

National Assessment Governing Board

Executive Committee

Report of May 17, 2012

Attendees: David Driscoll, Chair, Mary Frances Taymans, Vice Chair, David Alukonis, Lou Fabrizio, Alan Friedman, Susan Pimentel, Eileen Weiser. Other Board Members: Andrés A. Alonso, Shannon Garrison, Doris R. Hicks, Jim Popham, Fielding Rolston. NAGB Staff: Cornelia Orr, Mary Crovo, Ray Fields, Susan Loomis, Stephaan Harris, Munira Mwalimu, Tessa Regis, Angela Scott. IES: John Q. Easton. NCES Staff: Jack Buckley, Peggy Carr, Brenda Wolff, Holly Spurlock. ETS: Jay Campbell, John Mazzeo, Greg Vafis, Andres Oranje. HumRRO: Laress Wise, Steve Sellman. Westat: Keith Rust, Dianne Walsh. Measured Progress: Luz Bay. AIR: Kim Gattis. Optimal Solutions Group: Mark Partridge, Erin Twamley. Fulcrum IT: Saira Brenner. Hager Sharp: Debra Silimeo, Lisa Jacques. Pearson: Brad Thayer. Vangent: Steve Gorman.

1. Call to Order

Chair David Driscoll called the meeting to order at 4:30 p.m. He mentioned the Board members' visit earlier on May 17 to Fox Tech High School for Health and Law Professions. He expressed appreciation for the support of Governing Board member Leticia Van de Putte, the Board's San Antonio host who arranged the school visit, and for the inspiring work of the students and faculty at Fox Tech High School.

Nominations Process for Election of the Board Vice Chair

Chairman Driscoll said that the Secretary of Education appoints the Board Chair and the Governing Board elects its Vice Chair. The election of the Vice Chair occurs each August for the coming term—October 1 through the following September 30. David Alukonis has agreed to handle the process of identifying a nominee for Vice Chair and will be following up with Board members between the May and August 2012 meetings. Mr. Alukonis will present a candidate to the Executive Committee in August for nomination to and action by the full Board at the August 2012 meeting. Current Vice Chair Sr. Mary Frances Tayman is coming to the end of her second term on the Board on September 30, 2012 and, therefore, will not be eligible.

Planning for Governing Board 25th Anniversary

The Executive Committee had an initial discussion on planning for the Governing Board's 25th anniversary, which coincides with the December 2013 meeting. The 10th and 20th anniversary commemorations were opportunities to take stock of past work and consider the future of NAEP and the Governing Board. These involved commissioned papers and presentations. As an illustration, Executive Committee members were directed to the agenda for the 20th anniversary

at Attachment B of the Executive Committee tab. The 10th and 20th anniversary commemorations were planned, respectively, by committees composed of then-current and former Board members. The Executive Committee will propose a planning process for the 25th anniversary commemoration, probably at the August Board meeting.

2. Committee Issues and Challenges

Chair Driscoll invited the Chairs of the Board's standing committees to describe the issues and challenges their committees will be addressing at the May 2012 meeting.

Committee on Standards, Design and Methodology (COSDAM)

Lou Fabrizio, COSDAM Chair, said the Committee will address two main topics at the May 2012 meeting. The first topic, to be conducted in a joint session with the Reporting and Dissemination Committee, will be the reporting of the NAEP 12th grade preparedness research. The second topic is an action item for the full Governing Board at the May 2012 meeting—setting the achievement levels for the 2011 writing assessment.

Assessment Development Committee (ADC)

Alan Friedman, ADC Chair, said the Committee met in closed session on May 17, 2012 from noon to about 4:15 p.m. to begin the review of tasks for the 2014 Technology and Engineering Literacy (TEL) assessment at grade 8, which will continue in closed session on May 18. He said that the TEL tasks are elegant, engaging, and rigorous, and some have a touch of whimsy as well. In addition to continuing the review of TEL items on May 18, also in closed session will be a briefing on two special studies related to mathematics assessment: the Mathematics Computer-based Study (MCBS), designed to improve measurement accuracy, and the Knowledge and Skills Appropriate (KaSA) study, designed to improve the accuracy of measurement of low performing students. In open session, the Committee will discuss the report of the Expert Panel on Background Questions.

Reporting and Dissemination Committee (R & D)

Eileen Weiser, R & D Chair, noted the plan for a joint meeting with COSDAM to discuss plans for reporting the NAEP 12th grade preparedness research results. Two action items are planned: approval of the release plan for the NAEP 2011 Writing Report Card and of the 2013 NAEP core background questions for schools and the charter school supplement. In addition, the Committee will discuss the report of the Expert Panel on Background Questions; receive briefings on the release of the 2011 Science report and the projected schedule of NAEP reports; and discuss potential topics for focused NAEP reports.

Nominations Committee

David Alukonis, Chair of the Nominations Committee, said that the Secretary's office expressed appreciation for the high quality of the recommendations for the slates of candidates, approved by the Board in March 2012, for appointments to begin on October 1, 2012. Mr. Alukonis stated that the cycle for nominations for terms beginning October 1, 2013 is about to start. The five openings are in the following Board categories:

- General Public Representative (2)
- Elementary School Principal
- Testing and Measurement Specialist
- State Legislator (Democrat)

Mr. Alukonis noted that the terms of 4 of the 9 Nominations Committee members, including his, end on September 30, 2012. As a step to foster a smooth transition, he suggested that the Board Chair identify incoming Nominations Committee members in time for them to observe the August 2012 Nominations Committee meeting.

3. Updating Board Policy Statement: “Redesigning the National Assessment of Educational Progress”

Chairman Driscoll said that, with Common Core Standards and Assessments on the horizon, interest in international assessments, the Board’s initiative to make a difference—especially with outreach to parents—underway, and Title I reauthorization looming in the future, NAEP and the Governing Board are in the midst of a perfect storm, perhaps a positive perfect storm. It is an opportune time for reviewing the Board’s core policies, which were last updated in 1996. The Executive Committee members were directed to the policy document, found at Attachment C of the Executive Committee tab, entitled “Redesigning the National Assessment of Educational Progress.”

This document contains a number of foundational Board policies, including, among others, the goal for 6-month reporting of NAEP results, identifying the general public as the audience for NAEP reports, and establishing a predictable, long-range, schedule for NAEP assessments to aid state planning for participation and planning for NAEP contracts and operations. These policies have served NAEP well, but were adopted before the era of No Child Left Behind, the linking of NAEP to international tests, the preparedness initiative, and common core standards. The Executive Committee began a discussion on a structure and process for proceeding and will provide an update at the August Board meeting.

4. Committee Discussion: NAEP and Common Core State Standards and Assessments

Executive Director Cornelia Orr provided background for the Committee discussion on NAEP and Common Core State Standards and Assessments, which was to be a prelude to the full Governing Board discussion on May 19. Ms. Orr said the National Assessment of Educational Progress has been instrumental in the development of the state-led Common Core State Standards Initiative. For example, the reports by the National Center for Education Statistics mapping state standards to the NAEP scale and in relation to achievement levels have demonstrated empirically the variability in state performance standards developed for state tests under the No Child Left Behind Act. The Council of Chief State School Officers and the National Governors Association carefully considered this information from NAEP in deciding to begin the Common Core State Standards Initiative. In addition, NAEP reading, writing and mathematics assessment frameworks were used in developing the Common Core State

Standards. As the Standards were being developed and as the two assessment consortia have proceeded with their work, there has been continuing communication with the Governing Board. Still, the question continues to be asked—What is the role of NAEP in an era of Common Core State Standards and Assessments?

Among the ideas expressed by Committee members were:

- NAEP will be a constant as the two assessment consortia and the non-participating states move forward.
- NAEP is complementary to the Common Core, for example, providing trends and covering subjects not covered by the Common Core State Standards and Assessments.
- NAEP is viewed as useful by the assessment consortia in setting their performance levels.
- The Governing Board should consider performing an alignment study between NAEP and the Common Core Assessments when they are prepared.

ACTION ITEM

5. Ad Hoc Committee Report on NAEP Parent Engagement

Chairman Driscoll recognized Board member Doris Hicks to present a resolution (attached) for Board adoption of the recommendations in the report of the Ad Hoc Committee on NAEP Parent Engagement. The Ad Hoc Committee report was presented at the March 2012 Board meeting. Ms. Hicks reviewed the content of the resolution. She then moved Executive Committee approval of her presenting the resolution for action by the full Board at the May 19, 2012 plenary session. The motion to present the resolution to the full Board was seconded and passed unanimously.

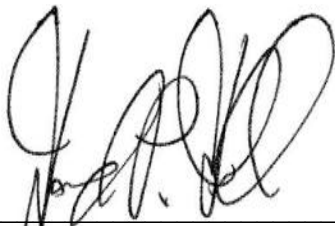
CLOSED SESSION

6. Personnel Matter

The Executive Committee met in closed session from 5:30 p.m. to 6:00 p.m. to discuss Governing Board staff performance evaluations.

This portion of the meeting was conducted in closed session because public discussion of this information would disclose information of a personal nature where disclosure would constitute an unwarranted invasion of personal privacy. As such, the discussions are protected by exemptions 2 and 6 of section 552b(c) of Title 5 of the United States Code.

I certify the accuracy of these minutes.



David P. Driscoll, Chair

May 22, 2012

Date

DRAFT RESOLUTION

Report of the Ad Hoc Committee on NAEP Parent Engagement

Whereas, the National Assessment Governing Board is implementing an initiative to make a difference in fostering the improvement of student achievement in the United States and of closing achievement gaps by race, ethnicity, and income levels using NAEP data and resources; and

Whereas, the National Assessment Governing Board established the Ad Hoc Committee on NAEP Parent Engagement in March 2011 to

“present recommendations...the Governing Board and representatives of the NAEP program can take directly, and/or support the efforts of others to increase parent awareness about the urgency to improve the levels of student achievement in the U.S. and the urgency to reduce the size of achievement gaps by race, ethnicity, and income levels, using NAEP data and resources”; and

Whereas, the Ad Hoc Committee on NAEP Parent Engagement presented its recommendations to the National Assessment Governing Board on March 2, 2012; and

Whereas, the Ad Hoc Committee on NAEP Parent Engagement recommended that the National Assessment Governing Board

- Specify National, State, and Local Parent Leaders and Parent Organizations as the Target Audience
- Establish Relationships with Recognized Parent and Community-based Organizations
- Develop Presentations and Materials Targeted to Parents for Use by Governing Board Members and Others
- Develop Parent Pages on the Governing Board and NAEP Websites
- Conduct a Parent Education Summit in Late Summer/Early Fall 2012; and

Whereas, adoption of the Ad Hoc Committee recommendations will be valuable, feasible, and consistent with the Governing Board’s authority to “develop guidelines for reporting and disseminating results” and “...improve the form, content, use, and reporting of [NAEP] results...”; and

Whereas, implementation of the Ad Hoc Committee recommendations will require staff and financial resources and oversight by one or more standing committees of the National Assessment Governing Board;

Therefore, the National Assessment Governing Board hereby

1. adopts the recommendations of the Ad Hoc Committee on NAEP Parent Engagement presented on March 2, 2012;
2. approves the use of appropriate staff and financial resources to implement the recommendations; and
3. authorizes the assignment of oversight of these activities to Governing Board standing committees.