-paper
    - Writing-laptop
  - NSC/NTC view does not include student names

New Features – Add Missing Data

	NAEP 2016 Worksheet for Students Selected for NAEP	09/14/2015 8:30 AM

School Name: Warren T. Eich Intermediate   **District Name:** Randolph Public Schools   **NAEP ID:** J020123

Student Name	Student ID	Session/Line #	Subject	Month of Birth	Year of Birth	Gender	Race/ Ethnicity	School Lunch Status	Student with a Disability Status	English Language Learner Status	Reason Student Cannot Take NAEP
Alexopoulos, Mia		DB0801/01	Math	09	2001	Female	White, not Hispanic	Free lunch	No, not SD	No, Formerly ELL (AYP reporting)	
Ali, Teri Mathel		DB0801/02	Reading	09	2001	Female	Asian, not Hispanic	Free lunch	No, not SD	No, Formerly ELL (AYP reporting)	
Alvarado, Nicole		DB0801/03	Writing	06	2001	Female	Hispanic, of any race	Free lunch	No, not SD	No, not ELL	
Barrios, Donovan		DB0801/04	Math	11	2001	Male	Hispanic, of any race	Free lunch	No, not SD	No, Formerly ELL (AYP reporting)	
Beyer, Natalie		DB0801/05	Reading	11	2001	Female	Hispanic, of any race	Free lunch	No, not SD	No, Formerly ELL (AYP reporting)	
Briggs, Kamaria		DB0801/06	Writing	01	2002	Female	White, not Hispanic	Free lunch		No, Formerly ELL (AYP reporting)	
Burnette, Elena		DB0801/07	Math	07	2001	Female	Black or African American, not Hispanic	Free lunch	Yes, IEP	No, Formerly ELL (AYP reporting)	
Burroughs, Steven		DB0801/08	Reading	02	2002	Male	White, not Hispanic	Free lunch		No, Formerly ELL (AYP reporting)	

Place this document in the NAEP red storage envelope

Update Worksheet

Update worksheet

| Compare against school records, make changes | Indicate students who cannot take NAEP | Note 504 students who need accommodations |

NAEP 2017 Worksheet for Students Selected for NAEP   12/7/2016   1:26 PM

School Name: Waurika MS   **District Name:** Central Point SD 6   **NAEP ID:** XX22231

Student Name	Student ID	Session/Line #	Subject	Month of Birth	Year of Birth	Gender	Race/ Ethnicity	School Lunch Status	Student with a Disability Status	English Language Learner Status	Reason Student Cannot Take NAEP
Adhikari, Uriel	91310	PA0801/01	Reading Paper	04	2003	Male	Asian, not Hispanic	Student not eligible	No, not SD	No, not ELL	*Foreign Exchange*
Alcocer, Lentrayle	91312	DS0801/01	Reading Tablet	02	2002	Male	White, not Hispanic	Student not eligible	No, not SD	No, not ELL	*Withdrawn*
Angamarca, Hunter	91325	DS0801/02	Math Tablet	02	2003	Male	~~Hispanic, of any race~~ *White*	Student not eligible	Yes, IEP	No, not ELL	
Anglea, Allison	91326	DS0801/03	Reading Tablet	06	2002	Female	White, not Hispanic	Student not eligible	~~No, not SD~~ *Yes, 504*	No, not ELL	

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Reason Codes: Who cannot take NAEP

- Withdrawn
- Graduated
- Expelled
- Does not attend any academic classes on campus
- Home schooled and receives limited services on campus
- Student listed more than once

- Not in tested grade
- Student deceased
- Long-term illness/homebound
- Foreign exchange
- Parent notified about NAEP and refused NAEP testing
- Student notified about NAEP and refused NAEP testing

- Enrolled in U.S. schools less than one full academic year before the NAEP assessment and cannot access NAEP (applies to ELLs only)
- Meets (or met) participation criteria for one or more state alternate assessments (applies to SD only)

*Reasons in blue only show if a student is coded as SD or ELL.

Identify SD, ELL and 504 Plan Students

- Must be completed **before** Complete SD/ELL Student Information

- **The fall E-File will not identify 504 students**, the school coordinator has to provide this information

New Features – Update Electronically

Update table electronically		
Use worksheet and notes to update the table	Print summary report	Click "Submit" when finished

Edit	Name	Student ID	Session/Line #	Subject	Month of Birth	Year of Birth	Gender	Race/Ethnicity ⚠	School Lunch Status	Student with a Disability ⚠	English Language Learner ⚠	Reason Student Cannot Take NAEP
✏	ALEXOPOULOS, MIA		DB0801/01	Math	09	2001	Female	White, not Hispanic	Free lunch	No, not SD	No, Formerly ELL (AYP reporting)	

- Missing Data ⚠ Icon included at the top of the column for any missing data
- Select the Edit pencil to update a student record
- Summary report shows updates highlighted in blue

2. Complete SD/ELL Information

Purpose

- Make sure students have appropriate accommodations to access the NAEP assessment
- Report exclusion, inclusion, and accommodation rates in the Nation's Report Card

Tasks

- Review NAEP inclusion policy
- Give access to SD and/or ELL specialists
- Provide IDEA disability status, English proficiency, primary language, and grade-level performance
- Determine how students participate in NAEP
  - Without accommodations, with accommodations, or do not test

Complete SD/ELL Student Info Process

Get Ready

Watch tutorial	Review inclusion policy	Give access to SD/ELL specialists

⬇

Print Materials

Print inclusion policies	Print additional resources	Print worksheets

⬇

Update worksheets and tables

Use worksheets and notes to update the tables	Click "Submit" when finished	Print summary reports and exclusion report

What's new for NAEP 2017?

- Improved link to Universal Design (UD) elements and accommodations
- UD elements and accommodation descriptions
- Spanish translation accommodations
  - Pairing rules
  - Spanish/English Version of the test and extended time

Get Ready

Watch tutorial	Review inclusion policy	Give access to SD/ELL specialists

- Tutorial available here: http://bcove.me/pkwb2zkr
- Review inclusion policies
  - Includes state/TUDA customized policies
  - NAEP inclusion expectations
  - NSCs/NTCs will monitor exclusions contrary to NAEP policy
- Give access to SD and/or ELL specialists
  - Optional
  - Up to 5 specialists
  - SD/ELL specialists will only see this section under prepare for assessment

Print Materials

Print Materials		
Print inclusion policies	Print worksheets	Print additional resources

- Schools can print and fill out worksheets
  - Research questions and how student should participate in NAEP
  - Includes student subject & mode
    - Math-tablet, reading-tablet, writing-tablet, social studies-tablet
    - Math-paper, reading-paper
    - Writing-laptop
  - Use inclusion policies to determine accommodations
- Additional Resources
  - Inclusion on NAEP fact sheet
  - Letter from Department of Education encouraging Inclusion
  - Information needed to Include SD/ELL Students

Update Worksheet and Tables

Update worksheets and tables

Use worksheets and notes to update the tables	Click "Submit" when finished	Print Summary Reports and Exclusion Report

NAEP 2017 Worksheet for Both Students with Disabilities (SD) and English Language Learners (ELL) 10/11/2016 7:23 AM

School Name: Waurika MS   District Name: Central Point SD 6   NAEP ID: J022231

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NAEP 2017 Worksheet for Both Students with Disabilities (SD) and English Language Learners (ELL) 10/11/2016 7:23 AM

School Name: Waurika MS   District Name: Central Point SD 6   NAEP ID: J022231

I	J	K	L	M	N

NAEP 2017 Worksheet for Both Students with Disabilities (SD) and English Language Learners (ELL) 10/11/2016 7:23 AM

School Name: Waurika MS   District Name: Central Point SD 6   NAEP ID: J022231

P	Q	R	S	T	U	V	W
Student Name	Session/ Line #	ELL Classification SD Classification	NAEP Subject	How is student assessed on state or classroom assessments in the NAEP subject? a=Without accommodations b=With accommodations d=Meets (or met) participation criteria for New Moldavia Alternate Assessment	How long has the student been enrolled in U.S. schools? a=One academic year or more b=Less than one academic year	How should the student be assessed on NAEP subject? a=Without accommodations b=With accommodations c=Do not test	What Universal Design elements and/or accommodations does the student need to access NAEP?
Mclean, Leslie	PA0801/09	Yes, ELL Yes, IEP	Math - Paper				
Tavares, Aryelle	DS0801/46	Yes, ELL Yes, IEP	Reading - Tablet				
Tavares, Aryelle	DS0801/46	Yes, ELL Yes, IEP	Reading - Tablet				

Update Worksheets and Tables

Update worksheets and tables		
Use worksheets and notes to update the tables	Click "Submit" when finished	Print summary reports and exclusion report

- Summary reports record all data entered by the school
- Exclusion report
  - Excluded students only
  - Summarizes reasons for exclusion
- NSCs/NTCs view does not include student names

Excluded Contrary Check Screen

- Lists students excluded contrary to NAEP inclusion policy
- Directs school to revisit inclusion policy
- Allows schools to go back and update, if needed
- Alerts school that the NSC/NTC may contact them regarding these excluded students

3. Notify Parents/Guardians

Purpose

- Ensure all parents/guardians of selected students are notified
    - Assessment cannot take place without notification
- Requirement of ESEA continued under the Every Student Succeeds Act (ESSA)
- NSC will monitor in the School Control System (SCS)

Tasks

- Download letter template and customize
- Upload notification letter
- Verify date when parent/guardians were notified

Notify Parents/Guardians Process

Get Ready

| Watch tutorial | Download notification letter template | Review additional resources |

Customize and Upload

| Customize notification letter | Upload notification letter |

Verify Notification

Verify date parents/guardians notified

Get Ready

Get Ready		
Watch tutorial	Download notification letter template	Review additional resources

- Tutorial available here: http://bcove.me/lmwldnvg
- Download notification letter template
  - Default parent letter templates in English and Spanish show for schools
  - Unless the NSC customized and uploaded in MyNAEP Content Admin
- Review additional resources
  - Parent's page on Nation's Report Card website
  - What Every Parent Should Know About NAEP: PDF version
  - What Every Parent Should Know About NAEP: Video version
  - Sample Questions Booklets

Customize Letter and Upload

Customize and Upload	
Customize notification letter	Upload notification letter

- Schools customize the letter with the following placeholder text:
  - School letter head
  - School name
  - NAEP assessment date
  - School contact information
- Enter the date parents/guardians will be notified
  - School will receive an email reminder to go in and verify notification on this date
- Upload notification letter

Verify Notification

Verify Notification

Verify date parents/guardians notified

- Enter date parents/guardians were notified
  - Cannot enter a date in the future
  - Must be completed on or after the actual date
- How were parents notified
  - Mailed/emailed letter to parents
  - Sent letter home with students
  - Posted notice in newsletter
  - Other (specify)
- Other than changes to placeholder text, did the school make any other changes to the letter
- Enter name to verify parents/guardians were notified

4. Manage Questionnaires

Purpose

- Results are used to provide contextual data from schools and teachers in the Nation's Report Card

Tasks

- Identify respondents for school and teacher questionnaires
  - Enter recipient emails
- Send respondents links to online questionnaires
- Monitor completion of questionnaires

Manage Questionnaire Process

Get Ready

| Watch tutorial | Collect principal and teacher emails | Review additional resources |

⬇

Identify Recipients and Send Emails

| Enter emails of questionnaire recipients | Send welcome emails and questionnaires |

⬇

Monitor and Print Reports

| Monitor questionnaire completion and send email reminders | Print reports |

Get Ready

Get Ready		
Watch tutorial	Collect principal and teacher emails	Review additional resources

- Tutorial available here: http://bcove.me/2kk73074
- Collect principal and teacher recipient emails
  - Include all special education, ESL, and resource teachers who teach the NAEP subjects in the sampled grade
  - Automatically populates principal information from the SCS
- Additional resources
  - Measure Up News for the School Community
  - Facts for Teachers

Identify Recipients and Send Emails

Identify Recipients and Send Emails	
Enter emails of questionnaire recipients	Send welcome emails and questionnaires

- Can input a common email domain for all recipients, e.g. @naep.edu
- Send the welcome email to all entered recipients
  - Provides a time stamp of the when it was sent
  - Monitor to make sure recipient verified they received the welcome email
  - If recipients don't receive, check
    - Make sure email is correct
    - Ask them to check junk email folder
- To add, edit, or delete recipients, return to the Identify Respondents page
- Print hard copy reminder to place in recipient mailbox
- ✓ Schools will not receive a white checkmark until all welcome emails are verified

Monitor and Print Reports

Monitor questionnaire completion and send email reminders	Print reports

- Provides status for each respondent
  - Welcome email sent
  - Not started
  - In progress
  - Complete
- ✓ Schools will not receive a white checkmark until all questionnaires are complete
- Print reports provides a PDF summary report of the questionnaire statuses
- Recipients receive weekly email reminders once welcome email is verified until the questionnaire is complete

5. Plan for Assessment Day

Purpose

- Plan assessment day logistics so the school and field representatives are prepared for a successful administration

Tasks

- Record assessment details, including:
  - Session locations and start times
  - Tablet groupings
- Provide instructions for the NAEP team before, during, and after the assessment

Plan for Assessment Day Process

Get Ready

Watch tutorial	Review additional resources

⬇

Record Assessment Details

Session location and start times	Tablet session student groupings

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Provide NAEP Team Instructions

Before, during, and after the assessment

Get Ready

Get Ready	
Watch tutorial	Review additional resources

- Tutorial available here: http://bcove.me/t74fdzrc
- Review additional resources
  - Suggested Testing Room Layouts

Record Assessment Details

Record Assessment Details	
Session location and start times	Tablet session student groupings

- Session location and start times
  - Tips for choosing session locations
    - Includes photos of the NAEP equipment and an ideal testing location
  - School completes a table
    - Sessions, assessment date, and number of students per session pre-filled
    - School fills in assessment location and start times for each session
- Tablet session student groupings
  - Pre-assigns students to groups (alphabetical order by last name)
  - School can reassign students as needed
  - Maximum number of students per group is 25

Provide NAEP Team Instructions

Provide NAEP Team Instructions
Before, during, and after the assessment

- Before
    - Logistics questions
    - Including if the school will use the student appointment cards
        - Link to access Support Assessment Activities
- During
    - Cell phone policy, restroom breaks, emergency protocols, and if a school staff member can stay in the room
- After
    - How to dismiss students in tablet sessions
        - If dismissed together, students who finish early can read a book
    - Where to meet the school coordinator after the assessment

6. Encourage Participation

Purpose

- Use resources to encourage participation in NAEP with teachers, students, and parents

Tasks

- Review resources
- Select strategies to encourage participation

Encourage Participation Process

Get Ready	
Watch tutorial	Review additional resources

Complete Tasks	
Review resources	Select strategies

Get Ready

Get Ready	
Watch tutorial	Review additional resources

- Tutorial available here: http://bcove.me/34o24gvc
- Additional resources
  - Measure Up News for the School Community

Complete Tasks	
Review resources	Select strategies

- Resources/Strategies
  - Notify Students
  - Show NAEP videos
  - Introduce online resources
  - Thank students for their participation
- Schools select the strategies that they plan to use to encourage participation
  - Can choose one or more of the above strategies
  - Other, specify
  - None

Purpose

- Any **new students**, or students who were **mistakenly left off the original fall list**, must have an opportunity to be selected

Fall student list, blue = sampled students

"New" students identified in January

*This process accounts for 4-5 percent of the NAEP sample.

Update Student List Process

Get Ready

Watch tutorial	Give access for student data specialist (optional)

Designate Method

Review submit current list option	Review add students option	Make selection

Update Student List

Use the selected method to update the student list (submit current list or add students)

Required Student Information

- NAEP needs the following information for **each student in the selected grade** in January:
  - **First name**
  - **Last name**
  - **Month of birth**
  - **Year of birth**
- Optional information
  - Middle name or initial
  - State Unique Student Identifier

Get Ready

Get Ready		
Watch tutorial	Give access for student data specialist (optional)	Download documents

- Tutorial videos available here:
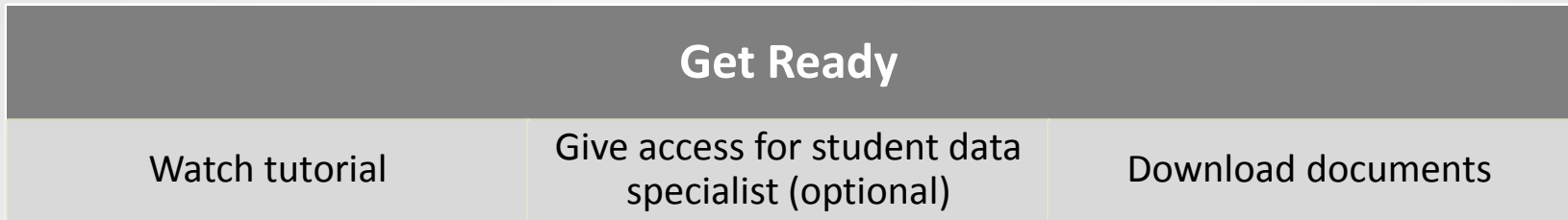 - Submit current list: http://bcove.me/wy8n6jdy
  - Add Students: http://bcove.me/j1sq3x8z
  - Review current list: http://bcove.me/66gy0ylt
- Give Access for student data specialist
  - Must be school personnel only
  - Assigned to only one school each (a data specialist cannot serve two or more schools)
  - District personnel should **not** be assigned as a student data specialist
- Download documents (only for submit current list)
  - Instructions, templates, tips document

Demonstration

Submit Current List

- School prepares and uploads Excel list
- For large schools with high mobility
- Starts Jan. 2, 2017

Add Students

- School reviews original fall list and adds new students
- For small schools with low mobility
- ≤ 50 students in selected grade
- Starts Jan. 2, 2017

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Process to Submit Current List

Get Ready

| Watch tutorial | Give access for student data specialist (optional) | Download documents |

Prepare File

| Create Excel file | Complete checklist in the instructions document |

Upload File

| Enter date for when the file was prepared | Answer formatting questions | Review and submit |

Provide Information for Newly Selected Students

| Receive email regarding newly selected students | Provide demographic data, complete SD/ELL information, notify parents (**if needed**) |

Prepare File

Prepare File	
Create Excel file	Complete checklist in the instructions document

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- Can copy and paste data into optional Excel template
- Instructions have been revised for NAEP 2017
    - Part I – Requirements
    - Part II – List Format
    - Part III – Pre-upload Checklist
    - Part IV – Special Situations and Tips

Upload File

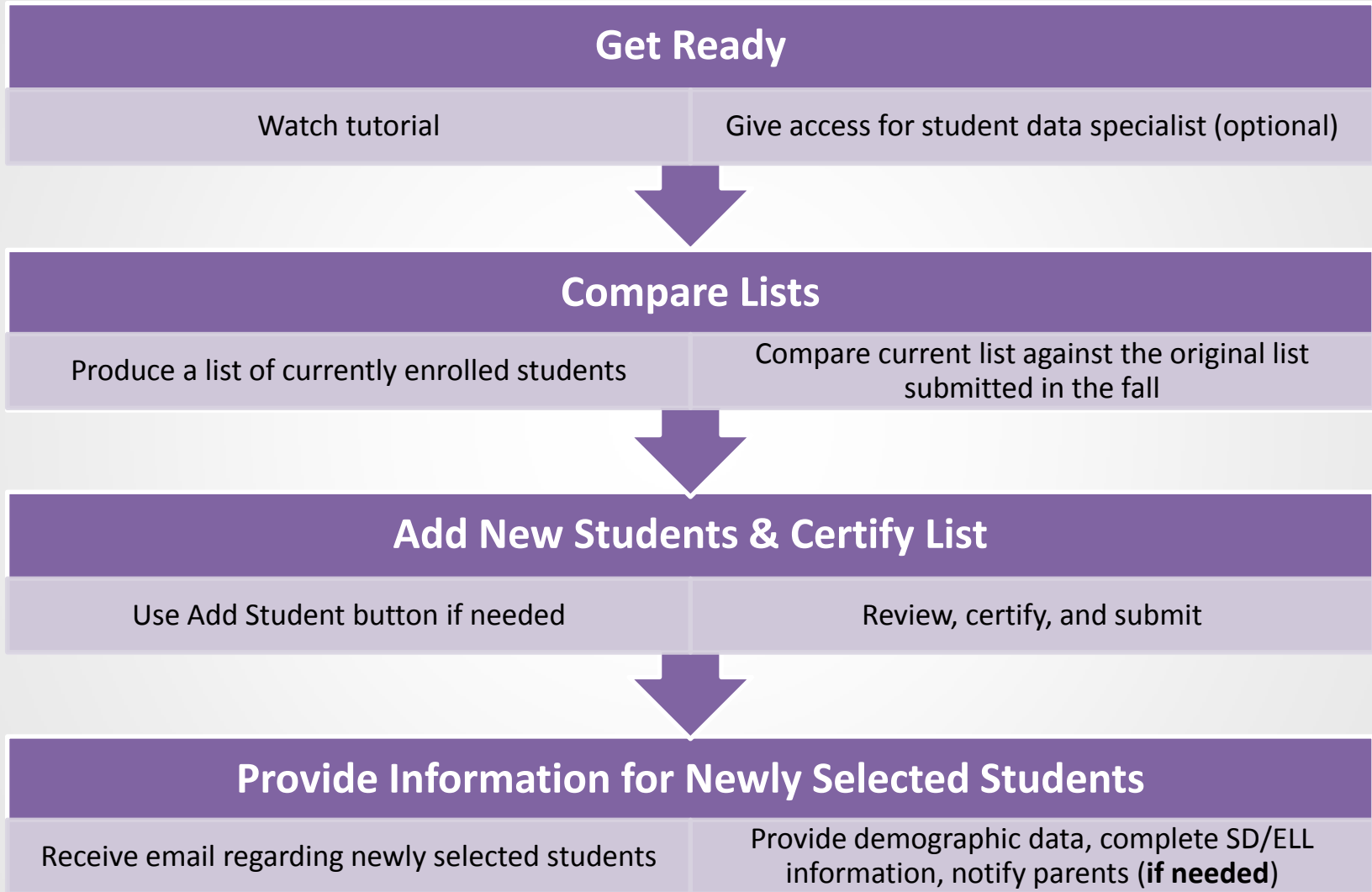| Upload File		
Enter date for when the file was prepared	Answer formatting questions	Review and submit

- Date must be in January 2017 for preparation date
- Formatting questions
  - Does your file contain column headers?
  - Are names and birth dates split across multiple columns or are they contained within a single column?
  - For single column formatting:
    - How are birthdates formatted/ordered? How many digits are in the year? Are birth months represented by numbers or text? Are they separated by a value (space, comma, slash, etc.)?
    - How are student names ordered? Are middle names included? Are they separated by a value (space, comma, slash, etc.)?

Process to Add New Students

Get Ready

| Watch tutorial | Give access for student data specialist (optional) |

Compare Lists

| Produce a list of currently enrolled students | Compare current list against the original list submitted in the fall |

Add New Students & Certify List

| Use Add Student button if needed | Review, certify, and submit |

Provide Information for Newly Selected Students

| Receive email regarding newly selected students | Provide demographic data, complete SD/ELL information, notify parents (**if needed**) |

Compare List

Compare Lists	
Produce a list of currently enrolled students	Compare current list against the original list submitted in the fall

- Current list must be prepared in January
- Can print original list submitted in the fall (E-File) via the "Print Report" button
- Compare the two lists to identify new students not included in the fall list, or were mistakenly left off the fall list

Add Students and Certify List

Add New Students & Certify List	
Use Add Student button if needed	Review, certify, and submit

- Select Add Student button to add students, if needed
  - New students appear in separate table
- School coordinator or student data specialist certifies
  - Select checkbox
  - Type name into text box

RESOURCES

Resources

[OSSE Website](#)

- Resources for the 2017 administration
- Historical DC results

[Nation's Report Card](#)

- Data Tools
- NAEP Releases
- Frameworks / Test Design

[National Assessment Governing Board](#)

- NAEP Policy
- Publications
- Board Updates

MyNAEP Tutorial Videos

1. Review and Verify Info for Students Selected for NAEP- http://bcove.me/al9k08vm

2. Complete SD/ELL Student Information - http://bcove.me/pkwb2zkr

3. Notify Parents - http://bcove.me/lmwldnvg

4. Manage Questionnaires - http://bcove.me/2kk73074

5. Plan for Assessment Day - http://bcove.me/t74fdzrc

6. Encourage Participation - http://bcove.me/34o24gvc

7. Update Student List –
   a) Designate Method - http://bcove.me/9eit7t0q
   b) Add Students - http://bcove.me/j1sq3x8z
   c) Review Current List - http://bcove.me/66gy0ylt

Additional Supports

- SC Training Slide Deck: 11/23/2016

- SC Training Webinar: Week of 12/5/2016

- Accommodations / Accessibility Features Webinar: Week of 12/5/2016

- Virtual Office Hours: 12/8/2016 to 1/26/2017

Contact us

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NAEP Help Desk

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Thank you!