

National Assessment Governing Board

Reporting and Dissemination Committee

Report of May 18, 2012

Attendees: Committee Members – Chair Eileen Weiser, Andres Alonso, David Alukonis, Anitere Flores, Tom Luna, Sonny Perdue, and Mary Frances Taymans;; Governing Board Staff – Executive Director Cornelia Orr, Larry Feinberg, and Stephaan Harris; NCES – Commissioner Jack Buckley, Associate Commissioner Peggy Carr, Arnold Goldstein, Holly Spurlock, and Brenda Wolff; CCSSO-NAGB Task Force – Lisa Cordeiro (WV); ETS – Donnell Butler and John Mazzeo; Reingold – Amy Buckley and Valerie Marrapoeli; HagerSharp – Lisa Jacques and Debra Silimeo; HUMRRO – Steve Sellman; AIR – Cadelle Hemphill; Westat – Dianne Walsh; Optimal Solutions – Mark Partridge; Widmeyer Communications – Jason Smith; Vangent – Steve Gorman; MetaMetrics – Heather Koons

1. Reporting on 12th Grade Preparedness

The Reporting and Dissemination Committee met jointly with the Committee on Standards, Design, and Methodology (COSDAM) to discuss staff recommendations for reference points on the NAEP scale for reporting the college and job training preparedness of 12th graders. A summary of the joint meeting is included in the COSDAM report.

2. Review of Recent NAEP Release: Science 2011

Stephaan Harris, of the Governing Board staff, summarized the May 10 webinar release NAEP 2011 Science Report Card. Panelists were Board member Hector Ibarra, NCES Commissioner Jack Buckley, and Siemens Foundation president Jennifer Harper-Taylor. About 215 people participated online, nearly double the in-person and webcast audience for the Science 2009 TUDA release.

Amy Buckley, of Reingold Communications, reported that there had been considerable coverage in both traditional and social media even though the report included results only for eighth grade and with only one previous data point, 2009. More than 40 stories appeared in more than 700 outlets nationwide. On the day of release there were 754 mentions in social media, the highest since the 2011 NAEP Math and Reading release. Fifty reporters signed up for embargoed access to the report; 25 reporters took part in the May 9 pre-release media call.

3. Projected Schedule for Future NAEP Reports

Arnold Goldstein, of the NCES staff, provided the Committee with a list of NAEP reports scheduled for 2012 release. They include the 2009 Science Hands-on Tasks (HOTs) and Interactive Computer Tasks (ICTs) and 2011 National Indian Education

Study in June; 2005 Math Course Content Analysis in June or July; 2011 Writing Report Card in August; 2011 Reading Vocabulary in September; Mega-States with 2011 data in October; and the Linking Study of Trends in Mathematics and Science (TIMSS) 2011 and NAEP Grade 8 Math and Science in December.

The Committee discussed releasing same-subject reports together even if they are for different years or topics, such as the NAEP Science 2011 and the HOTS/ICTs reports, to minimize the number of releases in busy years and to relate the findings for better public understanding. This will be considered for the future, including, for example, release of the TIMSS-NAEP linking study on the same day as the international TIMSS results.

Peggy Carr, of NCES, said the Mega-States report for the five most populous states will have 2011 data for reading and mathematics, but would not include science.

4. Release Plan for NAEP 2011 Writing Report Card

Stephaan Harris reviewed the release plan for the 2011 NAEP Writing Report Card scheduled for August 2012. It will be released via webinar with a Congressional briefing or mailing of the report in advance; embargoed access for media and CCSSO and NGA; and a post-release stakeholder event. The NAGB web site will have an interactive release page with statements, the press release, other explanatory materials, and audio/visual components.

ACTION: The Committee voted unanimously to recommend approval by the Governing Board of the release plan for the 2011 NAEP Writing Report Card, as appended in Attachment A to this report.

5. Follow-up on Expert Panel Report on NAEP Background Questions

The Governing Board convened an Expert Panel last fall to recommend improvements in the NAEP background questions and to make better use of existing questions in reports on education issues of interest to policy-makers and the public.

The panel was headed by Marshall (Mike) Smith, former U.S. Under Secretary of Education and former dean of the Stanford University School of Education. Smith presented the panel report, *NAEP Background Questions: An Underused National Resource*, at the Board meeting in New Orleans in March. Its key recommendation was that NAEP should make much greater use of background data in its reports, and should provide information on the context for achievement rather than only achievement results.

Staff solicited public comment on the report from interested individuals, education groups, and policy makers through e-mail notices and two national webinars. The briefing materials for the meeting include the 24 written comments received. The webinars elicited only limited participation and response. Comments were divided. They ranged from cautions on misusing NAEP to show causal relationships or the appearance

of giving PISA-like policy advice, to support for special NAEP reports on issues and topics of public interest. The responses have not been fully analyzed by staff.

Holly Spurlock reviewed the detailed written response from NCES. The center expressed support for many of the proposed technical changes to improve validity and reliability but cautioned against putting NAEP in the middle of policy disputes. NCES is also concerned that extending the time for student responses might decrease participation, and that splitting samples and rotating questions over time could reduce the amount of reportable data.

NCES staff said the student questionnaire planned for the new assessment of technology and engineering literacy (TEL) in 2014 contains a number of questions on activities outside of school that may contribute to student achievement. The Committee asked that these be analyzed as a possible model for background questions in other subjects.

The Committee also discussed the expert panel's recommendation that the Governing Board establish a new standing committee specifically for background questions and related issues instead of the current division of responsibilities between the Assessment Development Committee and the Reporting and Dissemination Committee. Members questioned how a new committee would fit into the Board's structure and workload, and whether members would have sufficient time and expertise for the work.

By early July, the Committee wishes to receive staff recommendations on which parts of the expert panel report should be accepted, modified, or rejected so that the Board may move ahead with action at its meeting in August 2013.

6. Focused NAEP Reports

The Committee discussed topics and plans for focused NAEP reports. These could center on background variables, such as school resources or learning outside-of-school, or achievement results for one particular group of schools or students with supporting background data. More than a dozen such reports were issued in the 1990s, but they have been curtailed in recent years. The Committee felt focused reports could provide a cost-effective way to increase the useful dissemination of the data NAEP already collects.

The Committee received a list from NCES of seven focused reports planned over the next two years, including three added since the March meeting. They include: gender gaps in different NAEP subjects across the curriculum (similar to the reports issued earlier on black-white achievement gaps and the gaps between white and Hispanic students); black male students; and an update of the 2003 private school report.

The staff will seek additional input on topics and priorities for focused NAEP reports. The Committee will discuss these issues and make recommendations to the Board in August.

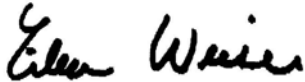
7. Review of NAEP 2013 Core Background Questions for Schools and Charter School Supplement

The Committee continued its two-year review of background questions for the 2013 National Assessment, including core questions for all schools in NAEP’s national, state, and urban district samples and a supplement for charter schools. Student and teacher core background questions in the 2013 NAEP were approved at a teleconference on April 26, 2013; a memorandum on this review is included in the briefing materials. At this point, the only action the Committee can take is deletion of questions, not revision, because there is no time for needed field testing before the operational assessment.

The Committee recommended future revision of the question for students on household composition, adding grandmother to the choices presented of persons in the student’s home and possibly dropping “legal guardian” for better student understanding. The Committee also asked for more clarity in future questions about the legal status of charter schools

After further discussion, the Committee voted unanimously to recommend Governing Board approval of all the proposed core background questions for schools and the charter school supplement for administration in the 2013 NAEP.

I certify the accuracy of these minutes.



Eileen Weiser, Chair

6-13-12

Date

**NATIONAL ASSESSMENT GOVERNING BOARD
RELEASE PLAN FOR
NAEP WRITING 2011 REPORT**

The Nation's Report Card in Writing 2011

The Nation's Report Card in Writing 2011 will be released to the general public during August 2012. Following review and approval of the report's results, the release will be conducted as an 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 and a writer or writing educator. Full accompanying data will be posted on the Internet at the scheduled time of release.

This Report Card is the first National Assessment of Educational Progress (NAEP) assessment to be completely computer-based and presents results from a representative sample of about 24,100 8th graders and 28,100 12th graders at the national level. Results will be reported in terms of scale scores and percentages of students at or above newly-developed NAEP achievement levels. In addition to overall results for students nationwide, the report will include data for various demographic groups and public and private schools. Information about the new Writing Framework will be included, along with examples of questions and student responses. Because the framework and testing method have changed, no trend data will be available

DATE OF RELEASE

The release event for the media and the public will occur in August 2012. The exact date will be determined by the Chair of the Reporting and Dissemination Committee in accordance with 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 and a writer or writing educator.
- Questions from members of the press and then the general audience
- Program will last approximately 60 minutes
- Event will be broadcast live over the Internet, and viewers will be able to submit questions electronically for panelists. An archived version of the webinar, with closed captioning, will be posted on the Governing Board website.

EMBARGOED ACTIVITIES BEFORE RELEASE

In the days preceding the release, the Governing Board and NCES will offer embargoed briefings or mailings to U.S. Congressional staff in Washington, DC. Representatives of governors, state education agencies, and appropriate media will have access to a special website with embargoed data after signing the Governing Board's embargo agreement.

REPORT RELEASE

The Commissioner of Education Statistics will publicly release the report at the NAEP website—<http://nationsreportcard.gov>—at the scheduled time of the release event. An online copy of the report, along with data tools, questions, and other resources, will be available at the time of release on the NAEP site. An interactive version of the release with panelists' statements, the Governing Board press release, publications and related materials will be posted on the Board's web site at www.nagb.org. The Board site will also feature links to social networking sites, key graphics, and audio and/or video material related to the event.

ACTIVITIES AFTER THE RELEASE

The Governing Board's communications contractor, Reingold-Ogilvy, will work with Board staff to coordinate an in-person or online event designed to extend the life of the NAEP Writing results by featuring current topics that would be of great interest and relevance to stakeholders. The event would be designed for organizations, officials, and individuals in the fields of education and policy who have an interest in student writing and assessment.