

National Assessment Governing Board

Reporting and Dissemination Committee

Report of August 2, 2013

Attendees: Committee Members—Chair Andrés Alonso, Vice Chair Tom Luna, Anitere Flores, Rebecca Gagnon, Terry Mazany, and Father Joseph O’Keefe; Governing Board Staff—Larry Feinberg, Stephaan Harris, and Tisha Phillips; NCES—Associate Commissioner Peggy Carr, Angela Glymph, Arnold Goldstein, and Grady Wilburn; AIR—Brittany Cunningham and Cadelle Hemphill; CRP—Bobby Austin, Sondra M. Gaines, Roger Morrell, Carolyn Rudd, and Sheila J. Wise; Department of Education—Tanyelle Richardson; ETS—Amy Dresher and Lisa Ward; Fulcrum—Gregory Anderson; HagerSharp—Debra Silimeo; HumRRO—Steve Sellman; Optimal Solutions Group—Yvette Clinton and Craig Streit; Reingold—Amy Buckley and Valerie Marrapodi; Transformative Education Solutions, LLC—Lucille Davy; Westat—Chris Averett.

1. Review of Board Policy and Guidelines on Reporting, Release, and Dissemination of NAEP Results

The Committee continued the ongoing discussion of how it can have earlier and high-level feedback on NAEP reports. Arnold Goldstein, of NCES staff, handed out a color chart that showed the typical schedule of some of the major NAEP report cards and elaborated on a significant constraint: the tight timeline and turnaround of the six-month reporting window that did not allow significant time for major revisions.

Chairman Alonso said this constraint should make members think of feedback in a different frame, a shift to the long-term nature to what is being reported and how to influence reports up to two years down the line. He added that the data currently presented in NAEP reports may not be presenting the whole story of what is going on in a district or state, using the example of FARM (free and reduced meal) African-American students in Baltimore, whose performance is currently not disaggregated in published reports, though the district can access that data on its own. The outcome might be that important elements of state or district performance, in the case of the TUDA districts, can be submerged in aggregate data in ways that distort the reality of performance. Committee member Rebecca Gagnon agreed saying that in Minneapolis, for example, scores of Somali students can be broken out from those of other African-American students in order to see subgroup performance.

Mr. Goldstein said NCES has tried to highlight interesting exceptions to the general patterns of results, such as African-American and Hispanic growth in certain subjects. He said that with future NAEP reporting becoming more web-based there would be more flexibility in data presentation. Larry Feinberg, of NAGB staff, said that could provide the opportunity for break-

out charts that feature data on such populations as FARM students. Chairman Alonso requested NAGB and NCES staff begin a working stream around suggestions that emerged to facilitate early Committee feedback in reporting. NCES Associate Commissioner Peggy Carr said that perhaps a first step would be the development of a prototype analysis the committee may want to explore for certain reports.

2. Possible New Formats for NAEP Reporting

To explain how NAEP reporting will change with the upcoming 2013 Mathematics and Reading Report Cards, Mr. Goldstein first showed a short video that illustrated a variety of online charts, graphics and tools that visitors can access via computer, tablets or smart phones. He then demonstrated a prototype of an update of the NAEP website, which will go into effect with the fall NAEP 2013 Reading and Math release. Mr. Goldstein said the new formatting calls for a much slimmer report that pushes people to look at data online that will be organized to have the results tell a story. Visitors will be able to quickly access charts, tables, and graphs of interest, and click on big-picture questions such as “Are Students Making Progress?” to get underlying data.

Even with improvements, members wanted to ensure a thoughtful strategy accompanies the new formats so people are informed about the changes, and that online tools make the experience as user-friendly and accessible as possible.

Vice Chair Luna voiced concern in making the race/ethnicity charts as displayed in the prototype more accessible and suggested the idea of a short video clip to explain and promote the overall changes. Member Terry Mazany suggested there be a strategy to evaluate the use and impact of the site, emphasizing that with so much competition of time online, there is a need to make sure visitors can navigate data quickly. Ms. Gagnon asked if NCES can look into making some of the online changes available on the current NAEP app. Chairman Alonso said there is a need for a very thoughtful strategy to inform people what is available with this format and what the changes mean.

Mr. Goldstein said NCES would address these concerns, citing that, for example, there will be explainer text for the race/ethnicity charts and other graphics. Stephaan Harris, of NAGB staff, said there will be a release strategy to promote the upcoming online and reporting changes with NAEP in advance.

The reporting formats discussion introduced the issue of the Board’s inclusion policy, especially for students with disabilities (SD) and English language learners (ELL). Mr. Feinberg suggested more prominence can now be given to exclusion rates. However, Mr. Goldstein cautioned NCES is not totally comfortable with the full population estimate method in this regard. Dr. Carr added that while NCES is not intentionally ignoring the recommendations of the Board policy, there are issues of data quality and rigor to prevent some of the exclusion reporting as recommended in the policy. Chairman Alonso said the policy then must be revisited if there are technical issues that prevent it from being fully implemented.

3. Parent Outreach Activities

Mr. Harris and Amy Buckley from Reingold reviewed the parent outreach plan that took committee feedback over the last several meetings to craft strategies to expand outreach to parent leaders and find a variety of ways to inform them about NAEP. Areas of the plan include development of a parent leader toolkit and other materials; expansion of web presence and online engagement; and expansion of relationships with partners and publications. Nearly two dozen strategies include a NAEP 101 video and further development of the NAGB site's parent page. The potential timeline of the plan has strategies being executed over the course of a year.

Members including Sen. Anitere Flores emphasized expanding social media is an important aspect of the plan, while Vice Chair Luna suggested outreach should involve aggressive promotion to state education departments and leaders. Chairman Alonso suggested the social media outreach could involve promotion of background variables.

Ms. Gagnon said the plan should include making some materials in other languages besides English to reach ELL families. Mr. Mazany said material development in the plan should involve case studies to inject the voice of real parents. Mr. Harris added that Board staff and its communications contractor will consult with Board members on various stages of planning.

Mr. Mazany and Ms. Gagnon then updated the committee on plans for the upcoming parent summit, which is slated to be held in January 2014 in Washington, DC. The idea will be to have a full morning session with guest speakers to educate and inspire, with smaller afternoon breakout sessions on using NAEP tools and data to engage and act. Workshops are being developed by consultants: former Board members Amanda Avallone and Kathi King, along with Mr. Mazany, Ms. Gagnon and Board member Tonya Miles. Board members Doris Hicks, Dale Nowlin and Shannon Garrison are workshop advisors. The team will pilot the workshops and do reality testing to make sure everything is tailored to the audience of parent leaders.

ACTION: The Committee approved the parent outreach plan and recommended full Board approval with two additions: preparation of materials in languages besides English and a parent voice in materials development. The outreach plan is appended as Attachment 1 to this report.

4. Release Plan for NAEP 2013 Reading and Mathematics Report Cards

Mr. Harris reviewed a release plan for the 2013 NAEP Reading and Mathematics Report Card slated for release in October in the form of a webinar, with embargoed access to media, key Congressional staff, and senior officials with the Chief Council of State School Officers and the National Governors' Association.

Mr. Harris said that because both subjects will be released simultaneously, the plan includes two separate post-release events, likely a webinar – one tailored specifically for reading stakeholders,

and the other for math stakeholders.

ACTION: The Committee approved the release plan for the NAEP 2013 Reading and Mathematics Report Cards and recommended that it be adopted by the Governing Board. The release plan is appended as Attachment 2 to this report.

5. Plans for Focused NAEP Reports

The Governing Board's policy statement on the use of contextual data in NAEP reporting, adopted in August 2012, called for more focused reports on topics of special interest to be issued after the initial reporting of achievement results. The policy said the reports should not only assemble data on student achievement but also include a substantial amount of contextual data from the survey questionnaires administered to students, teachers, and school administrators.

Grady Wilburn, of NCES staff, presented an update on preparations for the report on Black male students, which was specifically provided for in the resolution. Mr. Wilburn said the report would focus on 8th grade and include data from the 2013 NAEP reading and mathematics assessments. It is planned for release in January 2014. An outline of the report will be shared with a range of experts to get reactions and advice. Mr. Wilburn said NCES may set up an advisory committee, as the Board policy envisioned, which would meet either online via WebEx or in-person. Chairman Alonso said releasing the Black male student report in January around the Martin Luther King holiday might increase interest in the NAEP parent summit, which is also planned for that time, and may add to the value of the summit's proceedings.

Mr. Wilburn said other topics for focused reports, to be issued during 2014, include charter schools, private schools, gender gaps, and Simpson's paradox, which explains how overall scores can remain unchanged even while the achievement of individual groups increases. All of the new reports will be primarily web-based, using interactive formats that NCES and its contractors are developing. Fairly brief paper versions could be produced for use at releases, conferences, and meetings.

In addition to the focused reports planned by NCES, Governing Board staff has followed up on the 2012 resolution by having four exploratory analysis reports prepared by consultants that make extensive use of NAEP background data:

- *Who Attends Charter Schools and How are Those Students Doing* by Naomi Chudowsky
- *Time for Learning (national report)* by Alan Ginsburg
- *Time for Learning: States and Districts* by Alan Ginsburg
- *Monitoring What Matters about Context and Instruction in Science Education* by Alan Friedman and Alan Ginsburg

The data analysis reports have been shared with the Ad Hoc Committee on NAEP Background Information and posted on the Governing Board web site.

6. Information Items

The briefing materials provided to the Committee included two information items: a review of the June 27 release of the NAEP long-term trends report and the projected release schedule for future NAEP reports. The highlights report on linking NAEP and TIMSS 2011 8th grade results in mathematics and science is scheduled for release during September 2013. The NAEP 2013 Report Cards for 4th and 8th grade Reading and Mathematics are scheduled for release in October 2013 for national and state results and in December 2013 for the Trial Urban District Assessment (TUDA). Reading and mathematics results for grade 12 are scheduled for release in April 2014.

I certify the accuracy of these minutes.



Andrés Alonso, Chair

8-16-13

Date



PARENT OUTREACH PLAN

GOALS

The Governing Board's parent engagement plan seeks to promote the important role the National Assessment of Educational Progress (NAEP) plays in assessing and improving education in America, and instill a concern among parent leaders for increasing the achievement of all children. Parent leader outreach efforts should clearly convey how the Board believes parent leaders can use NAEP, and inspire parent leaders to:

1. Learn about NAEP and the data and resources available.
2. Understand NAEP's applicability to their organization and mission.
3. Access and use NAEP tools to inform their work.
4. Inform and empower parents in their networks to learn about, understand, and use NAEP data and resources.
5. Have discussions and ask questions about improving student achievement and narrowing achievement gaps.

AUDIENCE AND PRIORITY OUTREACH TARGETS

Parent leaders are defined as organizations and individuals whose work and interests involve education and parents, and who see the connection between system performance and the potential for impact on individual students.

The parent leader audience has been segmented into five subgroups: general education parent leaders; K-12 education parent leaders; minority and underrepresented population parent leaders; community parent leaders; and parent-focused media and online influencers.

Initial outreach efforts will focus on 50 priority parent leader groups across the parent leader subgroups. It will be important to create a targeted strategy for engaging these 50 groups with customized approaches, recognizing that they have varying levels of knowledge of NAEP.

Steps for selecting the parent leader target audience include:

- Reviewing the Board's current stakeholder database to make sure that relevant individuals and groups within the subgroups are included.
- Determining the 50 parent leader groups that will be the focus of initial efforts.

- Analyzing the 50 groups and leaders to identify how familiar they are with NAEP, what communications assets they have, and what channels and activities they use to communicate to their networks.
- Developing a relationship map that identifies connections of Board members, Board alumni, and other NAEP champions to the 50 groups.

OUTREACH STRATEGIES

Below are recommended strategies to engage the parent leader audience. This integrated approach uses traditional channels, such as in-person events and media relations, as well as outreach through new channels, including online media and social media.

I. Develop a Parent Leader Toolkit and Supporting Materials

Relevant, user-friendly materials will be fundamental to the success of the outreach plan, especially materials that have greatest use and applicability across all parent leader audiences and allow parent leaders to speak knowledgeably about NAEP. These three items will be the primary components of the parent leader toolkit:

- **NAEP 101 video.** This will be an introductory video to NAEP. It has become clear through Board outreach events and meetings with education groups that most leaders in education and the community do not know enough about NAEP to allow them to connect their efforts with its data and resources.
 - **Examples of outcomes:** Parent leader groups embed the video on their websites for their audiences to see and use, or link to it on social media channels; parent leader groups show the video at their major education conferences
 - **Possible metrics:** Number of video views; number of video engagements (shares, comments); increase in traffic from YouTube to the website
- **Parent presentation.** A PowerPoint presentation has been used occasionally at Governing Board events and conferences. This important tool must be updated to include the Board's core messages for parent leaders and illustrate how NAEP materials can help parent leaders engage their networks and advance their goals.
 - **Examples of outcomes:** Parent leader groups use the presentation at conferences or events; parent leader group asks for a Governing Board member to give the presentation to its membership
 - **Possible metrics:** Number of presentation downloads; number of email (or other outreach) requests for the presentation; number of live presentations given
- **Parent leader discussion guide.** Complementing the NAEP 101 video and the presentation, the discussion guide will assist parent leaders in their conversations about improving student achievement for all children. Discussion points will support their efforts with policymakers

and administrators to understand how their school system or state compares with others nationwide, and to discuss what is being done to increase academic rigor and achievement for all students.

- **Examples of outcomes:** Parent leader groups host workshops with parents walking through how to use the discussion guide; parent leaders distribute the discussion guide to their local or state school administrations
 - **Possible metrics:** Number of discussion guide downloads; number of email (or other outreach) requests for the discussion guide; number of printed guides or distribution outlets
- **Specialty Materials.** As the outreach effort grows, more materials will be developed to better demonstrate NAEP’s relevance and usefulness for each parent leader audience. Materials will be customizable and/or downloadable as needed and include:
 - **State and district profiles.** These will be parent leader-friendly versions of the NAEP state and Trial Urban District Assessment district profiles, with a focus on achievement-level data and key background variable findings. They also will include brief explanations of what the data show, including trend lines.
 - **Data infographics.** NAEP data will be shaped into infographics that are visually appealing and engaging to parent leaders.
 - **Parent leader testimonials.** Stories from parent leaders who have used NAEP data as resources to address education issues will be made into a video or a PDF document for print distribution.
 - **Background variables one-pager.** This will include information on the wealth of background variables collected with each NAEP assessment, and how parent leaders can access and use these data in their work.
 - **Materials in languages other than English.**
 - **NAEP and the Common Core FAQ.** Most parent leaders may be more familiar with the Common Core State Standards initiative than with NAEP and have questions about the role of each. The NAEP 101 video may address this, but it will help to also address the differences in a frequently asked questions (FAQ) format available for parent leaders.
 - **Examples of outcomes:** Parent leader groups use materials at events or conferences; parent leaders distribute the materials to their local or state school administrations; parent leader groups share the materials on their websites and/or on social media channels
 - **Possible metrics:** Number of downloads of the materials; number of links back to the parent Web pages from the materials; number of printed materials or distribution outlets

Parent leaders should be involved in the development of materials to ensure they are readily understandable and responsive to audience needs.

II. Expand Integrated Web Presence and Online Engagement with Parent Leaders

Effective websites are a combination of strong content, strategic design, and online outreach. The outreach strategies will make the Governing Board's website a primary destination for parent leaders, who may also visit it through search engines, word of mouth, or other channels, and so it is critical that the Web pages are user-friendly and provide relevant materials. The easier it is for content to be consumed and shared, the more online reach and visibility the parent engagement effort will have. Steps to optimize the parent leader online presence include:

- **Prioritizing content on parent Web pages.** Revisit the design and structure of the parent pages to make them easy to use, conveying key information and reinforcing messages tailored for this audience.
 - **Examples of outcomes:** Increased traffic (and returning visitors) to parent Web pages; increased downloads of materials; Visitors sharing the Web page or specific pieces of content from the Web page to their network or posting on their social media sites
 - **Possible metrics:** Number of visitors to parent Web pages; time spent on Web pages; number of conversions on established Web pages goals or desired actions such as downloading materials, signing up for an event, or watching a video
- **Performing search engine optimization to capitalize on search terms parent leaders use.** Determine priority keywords the Governing Board can use to make its parent pages appear higher and more often in search engine results, and create or refine website content to help raise the website's ranking in search engine results.
 - **Examples of outcomes:** Increased traffic to parent Web pages; new visitors come to the website via search and then sign up for the latest NAEP release event; increased awareness of NAEP among new audiences unfamiliar with NAEP but searching for education information
 - **Possible metrics:** Number of parent Web page visitors; numbers of referrals to Web pages from search engines; shifts in Web pages' rankings on search engines over time
- **Sharing NAEP digital content with targeted parent leader groups.** Provide timely and relevant NAEP content to the 50 priority parent leader groups in a variety of formats, such as social media posts, a website paragraph, a newsletter blurb, infographics, or graphs from the state or district profiles.
 - **Examples of outcomes:** Speakers start tweeting about NAEP/data during a high-profile national education conference or summit; celebrity spokesperson for education sees tweets and starts re-tweeting to his or her audience
 - **Possible metrics:** Digital shares or engagements, including views for all video content; increase in traffic to the event Web page; increase in registrations

- **Initiating topics on discussion forums where parent leaders share best practices.** Provide content to parent-focused sites, and work with the site managers to promote topics, questions, or conversations on some of the many other popular parent sites.
 - **Examples of outcomes:** Portal hosts a banner advertisement or application that links through to the Governing Board or NAEP website; parent leader uses a conversation thread as fodder for his or her next presentation to his group
 - **Possible metrics:** Number of post views, replies, and quality of engagement of the thread; increased traffic back to the website; shared NAEP links and resources on the thread for users to click through

- **Expanding and promoting the NAEP Results app.** The NAEP Results app was published on the iTunes store in 2012, allowing mobile users to dive into NAEP data via mobile device. In addition to promoting the app, the Board should consider working with NCES to integrate content and functionality that is specifically tailored to parent leaders.
 - **Examples of outcomes:** Parent leader groups host a series of Web-based meetings each month to walk through different NAEP release results via the app; parent leaders use the app to walk school leadership through state-level data
 - **Possible metrics:** Number of app downloads; deeper analytic data such as total users, time spent on app, engagements, downloads, and other user actions

III. Expand Thought Leadership through Partnerships, Events, and the Media

The Governing Board can raise awareness of NAEP and the Board’s role in education through consistent efforts to engage key influencers. The Board has successfully established relationships with nationally recognized parent-focused organizations, including the National PTA, and can continue to use new and existing partnerships and publications to influence new audiences in a strategic way.

- **Speak at education-related conferences.** Representatives of the Board can present at gatherings such as conferences of parent, education, policy, business, and civil rights organizations.
 - **Examples of outcomes:** Conference participant asks to have Governing Board member speak at another upcoming conference; host organizations upload NAEP materials to their websites for others to download following the conference
 - **Possible metrics:** Number of conference participants; number of requests for additional materials; number of requests for additional speaking engagements; number of new relationships created with participants and organizations

- **Co-sponsor panels, forums, or workshops.** The Board can work with groups like Achieve or Council of the Great City Schools to host conversations about NAEP data releases and other NAEP efforts of interest to parent leaders.
 - **Examples of outcomes:** Parent leader group includes a panel on NAEP tools at its next conference to educate its network of parents; parent leader group uses the Governing Board panel as a springboard for developing a series of monthly sessions for parents on using NAEP data
 - **Possible metrics:** Number of total attendees; number of new attendees not in parent leader database; number of requests for follow-up

- **Develop editorial pieces for parent leaders, such as articles to appear in a newsletter or blog for parent leaders.** Engage parent leaders with regularly updated, timely communications that tie together the day’s headlines about education with NAEP findings, with links back to the parent pages of the website.
 - **Examples of outcomes:** Parent leader group places the article in its monthly newsletter and causes a spike in the number of parent leaders registering for a report card release; a reader shares the newsletter item with several new parent leader contacts that follow up with the Board’s email address; the content is shared over social media
 - **Possible metrics:** Number of articles or blogs placed; number of impressions; number of click-throughs to the website

- **Pitch parent-focused articles or newsletters to education journalists or publications.** Use the ongoing relationships the Board has developed with the media to distribute targeted, parent-focused messages and encourage them to publish, post, and share content tailored for the parent leader audience.
 - **Examples of outcomes:** Parent leader group shares an article with its organization, and then calls a meeting to discuss it at an upcoming education panel; webinar parent leader participant cites a media article as his or her source for the introduction to NAEP and the Board’s work
 - **Possible metrics:** Number of articles placed; number of impressions; number of links back to the website



**NATIONAL ASSESSMENT GOVERNING BOARD
RELEASE PLAN FOR THE
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)
IN MATHEMATICS AND READING**

The Nation's Report Card: Mathematics and Reading 2013

The 2013 NAEP Mathematics and Reading Report Cards will be released together to the general public during October 2013 in one event, as approved by the Board at the May 2013 meeting. Following a review and approval of the report's results, the release will be arranged 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 at least one additional panelist with a background in mathematics and/or reading education or assessment. Full accompanying data will be posted on the Internet at the scheduled time of release.

The 2013 NAEP Report Cards in mathematics and reading will present findings from a representative sample of about 320,000 4th-graders and 315,000 8th-graders nationwide. These samples included about 6,000 private school students at each grade, and the rest were public school students. About half the students took the math assessment, and half took the reading assessment. Results released will be for the nation and the states (including the District of Columbia and the Department of Defense Education Activity schools). Data will be presented for all students and by race/ethnicity, gender, type of school (public, all private, and Catholic) and eligibility for the National School Lunch Program. Contextual information (i.e., student, teacher, and school survey data) with findings of interest will also be reported.

DATE AND LOCATION

The release event for the media and the public will occur in October 2013. The release date will be determined by the Chair of the Reporting and Dissemination Committee, in accordance with Governing Board policy, following acceptance of the final report.

EVENT FORMAT

- Introductions and opening statement by a National Assessment Governing Board representative
- Data presentation by the Commissioner of Education Statistics
- Comments by at least one Governing Board member
- Comments by at least one expert in the field of reading and mathematics assessment or education
- Questions from the webinar audience
- Program will last approximately 75-80 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 at www.nagb.org.

EMBARGOED ACTIVITIES BEFORE RELEASE

In the days preceding the release, the Governing Board and NCES will offer access to embargoed data via a special website to approved U.S. Congressional staff in Washington, DC; approved senior representatives of the National Governors Association and the Council of Chief State School Officers; and appropriate media as defined by the Governing Board's Embargo Policy. A conference call for journalists who signed embargo agreements will be held to give a brief overview of findings and data and to answer questions from the media.

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 also be available at the time of release on the NAEP site. An interactive version of the release with panelists' statements, a Governing Board press release, subject frameworks, and related materials will be posted on the Board's web site at www.nagb.org. The site will also feature links to social networking sites and audio and/or video material related to the event.

ACTIVITIES AFTER THE RELEASE

The Governing Board's communications contractor will work with Board staff to coordinate two separate post-event webinars or other communications efforts—one targeted for the larger mathematics community, and one targeted for the larger reading community. The goal of these activities is to extend the life of the results and provide value and relevance to stakeholders with an interest in student achievement and assessment in these subject areas.