National Assessment Governing Board

Reporting and Dissemination Committee

Report of November 30, 2012

Attendees: Committee Members – Chair Andrés Alonso, Vice Chair Tom Luna, Anitere Flores, Rebecca Gagnon, Terry Mazany, Father Joseph O'Keefe, and Blair Taylor; Governing Board Staff – Larry Feinberg, Ray Fields, and Stephaan Harris; NCES – Commissioner Jack Buckley, Associate Commissioner Peggy Carr, Gina Broxterman, Ebony Walton Chester, Jamie Deaton, Angela Glymph, Arnold Goldstein, Emmanuel Sikali, and Grady Wilburn; AIR – Cadelle Hemphill; CCSSO – Kirtsen Taylor; CRP – Edward Wofford; Hager Sharp – Debra Silimeo; HumRRO – Steve Sellman; Optimal Solutions Group – Robin Marion; Reingold Communications – Amy Buckley, Erin Fenn, Valerie Marrapodi, and Greg Orrison; Westat – Chris Averett.

1. Review of Recent NAEP Release: 2011 Writing Report Card

Stephaan Harris, of the Governing Board staff, and Amy Buckley, of Reingold Communications, provided a recap of the webinar release on September 14, 2012 of the NAEP Writing 2011 Report Card. The Internet release had 251 participants nationwide. In the 48 hours afterwards, 18 original articles appeared in 209 media outlets in 43 states, the District of Columbia, the United Kingdom, and Australia.

The presentation focused on event process and materials in order to provide important basic information to the three new Board members who were not familiar with NAEP releases. Topics included the press release, media advisory, and stakeholder outreach to encourage social media promotion.

Member Terry Mazany asked how the participation level compared to other recent webinars, and if the Board reached out to education bloggers. Ms. Buckley said that as Writing 2011 only had national data, the attendance of 251 was below that of webinars for reports with state and/or urban district data that on average reached the mid-300 level and occasionally as high as 500. Ms. Buckley said bloggers are part of the Board's outreach efforts. For media coverage, Chair Andrés Alonso noted that the usual "horserace" perspective of performance seemed to be avoided, perhaps because there was no trend and just national data. Mr. Mazany asked how successfully messages in the materials appeared in media stories. Ms. Buckley said that aspects such as this being NAEP's first computerized writing assessment and gender gaps seemed to appear in many stories.

2. Projected Schedule for Future NAEP Reports

Angela Glymph, of the National Center for Education Statistics (NCES), presented the Committee with a list of upcoming NAEP releases going into 2013, including the 2011 TIMSS-NAEP Linking Study, 2005 Math Course Content Study, the Mega-States report, 2012

Economics, and 2013 Math and Reading—both national/state and Trial Urban District Assessment (TUDA).

To elaborate on the report finalization and release process, Ms. Glymph said NCES works with Mr. Harris and Reingold staff to coordinate the release events for each report. Mr. Harris said that in terms of Board review, typically the Committee Chair and Vice Chair, along with Board Chair David Driscoll, provide feedback and editing requests upon seeing the first initial draft submitted to NAGB staff from NCES. Chair Alonso said that the Committee should set aside time to discuss what it wants to provide as guidance in terms of report content and development, as well as messaging. Member Rebecca Gagnon said that Board input at an earlier phase would be preferential.

Committee members asked for more details about several of the future reports, including their format and what data might be collected. Several members pointed out that reports such as the 2012 Long Term Trend and the TIMSS Linking Study, with state data, could attract wide attention from media, policymakers, and other stakeholders. Member Blair Taylor said the Board should consider special outreach to civil rights groups with reports such as Mega-States, which would provide NAEP performance by race in the nation's five most populous states.

3. Update on Mega-States and Other Focused Reports

Ebony Walton Chester, of NCES, briefed the Committee on plans for the Mega-States report, which will be ready for release during February 2013.

This report was first proposed by David Gordon, former chair of the Reporting and Dissemination Committee. It was endorsed by the Governing Board in November 2009, and has been delayed several times and gone through a number of different iterations. Committee members felt the version shown at this meeting was very clearly done.

The report pulls together NAEP results for the nation's five most-populated states: California, Texas, New York, Florida, and Illinois. It covers the four subjects for which state-level data are available—mathematics, reading, science, and writing, and provides results going back to the first state-level NAEP in 1990.

Most of the report will be delivered over the Internet rather than in print. It may serve as the prototype for other NAEP reports in the future.

The Committee discussed the release of the Mega-States report, the plan for which was approved in March 2011. Stephaan Harris, of the Board staff, said the release probably would include an event in Sacramento, CA, which is the capital of California, by far the largest of the mega-states, and where David Gordon lives. In addition, there will be a webinar tied into the live event. Members said the report should attract a great deal of interest in the states involved. Anitere Flores suggested that there be live events in other states too. Board staff will consider cost, efficiency, and impact in making specific plans for the release.

NCES is making plans for four other focused reports to be published in 2013. Two of these are quite substantial—Black male students and gender gaps. Both were provided for in the Board resolution on background information adopted in August 2012. Member Blair Taylor said it would be helpful to involve members of organizations interested in these issues in advisory committees before the reports are prepared. This was suggested in the August resolution and follows the practice used in preparing the NAEP reports on American Indian Education. Associate Commissioner Peggy Carr said NCES would work with Governing Board staff in convening such advisory committees.

There will also be two briefer focused reports during 2013—a summary of results of three NAEP Social Studies assessments (U.S. history, geography, and civics) and an explanation Simpson's Paradox, in which averages for subgroups may increase while overall national results are unchanged.

In addition, based on the Board resolution, NCES has made preliminary plans for two other focused reports, to be released during 2014—private schools and charter schools. These will include data from the 2013 assessments.

4. Planning for Parent Outreach Activities

Governing Board staff and Amy Buckley, of Reingold Communications, made a presentation on plans for outreach to parent groups and leaders—an effort that now falls into the responsibility of the Committee. Ray Fields, of NAGB staff, gave the Committee background on the Board's Ad Hoc Committee on NAEP Parent Engagement, including its recommendations that the Board approved in May. Mr. Harris discussed the planning document in the Board materials, which included suggested activities based on the recommendations. Ms. Buckley discussed some details of these activities as well as the messages to be used in presentations to parent leaders, including the goal of improving student achievement and reducing gaps and the connection of educational achievement to adult earnings and the economic standing of the United States compared to other countries.

Ms. Buckley discussed several major outreach strategies, including development of a relationship map that connects Board members to target audiences; co-sponsoring panels, forums, and workshops; targeting education journalists or publications and pitching parent-focused articles; developing materials such as parent leader testimonials and one-pagers on background variables; hosting a blog on the NAGB web-site; and preparing a newsletter and social media content for parent leaders.

Committee members discussed various aspects of parent outreach and what should be kept in mind. Chair Alonso voiced concern that because parents are so inundated with information on the Common Core, it might be difficult for NAEP to get their attention when it does not provide results for individual students or schools. Mr. Taylor suggested it might be difficult for some parents to grasp the importance or relevance of how student achievement in the United States compares to other countries. Ms. Gagnon said it is important to ensure the racial diversity of the parent groups and leaders the Board approaches for outreach, as well as moving from traditional PTAs to legislative or policy-oriented local groups that involve active parents.

Committee members also discussed important allies and institutions that could help spread our message to parent leaders, including libraries, foundations, and civil rights groups. Mr. Mazany said that in reaching out to parents, there must be core branding, tailored to various audiences, that identifies NAEP as a reliable source of honest information on student achievement.

 END NOTE

The Committee had extended discussions on all the issues with which it dealt. Members, both new and old, asked probing questions, and were looking for points on which the Board could make decisions and have an impact. As a result, two topics at the end of the agenda were not reached—NAEP in Puerto Rico and implementation of the policy, adopted in 2010, on NAEP testing of students with disabilities (SD) and English language learners (ELL). The Committee will hold a teleconference on these issues during January. The policy on NAEP testing of SD and ELL students is a topic that deserves to be discussed and thought through carefully, particularly the practical impact it may have on NAEP operations in the schools.

I certify the accuracy of these minutes.

Andrés Alonso, Chair	December 19, 2012
Andrés Alonso, Chair	Date