

National Assessment Governing Board

Executive Committee

Report of August 6, 2015

Executive Committee Members: Terry Mazany (Chair), Susan Pimentel (Vice Chair), Andrés Alonso, Lou Fabrizio, Rebecca Gagnon, Shannon Garrison, Tonya Miles, Fielding Rolston, Cary Sneider.

Other Board Members: Mitchell Chester, Frank Fernandes, James Geringer, Doris Hicks, Andrew Ho, Tonya Matthews, Dale Nowlin, Joseph O’Keefe, Chasidy White.
Ex Officio Member: Ruth Nield.

Governing Board Staff: Bill Bushaw, Mary Crovo, Lily Clark, Michelle Blair, Stephaan Harris, Laura LoGerfo, Munira Mwalimu, Tessa Regis, Sharyn Rosenberg, Angela Scott, Anthony White.

NCES Staff: Peggy Carr, Shawn Kline, Michael Moles, Holly Spurlock, Brad Thayer.

U.S. Department of Education Staff: Judith Anderson, Jagir Patel.

Other Attendees: AIR: Cadelle Hemphill. ETS: Jay Campbell, Andreas Oranje, Greg Vafis. Hager Sharp: David Hoff, Debra Silimeo. HumRRO: Steve Sellman, Laress Wise. Pearson: Scott Becker, Cathy White, Russ Vogt.

1. Welcome and Agenda Overview

Chair Mazany called the meeting to order at 4:30 p.m. Mr. Mazany provided an overview of the agenda and noted that a portion of the Executive Committee meeting would occur in closed session. He formally welcomed the Governing Board’s new Executive Director, Bill Bushaw, to the Executive Committee.

2. Plans for 2017 Trial Urban District Assessment

Executive Director Bill Bushaw updated the Committee regarding planning for the 2017 Trial Urban District Assessment (TUDA), which will be administered at the 4th and 8th grade levels in reading and mathematics. The Council of the Great City Schools (CGCS) is a partner in the TUDA initiative, and will informally canvass the current 21 TUDA participants and notify Board staff whether any intend to withdraw from the program. Mr. Bushaw noted that there is a high likelihood that all 21 TUDA districts will volunteer to participate again. He further noted that given the unlikelihood of increased funding, we do not expect to expand the number of eligible districts. To support NCES’ operational planning timeline, the Governing Board must take action on the TUDA participants for 2017 at the November 2015 Board meeting.

3. Updates on Congressional Activity

Lily Clark provided the Executive Committee with updates on the following Congressional activities of interest to the Governing Board:

- *NAEP Reauthorization* – The reauthorization of the Education Sciences Reform Act (the “Strengthening Education Through Research Act”), which authorizes NAEP, is not on the Congressional schedules for action in either the House or Senate at this time.
- *Elementary and Secondary Education Act (ESEA) Reauthorization* - In July 2015, the House and Senate passed their ESEA reauthorization bills. The House version, the “Student Success Act,” has received a veto threat from the White House. The Senate version, the “Every Child Achieves Act,” was crafted and passed with bi-partisan support. Both bills propose to maintain the current NAEP participation requirements in reading and mathematics, would require annual state testing similar to current law, and would prevent the Secretary of Education from requiring or incentivizing the adoption of any specific set of standards. The next step is for the House and Senate to conference the bill to negotiate the policy differences. The goal of the conference is to negotiate a single version of a bill that can pass the House, Senate, and is likely to be signed by the President. The conference is expected to begin when Congress is back in session after Labor Day.
- *NAEP Appropriations* –The President’s budget request for NAEP to be \$149.6M for fiscal year (FY) 2016 would adequately cover the costs of transitioning to digital-based assessments (DBA) and expand TUDA, among other priorities. However, both the House and Senate appropriations bills proposed flat funding NAEP at \$129M. In the context of the proposed budget cuts for the vast majority of the U.S. Department of Education’s program in these bills, flat funding would be a reasonable outcome for the NAEP program. It looks unlikely that Congress will pass its FY 2016 appropriation budget on time (FY 2016 begins on October 1, 2015).

4. ACTION: Nomination of Board Vice Chair for the Term October 1, 2015 – September 30, 2016

Mr. Mazany reviewed the Governing Board’s nomination process for its Vice Chair for the term extending from October 1, 2015 – September 30, 2016. He thanked Sue Pimentel for her exemplary service as the Board’s Vice Chair over the past three years and invited her to make parting remarks to the Committee. Ms. Pimentel expressed her pleasure as serving on the Board and as Vice Chair, noting that she would make more extensive remarks later in the Board meeting.

Mr. Mazany thanked Lou Fabrizio for polling Board members to determine the nominee for Vice Chair. Mr. Fabrizio presented Lucille Davy as the Board’s choice for its next Vice Chair.

Mr. Fabrizio moved for the Executive Committee to recommend for Board action that Lucille Davy serve as Vice Chair for the term October 1, 2015 – Sept. 30, 2016. The motion was seconded by Ms. Pimentel and unanimously approved by the Executive Committee.

Mr. Mazany thanked Mr. Fabrizio for his efforts in securing the nominee. He congratulated Ms. Davy on the nomination and invited her to make remarks. Ms. Davy thanked the Committee for

the nomination and expressed her excitement about serving as Vice Chair. The Executive Committee action will be brought to the full Board for a vote on Saturday morning, as part of the Executive Committee's report.

Mr. Mazany lauded the contributions of outgoing Board members Andrés Alonso, Lou Fabrizio, Terry Holliday, and Sue Pimentel. He announced the Committee leadership positions for the upcoming term beginning October 1, 2016:

- Committee on Standards Design and Methodology (COSDAM) – Andrew Ho will serve as Chair; Fielding Rolston will continue as Vice Chair.
- Reporting & Dissemination Committee - Rebecca Gagnon will serve as Chair; Father Joe O'Keefe will serve as Vice Chair.
- Assessment Development Committee - Shannon Garrison and Cary Sneider will continue to serve as Chair and Vice Chair, respectively.
- Nominations Committee – Tonya Miles will continue to serve as Chair.

5. ACTION: Resolution on NAEP Funding

Mr. Mazany introduced the Resolution on NAEP Funding. He noted the Governing Board's valuable feedback on the draft resolution at the May 2015 Board meeting, as well as the further improvements as a result of Executive Committee, Governing Board staff, and NCES staff reviews.

Mr. Mazany recommended the Governing Board adopt the resolution to make a public statement advocating for full NAEP funding to protect the program. He stated the importance of the Governing Board explaining why NAEP needs more funds to NAEP's larger constituency of stakeholders. He reviewed the Governing Board's priorities for the NAEP Assessment Schedule and budget request:

1. Transition to DBA and maintaining trend: state validation studies;
2. Assess broad-based curricular areas with a priority for STEM;
3. Provide state-level data in curriculum areas beyond reading and mathematics; and
4. Include more TUDAs.

He noted that these priorities are in the national interest, and are incorporated into the resolution by stating what might be lost (i.e. fewer subjects and grades assessed, fewer state and district results) with inadequate funding. The resolution intentionally omits citing a specific funding amount for a specific fiscal year; he noted that this is for legal as well as strategic purposes. The Governing Board is prohibited from lobbying and the resolution is written to be relevant for multiple fiscal years.

Mr. Mazany concluded his introduction of the resolution by stating that it will be useful in the Board's strategic conversations to build support for increased NAEP funding and communicate to our external partners on where we stand. The Governing Board staff will draft outreach strategies for the Board's consideration after the resolution is adopted.

Hearing no comments or objections, Mr. Mazany asked for a motion. Rebecca Gagnon moved for the adoption of the Resolution on NAEP Funding. The motion was seconded by Lou Fabrizio and unanimously approved by the Executive Committee; the action will be brought to the full Board for a vote on Saturday morning, as part of the Executive Committee's report.

6. Governing Board Budget Overview

Deputy Executive Director Mary Crovo provided the Executive Committee with an overview of the Governing Board's budget, noting the distinction between the funds which support NCES operations of the NAEP program versus the Governing Board's budget. Ms. Crovo first provided a historical view of the Governing Board's budget, which has increased over time since the Board's creation in 1988 in accordance with the expansion of the NAEP program. Ms. Crovo noted the decrease in the Board's appropriations in recent years as a result of sequestration starting in 2013, and the current fiscal year 2015 budget allocation of \$8,235,000. She then described the breakdown of these allocations in the five categories of program work, salaries and expenses, office operations, central support, and information technology. The majority of the Governing Board's funding is allocated for program work which includes achievement levels, outreach and dissemination, preparedness research, assessment literacy, focus reports, NAEP frameworks, etc. Ms. Crovo stated that current funding allocations for the Governing Board are adequate for its current needs.

Mr. Mazany thanked Ms. Crovo for providing the Committee with an explanation of the Governing Board's budget which helped provide a more complete picture of the funding that supports NAEP. With the remaining time in open session, Mr. Mazany invited the Board members in attendance to provide updates on their state and local jurisdictions. Several Board members noted fiscal challenges in their respective states and districts and new leadership in districts.

CLOSED SESSION 5:20 pm – 6:15 pm

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7. NAEP Budget Request for Fiscal Year 2017

The Executive Committee met in closed session from 5:20 p.m. to 6:15 p.m. The assessment schedule and budget discussion was conducted in closed session because the disclosure of technical and cost data would significantly impede implementation of the contract awards and negotiations for awards. Therefore this discussion is protected by exemption 9(B) of section 552b(C) of Title 5 U.S.C.

Chair Mazany began the closed session by commenting on the productive budget conversation at the May 2015 Board meeting, at which the Committee reaffirmed the Governing Board's priorities for NAEP activities in fiscal year 2017 and beyond, and developed an understanding of when the Board will routinely be considering the NAEP budget and act on the Assessment Schedule. As such, the Executive Committee received updated NAEP budget costs and projections to implement the Assessment Schedule from Acting NCES Commissioner Peggy Carr. The Committee affirmed that the joint proposal from the Governing Board staff and NCES regarding modifications to the Assessment Schedule was a suitable reflection of the aforementioned Board priorities in light of the tentative budget numbers. The Committee reviewed the meeting calendar for budget review, noting that at the November 2015 Board meeting it would review revised costs and estimates for NAEP, review the Assessment Schedule, and take action on the schedule if needed.

Mr. Mazany adjourned the Executive Committee meeting at 6:15 p.m.

I certify the accuracy of these minutes.



Terry Mazany, Chair

September 9, 2015

Date



National Assessment Governing Board Resolution on the Imperative for Increased NAEP Funding

Whereas, the National Assessment of Educational Progress (NAEP)—also known as The Nation’s Report Card—is authorized by Congress and is the largest nationally representative and continuing assessment of what our nation’s elementary and secondary students know and can do;

Whereas, since 1969, NAEP has been the country’s foremost resource for measuring student progress and identifying differences in student achievement across various student subgroups;

Whereas, in a time of ever-changing state standards and assessments, the need for NAEP as the only national measure to compare student achievement across states and select large urban districts is greater than ever;

Whereas, the overwhelming, voluntary participation of states and select urban districts in non-mandatory NAEP assessments is a testament to the usefulness of and demand for NAEP results;

Whereas, the nation relies on NAEP to monitor whether students are prepared with the academic rigor, technological skills, critical thinking, and global perspectives necessary to meet the demands of the twenty-first century through assessments in a broad range of subjects;

Whereas, NAEP must innovate to keep pace with the changing world of education and technology by transitioning to digital-based assessments (DBA) which provide new ways to measure student achievement that are more precise, more engaging, and better capture a wider range of knowledge and skills than can typically be measured with paper-and pencil tests;

Whereas, it is of paramount importance to invest in technology to maintain stringent protections to ensure consistent and fair assessment conditions with DBA by providing uniform digital devices and uninterrupted, secure connectivity in the near-term;

Whereas, without additional resources to support the costly but necessary transition to DBA while simultaneously maintaining its ability to report trends, NAEP will be dramatically compromised in its ability to fulfill its mission as it will be reduced to measuring a narrower range of subjects, testing fewer grade levels, and administering fewer assessments at the state level;

Therefore, the National Assessment Governing Board resolves that timely and significant increases of funds are necessary to ensure that The Nation’s Report Card continues to provide policymakers, parents, principals, teachers, and researchers with the nation’s only continuous and objective measure of student progress in a wide range of subjects and grades at the national, state, and select large urban district levels, capturing the full scope of academic rigor, technological proficiency, critical thinking, and global perspectives necessary for success in the twenty-first century.