Facts for Teachers
Private Schools

I'm thankful for the opportunity for our school to participate in NAEP because I believe it leads to useful outcomes for individual schools, private schools specifically, and education generally in our country. I would strongly encourage all private schools to participate if selected, as the data shared will be useful locally and nationally.

— Dr. James A. Thomas,
President of Columbia Academy, Columbia, TN

The National Assessment of Educational Progress (NAEP) is the largest continuing and nationally representative assessment of what students in public and private schools know and can do in various subjects. First administered in 1969, NAEP collects and reports information on student trends and performance and compares the achievement of students in public schools with that of students in private schools. Private schools represent about 25 percent of the schools in the nation, educate approximately 9 percent of the nation's students, and are a critical component of the NAEP program. Private school data are essential to providing a complete and accurate picture of education in the United States and to informing future policy decisions. The results of NAEP are released to the public as The Nation's Report Card.

NAEP
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

2019
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2020

All About NAEP

As private school teachers, you are essential partners in NAEP. You make an important contribution by sharing your class time and encouraging your students to participate and do their best. When students take part in NAEP and give their best effort, we get the most accurate measure possible of student achievement across the country.

Teachers can use NAEP questions as a resource in the classroom. Teachers can use the NAEP Questions Tool at **http://nces.ed.gov/nationsreportcard/nqt** to create online self-scoring tests for students and see how the performance of students in private schools compares nationally with that of public school students on specific items. Released items generally come with a scoring guide, sample student responses, and performance data. Students can try NAEP questions by visiting **https://www.nationsreportcard.gov/sample_questions.aspx.**

Teachers can watch the NAEP teacher video. The video provides an overview of the assessment as well as tips on how to support students selected to participate. Watch the video at **http://nces.ed.gov/nationsreportcard/videos/teachervideo.**

Teachers can also view the private school video. Teachers and heads of school describe their experiences with the NAEP assessment and the value of NAEP to private schools in an online video, Private Schools and NAEP: A National Conversation. Watch the video at **https://nces.ed.gov/nationsreportcard/participating/private_nonpublic.aspx.**

Highlights of the NAEP 2019–2020 Program

From October 2019 and continuing through May 2020, NAEP field staff will administer the long-term trend assessments in mathematics and reading in schools across the country. Long-term trend results can be linked to NAEP assessments first administered in the early 1970s, allowing us to measure progress over a span of nearly 50 years. The age samples for long-term trend assessments are 9-, 13-, and 17-year-olds. The assessment window for each age group is as follows:

- Age 13: October 14, 2019 – December 20, 2019
- Age 9: January 6, 2020 – March 13, 2020
- Age 17: March 16, 2020 – May 22, 2020

Selected students will participate in paper-based mathematics or reading assessments, and each student will be assessed in only one subject. NAEP representatives will bring all materials and equipment to the school on assessment day. Students will spend up to 90 minutes completing the assessment. This includes transition time, directions, and completion of a student survey questionnaire. The questionnaire provides valuable information about students' educational experiences and opportunities to learn both inside and outside of the classroom. There will be no school or teacher questionnaires for the long-term trend assessment.

It's important to know that...

NAEP causes minimal disruption for teachers and students. No advance preparation for teachers or for students is necessary. Trained NAEP representatives, employed by a contractor to the National Center for Education Statistics (NCES), administer NAEP.

Including all students is essential. To ensure that student achievement is accurately reported, students with disabilities (SD) and English language learners (ELL) are encouraged to participate in NAEP assessments. Many accommodations are allowed during the assessment, such as extended time, breaks during the test, and a separate setting. Teachers of SD and ELL students selected for the assessment are asked to provide information to determine how these students will be assessed on NAEP.

NAEP data are used for statistical purposes only. No one involved in administering NAEP keeps personal information on teachers or students after the assessments are completed. There are no results for individual students, classrooms, or schools.

How NAEP reports results

Since 1969, NAEP has produced many reports chronicling trends over time in student performance. Results for private schools are generally reported as overall private schools results and for two groups of private schools, Catholic and other private schools.

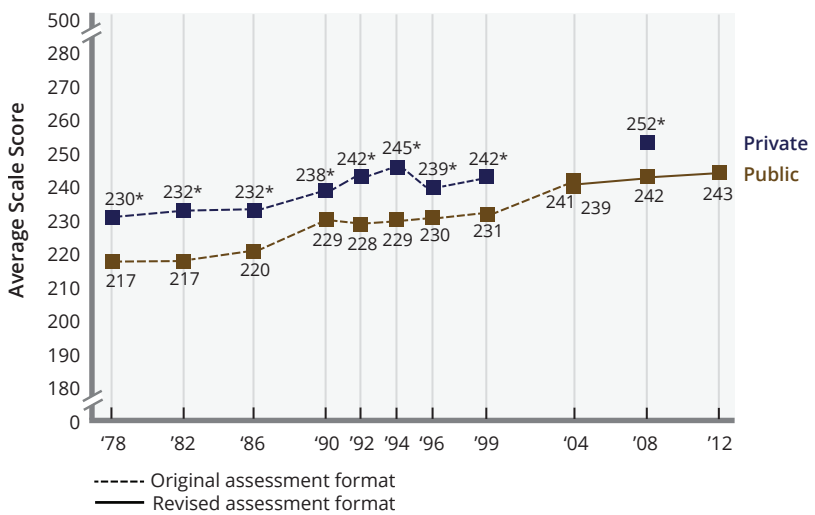
NAEP also disseminates contextual information from data collected on student survey questionnaires. This information can be used to inform parents, the public, and education policymakers about our students' educational experiences inside and outside the classroom. You can access data from previous assessments at **https://www.nationsreportcard.gov/ndecore/xplore/nde** and explore the most recent results at **http://nationsreportcard.gov.** For a quick, but detailed, look at results for private schools, explore the NAEP Private School Quick Data tool at **http://nces.ed.gov/nationsreportcard/about/private_school_quick_data.aspx**.

Highlights of the NAEP Long-Term Trend Mathematics Assessment: 1978–2012

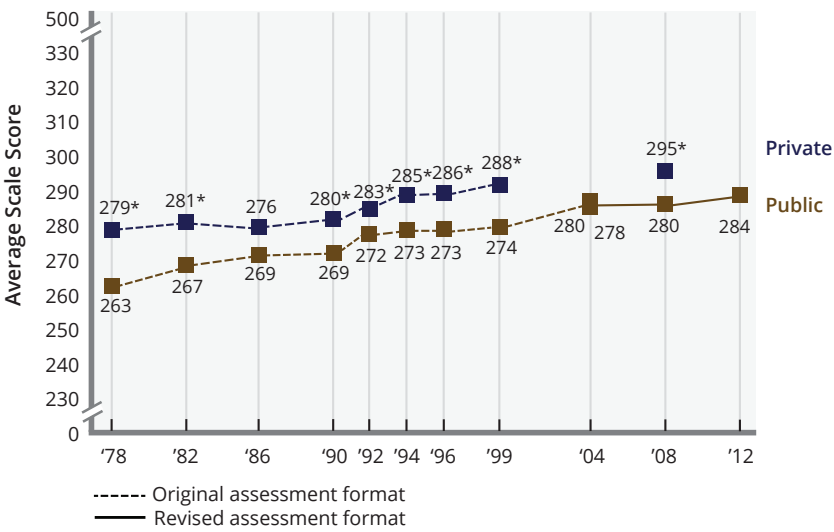
The mathematics long-term trend assessments were conducted in various years between 1978 and 2012, measuring performance on objectives developed by nationally representative panels of mathematics specialists, educators, and other interested parties.

Students in private schools generally performed higher on average than students in public schools in mathematics for all three age groups, which includes 9-, 13-, and 17-year-olds. Statistically significant differences between private and public schools are shown with an asterisk.

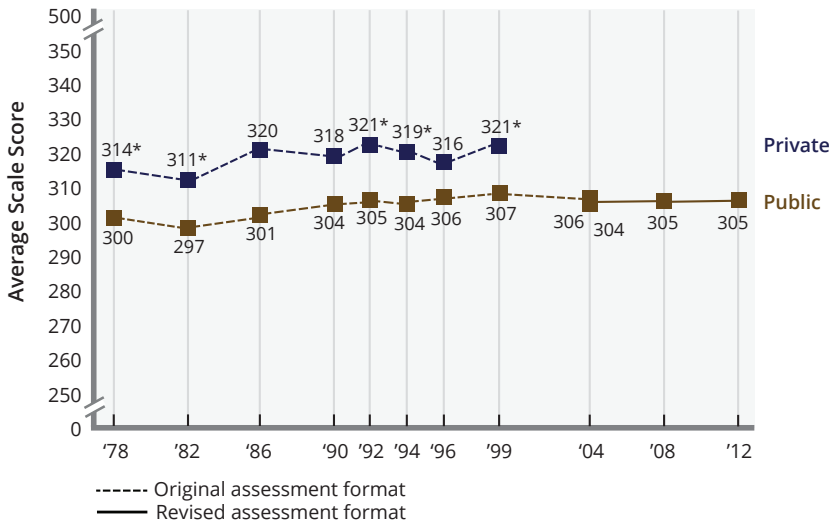
NAEP Long-Term Trend Mathematics, Age 9



NAEP Long-Term Trend Mathematics, Age 13



NAEP Long-Term Trend Mathematics, Age 17



*Significantly different (p < .05) from public schools in the same year.

NOTE: NAEP scale scores in long-term trend mathematics and reading range from 0 to 500.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1978–2012 Long-Term Trend Mathematics Assessments.

National Center for Education Statistics (NCES) is authorized to conduct NAEP by the National Assessment of Educational Progress Authorization Act (20 U.S.C. §9622). All of the information provided by participants may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151). By law, every NCES employee as well as every NCES agent, such as contractors and NAEP coordinators, has taken an oath and is subject to a jail term of up to 5 years, a fine of $250,000, or both if he or she willfully discloses ANY identifiable information about participants. Electronic submission of participant's information will be monitored for viruses, malware, and other threats by Federal employees and contractors in accordance with the Cybersecurity Enhancement Act of 2015. The collected information will be combined across respondents to produce statistical reports.

Photo is for illustrative purposes only. Any person depicted in the photo is a model.