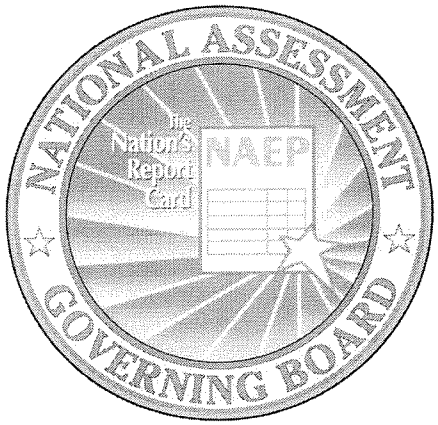


The Future of 12th Grade NAEP

Report of the Ad Hoc Committee on Planning for NAEP 12th Grade Assessments in 2009

August 4, 2006

Sheila Ford, Chair
David Alukonis
Amanda Avallone
John Easton
David Gordon
Kathi King
Luis Ramos
Sr. Mary Frances Taymans
Oscar Troncoso
Eileen Weiser

Ray Fields, Committee Staff

Acknowledgements

The Ad Hoc Committee wishes to thank Peggy Carr, Associate Commissioner, National Center for Education Statistics, for her advice and counsel in the preparation of this report. The Committee is grateful to Governing Board Deputy Director Mary Crovo and Assistant Director Susan Loomis for their presentations and participation in Committee meetings. The Committee also wishes to express appreciation to Governing Board Executive Director Charles Smith, Assistant Director Lawrence Feinberg, and Public Affairs Specialist Stephanie Germeraad for their contributions to the report.

Executive Summary

In November 2005, the National Assessment Governing Board created the Ad Hoc Committee on Planning for NAEP 12th Grade Assessments in 2009. The Committee's task was to help give focus and direction to the Board's deliberations in three policy areas:

- Conducting assessments at the state level in 12th grade
- Reporting on 12th grade student preparedness for college-credit coursework, training for employment, and entrance into the military
- Improving 12th grade school and student participation

A primary consideration guided the Committee's deliberations: NAEP's strengths and limitations. Thus, the recommendations indicate both steps that should be taken and steps that should not be taken.

Of the three policy areas addressed, 12th grade student preparedness presents the greatest challenges. Accordingly, the preponderance of recommendations is devoted to this policy area.

With the aim of helping the Governing Board address these three policy areas successfully, the Committee has attempted to be as specific as possible in presenting its recommendations.

The Ad Hoc Committee's recommendations follow below.

12th Grade State NAEP

Recommendation: The National Assessment Governing Board and the National Center for Education Statistics should proceed with planning for the implementation in 2009 of state-level assessments in reading and mathematics at grade 12 on at least a pilot basis in 10 states.

12th Grade Student Preparedness

Recommendation 1. If found to be technically, operationally, and economically feasible, National Assessment of Educational Progress reports should include statements about 12th grade student preparedness, beginning with the reading and mathematics assessments to be conducted in 2009.

Recommendation 2. The Governing Board should develop and implement a plan for setting a final policy definition of "12th grade student preparedness," deciding on the statements about "preparedness" to include in NAEP reports, and conducting associated research and validity studies.

Recommendation 3. The term "12th grade student preparedness" should be limited to postsecondary education and postsecondary training for occupations (including occupations in the military); it should not include "entrance into the military" as recommended by the NAEP 12th Grade Commission.

Recommendation 4. The definition of 12th grade student preparedness should focus on academic qualification without remediation for postsecondary education and postsecondary training for occupations; it should not include non-academic personal attributes.

Recommendation 5. The reporting of "12th grade student preparedness" should be done in conjunction with the Governing Board's achievement levels—Basic, Proficient, and Advanced—rather than by setting separate "preparedness" performance standards. The degree of "preparedness" of students whose achievement is in the range below Basic should be fully reported as well.

Recommendation 6. The reporting of 12th grade student preparedness in NAEP should be kept as simple as possible to promote public understanding, consistent with available validity evidence.

Recommendation 7. The Governing Board should decide on ancillary information relevant to 12th grade student preparedness to include in NAEP reports, such as information from NAEP background questionnaires and student transcripts collected through the NAEP High School Transcript Studies.

12th Grade School and Student Participation

Recommendation 1. The National Center for Education Statistics (NCES) should continue implementing its plan for improving 12th grade school and student participation.

Recommendation 2. The NCES plan should be amended as follows:

a. In addition to communicating with NAEP participants as described in the NCES plan, contact should be made with the district superintendent regarding the planned administration of NAEP.
b. As a courtesy, a letter should be sent to the president of the district school board to communicate information about the plans to administer NAEP in the district.

Recommendation 3. The Governing Board, through the Committee on Standards, Design and Methodology, should monitor and evaluate the implementation of the NCES plan and determine the impact on school and student participation.

Introduction

In November 2005, the National Assessment Governing Board created the Ad Hoc Committee on Planning for NAEP 12th Grade Assessments in 2009. The Committee was asked to present recommendations at the August 2006 Governing Board meeting to give focus and direction to the Governing Board's deliberations in three policy areas:

- Conducting assessments at the state level in 12th grade
- Reporting on 12th grade student preparedness for college-credit coursework, training for employment, and entrance into the military
- Improving 12th grade school and student participation

The Board's deliberations in these areas were prompted initially by the March 2004 report of the National Commission on NAEP 12th Grade Assessment and Reporting (NAEP 12th Grade Commission). Despite the progress made through assignments to Governing Board standing committees, there was a sense that the efforts lacked coherence. Consequently, the Ad Hoc Committee was commissioned.

The Governing Board set the year 2009 as the target for implementation. This provided a concrete goal for planning and instilled a sense of immediacy to the work ahead.

The Committee met eight times, either by conference call or face-to-face. Throughout the Committee's deliberations, the guiding consideration was NAEP's strengths and limitations. Thus, the recommendations address both steps the Board should take and steps not to take.

Of the three policy areas under consideration, 12th grade student preparedness presents the greatest challenges. The Committee spent considerable time addressing "preparedness" and, accordingly, the preponderance of recommendations is devoted to this area.

It is with the hope of assisting the Governing Board successfully address the three policy areas of interest that this report is respectfully submitted by the Ad Hoc Committee on Planning for NAEP 12th Grade Assessments in 2009.

The Committee's recommendations are presented on the pages that follow.

12th Grade State NAEP

Recommendation: The National Assessment Governing Board and the National Center for Education Statistics should proceed with planning for the implementation in 2009 of state-level assessments in reading and mathematics at grade 12 on at least a pilot basis in 10 states.

Background

The Ad Hoc Committee believes that reporting state level results at grade 12 will provide important information to the public about student achievement, a view shared by a wide range of policy makers.

For example, the NAEP 12th Grade Commission stated that its most important recommendation was for NAEP to provide 12th grade results at the state level. President Bush asked for increases to the NAEP budget for FY 2006 and FY 2007 to conduct state level assessments at grade 12 in reading and mathematics. Senators Lamar Alexander and Edward M. Kennedy introduced the American History Act, authorizing pilot state assessments in up to ten states in U.S. history and civics at grades 8 and 12. Congress requested the Governing Board to prepare a report on the feasibility of conducting state level assessments in U.S. history and civics in grades 8 and 12.

A key question considered by the Ad Hoc Committee was—"Given agreement to go forward with planning for 12th grade state NAEP in 2009, and assuming that sufficient funding is available, how should the Board proceed in seeking participants?"

Drawing on the lessons learned from the Trial State Assessment and the Trial Urban District Assessment, the Committee concluded that the most practicable approach would be to start by identifying the states that want the information and are willing to step forward voluntarily. There were indications of enough potential state interest to begin with at least a small-scale pilot.

Informal feedback from Chief State School Officers in response to the NAEP 12th Grade Commission Report suggested that 6-12 states would be willing to participate. A formal survey of Chief State School Officers was conducted in June 2006 to supply information for the report to Congress on the feasibility of state assessments in U.S. history and civics. Thirteen of 26 responding Chief State School Officers indicated potential interest in having their states participate at grade 12 and twenty at grade 8.

While some state chiefs express support, others are opposed. A general concern is that 12th graders will not take low-stakes NAEP seriously, the results will therefore be inaccurate, and that more problems will result from participating than educational benefit. Steps to take to improve 12th grade student effort are described in the third set of recommendations in this report.

The Ad Hoc Committee recommends that the Governing Board proceed with planning for implementation of state assessments at grade 12 in 10 voluntarily participating states in 2009. The Committee also notes that on June 13, 2006, the House Appropriations Committee approved the President's requested increase of $4 million in FY 2007 for 12th grade state NAEP in reading and mathematics in 2009. Therefore, if Congress ultimately supports the President's request, the planning should be based on 50 participating states rather than 10.

12th Grade Student Preparedness

Recommendation 1. If found to be technically, operationally, and economically feasible, National Assessment of Educational Progress reports should include statements about 12th grade student preparedness, beginning with the reading and mathematics assessments to be conducted in 2009.

Background

The Ad Hoc Committee believes that the Governing Board should proceed with reporting on 12th grade student preparedness in connection with the 2009 assessments. For most students, the 12th grade is the primary transition point to college, training for employment, and entrance into the military, the main paths to adult pursuits. Thus, information from NAEP about 12th grade student preparedness would be important in informing policies relevant to the economic well being and security of the nation.

As the NAEP 12th Grade Commission members observed, it is no longer true that a high school education is sufficient preparation for civic obligations and to qualify for a job that could sustain an individual or family comfortably.

> "The earnings gap between those with only a high school diploma and those with postsecondary education and training has widened substantially and the technological/scientific, legal, and moral complexity of today's public policy issues require more to be an 'informed citizen' in a democracy."

Because it is the only continuing source of representative national—and possibly state—12th grade student achievement data, it is appropriate that NAEP attempt to report on "preparedness." However, this significant elaboration of NAEP's time-honored practice of reporting on "what students know and can do" may be one of the most difficult tasks ever faced by NAEP.

Predictive statements about student achievement have not been made in NAEP reports. Whether NAEP can validly support such statements is not certain, particularly because NAEP does not produce individual student scores. Without individual student scores, there is no direct way of relating performance on NAEP to other indicators of "preparedness" of individual students, such as performance on college entrance and placement tests and on assessments designed to help determine qualifications for training for occupations.

Designing useful validity studies will require imagination, creativity, and the involvement of willing partners. Many technical challenges lie ahead. A systematic plan is needed for addressing those challenges.

Recommendation 2. The Governing Board should develop and implement a plan for setting a final policy definition of "12th grade student preparedness," deciding on the statements about "preparedness" to include in NAEP reports, and conducting associated research and validity studies.

Background

Ultimately, whether statements about "preparedness" can be included in NAEP reports is a validity issue. The definition of "preparedness," the content of assessments (i.e., test frameworks, specifications, and items), the process for setting achievement levels, and the statements about preparedness intended to be made in NAEP reports must all be aligned and mutually supportive. Evidence must be gathered to demonstrate this alignment. In addition, the statements about preparedness to be included in NAEP reports should be corroborated by external evidence.

Some preliminary work has already begun. The Governing Board has been overseeing revisions to the 12th grade reading and mathematics frameworks and specifications for 2009, designed to support statements about "preparedness." External panels have been convened to help define preparedness for college and for training for employment. Experts have prepared commissioned papers on validity issues.

The Ad Hoc Committee believes that, building on this preliminary work, the Governing Board should now spell out the necessary steps—and a timeline for completing those steps—to report on 12th grade student preparedness in connection with the 2009 assessment (see Appendix A for an outline of such a plan). The major outcomes of these steps would include:

- Adoption of an overall policy definition for 12th grade student preparedness
- Decisions on the intended statements about 12th grade student preparedness to be made in NAEP reports
- Approval of revisions to the policy definitions for Basic, Proficient, and Advanced achievement levels to reflect "preparedness"
- Approval of preliminary content definitions for preparedness in 12th grade reading and in 12th grade mathematics (to be used in achievement level setting)
- Review of the 12th grade reading and mathematics frameworks, specifications, and items for consistency with the policy definitions, statements about "preparedness" intended for NAEP reports, and content definitions for the respective subjects
- Design and conduct of validity studies to provide evidence about the supportability of statements about "preparedness"

The central and most fundamental major outcome is adoption of an overall policy definition for 12th grade student preparedness. The Ad Hoc Committee developed Recommendations 3, 4, and 5 to assist the Governing Board in defining the term "12th grade student preparedness" as it would be used in NAEP.

Recommendation 3. The term "12th grade student preparedness" should be limited to postsecondary education and postsecondary training for occupations (including occupations in the military); it should not include "entrance into the military" as recommended by the NAEP 12th Grade Commission.

Background

The Ad Hoc Committee believes that the categories under 12th grade student preparedness should be changed from those recommended by the NAEP 12th Grade Commission—"college-credit course work, training for employment, and entrance into the military." Instead, the Ad Hoc Committee recommends two categories—"postsecondary education" and "postsecondary training for occupations"—and that "entrance into the military" be eliminated as a separate category.

The intent is to simplify the categories. By changing the focus to preparedness for training for occupations, the military and civilian spheres are melded into a single category. Accordingly, the terms "postsecondary education" and "postsecondary training for occupations" should be defined—relative to the 12th grade subject being assessed under NAEP—to refer, respectively, to:

1. Freshman level credit bearing higher education coursework leading to a degree, and

2. Training for occupations—whether in the civilian or military spheres—that
   a. according to the Department of Labor are likely to offer sufficient compensation potential to support a family of four and provide for career advancement; and
   b. do not require a bachelor's degree but do require training beyond high school.

Occupations in the military are vast in range and similar in prerequisites and responsibilities to like civilian occupations. The military has conducted a great deal of validity research on the relationship between scores on its aptitude tests and preparedness for training for occupations in the military. This research can be drawn upon in developing and validating the statements about preparedness for training for occupations proposed for NAEP reports.

There is debate about whether "preparedness for postsecondary education" and "preparedness for postsecondary training for occupations" are the same. ACT, Inc. has concluded that those entering college or workforce training programs after graduation "...need to be educated to a comparable level of readiness in reading and mathematics."[1] Achieve, Inc. suggests there is a convergence of "...the English and mathematics that graduates must have mastered by the time they leave high school...to succeed in high-performance, high-growth jobs."[2] On the other hand, Paul Barton provides evidence to argue *against* the proposition that "...[all] those not going to college need to be qualified to enter [traditional academic] college credit courses in order to enter the workforce."[3]

Whether NAEP will be able to support statements about 12th grade student preparedness for either postsecondary education or postsecondary training, for both, or for neither will need to be determined through research and validity studies as described in Recommendation 2, above.

---

[1] "Ready for College and Ready for Work: Same or Different?" ACT, Inc., Iowa City, IA; 2006.
[2] "Ready or Not: Creating a High School Diploma that Counts." Achieve, Inc., Washington, D.C.; 2004
[3] "High School Reform and Work: Facing Labor Market Realities." Paul Barton. Educational Testing Service, Princeton, New Jersey; 2006.

Recommendation 4. The definition of 12th grade student preparedness should focus on academic qualification without remediation for postsecondary education and postsecondary training for occupations; it should not include non-academic personal attributes.

Background

Academic qualification: This recommendation emphasizes "qualification to enter" rather than "success in" or "completion of" postsecondary education and training. This is because the measurement of achievement will occur at the end of high school— the "transition point" to adult pursuits—and the objective is to inform the public about the degree to which 12th graders are ready academically for the next step, whether that next step is college or training for an occupation.

NAEP is designed to measure student academic achievement and does this very efficiently. However, NAEP is not designed to measure non-academic characteristics often associated with success (whether in college or in the workplace) such as persistence, inter-personal communication, punctuality, and working in groups. Nor is NAEP designed to follow students longitudinally to determine whether postsecondary education or training was completed. Therefore, these factors are not included in the definition of 12th grade student preparedness proposed for NAEP.

Without remediation: The NAEP 12th Grade Commission found that large percentages of college freshmen are being placed into non-credit remedial programs in reading, writing, or mathematics due to low scores on college entrance or placement exams (about 30 percent nationally and as high as 50 percent or more in some institutions). A recent research study by ACT, Inc. found that "only 51 percent of...high school graduates [who took the ACT in 2005] are ready for college-level reading..."[4]

According to NCES, the college non-completion rate for students placed into any remedial program is very high. Of students who were 12th graders in 1992, attended a public 2-year or 4-year college by 2000, and were placed into any remedial course, 58 percent did not complete a degree or receive a certificate.[5] This suggests that, although admitted to college, students requiring remediation in reading, writing, or mathematics are not sufficiently prepared academically to accomplish the tasks that will be required of them.

Similarly, the National Association of Manufacturers, reporting on a 2001 survey of member companies on reasons they reject job applicants, found that 32 percent of respondents cited inadequate reading/writing skills and 21 percent cited inadequate math skills (N.B. 69 percent cited inadequate basic employability skills such as attendance and timeliness and 34 percent cited inadequate work experience, the first and second most prevalent reasons cited).[6]

Therefore, "without remediation" is a key factor in defining 12th grade student preparedness.

---

[4] "Reading Between the Lines: What the ACT Reveals About College Readiness in Reading." ACT, Inc.; 2005.
[5] "The Condition of Education 2004." U.S. Department of Education, National Center for Education Statistics. Washington, DC.
[6] "The Skills Gap." National Association of Manufacturers; Washington, D.C.; 2001.

Recommendation 5. The reporting of "12th grade student preparedness" should be done in conjunction with the Governing Board's achievement levels—Basic, Proficient, and Advanced—rather than by setting separate "preparedness" performance standards. The degree of "preparedness" of students whose achievement is in the range below Basic should be fully reported as well.

Background

The Ad Hoc Committee believes that "preparedness" should be reported in the context of achievement levels. This will conform more with reporting at grades 4 and 8, be less confusing to the public, and may provide a lower threshold for validity than if new, separate preparedness levels were set. Statements in NAEP reports about 12th grade student preparedness would be used to help explain the meaning of the achievement level results. Accordingly, the policy definitions of "Basic," "Proficient," and "Advanced" at the 12th grade would need to be revised to address "preparedness."

The revisions of the achievement level policy definitions should be informed by research. For example, research might be conducted to examine the relationship between scores on 12th grade NAEP in reading and mathematics and cut scores on widely used tests for college entrance and placement. Similar research might be conducted using tests that assess qualifications for training for various occupations, such as the aptitude tests used by the military. Likewise, research could be conducted comparing the test content of NAEP and the other tests. The results would be used to help define the Basic, Proficient, and Advanced achievement levels at the 12th grade.

In addition, the results might be used to set "benchmark" scores on the NAEP scales for reading and mathematics. The benchmarks would represent preparedness for postsecondary education and postsecondary training for occupations. If indicated as necessary by the research, multiple benchmarks would be used to represent, for example, "preparedness" at colleges of varying selectivity and for training for occupations with varying academic prerequisites.

The benchmarks could be displayed in association with item results, as in the current NAEP item maps. Showing the types of tasks that students at or near the benchmarks were likely to do successfully would add further meaning to the NAEP achievement level results. Figure 1 illustrates this approach, with the familiar item map to the right of the vertical NAEP scale and preparedness benchmarks to the left.

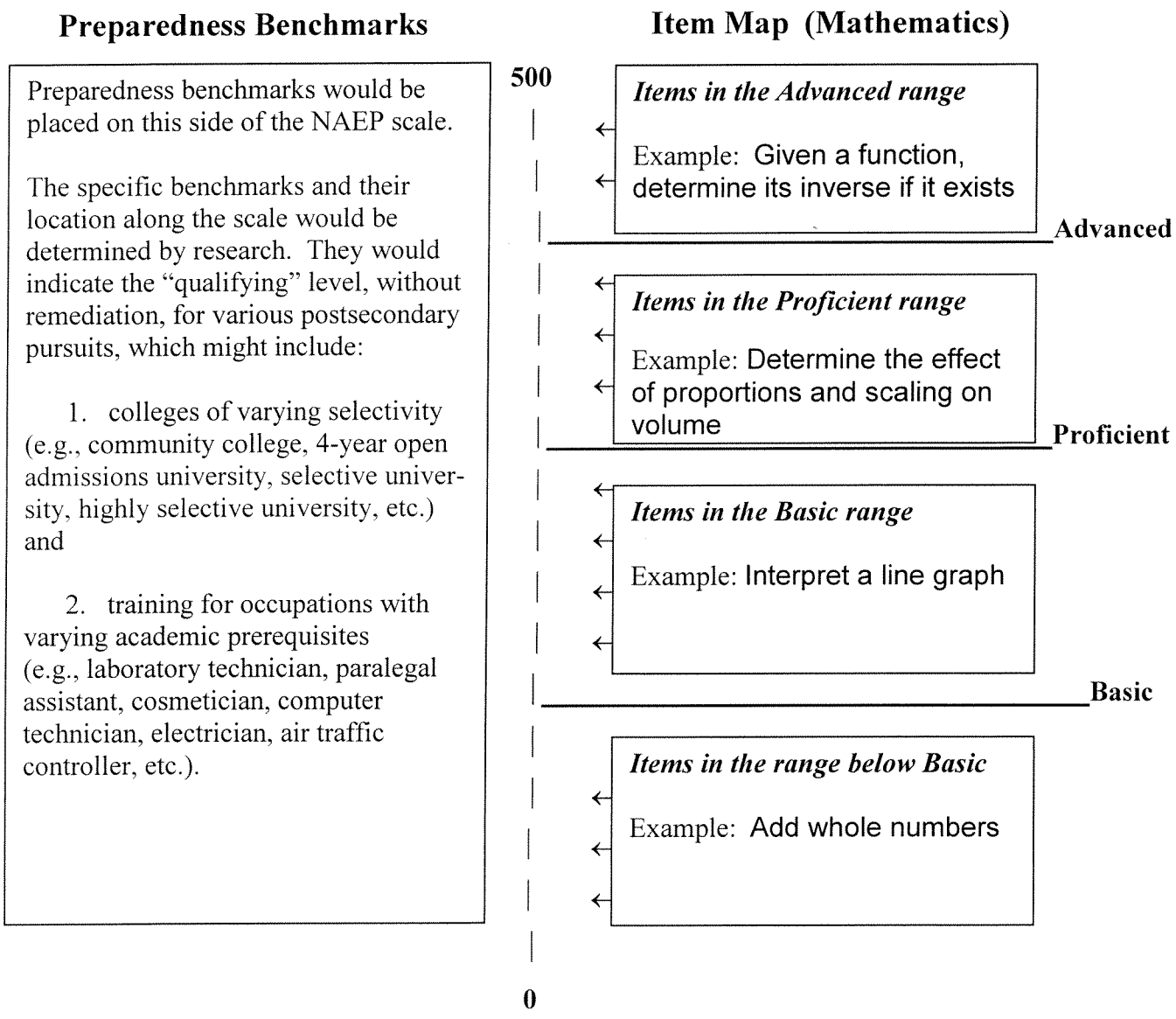
The Ad Hoc Committee believes that it is essential to provide information about performance in the range below Basic. Of 12th graders, approximately 26 percent are below Basic in reading and about 35 percent in mathematics. These students are likely to graduate from high school, yet their low levels of achievement suggest that their prospects immediately upon graduation will be limited in comparison to those of higher achieving students.

The number of students achieving below the Basic level is significant. It is important to report as fully as possible on the preparedness of these students for postsecondary endeavors, as well as those performing in the Basic, Proficient, and Advanced achievement levels ranges. Because the 12th grade assessment includes only youth in school, but not dropouts or other out of school youth, it also will be important to report clearly on which students are included in the sample and which students are not.

Figure 1.

12th Grade NAEP Scale and Achievement Levels

(Example—Not NAEP Data)



Recommendation 6. The reporting of 12th grade student preparedness in NAEP should be kept as simple as possible to promote public understanding, consistent with available validity evidence.

Background

The objective of reporting on 12th grade student preparedness is to enhance public understanding about the meaning of student achievement. The concept of 12th grade student preparedness seems simple to understand and likely to add value to NAEP reporting, answering the question—Are 12th graders ready to enter college or training for occupations without the need for remediation? However, this apparently simple idea may turn out to be overly complex in its implementation.

There is a debate about whether preparedness for postsecondary education requires the same proficiencies in reading and mathematics as preparedness for postsecondary training for occupations. Some argue that the proficiencies are the same. However, others argue that colleges have varying standards for placement into credit-bearing coursework and that occupations for which training is required have differing prerequisite academic demands.

If research supports the contention that the academic proficiencies needed to be prepared are the same for postsecondary education and for postsecondary training for occupations, reporting should be relatively straightforward and simple. However, the research might indicate that there are multiple "preparedness" levels, or that subtle caveats are required. The question then would be whether NAEP can reflect this variability faithfully and in a manner understandable to the public. Figure 1 above suggests a possible solution, but the answer lies in the research to be conducted.

In the end, reporting on 12th grade student preparedness should be done in a manner that will promote understanding on the part of the public. Whether to report and what to report will have to be determined by the Governing Board in light of the validity evidence and a judgment about what will be meaningful and comprehensible to NAEP's audience.

Recommendation 7. The Governing Board should decide on ancillary information relevant to 12th grade student preparedness to include in NAEP reports, such as information from NAEP background questionnaires and student transcripts collected through the NAEP High School Transcript Studies.

Background

In addition to achievement on NAEP, other information related to academics should be included in NAEP reports relevant to 12th grade student preparedness. For example, data could be collected to address questions such as

- What percentage of 12th grade students have completed a "college prep" program of study?
- What percentage of 12th grade students pursued a vocational program and what types of vocational programs were offered?
- What percentage of students participated in joint enrollment programs with local colleges?
- Is there a correlation between attendance and achievement?

- What is the degree of access to Advanced Placement courses and International Baccalaureate programs?
- Are there differences in course taking patterns by gender and by race/ethnicity?
- Do courses with similar titles have similar curricular content or are differences found by some variable, such as region, type of school, or demography?
- What percentage of students has taken college entrance exams?

This information could be collected through the NAEP High School Transcript Studies and through NAEP background questionnaires. The NAEP High School Transcript Studies are currently scheduled once every four years, in connection with NAEP 12th grade mathematics and science assessments. The next transcript study is scheduled for 2009, the target year for reporting 12th grade student preparedness. NAEP background questionnaires are a component of each assessment. **The Governing Board should determine the ancillary information to be reported in connection with the 2009 12th grade assessments, specifying the information to be collected through NAEP background questionnaires and through the NAEP 2009 High School Transcript Studies.**

12th Grade School and Student Participation

Recommendation 1. The National Center for Education Statistics (NCES) should continue implementing its plan for improving 12th grade school and student participation.

Recommendation 2. The NCES plan should be amended as follows:

a. **In addition to communicating with NAEP participants as described in the NCES plan, contact should be made with the district superintendent regarding the planned administration of NAEP.**
b. **As a courtesy, a letter should be sent to the president of the district school board to communicate information about the plans to administer NAEP in the district.**

Recommendation 3. The Governing Board, through the Committee on Standards, Design and Methodology, should monitor and evaluate the implementation of the NCES plan and determine the impact on school and student participation.

Background

The National Center for Education Statistics has proposed—and begun implementing—initiatives to improve school and student participation. These initiatives include:

- Early notice to schools of their selection for the sample (spring of the school year prior to the assessment rather than fall of the school year in which the assessment is to be conducted)
- Communication by NAEP state coordinators with high school principals about the reasons to participate
- Placement of the assessment date on the school calendar for the next school year
- Greater flexibility to the schools in scheduling the assessment
- More persuasive materials about NAEP for principals, teachers, students and parents

These initiatives are described in more detail in Appendix B. NCES should continue to implement these initiatives. In addition, NCES should report periodically to the Board on the implementation of these initiatives and their impact on improving participation at the 12th grade. The Committee on Standards, Design and Methodology (COSDAM) has offered to monitor implementation of the NCES plan on the Board's behalf. The Ad Hoc Committee commends COSDAM for making this offer and recommends its acceptance formally by the Governing Board.

Conclusion

The future of 12th grade NAEP is at a crossroad—it may flourish as a source of important information for the public or slowly wither into oblivion. The NAEP 12th Grade Commission was created because low participation rates and concerns about student motivation raised questions about the very viability of 12th grade NAEP. The Commission members concluded that 12th grade NAEP had valuable, unrealized potential and that tapping that potential would invigorate NAEP at the high school level.

The Ad Hoc Committee agrees. Reporting on 12th grade student preparedness will increase the relevance and usefulness of NAEP. Supplying state level results at the 12th grade will provide information about student achievement that is otherwise unavailable. Improving 12th grade school and student participation is essential if NAEP 12th grade results are to be viewed with credibility. The Ad Hoc Committee hopes that the recommendations in this report are helpful toward these ends and that the Governing Board will act on them with due deliberation.

Reporting 12th Grade Student Preparedness in 2009: Example of Timetable of Key Events

2006	Receive Ad Hoc Committee Report
	Review of draft "preparedness" policy definition with stakeholders
	Review of 12th grade reading and mathematics frameworks, specifications, and items in light of draft policy definition for preparedness
	Design of research and validity studies
	Develop draft statements about 12th grade student preparedness to be considered for NAEP reports
	Develop draft policy definitions for 12th grade achievement Levels (Basic, Proficient, and Advanced)
	Board standing committees consider technical and policy considerations
	Board makes decision about process for external comments on draft policy definition for 12th grade student preparedness
2007	Public hearings, forums, Federal register notice, etc. to obtain comments about 12th grade student preparedness: draft definition, policy and technical issues, etc.
	Revised policy definitions of "preparedness" and of Basic, Proficient and Advanced achievement levels at 12th grade presented to Board for discussion
	Status report on reviews, development of research and validity studies, draft statements for reports, etc
	Begin work on preliminary content definitions for "preparedness" in 12th reading and mathematics
	Board action on policy definition of "12th grade preparedness" and 12th grade achievement levels

2007 Cont'd	Approve preliminary content definitions for "preparedness" in 12th grade reading and mathematics
	Approve proposed statements about preparedness for NAEP reports
	Conduct construct validity studies in 12th grade reading and mathematics
	Present results of construct validity studies; revise preliminary content definitions and statements for reporting accordingly
2008	Gather validity evidence
	Award achievement level setting contracts
2009	Administer reading and mathematics assessments
	Conduct achievement level setting activities
	Board action on 12th grade student preparedness reporting
2010	Report on 12th grade student preparedness

Efforts to Improve 12th Grade Participation and Engagement						
Task / Product	**Purpose**	**Description and Historical Context**	**Student Focus**	**School Focus**	**Changes Implemented for 2006**	**Changes to be implemented for 2007 and beyond**
ADMINISTRATIVE						
Provide flexibility in scheduling of assessment	Increase number of students taking the NAEP	Traditionally, we scheduled one session on assessment day and provided makeup sessions on a subsequent date.	X	X	Provided more sessions during the assessment day to accommodate student schedules	• Will provide additional flexibility to allow schools to voice preference for day assessment is to be administered (2007) • Will provide computer-based assessments that will allow for total flexibility within the assessment window (future)
Provide early samples to states	Have selected schools schedule the assessment date on the next school year's calendar	Traditionally, we sent school samples to states in late August or early September, which is too late to be added to school calendars.		X		Provide samples to states in May (2007)
Revise assessment script	Increase student engagement		X		Revised to encourage students to do their best, de-emphasize that they will not receive a grade for their work, and describe the use of the results	Revise to de-emphasize the voluntary nature of the assessment (2007)
Reduce paperwork burden				X	Streamlined the pre-assessment package; reduced the length of the SD/ELL questionnaires for teachers (by two-thirds)	
Target training for Assessment Administrators	Improve field staff outreach skills focused on 12th grade			X		Develop new training materials to emphasize classroom management skills for 12th grade classrooms (2007)
COMMUNICATIONS AND OUTREACH						
Convene Principals Panel	Speak with stakeholders to find ways to increase participation and engagement among schools and students	High school principals are the gatekeepers to the school and influence teachers and students. Preliminary recommendations were delivered in late 2005.	X	X	Implemented some recommendations, such as flexible start times	Will implement additional recommendations, such as early notification and choice in assessment date (2007)
Convene Teachers Panel	Speak with stakeholders to find ways to increase participation and engagement among schools and students	High school teachers influence students' levels of participation and engagement. The panel is to be established in 2006.	X	X	To be convened in summer 2006	
Welcome letter to Schools/Principals	Maintain operations, Provide information, Gain cooperation, Create buy-in	Traditionally, schools have been notified in the fall about having been selected to participate.		X		Revise letter to target high school principals and send in May of the year prior to the assessment (2007)
Principal's Fact Sheet I	Maintain operations, Provide information, Gain cooperation, Create buy-in	This fact sheet targeted to principals and based on customer research with principals with information they need to know about NAEP is a new product.		X		To be available for 2007

Task / Product	Purpose	Description and Historical Context	Student Focus	School Focus	Changes Implemented for 2006	Changes to be implemented for 2007 and beyond
Target 12th grade recruitment training for NAEP State Coordinators (NSCs)	Improve NSCs' outreach skills focused on 12th grade			X		Prepare NSCs to work with high school principals, including summer visits as possible (2007)
High School Principal Visits by NAEP State Coordinators via personal visits to high schools or regional meetings	Gain cooperation, Create buy-in, Establish relationships	This is a new effort to empower principals to address participation and engagement issues in their schools. NSCs will be provided with a communications package and training (e.g. a Power Point presentation and talking points, a *Best Practices guide, the Measure Up newsletter, etc*) to help them in this effort.		X		To be implemented for 2007
Canned Principal presentation	Create buy-in	This power point presentation and talking points for principals to use in conveying the problem of 12th grade participation and motivation is a new product.		X		To be available for 2007
Best Practices Guide for Principals	Create buy-in	This guide provides tips for principals about how to have a successful NAEP administration in their schools is a new product.		X		To be available for 2007
Additional Visits to high schools by Field Staff	Gain cooperation, Create buy-in	Traditionally, the field staff visited the School Coordinator once prior to assessment day.		X		Provide earlier and ongoing contact regarding NAEP-related activities (2007)
Principal's Fact Sheet II	Maintain operations, Provide information, Improve participation	This operational checklist to guide schools through NAEP activities they must complete is a new product.		X		To be available for 2007
MySchool Website	Maintain operations, Provide information, Improve participation	This website informs the School Coordinator about the stages of the NAEP assessment.		X	Revised website to streamline information for School Coordinators and make it easier for them to find relevant information.	
Measure Up Newsletter	Create buy-in, Raise awareness	Traditionally, elementary and middle/high school versions of this newspaper were sent to schools twice a year.		X		Revise to be more reader-friendly, and provide a version targeted to high schools that can be distributed more frequently to maintain NAEP awareness among teachers (2007)
Revised Teacher Notification Letter	Maintain operations, Provide information, Gain cooperation, Create buy-in	Traditionally, this operational letter notified teachers of the assessment schedule in their schools.		X		Revise to include information about NAEP's importance (2007)
Teacher Fact Sheet	Create buy-in, Raise awareness	This fact sheet targeted to teachers and based on customer research with teachers with information they need to know about NAEP is a new product.		X		To be available for 2007
Teacher's Video	Create buy-in, Raise awareness	This video is a new product that is brought to schools by NSCs to encourage teachers to motivate their students to participate and put in their best effort.		X		To be available for 2007

Task / Product	Purpose	Description and Historical Context	Student Focus	School Focus	Changes Implemented for 2006	Changes to be implemented for 2007 and beyond
Revised Sample Parent Notification Letter	Maintain operations, Provide information, Gain cooperation, Create buy-in	Traditionally, this sample letter was provided for schools to inform parents of the NAEP assessment (as required by law).		X	Revised to emphasize the importance of their student's participation and engagement in NAEP to represent national performance.	
Revised Student Notification Letter	Maintain operations, Provide information, Gain cooperation, Create buy-in	Traditionally, this operational letter notified students of where they need to go to participated in the assessment.	X			Revise to include information about NAEP's importance (2007)
Student Fact Sheet	Create buy-in, Raise awareness	This fact sheet targeted to students with information they need to know about NAEP will be a new product.	X			To be available in the future
Student Video	Create buy-in, Raise awareness	This short video is encourages students who are selected to participate in NAEP to put in their best effort. It is available via DVD, the MySchool website, or state education agency websites.	X		Available in 2006	To be distributed to a larger audience in 2007
Student Poster	Create buy-in, Raise awareness	This poster to be displayed in schools prior to the assessment is a new product.	X			To be available for 2007
Convention Informational Booth	Raise public awareness of NAEP	This booth travels to tradeshows attended by principals and teachers.		X	Distributed specially targeted materials for principals and teachers along with other NAEP informational materials	Explore speaking opportunities for the Commissioner and Associate Commissioner (2007)
COMMUNICATIONS - PRIVATE SCHOOL INITIATIVES						
Endorsement Letter from Associations	Maintain operations, Provide information, Gain cooperation, Create buy-in	Traditionally, we asked associations to write letters of endorsement as an aid in recruiting private schools to participate.		X	Continued to develop endorsement and refusal conversion letters to use during recruitment	Revise to more strongly encourage private schools to participate (2007)
Cooperation with associations	Maintain operations, Provide information, Gain cooperation, Create buy-in	This may be a new effort as we consider contracting with staff members of these associations to contact schools directly to endorse NAEP and encourage their participation.		X		May be implemented for 2007
Private School Coordinator	Maintain operations, Provide information, Gain cooperation, Create buy-in	This is a new effort. This person will coordinate with the associations during the recruitment phase and have his/her name imbedded in the materials to associations as a contact.		X		May be implemented for 2007
New targeted materials	Maintain operations, Provide information, Gain cooperation, Create buy-in			X	Created a brochure about how to find private school results on the NAEP website	Will share the Private Schools report with the schools selected for participation (2007)

Task / Product	Purpose	Description and Historical Context	Student Focus	School Focus	Changes Implemented for 2006	Changes to be implemented for 2007 and beyond
INCENTIVES						
Suggestions in the Best Practices Guide	Increase student participation and engagement	This part of the new product will suggest incentives that can be provided to participating students at the school level. Such activities have previously taken place on an ad hoc basis only.	X			To be implemented for 2007
Certificate for documenting community service	Increase student participation and engagement	Students in some states receive credit for community service that could be used for graduation requirements or college applications.	X		Implemented for 2006	Encourage more states to allow credit to be offered to students for participation
CEU credits to school staff working on NAEP (offered by individual states)	Create buy-in from teachers	School Coordinators in some states receive continuing education credits.		X	Implemented for 2006	

NAEP 12TH Grade Timeline

August 2002	Roy Truby's final report to the Board—raises the problem of 12th grade participation and motivation
November 2002	Governing Board approves creation of the National Commission on NAEP 12th Grade Assessment and Reporting
	Co-Chairs: Mark Musick and Michael Nettles
March 2003	First Commission meeting
March 2004	NAEP 12th Grade Commission presents report to NAGB
March 2004	NAGB makes assignments to Board Committees and creates the Ad Hoc Committee on NAEP 12th Grade Participation and Motivation
	Chair: David Gordon
March 2005	Ad Hoc Committee on Participation and Motivation presents initial recommendations to NAGB
	NAGB embraces the recommendations and begins to address them through assignments to Board committees
	Board acts affirmatively on some recommendations
November 2005	Sense that there is a lack of coherence—approval for a committee to lend focus and direction to 12th grade state NAEP
January 2006	Members appointed to Ad Hoc Committee on Planning for NAEP 12th Grade Assessments in 2009
	Chair: Sheila Ford
February 2006	Ad Hoc Committee on Planning: First meeting—organizational—by conference call; seven additional meetings
August 2006	Ad Hoc Committee presents recommendations to NAGB
	Work to be continued…