

National Assessment Governing Board

Reporting and Dissemination Committee

Report of May 13, 2011

Attendees: Committee Members – Mary Frances Taymans (acting chair), Eileen Weiser (vice chair via speaker phone), David Alukonis, Anitere Flores, and Tom Luna; NAGB Staff – Larry Feinberg, Ray Fields, and Stephaan Harris; NCES – Commissioner Jack Buckley, Associate Commissioner Peggy Carr, Arnold Goldstein, and Brenda Wolff; AIR – George Bohrnstedt; ETS – Nicole Beaulieu and Steve Lazer; HagerSharp – Lisa Jacques and Debra Silimeo; HumRRO – Steve Sellman; NESSI – Kim Gattis; Oregon Department of Education – Beth LaDuca; Reingold – Amy Buckley; Westat – Chris Averett, Marcie Hickman, and Dianne Walsh.

1. Changes in Racial-Ethnic Categories and Impact on Trends

The racial-ethnic categories by which students are identified in school records have been changed because of new U.S. Education Department guidelines that went into effect during the current school year, 2010-2011. The NAEP data collections from these records were changed in the 2011 assessment to reflect the new categories. Now the Governing Board must decide how the changed racial categories should be used in NAEP reporting, beginning with the 2011 reports.

Under the Education Department guidelines, the data collected on each student is based on two questions: one on Hispanic ethnicity, the other on race with respondents given the option of choosing more than one. On reporting the guidelines contain two key points: (1) all students identified as Hispanic will be reported as Hispanic only; (2) among non-Hispanics, those choosing more than one race will be reported in a category of “two or more races” and dropped from the total for the particular races they specify.

The NAEP administration schedule has been changed as follows:

2010 and earlier years

1. White
2. Black
3. Hispanic
4. Asian/Pacific Islander
5. American Indian/Alaska Native
6. Other

2011 and later years

1. White, not Hispanic
2. Black, not Hispanic
3. Hispanic, of any race
4. Asian, not Hispanic
5. American Indian or Alaska Native, not Hispanic
6. Native Hawaiian or Pacific Islander, not Hispanic
7. Two or more races, not Hispanic

There is some discretion in what NAEP can do about three issues:

- (1) Whether and how any racial-ethnic categories should be combined.
- (2) What trends should be reported.
- (3) Where the different categories should be reported—what should be in the main data presentations in reports and online, and what should be in the appendix of reports and in the detailed information that is available online through the NAEP Data Explorer.

In closed session, Andrew Kolstad, of NCES, briefed the Committee on specific reporting options and their impact on trends. Several options related to the category of Two or More Races, which is new in 2011. There were a few more options relating to the issue of dividing NAEP's old category of Asian/Pacific Islander into two categories: one called Asian; the other, Native Hawaiian and Other Pacific Islander. Mr. Kolstad said Asians comprise more than 90 percent of the combined category nationwide. There are only two states—Hawaii and California—in which the samples of Native Hawaiian/Other Pacific Islander are large enough to report student performance.

Mr. Kolstad said information from the student questionnaire could be combined with data from school records to construct trends going back to 2003. These would show average scores for Asians slightly above the average for the two groups combined while the average for Native Hawaiian/Other Pacific Islander would be considerably below.

Peggy Carr, of NCES, said a decision on how to present the racial-ethnic data should be made by the end of June 2011 in order for the 2011 NAEP Reading and Mathematics reports to be ready for release as scheduled by the end of September.

The Committee requested additional information from NCES, and asked that the options be written out more clearly with some pros and cons for each.

After a full discussion, the Committee voted unanimously to request that the Governing Board adopt the following resolution:

ACTION: Because of the complexity of the issues, the need for additional information, and the need to decide before the August 2011 meeting of the Governing Board, the National Assessment Governing Board hereby grants a delegation of authority to the Reporting and Dissemination Committee to approve racial-ethnic categories and their placement and use in 2011 NAEP reports. The placement and use of these categories shall continue in subsequent years unless changed by the Governing Board.

The resolution was adopted by the full Governing Board at its afternoon session on May 13, 2011.

2. Reporting on Students with Disabilities and English Language Learners in NAEP 2011 Report Cards

This topic is an outgrowth of the Policy on NAEP Testing and Reporting on Students with Disabilities (SD) and English Language Learners (ELL) passed by the Governing Board in March 2010. Two specific provisions of the policy deal with reporting:

- (1) “The proportion of all students excluded from any NAEP sample should not exceed 5 percent. Samples falling below this goal shall be prominently designated in reports as not attaining the desired inclusion rate of 95 percent.”
- (2) “Among students classified as either ELL or SD a goal of 85 percent inclusion shall be established. National, state, and district samples falling below this goal shall be identified in NAEP reporting.”

In August 2010 the Reporting and Dissemination Committee reviewed mock-ups prepared by NCES for possible use in the 2011 NAEP reports, showing how to provide information on whether the inclusion goals had been met. It was the sense of the Committee at that meeting that information should be presented in an easy-to-read form, not in footnotes, and that there should be “a positive emphasis on inclusion.”

At today’s meeting, Arnold Goldstein, of NCES, described a special chapter on NAEP testing of SD and ELL students that is being planned for the 2011 Reading and Mathematics Report Cards. He said it would include data on whether states and urban districts had met the goals and on changes in exclusion rates over time.

He said NCES proposed that jurisdictions be listed as having met the goal if their inclusion rate reaches the target within the margin of error for the rate reported. Thus, jurisdictions with rates slightly below 95 or 85 percent might still be regarded as having met the goal if the 95 percent confidence interval around their reported rate fell above the target in the Board policy. NCES Commissioner Jack Buckley said it was desirable to take confidence intervals into account because the small number of SD or ELL students in some jurisdictions would create a considerable degree of uncertainty in any data gathered through a sampling procedure, such as that used by NAEP.

The Committee expressed support for this decision rule and said it was in keeping with its desire for a positive emphasis while reporting clearly which states met the inclusion goals and which did not.

3. Embargo Guidelines for NAEP Releases

Stephaan Harris, of the NAGB staff, reviewed previous Committee discussions and staff work on preparing written guidelines for embargoed access to NAEP reports before general public release. The practice for many years, never formalized as official policy, has been to grant embargoed access only to reporters for print and broadcast media, to a limited group of public officials with a clear interest in the results, and to stakeholder organizations directly involved in facilitating the assessment. Besides the reporters, those receiving embargoed reports have included members of Congress, governors, Congressional and gubernatorial staff, senior staff of the Education Department and White House, and officials of three organizations— the Council of Chief State School Officers (CCSSO), the National Governors’ Association (NGA), and the Council of the Great City Schools.

Mr. Harris said requests for embargoed access had been turned down from several national education organizations and Internet bloggers. But he said the decline of traditional media and the proliferation of online journalism and commentary had prompted Board staff to consider ways in which embargoed access might be expanded in order to increase the coverage and impact of NAEP results. He said Board staff had asked Reingold-Ogilvy, the Board’s communications contractor, to research the embargo policies of other federal agencies and major education groups. The results were submitted to the Committee in March. For the May meeting, Reingold has developed, at the request of Board staff, draft criteria for determining which individuals and groups should receive access to embargoed NAEP data.

Amy Buckley, of Reingold, said the goal of the recommendations is to broaden access but not so much as to endanger an embargo break. Ms. Buckley focused her presentation on the four categories of applicants that would be granted access to embargoed data:

- (1) Those employed by a traditional print or broadcast news outlet;
- (2) Those employed by an online outlet that regularly disseminates news, with a website that functions as a news source;
- (3) Those employed as a writer for a business trade publication or nonprofit stakeholder organization; and
- (4) A freelance reporter working on a story for a news outlet that falls in the above three categories.

Larry Feinberg, of the NAGB staff, asked how a stakeholder organization would be defined, and whether groups considered hostile to NAEP would be eligible for embargoed data. He noted that many education advocacy groups have blogs or online newsletters, which might make it difficult to determine who should be accepted. Ms. Buckley said the Board would have discretion and there would be no way to establish criteria for every scenario. She said that in the recent past an average of four to six groups per NAEP report have requested embargoed access, and been refused. Committee

member Tom Luna asked what happened in the past to any entity that broke a NAEP embargo. Mr. Harris explained that person and their organization were denied access to future reports. Mr. Luna added that in a free society, it would be difficult to try to limit embargo access too much if it were extended beyond news organizations.

Debra Silimeo, of Hager Sharp, the communications contractor for NCES, said it is important to ensure that the process for granting embargoed access is equitable and to give serious thought to which stakeholder groups receive access. She said one concern would be that a group could potentially issue negative commentary on a report at the exact time when the embargo is lifted, possibly shaping the news before others, not granted embargoed access, have a chance to analyze the data. Arnold Goldstein, of NCES, suggested that the Board should be careful not to be viewed as picking favorites. He added that although the Governing Board conducts NAEP releases, NCES prepares and controls NAEP data. He said there is an unresolved issue of who ultimately should determine which people or entities get embargoed access before the general public.

The Committee's acting chair, Sister Mary Frances, said it was the sense of the Committee to endorse points 1, 2, and 4, of the categories proposed by Reingold for receiving embargoed access to NAEP reports. The Committee requested more clarification, with input from NCES and Board staff, on the parameters for determining the suitability of stakeholder groups to receive embargoed data.

4. Review of Recent NAEP Releases: Civics and High School Transcript Study

Ms. Buckley reviewed media coverage of the two most recent NAEP releases—the 2009 High School Transcript Study and 2010 Civics Report Card. The transcript study, released April 13 in a webinar format without a live event, was covered by more than 205 print, broadcast, and online media outlets, including the New York Times and CNN. It received more than 15.1 million impressions for daily print and broadcast. Ms. Buckley described prominent mentions in social media and a live online broadcast a week after the release sponsored by the Alliance for Excellent Education that featured Board Chair David Driscoll and NCES Commissioner Jack Buckley.

Ms. Buckley also reviewed media coverage of the Civics report, released May 4 at the National Archives in Washington, DC. The report was covered by 140 print, broadcast, and online media outlets within four days, including Education Week and U.S. News and World Report, and received more than 11 million impressions for daily print and broadcast.

Ms. Buckley noted that there has been a drop-off in media attendance not only at the release event, but also for the webcast and most of the conference calls, although public and stakeholder response has increased. She said the Associated Press did not write a news story about either report, which reduced coverage around the country. Mr. Harris said the AP education reporter told him that the wire service is being more selective about which reports it covers because of the large number of reports being

produced by NAEP and other education organizations. Ms. Buckley pointed out that 13 NAEP reports are scheduled for release during 2011. She said release activities must be tailored to avoid “NAEP fatigue” as much as possible.

5. Projected Schedule for Future NAEP Reports and Related Releases

Mr. Goldstein, of NCES, reviewed the schedule of upcoming NAEP and NCES releases, including special studies. He said there were three changes to the list in the agenda book—(1) the 2005 Mathematics Course Content Analysis will be available for release in August, not in June or July; (2) the report on 2009 Science Hands-On Tasks and Interactive Computer Tasks will be ready in August; and (3) the 2009 State Mapping Study, placing state reading and math proficiency standards on the NAEP scale, would be released in July, and not May.

In response to a question by Mr. Luna, Mr. Goldstein said so many reports were being released in 2011 because of a confluence of factors, including the completion of studies from previous years. He said NCES reporting policies do not allow reports to be spaced out and delayed once they are ready. Ray Fields, of the Board staff, said the timetable for releases is also a function of the assessment schedule and policies approved by the Board. The 2011 math and reading reports, including state data, have a priority and must be released six months after testing. The report cards for U.S. History, Civics, and Geography, assessed most recently in 2010, generally are ready in about a year.

Committee Members Anitere Flores and David Alukonis expressed concern that the mathematics course content analysis is based on materials collected during the 2005 high school transcript study. They said public interest may be limited because the information seems so dated. Ms. Flores wondered if there were newer data that can somehow be correlated with the results. Mr. Goldstein said nothing newer is available, but he said it is unlikely that the story has changed. The 2009 transcript study showed a similar pattern of students from different racial-ethnic groups enrolled in math classes with the same course title but achieving much differently when tested by NAEP.

6. Release Plans for NAEP Reports

The Committee discussed release plans submitted by Board staff for three upcoming NAEP releases—2010 Geography, 2005 Mathematics Course Content Analysis, and 2009 Science Hands-On Tasks and Interactive Computer Tasks. The plans proposed a webinar format for the Geography and Mathematics Course Content reports, with an in-person or webinar option for Science.

ACTION: After discussion, the Committee recommended that the Governing Board approve the release plans for 2010 Geography, 2005 Mathematics Course Content Analysis, and 2009 Science Hands-On Tasks and Interactive Computer Tasks, as appended in Attachments A, B, C to this report.

7. Planning for Reports on Preparedness Research

Ray Fields, of the Governing Board staff, gave a concise description of the research being conducted by the Board on the preparedness of 12th graders. He said the Board had adopted a narrow working definition of preparedness levels that might be placed on the NAEP scale: academic preparation for college-credit courses or job training without remediation.

Two reports are planned—one of major findings aimed at the general public and another with full technical documentation of the research conducted and the process of validation. The reports will probably be issued at the end of 2011 or in early 2012.

I certify the accuracy of these minutes.



Mary Frances Taymans, Acting Chair

5-24-11

Date

**NATIONAL ASSESSMENT GOVERNING BOARD
RELEASE PLAN FOR
NAEP GEOGRAPHY 2010 REPORT**

The Nation's Report Card in Geography 2010

The Nation's Report Card in Geography 2010 will be released to the general public during July 2011. The location and method of release will be determined following review of the report's results, but may be arranged as a live online webinar release similar to NAEP Science 2009. The release event will include a data presentation by the Commissioner of Education Statistics, with moderation and comments by at least one member of the National Assessment Governing Board, along with an expert in the field of geography. Full accompanying data will be posted on the Internet at the scheduled time of release.

This Report Card presents results of the National Assessment of Educational Progress (NAEP) assessment in geography nationally for grades 4, 8, and 12. The assessment was given to a nationally representative sample of 7,200 4th graders, 9,700 8th graders, and 10,200 12th graders. The geography assessment is designed to provide information on student skills and knowledge in three content areas: space and place, environment and society, and spatial dynamics and connections.

Scores and achievement levels will be reported for each grade, including scores by race and by gender. Score trends and achievement levels will be reported for the 1994, 2001, and 2010 assessments. There will be a Report Card and supporting information on the Internet.

DATE AND LOCATION

The release event for the media and the public will occur in July 2011. The exact date and location will be determined by the Chairman of the Reporting and Dissemination Committee, in accordance with Governing Board policy, following acceptance of the final report.

EVENT FORMAT

- Introductions and opening statement by a member of the National Assessment Governing Board
- Data presentation by the Commissioner of Education Statistics
- Comments by at least one Governing Board member
- Comments by a guest panelist with expertise in geography
- Questions from members of the press and then the general audience
- Program will last approximately 60 minutes

- Event will be Web cast live over the Internet, and viewers will be able to submit questions for panelists.

EMBARGOED ACTIVITIES BEFORE RELEASE

In the days preceding the release, the Governing Board and NCES will offer embargoed briefings to U.S. Congressional staff and to representatives of governors. The Governing Board's communications contractor, Reingold-Ogilvy, will coordinate a national conference call for journalists nationwide to ask questions and receive additional information the history assessment and framework.

REPORT RELEASE

The Commissioner of Education Statistics will make the report available to the public at <http://nationsreportcard.gov> at the scheduled time of the release event. Depending upon the method of release, online and/or printed copies will be available at the press conference, along with panelists' statements, a Governing Board press release, and other materials. On the Board's web site at www.nagb.org, an interactive version of the release with statements, press releases, publications and related materials, will be posted. The site will also feature links to social networking sites, key graphics, and audio and/or video material related to the event.

ACTIVITIES AFTER RELEASE

A briefing may be held on a subsequent date for representatives of Washington-based education organizations and other relevant groups interested in geography education and assessment.

**NATIONAL ASSESSMENT GOVERNING BOARD
RELEASE PLAN FOR
NAEP 2005 MATHEMATICS CURRICULUM CONTENT STUDY**

***The Nation's Report Card: 2005 High School Transcript Study:
Math Curriculum Study***

The Nation's Report Card: 2005 High School Transcript Study: Math Curriculum Study (MCS) will be released to the general public during August 2011. The location and method of release will be determined following review of the report's results, but may be arranged as an online release. The release event will include a data presentation by the Commissioner of Education Statistics, with possible moderation and comments by at least one member of the National Assessment Governing Board. Full accompanying data will be posted on the Internet at the scheduled time of release.

The Math Curriculum Content Study will be based on analyses of textbooks used in high school students' algebra I and geometry courses gathered as part of the 2005 National Assessment of Educational Progress (NAEP) high school transcript study. Course content coverage and intellectual challenge will be reported for 2005 high school graduates for the nation as a whole. In addition, limited reporting of the relationship between course levels and NAEP mathematics achievement will be included. These results are based on the performance of over 17,000 high school graduates from over 550 public schools.

DATE AND LOCATION

The release event for the media and the public will occur in July 2011. The exact date and location will be determined by the Chairman of the Reporting and Dissemination Committee, in accordance with Governing Board policy, following acceptance of the final report.

EVENT FORMAT

Depending on the approved format, the release could include as much as the following:

- Introductions and opening statement by a member of the National Assessment Governing Board
- Data presentation by the Commissioner of Education Statistics
- Comments by at least one Governing Board member
- Questions from members of the press and the general audience

The program will last approximately 60 minutes. It will be Web cast live over the Internet, and viewers will be able to submit questions to the panelists.

EMBARGOED ACTIVITIES BEFORE RELEASE

In the days preceding the release, the Governing Board and NCES will offer embargoed briefings to U.S. Congressional staff and to representatives of governors. The Governing Board's communications contractor, Reingold-Ogilvy, may also coordinate a national conference call for journalists nationwide to ask questions and receive additional information about the study.

REPORT RELEASE

The Commissioner of Education Statistics will make the report available to the public at <http://nationsreportcard.gov> at the scheduled time of the release event. Depending upon the method of release, online copies of the report will be available, along with panelists' statements, a Governing Board press release, and other materials. On the Board's web site at www.nagb.org, an interactive version of the release with statements, press releases, publications and related materials, will be posted. The site will also feature links to social networking sites, key graphics, and audio and/or video material related to the event.

**NATIONAL ASSESSMENT GOVERNING BOARD
RELEASE PLAN FOR
SCIENCE HANDS-ON AND INTERACTIVE COMPUTER TASKS**

***The Nation's Report Card: 2009 Science Hands-On Tasks
and Interactive Computer Tasks***

The Nation's Report Card: 2009 Science Hands-On Tasks (HOTs) and Interactive Computer Tasks (ICTs) will be released to the public during August 2011. The location and method of release will be determined following review of the report's results, but may be in the form of a press conference or a live online webinar. The release event will include a data presentation by the Commissioner of Education Statistics, with moderation and comments by at least one member of the National Assessment Governing Board. Full accompanying data will be posted on the Internet at the scheduled time of release.

The 2009 ICTs/HOTs Report Card will be based on analyses of students' performance on the Interactive Computer Tasks (ICTs) and Hands-on Tasks (HOTs) that were administered as probe assessments in 2009 at grades 4, 8 and 12. The ICTs capture actions and provide in-depth information about student performance related to scientific inquiry skills that cannot directly be measured with paper and pencil tasks. The HOTs assess how students perform their own inquiries and experiments using science kits supplied by NAEP. The results will be based on the performance of two separate samples of about 2,000 students at each grade for each of these components of the science assessment.

DATE AND LOCATION

The release event for the media and the public will occur in August 2011. The exact date and location will be determined by the Chairman of the Reporting and Dissemination Committee, in accordance with Governing Board policy, following acceptance of the final report.

EVENT FORMAT

- Introductions and opening statement by a member of the National Assessment Governing Board
- Data presentation by the Commissioner of Education Statistics
- Comments by at least one Governing Board member
- Questions from members of the press and then the general audience
- Program will last approximately 60 minutes.
- Event can be Web cast live over the Internet or presented as a press conference, and viewers will be able to submit questions to the panelists.

EMBARGOED ACTIVITIES BEFORE RELEASE

In the days preceding the release, the Governing Board and NCES will offer embargoed briefings to U.S. Congressional staff.

REPORT RELEASE

The Commissioner of Education Statistics will make the report available to the public at <http://nationsreportcard.gov> at the scheduled time of the release event. Report copies will be available depending on the format of the release, along with panelists' statements, a Governing Board press release, and other materials. On the Board's web site at www.nagb.org, an interactive version of the release with statements, press releases, publications and related materials, will be posted. The site will also feature links to social networking sites, key graphics, and audio and/or video material related to the event.

ACTIVITIES AFTER RELEASE

The Governing Board's communications contractor, Reingold-Ogilvy, will coordinate a national conference call after the release event for journalists not in the Washington, DC area to allow them to ask questions and receive additional information.