

# **National Assessment Governing Board**

## **Reporting and Dissemination Committee**

### **Report of November 20, 2015**

#### **Joint Meeting with Assessment Development Committee on Reporting of the Technology and Engineering Literacy Assessment**

**Assessment Development Committee Members:** Cary Sneider (Vice Chair), Frank Fernandes, Doris Hicks, Dale Nowlin, Chasidy White

**Reporting and Dissemination Committee Members:** Rebecca Gagnon (Chair), Alberto Carvalho, Terry Mazany, Tonya Miles

**Governing Board Staff:** Bill Bushaw, Lily Clark, Mary Crovo, Stephaan Harris, Laura LoGerfo, Tony White

**NCES Staff:** Peggy Carr, Halima Adenegan, Gina Broxterman, Mary Coleman, Jamie Deaton, Elvira Germino Hausken, Eunice Greer, Linda Hamilton, Lydia Malley, Dan McGrath, Emmanuel Sikali, Holly Spurlock, Ebony Walton, Bill Ward, Grady Wilburn

**Other Attendees:** AIR: Kim Gattis, Cadelle Hemphill, Teresa Neidorf, Young Yee Kim. CRP: Arnold Goldstein, Edward Wofford. DCG: Meredith Davis, Chelsea Radler, Lyn Schultes. ETS: Jonas Bertling, Jay Campbell, Robert Finnegan, Rebecca Moran. Fulcrum: Scott Ferguson. Hager Sharp: James Elias, Joanne Lim, Ashley Parker, Debra Silimeo. HumRRO: Hillary Michaels, Sheila Schultz, Steve Sellman. Optimal Solutions: Brian Cramer, Sam Toriola. Pearson: Cathy White. Reingold: Valerie Marrapodi. Westat: Chris Averett, Greg Binzer.

---

#### **1. Joint Meeting with Assessment Development Committee on Plans for Reporting the 2014 Technology and Engineering Literacy (TEL) Assessment Results**

Reporting and Dissemination Committee (R&D) Chair Rebecca Gagnon called the meeting to order at 10:00 am. The first item on the agenda was the joint meeting of the Assessment Development and Reporting and Dissemination Committees to review progress made on the website that will report findings from the new NAEP Technology and Engineering Literacy Assessment, or TEL. It is expected that the TEL results will be released in April 2016.

After a brief welcome by Rebecca Gagnon, an introduction by Cary Sneider, Vice Chair of the Assessment Development Committee (ADC), as well as an overview provided by Mary Crovo, Dan McGrath of NCES and Robert Finnegan of ETS presented the plans to report TEL results.

Robert Finnegan reminded the committees about the four primary recommendations they made at the joint ADC and R&D meeting in March 2015 on how to improve the design of the TEL release website:

- Provide a high-level introduction on why and how TEL measures important skills and knowledge
- Focus on the tasks which reflect the innovative nature of the TEL assessment items
- Emphasize findings on the contextual variables
- Provide patterns of performance on the scenario based tasks

New features on the website design presented at the November 2015 joint meeting directly responded to the feedback provided by committee members in March. Generally, the website will introduce TEL and give an overview, then invite visitors to dig deeply into the assessment through various options presented on the home page.

More specifically, the site will offer a guided tour of each type of TEL assessment task and its associated results as well as a more ala carte experience. The home page will host a motion graphic which will explain what TEL is and its importance and will entice users to delve more deeply into exemplar tasks. The "Explore the Tasks" function prominent on the home page will allow people to take a task and describe tasks with visuals, video clips, survey results, and score information. "Performance Profiles" – similar to item maps but enriched with additional detail such as relevant contextual variable data—will be available on the release site as well. Results will be presented not only by overall score but also in the three subareas.

The site's pages will emphasize direct links to findings from contextual variables most relevant to a task and its items, such as coursework in TEL areas, activities in and out of school, etc. The site will include disaggregated data, such as gender gaps as well as differences by race/ethnicity and school location. The TEL assessment includes index variables from survey results, which will be presented on the TEL website through innovative bubble charts that Jonas Bertling of ETS debuted at the March 2015 meeting, which the committee members unanimously praised.

In late January 2016, R&D members will have two weeks to review and comment on the draft report site, followed by a conference call in early February to consolidate R&D feedback and feedback from ADC. After which, NCES will revise the website and submit the site for an expedited review by IES in February. Following R&D signoff on the report, the TEL Report Card is expected to be released in April 2016.

Rebecca Gagnon thanked the presenters, praised the developers for integrating the Board's feedback, and expressed appreciation for how the navigation of the site is a process, which mirrors what TEL asks participants to do on the assessment itself. Ms. Gagnon then opened the floor to questions.

Cary Sneider asked whether it was possible to see a draft version of the website before the two-week window of review opens in late January. In this case, because TEL is new and differs dramatically from other NAEP Report Cards, it would be helpful if ADC members could review the site for content related to explanations of performance on the TEL tasks. Dan McGrath of NCES expressed that, while difficult, NCES would try to meet this request and understood the need for adequate Board review time. Mr. McGrath cautioned that the time contractors need to make changes can be more complicated and extensive, because of the website delivery model, and changes may hold important implications for the release timeline.

Peggy Carr, Acting Commissioner of NCES, noted that changes must be in line with NCES and OMB standards, to which both Mr. Sneider and Ms. Gagnon reassured Ms. Carr that the committees understood that requirement.

Mr. Sneider then pivoted to suggestions for disseminating the results. He suggested that many professional organizations (e.g., The International Technology and Engineering Educators Association [ITEEA], National Science Teachers Association [NSTA], even the National Council of Teachers of English [NCTE]) would love to feature a simple summary of TEL results in their respective journals, which would help extend the TEL message. But these journals require a six-month lead time. Thus R&D could submit placeholders to such journals, for placement of an article after the TEL results are released. Dale Nowlin, an ADC member, concurred and suggested that publishing in these journals might attract teachers to peruse the TEL website.

Ms. Gagnon was pleased with NCES' and ETS' commitment to increase user friendliness for the TEL Report Card release site, like embedding links to reduce unnecessary scrolling and minimizing required clicks to access information more easily. Ms. Gagnon added recommendations, such as containing each web page to one specific topic and sending users to other pages when branching to other ideas. Mr. Sneider and the rest of the committees' membership agreed with these suggestions. The joint session ended at 10:50 am.

---

**Reporting and Dissemination Committee Members:** Rebecca Gagnon (Chair), Alberto Carvalho, Terry Mazany, Tonya Miles

**Governing Board Staff:** Bill Bushaw, Stephaan Harris, Laura LoGerfo, Tony White

**NCES Staff:** Halima Adenegan, Gina Broxterman, Linda Hamilton, Dan McGrath, Grady Wilburn

**Other Attendees:** AIR: Cadelle Hemphill. CCSSO Policy Task Force: Shelley Loving-Ryder. CRP: Subin Hona. DCG: Meredith Davis, Chelsea Radler, Lyn Schultes. ETS: Robert Finnegan. Fulcrum: Scott Ferguson. Hager Sharp: James Elias, David Hoff, Joanne Lim, Ashley Parker, Debra Silimeo. HumRRO: Hillary Michaels, Steve Sellman. Optimal: Sam Toriola. Reingold: Valerie Marrapodi. Westat: Chris Averett, Greg Binzer. Widmeyer: Siobhan Mueller, Jason Smith.

## 2. Introduction of New Member

After the ADC members departed and R&D reconvened, the newest R&D member, Alberto Carvalho, superintendent of Miami-Dade County Public Schools, introduced himself. He is in his eighth year of overseeing the fourth largest school system in the country, providing leadership stability typically rare among urban school districts. His district has succeeded on many fronts, including winning the prestigious Broad Prize, and he has won Superintendent of the Year at the state and national level.

Mr. Carvalho noted that his district remained stable in grade 8 math on the 2015 Nation's Report Card, bucking the overall national trend and the TUDA trends. He then explained how Miami-Dade dug into the NAEP data to investigate concerns about the possible alignment between the NAEP Mathematics Framework and his district's standards and implementation in the district's schools. The Miami-Dade staff recommended observing more data points in the trend line over the next four years.

## 3. Updates on Reports and Events

**Update on Focused Reporting.** Laura LoGerfo, Assistant Director for Reporting and Dissemination on the Governing Board staff, updated the committee on the focused reporting work. She is drafting a statement of work through which the Governing Board will hire a contractor to analyze NAEP data, especially the contextual variables, and interesting trends, such as performance by region and public-private-charter school issues. Products from these analyses will be developed into various reporting formats including infographics or short analyses with engaging visuals.

**Briefing on Media Roundtable.** Stephaan Harris, Public Affairs Specialist on the Governing Board staff, and Ms. LoGerfo provided a summary of the media roundtable they coordinated in September 2015. Five journalists who cover NAEP attended and the goal was to see what the Governing Board can do better to communicate NAEP findings to media. The outlets represented included Education Week, USA Today, Hechinger Report, Washington Examiner, and Education Writers' Association.

The journalists provided very helpful feedback, for example suggesting an emphasis on using social media to push out data, requesting sample questions for easy consumption by their audiences, making reports more streamlined, and alerting reporters well in advance of when reports will be likely released. In response to this last recommendation, Ms. LoGerfo created a targeted release schedule that will be posted on the Governing Board website.

The media participants also asked Board staff why the Board wanted to increase outreach and awareness of NAEP to a broader audience as opposed to reaching out more effectively to stakeholders who are already aware of NAEP to develop their deeper knowledge. The discussion also touched on issues of data privacy and the risks of associating NAEP with anti-testing sentiment (especially as the journalists perceived NAEP as existing above the fray). This

sparked a thoughtful dialogue among R&D Committee members about differentiated outreach to various stakeholder groups.

***School Composition and the Black-White Achievement Gap Report from NCES.*** Laura LoGerfo recapped the School Composition and the Black-White Achievement Gap report NCES released in late September. The report used the 2011 grade 8 NAEP mathematics scores to examine the achievement gap within the context of schools' demographic composition. Ms. Gagnon asked if anyone had noted that the report's focus on only Black and white students was too narrow. Grady Wilburn from NCES replied that this report is a template that will be used for the same analyses and reporting with other racial/ethnic categories.

***Briefing on October Release of Nation's Report Card: 2015 Reading and Mathematics.***

Stephaan Harris then briefed the committee on the October 28 event to release the 2015 NAEP national, state, and TUDA results in reading and mathematics for grades 4 and 8. He said the event attracted more than 100 attendees in person and 500 webcast watchers, and garnered over 2,600 media stories—all records for a NAEP release. Tonya Miles commented that she appreciated how the release felt like a real conversation, since the panelists were so engaged with the data and with the dynamic discussion. The Governing Board's Executive Director, Bill Bushaw, added that staff will be coordinating follow-up events for the release, including a post-release event specific to TUDA with the Council of the Great City Schools.

The committee members used this review of the release event to discuss potential strategies to improve the Board's outreach and reporting. Mr. Carvalho started the conversation by sharing some of the communications strategies his team in Miami-Dade employs. His district invests a lot of time educating media and pitches data in a disaggregated way, translating all materials to Spanish. They also follow up the news cycle with editorials to continue the NAEP coverage in Miami. He recommended that the Governing Board should work with the Council of the Great City Schools' Michael Casserly to convene the Chief Communication Officers of TUDA districts to discuss the TUDA data.

Ms. Miles thought meeting with local education officials to help shape messages would reap benefits to the Governing Board and to the districts. Additionally, the discussion of links between NAEP performance and the Common Core in some media coverage raised the need for more discussion on revisiting the NAEP frameworks.

**Reporting and Dissemination Strategies**

The R&D Committee then launched into a discussion about outreach, reporting, and communications strategies. The committee started acknowledging the intersection of three recent endeavors: (1) the R&D communications plan approved in 2014; (2) the assessment literacy outreach; and (3) the Board's overall strategic planning and framework. Chair Gagnon asked how R&D should leverage the similarities and streamline any overlapping proposals.

Developing and leveraging external partnerships—common to all three endeavors—constituted a critical focus of this discussion. Addressing a suggestion from the media roundtable that the Board must choose between better informing those who know something about NAEP or

attracting new and unfamiliar audiences, Ms. Miles suggested the Board do both. She posited that if the Board does not inform these audiences, the media or others will.

Board Chair Mazany raised the importance of understanding the type of information—and the context of sharing that information—so people receive the message intuitively, basically creating momentum to induce action. Mr. Mazany added that the Board is not chartered for action, but can facilitate others translating ideas into action through its reporting. Mr. Mazany and Ms. Miles perceived external partner organizations as legs to carry and voices to amplify the Board’s messaging on NAEP. Ms. Gagnon proposed a crucial first step to this work is analyzing how various stakeholders are using NAEP data, a procurement the Board staff will pursue.

***Update: Implementing Communications Plan.*** The committee then reviewed a draft infographic that staff and the Board’s communications contractor, DCG, created in response to a request by R&D Vice Chair Father Joseph O’Keefe to have a NAEP 101 explainer to share with various audiences unfamiliar with NAEP. The prototype, not yet public, also fits into the Board’s work in assessment literacy, since the infographic explains NAEP within the context of the overall testing landscape. Committee members responded favorably to the infographic, and many members felt it successfully positioned NAEP in the constellation of assessments but sufficiently distinguished NAEP from the others.

The R&D committee will engage in a separate conversation on assessment literacy, but the committee discussed steps to take in the meantime, including gathering examples of groups promoting assessment literacy and meeting with the National Parent Teacher Association to learn how the Governing Board can support their assessment literacy efforts with parent leaders. Ms. Gagnon proposed that the R&D committee internalize the assessment literacy working group’s recommendations, which included ensuring stakeholders understand what information the Board reports, and lead by example in how the Board disseminates NAEP results.

Several committee members suggested continuing outreach efforts with partners already engaged in assessment literacy work to learn their understanding of not only why assessment literacy is critical to various stakeholder groups (e.g., parents, policymakers, students) but also *what* understandings are critical. This will determine the landscape of the conversation, then, if coordination is appropriate, the Board should act as a resource and support those external partners who would shoulder the burden of the dissemination.

Ms. Gagnon recommended that R&D agree on a template for website releases as an expected standard for all releases. The implementation of this template would allow Governing Board staff and R&D members to address dissemination of content as opposed to the technicalities of the delivery model. The template should include: (1) ways to increase user friendliness like embedded links to allow for easy site navigation; (2) graphic-intensive webpages to enhance streamlined text; (3) disaggregated data; and (4) data on contextual variables. Bill Bushaw

informed R&D that Board staff would be discussing these issues at an upcoming retreat with NCES.

Lastly, staff will work on a survey to send to all Board members to solicit what groups and affiliations they have that the R&D Committee can leverage, along with Board members' preferred ways to become involved in general outreach efforts.

Ms. Gagnon adjourned the Reporting and Dissemination Committee meeting at 12:20 p.m.

I certify the accuracy of these minutes.



12/10/15

---

Rebecca Gagnon, Chair

---

Date