National Assessment Governing Board

Reporting and Dissemination Committee

August 2, 2013
10:00 a.m.-12:30 p.m.

AGENDA

10:00 – 10:40 am	Review of Board Policy and Guidelines on Reporting, Release, and Dissemination of NAEP Results *Stephaan Harris and* *Larry Feinberg, NAGB Staff*	Attachment A
10:40 – 11:15 am	Parent Outreach Activities • Update on Parent Summit • **ACTION**: Parent Outreach Plan *Stephaan Harris, NAGB Staff* *Amy Buckley, Reingold Communications*	Attachment B
11:15 – 11:45 am	Possible New Formats for NAEP Reporting *Arnold Goldstein, NCES Staff*	Attachment C
11:45 am – 12:00 noon	**ACTION**: Release Plan for NAEP 2013 Reading and Mathematics Report Cards *Stephaan Harris, NAGB Staff*	Attachment D
12:00 – 12:20 pm	Plans for Focused NAEP Reports *Grady Wilburn, NCES Staff* *Larry Feinberg, NAGB Staff*	Attachment E
12:20 – 12:30 pm	**Information Items:** • Review of Recent NAEP Release: Long-Term Trends • Projected Schedule for Future NAEP Reports	 Attachment F Attachment G

Attachment A

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

The Reporting and Dissemination Committee is continuing an ongoing discussion on its role in the reporting, release, and dissemination of National Assessment of Educational Progress (NAEP) results. Specifically, the Committee has expressed interest in examining how their role might change, while preserving the distinct and legal roles and responsibilities of the Governing Board, which sets policy for NAEP, and the National Center for Education Statistics (NCES), which assesses the students, analyzes the data, and uses the findings to draft NAEP reports. The Governing Board's NAEP reporting, release, and dissemination policy (in full below), adopted in 2006, was used as a starting point for this discussion.

The Committee desires more influence and input into NAEP report development and content. Committee Chair Alonso has asked members to propose strategies for how the Board can provide input at the beginning, or conception, phase of report development, rather than solely providing feedback on a late-stage draft report. The goal is to have input at a "big picture" level rather than to provide edits to text, graphics, and pictures on the final drafts of NAEP reports.

Being mindful of a changing and competitive media landscape and the need to make NAEP relevant and meaningful to a diverse group of audiences, the Committee is also exploring how NAEP data can best be featured and distributed via Report Cards and electronic tools.

NCES has outlined the review process and timeline of some major NAEP Report Cards to inform the discussion (this document is in full below). Governing Board staff proposes a few updated discussion questions to help guide the Committee's ongoing conversation:

1. Given time constraints posed by the development of NAEP Reading and Mathematics reports in particular, what are effective ways the Board can provide early feedback to allow for necessary changes and modifications while keeping on a tight schedule?

2. How best can NAEP findings be displayed online and in reports to present rich and technical data in easily understandable ways? Are there supplemental materials or resources that could be developed in tandem to engage audiences unfamiliar with NAEP?

3. What are some new or improved strategies to employ with NAEP release events, which are now primarily webinars, to better reach various media and stakeholder audiences?

Overview of NAEP Six-Month Reporting:

Development and Review Process

The Assessment Division of the National Center for Education Statistics (NCES) reports and disseminates results for the National Assessment of Educational Progress (NAEP). An extensive report planning and review process is put in place to ensure that NAEP achievement data are of the highest quality and reported on a timely basis. Results for reading and mathematics at grades 4 and 8 must be transmitted to the Governing Board within six months of the end of data collection. For six-month reporting in particular, the timeline for moving the reports through development to Governing Board acceptance is very tight. Moving these reports through the major planning and review phases must be accomplished within ten weeks.

In order to meet the mandated six-month reporting deadline for the 2013 Reading and Mathematics report cards, it is important for all stakeholders involved in the NAEP planning and review process to provide substantial feedback at report development/ planning phases and to review the developed report in an expedited fashion.

At the upcoming Governing Board meeting, a reporting timeline will be shared and points for Governing Board input on the report content will be discussed.

National Assessment Governing Board

Reporting, Release, and Dissemination of NAEP Results
Policy Statement
Adopted: August 4, 2006

The Nation's Report Card™ ***informs the public about the academic achievement of elementary and secondary students in the United States. Report cards communicate the findings of the National Assessment of Educational Progress (NAEP), the only continuing and nationally representative measure of achievement in various subjects over time.*** **The Nation's Report Card** ***compares performance among states, urban districts, public and private schools, and student demographic groups.***

Introduction

NAEP collects data through representative-sample surveys and reports fair and accurate information on academic achievement to the American public. By law (P.L. 107-110, as amended by P.L. 107-279), NAEP is administered by the Commissioner of the National Center for Education Statistics (NCES) under policy set by the National Assessment Governing Board ("the Governing Board"), a bipartisan, independent policymaking body.

According to the statute, the Governing Board shall exercise "independent judgment, free from inappropriate influences and special interests" and in the exercise of its responsibilities, "shall be independent of the Secretary and the other offices and officers of the Department [of Education]." Among the responsibilities specifically delegated to the Governing Board are: (1) "develop guidelines for reporting and disseminating [NAEP] results"; (2) "take appropriate actions needed to improve the form, content, use, and reporting of [NAEP] results"; and (3) "plan and execute the initial public release of [NAEP] reports."

To carry out these responsibilities, the Governing Board hereby adopts policy principles and guidelines for the reporting, release, and dissemination of *The Nation's Report Card*.

As outlined in the appendix, this policy defines *The Nation's Report Card* as, and applies to, the initial reporting of NAEP results from national, state, and trial urban district assessments (TUDA), and to other special reports or studies authorized by the National Assessment Governing Board, including printed reports and the initial release Web site.

Delineation of NAEP Reporting, Release, and Dissemination Responsibilities

The NCES Commissioner, under Governing Board policy guidance, is responsible for administering the assessment, ensuring the technical soundness and accuracy of all released data, preparing NAEP reports, and presenting NAEP results.

In addition to setting policy, Governing Board is responsible for ensuring policy compliance of Governing Board-authorized NAEP reports, determining their respective dates of release, and planning and executing the initial public release of NAEP results.

Part I: Report Preparation and Content

Policy Principles

1. The primary means for the initial public release of NAEP results shall be a printed summary report, known as *The Nation's Report Card*, accompanied by a separate, dedicated Web site – http://nationsreportcard.gov.

2. The primary audience for *The Nation's Report Card* is the American public.

    a. All reports shall be written in language appropriate for an audience of the interested general public, the majority of whom are unlikely to have a technical understanding of education statistics or assessment.

3. *The Nation's Report Card* shall report data objectively, accurately, clearly, and fairly, in accordance with NCES data quality standards. Results shall be insulated from ideological and other special interests.

    a. *The Nation's Report Card* shall include straightforward presentations of data. Reports may suggest correlations, but should not conclude cause-and-effect relationships. Any interpretation of results must be strongly supported by NAEP data.

    b. *The Nation's Report Card* and its Web site may include references and links to the National Assessment Governing Board Web site, NCES Web site, and the NAEP Validity Studies Panel. Non-NAEP materials and links to non-NAEP resources shall not be included in initial release documents, with the exception of relevant federal and state government information, such as NCES surveys and other district, state, national, or international testing programs.

    c. To improve public understanding of results, *The Nation's Report Card* should contain information about Governing Board-approved NAEP contextual variables and subject-specific background information—as outlined in the

Background Information Framework for the National Assessment of Educational Progress (adopted by the National Assessment Governing Board, 8/1/03)—when available and reliable. Reports may also contain other contextual information from trustworthy sources outside of the NAEP program, such as expenditures per pupil, student/teacher ratios, and student enrollment.

4. In accordance with the law, *The Nation's Report Card* shall include results for the nation; states and school districts, when collected in conjunction with specific NAEP programs, respectively; and school types, disaggregated by subgroup whenever reliable. Subgroup results shall be prominently positioned to facilitate public review but shall not be used to adjust findings.

    a. Disaggregated subgroup data should be accompanied by information about demographic changes in the student population assessed.

    b. Results for states and school districts may be presented in alphabetical or rank order, accompanied by appropriate language to make the public aware of any data comparison limitations.

    c. Data shall be publicly released on inclusion and accommodation rates for all NAEP samples, including national, state, district, and school type. Results for students with disabilities and English language learners shall be presented separately.

5. *The Nation's Report Card* shall report results by Governing Board-adopted achievement levels, average scale scores, and percentile distributions. Trend information shall be an important part of reports unless comparable and reliable data are not available.

    a. Reports shall contain clear explanations of achievement levels, including item maps and sample test questions and answers to illustrate what students in each grade assessed should know and be able to do at each achievement level.

6. All NAEP data determined by the NCES Commissioner to be valid and reliable shall be made available on the World Wide Web at the time of initial public release, except for data from limited special purpose samples and pilot studies. A separate, dedicated Web site aimed at a broad public audience – http://nationsreportcard.gov – shall be utilized for initial public releases.

    a. All released NAEP data shall be subject to NCES quality control procedures to ensure accuracy and completeness.

    b. At least one block of released NAEP questions shall be posted on the World Wide Web for each subject and grade for which results have been collected.

c. Concise information on test content, methodology, performance standards, and scoring shall be included in all NAEP reports. More extensive material on these topics should be readily accessible on the World Wide Web.

7. Results of special studies authorized by the Governing Board will be reported after careful review of information quality and statistical validity. These shall be treated as initial public releases of *The Nation's Report Card*, and shall be subject to NCES quality control procedures and Governing Board policies.

8. The Governing Board shall adopt general guidelines to inform the development of *The Nation's Report Card* and its Web site, and may set additional specifications for particular reports.

9. The Governing Board shall review the format and content of initial releases, including Web pages, to ensure compliance with Governing Board policy.

    a. *The Nation's Report Card* shall contain a description of the policymaking roles and responsibilities of the National Assessment Governing Board, including a list of current Governing Board members, their affiliations, and regional locations.

Part II: Public Release of NAEP Results

Policy Principles

1. Release activities shall be planned and executed by the National Assessment Governing Board. The Governing Board shall determine the release date, time, embargo policies, and manner of release for *The Nation's Report Card*, as covered by this policy.

    a. After the Governing Board has approved the final draft of *The Nation's Report Card*, including the pages that will be made available through the initial release Web site, the Chairman of the Reporting and Dissemination Committee, on behalf of the Governing Board, shall determine the date of the initial public release, in consultation with the Chairman and Executive Director of the National Assessment Governing Board and the NCES Commissioner.

    b. The initial release shall be completed within 30 days of approval of the final draft of *The Nation's Report Card*. In setting that release date, attention will be paid to balancing the priorities of an expeditious release with provision for adequate planning time, given the scheduling circumstances of the various parties involved.

c. Prior to the initial public release, NAEP results may be provided on an embargoed basis to federal, state, and TUDA-district officials and members of the press.

2. The Governing Board shall be responsible for organizing and conducting the release event and related activities.

   a. A release plan shall be adopted by the Governing Board for each report. Elements of the plan may include issuance of a press release, a press conference and/or Web-based announcement, distribution of summary findings and graphics, time period for the initial public release phase of http://nationsreportcard.gov, and other related activities.

   b. The official press release announcing NAEP results shall be issued by the Governing Board. Accompanying statements from the Governing Board's Executive Director or Governing Board members may also be issued.

   c. At the press conference or other event for release of NAEP results, the NCES Commissioner or his/her designee shall present major data findings, accompanied by a written statement. The National Assessment Governing Board shall select members to provide individual commentary on the meaning of results. In addition, the Governing Board may invite other officials or experts to comment on the significance of the results in accordance with the approved release plan.

   d. At press conferences, questions from the audience shall be limited to accredited members of the media. At other public release events, the Governing Board shall determine who may attend and ask questions or comment.

3. *The Nation's Report Card* shall seek to encourage wide public attention to NAEP results and clear understanding of their meaning and significance.

   a. Video materials may be prepared to accompany the release. These shall be clearly identified as having been provided by the Governing Board or NCES of the U.S. Department of Education. The video materials may only contain sound bites, background footage, and other information for journalists to develop their own stories.

4. Release procedures shall underscore the credibility of *The Nation's Report Card* and encourage the participation of schools, school districts, and states in NAEP.

   a. NAEP data in statements distributed at *The Nation's Report Card* initial public release events shall be checked for accuracy by NCES.

5. *The Nation's Report Card* releases shall be clearly separated from any ideological or other special interests.

    a. Activities related to the initial public release of *The Nation's Report Card* shall not be used to disseminate any materials unrelated to NAEP. No materials of any kind may be distributed at an initial release event without the prior approval of the Governing Board.

6. The National Assessment Governing Board will cooperate with the NCES Commissioner in the release of technical reports, working papers, and secondary analyses not covered by the policy.

7. The Governing Board will develop a reporting schedule each year for upcoming NAEP assessments based on data review and report production plans that are provided and updated by NCES.

Part III: Dissemination and Outreach

Policy Principles

1. Information from *The Nation's Report Card* shall be disseminated through the media, the World Wide Web, and special publications and materials. Efforts shall be made to develop widespread public awareness of NAEP data and their meaning and of the value of *The Nation's Report Card* to the nation and participating jurisdictions.

    a. NAEP results shall be available in both printed and electronic form, including on *The Nation's Report Card* Web site, at the scheduled time of release and in the permanent record.

    b. To build public awareness of *The Nation's Report Card*, the home page of the initial release Web site shall remain on-line and include links to previous releases. This homepage shall link to respective pages found on the NAEP Web site.

2. To build understanding of *The Nation's Report Card* and the data it reports, other information about NAEP may be disseminated at the time of the initial release and on a continuing basis.

    a. Informational materials accompanying results shall explain the mission and value of *The Nation's Report Card* in clear and compelling terms.

3. *The Nation's Report Card* and supplementary NAEP materials shall be made available through a wide network of education, business, labor, civic, and other interested groups and to policy makers and practitioners at all levels of education and government.

a. *The Nation's Report Card* shall be distributed promptly to governors and chief state school officers, as well as to superintendents of TUDA districts. The reports shall be posted on the World Wide Web immediately at the time of initial release, with printed copies available to the public upon request.

b. Notification of upcoming releases shall be widely disseminated. Schools and school districts participating in NAEP samples shall be provided with information on how to access reports electronically and obtain printed copies upon release.

c. NCES and Governing Board staff shall encourage national and state organizations that are interested in education to disseminate NAEP results to their members.

d. The NCES Commissioner and staff, Governing Board members and staff, and NAEP State Coordinators are encouraged to increase awareness and understanding of NAEP among the public, educators, and government officials. They are encouraged to speak about the NAEP program to a variety of audiences; at meetings and conferences of national, state, and local organizations; on radio and television; and to writers for magazines and newspapers and other members of the media.

e. Talking points on key data findings shall be developed for each release and distributed to Governing Board members.

4. A variety of materials shall be developed, appropriate to various audiences, to carry out NAEP dissemination. Key audiences for these materials shall include the interested general public, policymakers, teachers, administrators, and parents.

5. Detailed data on cognitive results, Governing Board-approved contextual variables, and subject-specific background information (as outlined in Part I, Policy Principle 3, Item C) shall be made readily available through the World Wide Web to all those wishing to analyze NAEP findings, subject to privacy restrictions. Additional restricted data shall be available for scholarly research, subject to NCES licensing procedures.

    a. The limitations on interpretations, conclusions, and recommendations in official NAEP reports (as outlined in Part I, Policy Principle 3) shall apply fully to any materials disseminated as part of the NAEP program by NCES and the Governing Board.

    b. Researchers receiving secondary analysis grants from NCES may analyze data and provide commentary. Their reports may be disseminated by NCES if they meet NCES standards.

Appendix

NAEP Initial Release Reporting Covered by this Policy

The Nation's Report Card™

The primary means for the initial public release of NAEP results shall be a summary report in each subject, known as *The Nation's Report Card*™ and intended for the interested general public. The reports shall be made available in both print and electronic (Web-based) form. These reports shall present key findings and composite and disaggregated results. The printed reports shall be relatively brief, and written in a clear, jargon-free style with charts, tables, and graphics that are understandable and attractive. Data tables may be included in an appendix, either bound into the report or printed separately. This format shall be used to report key results for the nation and the states and of NAEP Trial Urban District Assessments.

A separate, dedicated Web site for the initial release of NAEP results shall be focused on a broad public audience, including less sophisticated users of the technology. The URL – http://nationsreportcard.gov – should be readily located via Internet search engines. Key NAEP findings will be available, clearly organized and prioritized. World Wide Web pages shall provide key findings, including composite and disaggregated results, as well as access to more extensive data sets.

Individual State and School District Reports

Relatively brief reports of key results shall be prepared for individual states, as well as for TUDA-participating school districts. All reports shall contain composite and disaggregated data, and may include an appendix with data tables.

Special Studies and Reports

Special studies and reports authorized by the National Assessment Governing Board and based on NAEP data collections will focus on specific topics of public interest and educational significance. They are aimed at policymakers and interested members of the public. They may include newly released data as well as data previously released that are analyzed to address issues identified by the Governing Board.

PARENT LEADER ENGAGEMENT OUTREACH STRATEGY
DEVELOPED BY REINGOLD
JULY 2013

INTRODUCTION

Reingold, the Governing Board's communications contractor, has worked with Board staff and members of the Reporting and Dissemination Committee to develop and refine a parent leader engagement outreach plan for implementation in collaboration with National Center for Education Statistics (NCES) activities. Below is the outreach plan offered for approval by the Committee and then the full Board at the August 2013 meeting. The plan entails recommended strategies to reach parent leaders, including a suggested timeline as well as examples of potential outcomes and suggested metrics to measure the effectiveness of each strategy. The plan also includes overall goals of the parent outreach endeavor and important targets for the Board's efforts in this arena.

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 these 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 the 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.
    - **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

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 retweeting 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 can 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

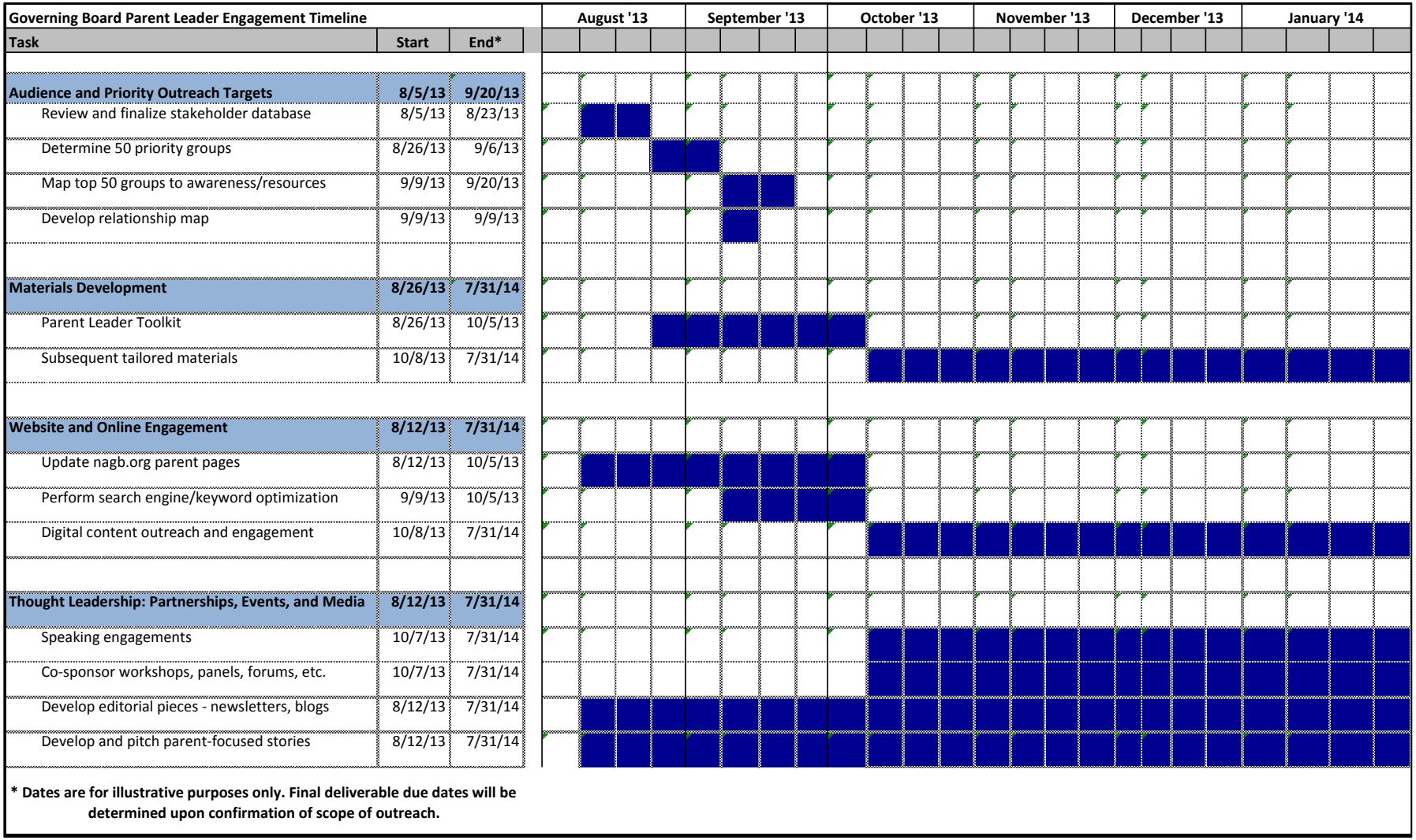
    - **Possible metrics:** Numbers of articles or blogs placed; number of impressions; number of click-throughs to the website

- **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

EXECUTION TIMELINE



Governing Board Parent Leader Engagement Timeline			August '13				September '13				October '13				November '13				December '13				January '14			
Task	**Start**	**End***																								
Audience and Priority Outreach Targets	**8/5/13**	**9/20/13**																								
Review and finalize stakeholder database	8/5/13	8/23/13																								
Determine 50 priority groups	8/26/13	9/6/13																								
Map top 50 groups to awareness/resources	9/9/13	9/20/13																								
Develop relationship map	9/9/13	9/9/13																								
Materials Development	**8/26/13**	**7/31/14**																								
Parent Leader Toolkit	8/26/13	10/5/13																								
Subsequent tailored materials	10/8/13	7/31/14																								
Website and Online Engagement	**8/12/13**	**7/31/14**																								
Update nagb.org parent pages	8/12/13	10/5/13																								
Perform search engine/keyword optimization	9/9/13	10/5/13																								
Digital content outreach and engagement	10/8/13	7/31/14																								
Thought Leadership: Partnerships, Events, and Media	**8/12/13**	**7/31/14**																								
Speaking engagements	10/7/13	7/31/14																								
Co-sponsor workshops, panels, forums, etc.	10/7/13	7/31/14																								
Develop editorial pieces - newsletters, blogs	8/12/13	7/31/14																								
Develop and pitch parent-focused stories	8/12/13	7/31/14																								

*** Dates are for illustrative purposes only. Final deliverable due dates will be determined upon confirmation of scope of outreach.**

Attachment C

POSSIBLE NEW FORMATS FOR NAEP REPORTING

The 2013 National Assessment of Educational Progress (NAEP) Mathematics and Reading Report Cards will be released in October 2013, and reflect the beginning of changes in how NAEP results will be presented to the public in terms of the actual report and online data, tools, resources, and other materials. Reporting of the NAEP 2013 results will be primarily through the NAEP web site, accompanied by a printed report summary that will be shorter than previous Report Cards. The National Center for Education Statistics (NCES) is planning to create a series of charts and graphs, accompanied by brief text, that convey the important results and interesting findings. The goal is to find ways to streamline NAEP data and make findings more consumable for the general public.

At the May 2013 Board meeting, NCES Commissioner Jack Buckley presented a short video to detail some of the strategies NCES and its contractors were formulating to update NAEP reports and the web site in an effort to make findings more easily understandable. NCES also shared with Board staff an initial draft template of what future NAEP Report Cards could look like. Both the video and the report template will be shared with Reporting and Dissemination Committee members at the August meeting.

The Committee will hear an update from NCES on new and updated formats considered for NAEP reporting and how content could be presented differently. The Committee will also have the opportunity to ask questions and offer feedback in this crucial area.

Attachment D

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, Reingold, 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.

Update on NAEP Focused Reports

As has been previously reported to the National Assessment Governing Board, NCES is in the process of revitalizing a series of reports that focus on different aspects of NAEP. "Focus on NAEP," as this series is titled, will consist of short reports geared towards our stakeholders and designed to inform them on topical areas on NAEP that are not a part of the regular NAEP discussion. Initial topics include a summary of results across the 2010 assessments (civics, geography, and U.S. history), an in-depth discussion of the performance of English language learners, how NAEP sampling is conducted, and a look at the gender gap across several academic subjects.

These reports will primarily be web-based, but designed so that a paper version could be handed out to our audiences at various events, such as report releases, conferences, and meetings. Producing the Focus on NAEP series online will allow us to utilize the various online tools available to us. This includes the ability to link to the NAEP Data Explorer and the NAEP Questions Tool with just a click of the mouse; the incorporation of graphs, tables, and other graphics that allow a deeper look by embedding links and paths to other documents on the NAEP website and elsewhere; and the ability to house this series of reports in one area online, making it easy for the user to see other Focus on NAEP topics they might be interested in learning about. The transition to online presentation will allow these reports to represent the data in more creative ways than in printed form.

Currently, the content for several reports has been developed. The next step, currently under way, is to design the web versions.

NOTE TO Reporting and Dissemination Committee on Focused NAEP Reports

The Policy Statement on NAEP Background Questions and the Use of Contextual Data in NAEP Reporting, adopted by the Governing Board in August 2012, contains two implementation guidelines that deal with special or focused NAEP reports. These would be extracted from the vast NAEP data sets and report in some detail on particular topics of interest.

- ***Guideline 9:*** *Special focused reports with data through the 2013 assessment will be issued on the following topics: private schools, charter schools, gender gaps, and black male students. Reports shall include significant contextual information as well as cognitive results. Advisory committees, composed of a range of knowledgeable persons, may be appointed to provide input on reporting issues.*

- ***Guideline 10:*** *Exploratory analyses will be carried out to determine if existing background questions may form the basis for additional focused reports. Such reports may be issued by the Governing Board as well as by the National Center for Education Statistics.*

In addition to the gender gaps report mentioned in the NCES update, the report on black male students (in grade 8 only) is expected to be ready for release in January 2014, according to the schedule in Attachment F for this committee meeting. The NCES special reports on private schools and charter schools will be developed later.

As part of the exploratory analyses authorized by the Board, four reports have been prepared:

- *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

These reports have been shared with the Ad Hoc Committee on NAEP Background Information and posted on the Governing Board web site. They have received some press coverage in Education Week. Over the next few years the Board may wish to have consultants prepare additional reports using available data. Also, as provided for in the 2012 resolution, the Board may choose topics for one-time special studies with specifically-developed modules of background questions that would be the basis for reports giving descriptive information on issues of current policy interest, such as technology use or out-of-school learning activities.

EVENT DEBRIEF
The Nation's Report Card: Trends in Academic Progress 2012
July 11, 2013

Overview

The National Assessment Governing Board's webinar to release ***The Nation's Report Card: Trends in Academic Progress 2012*** took place at 11:30 a.m. EDT on June 27, 2013. Reingold executed activities related to the event in cooperation with staff and contractors of the Governing Board and National Center for Education Statistics.

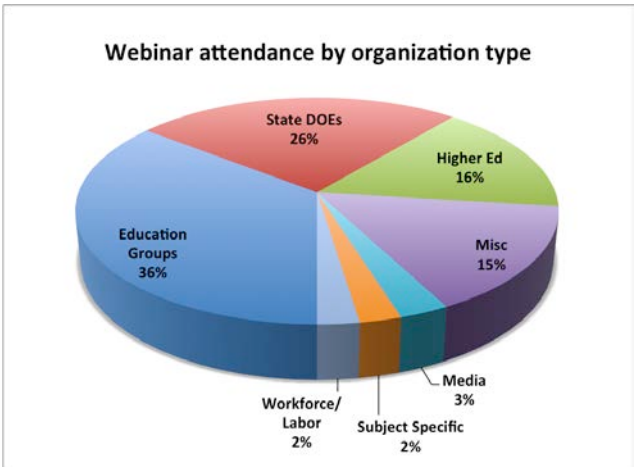
Panelists included:

- **Jack Buckley,** Commissioner, National Center for Education Statistics
- **Brent Houston,** Principal, Shawnee Middle School, Shawnee, Okla.; Member, National Assessment Governing Board
- **Kati Haycock,** President, The Education Trust
- **Cornelia Orr,** Executive Director, National Assessment Governing Board (moderator)

Webinar Attendance

This release event had **270 attendees** from **206 organizations.** With 425 people registered for the event, the attendance rate was **64 percent.** (Internal staff and contractors are not included in these totals.)

- This event was particularly appealing to **education groups,** which made up 36 percent of the audience—the largest percentage of the total attendance.
- There was high representation from **state education departments,** which made up 26 percent of participants.
- About 16 percent of attendees were from an institution of **higher education.**
- The **miscellaneous** group, totaling 15 percent of participants, included individuals and representatives from government agencies, business organizations, and consultancies.



Traditional Media Coverage

Media coverage highlights include:

- 44 reporters gained access to embargoed report card data.
- 19 reporters participated in the embargoed media pre-call on June 26, representing the following outlets: The Atlanta Journal-Constitution, Associated Press, Bloomberg, Choice Media, CNN (two reporters), Education Daily (LRP Publications), The Educated Reporter, Education Week, The Hechinger Report, The Huffington Post, The Kansas City Star, Pittsburgh Post-Gazette, McClatchy-Tribune wire service, Reuters, The Wall Street Journal, The Washington Post, USA Today, and U.S. News & World Report. Of these, 17 published stories about the results.
- Within 24 hours of the release event, the following news organizations published 22 original stories about the long-term trend report:
    - Associated Press
    - The Atlanta Journal-Constitution
    - Bloomberg
    - Choice Media
    - CNN, Schools of Thought
    - The Daily Caller
    - Education Week (two stories)
    - Gawker
    - KRMG
    - The Hechinger Report
    - The Huffington Post (two stories)
    - Latino Ed Beat
    - Milwaukee-Wisconsin Journal Sentinel
    - Pittsburgh Post-Gazette
    - Reuters
    - The Kansas City Star
    - The Wall Street Journal
    - The Washington Post
    - USA Today
    - U.S. News & World Report
- Within one week of the release event, nine additional original stories were published.

Social Media Coverage

On June 27, the day of the release event, there were 693 on-topic social media mentions. Social media mentions of the release event or data posted within 24 hours after the event included representation from numerous organizations including 50CAN, the Center on Reinventing Public Education at the University of Washington, The Education Trust, the Foundation for Excellence in Education, Knowledge Alliance, the Mid-continent Regional Educational Laboratory, and the National Association of State Boards of Education.

The Nation's Report Card:
Trends in Academic Progress 2012

Selected articles from news media 24-hour coverage

High school seniors fare no better than in 1970s
The Associated Press—Philip Elliott

5 ways students changed in the last 40 years
CNN, Schools of Thought—Jamie Gumbrecht

NAEP report: A closer look at trends in the achievement gap
Education Week—Erik Robelen

Report: High school students have made no progress in 40 years
US News and World Report—Allie Bidwell

Minorities' learning gap shrinks, report says
USA Today—Greg Toppo

Decades-long study shows gains in U.S. education
The Kansas City Star—Joe Robertson

Education spending: High schoolers not any smarter than in the 1970s
KRMG—Rick Couri

High school seniors fare no better than in 1970s

The Associated Press—Philip Elliott
Published June 27, 2013, Updated at 3:48 p.m.

WASHINGTON (AP) — Students preparing to leave high school are faring no better in reading or math than students did four decades ago, the government said in a report Thursday that was certain to renew concerns about U.S. schools.

Test scores for 17-year-olds have changed little since the early 1970s, while students ages 9 and 13 improved their performances during the same period, according to the government review popularly called the nation's report card.

Black and Hispanic students achieved the greatest gain in reading and math scores since the 1970s and the performance gap between white and minority students narrowed.
"In some ways, the findings are full of hope. Today's children ages 9 and 13 are scoring better overall than students at those ages in the early '70s," said Brent Houston, principal of the Shawnee Middle School in Oklahoma and a member of the National Assessment Governing Board, which administers the tests.

But he also noted challenges for older students.

"There is a disturbing lack of improvement among 17-year-olds. Since the early 1970s, the average scores of 17-year-olds in both reading and mathematics have remained stagnant," he said.

The report says that in reading, today's 9- and 13-year-olds are outperforming students tested in 1971, when that skill was first tracked. They also did better in math, compared with students in 1973, the initial measurement.

Officials suggest the results for 17-year-old students reflect fewer low-performing students dropping out.

For instance, Hispanic students had a 32 percent dropout rate in 1990 and that number fell to 15 percent in 2010, said Peggy Carr, an associate commissioner with the National Center for Education Statistics.

"These students are generally scoring at the lower end of the distribution but it's a good thing that they're staying in schools," Carr said.

Black and Hispanic students at all ages narrowed the performance gap with white students, according to the National Assessment of Educational Progress.
Among 17-year-old students, the gaps between black and white students and between Hispanic and white students were cut by half.

In math, 9-year-old black and Hispanic students today are performing at a level where black and Hispanic 13-year-olds were in the early 1970s.

"Black and Hispanic children have racked up some of the biggest gains of all," said Kati Haycock, president of the Education Trust, an advocacy organization. "These results very clearly put to rest any notion our schools are getting worse. In fact, our schools are getting better for every group of students that they serve."

The overall composition of classrooms is changing as well.

Among 13-year-old students, 80 percent were white in 1978. By 2012, that number fell to 56 percent. The number of Hispanics roughly tripled from 6 percent in 1978 to 21 percent in 2012.

"Over a 40-year period, an awful lot changes in our education system," said Jack Buckley, the chief of the National Center for Education Statistics.

While most groups of students saw their scores climb since 1971, the same cannot be said when comparing 2008 results with 2012. The 9-year-old and 17-year-old students saw no changes and only Hispanic and female 13-year-olds showed improvement in reading and math.

The 2012 results were based on 26,000 students in public and private schools. The tests took roughly one hour and were not significantly different than when they were first administered in the early 1970s.

Unlike high-stakes tests that are included in some teachers' evaluations, these tests are a more accurate measurement because "these are not exams that teachers are not teaching to," Haycock said.

"Nobody teaches to the NAEP exam, which is why it's such as useful measure to what our kids can actually do," she said.

5 ways students changed in the last 40 years
CNN, Schools of Thought—Jamie Gumbrecht
Published June 27, 2013, 11:31 a.m.

(CNN) – Every couple of years, the National Assessment of Educational Progress releases a short-term snapshot of how students fare in science, civics or other subjects.

But it doesn't quite answer the big question: How are students *really* doing?

That's the job of a report released Thursday, "**The Nation's Report Card: Trends in Academic Progress 2012**." It's an assessment released every four years that tracks U.S. students' performance in reading and math since the 1970s. The 2012 assessment included more than 50,000 students from public and private schools. It tracks them at ages 9, 13 and 17, regardless of grade level, and compares their performance using tests that take about an hour and features mostly multiple-choice questions.

Here are five things to know about academic progress since the 1970s, according to the 2012 report.

9-year-olds and 13-year-olds outscore 1970s counterparts: Indeed, those kids scored higher in reading and math. In reading, 9-year-olds and 13-year-olds improved at every level, so even the lowest-performing kids *now* are ahead of the lowest-performing kids *then*. In fact, kids in the low and middle range showed the greatest gains.

17-year-olds? Not so much: Seventeen-year-old students aren't scoring better in reading and math, but their scores aren't falling, either. In reading, the lowest-performing 17-year-olds made gains since the 1970s, as did lower- and middle-performing 17-year-olds in math. But scores overall are about the same as in the early 1970s – and that might not be all bad. In a conference call with reporters, Peggy Carr, associate commissioner of the **National Center for Education Statistics**' assessment division, pointed out that there are far fewer dropouts than in the 1970s, but even with more kids in school, performance has remained steady.

Gender gaps are shrinking: Just as in the 1970s, girls perform better in reading, and boys perform better in math.

But female students are narrowing the math gap, or even eliminating it. "In 2012, there were no significant gender gaps in mathematics at age 9 and 13," the report says. "At age 17, male students scored higher in mathematics than female students. The gender gap in 2012 at age 17, however, was narrower than in 1973 due to the increase in the average score for female students."

Meanwhile, male students are squeezing the gap in reading by showing significant improvement at age 9.

Black and Hispanic students are making gains: Consider just how much students' demographics have changed: In 1978, 80% of U.S. students were white, 13% were black, 6% were Hispanic and 1% were Asian. In 2012, 56% of students were white, 15% were black, 21% were Hispanic and 6% were Asian.

White students still perform better than black and Hispanic students in reading, but the gaps between white and black and white and Hispanic are narrower for all ages. It's particularly noticeable among 9-year-olds: "The average score for black students was 36

points higher in 2012 than in 1971 ... and the score for white students was 15 points higher," the report says. "The average score for Hispanic students increased 25 points from 1975, and the score for white students increased 12 points."

In math, white students performed better overall, but black and Hispanic students made larger gains than white students since 1973.

Take another look at that summer reading list: At age 9, 53% of students say they read for fun at home almost every day. By age 13, it's 27%. At 17, it's down to 19%. The percentages for 9-year-olds have remained the same since 1984, when the question was first asked, but it has decreased over time for 13- and 17-year-olds. Why does it matter?

"At all three ages, students who reported reading for fun almost daily or once or twice a week scored higher than did students who reported reading for fun a few times a year or less," the report says.

NAEP report: A closer look at trends in achievement gap

Education Week—Erik Robelen
Published June 28, 2013, 10:31 a.m.

A new report from "the nation's report card" (and my own Education Week story yesterday) emphasizes progress in closing achievement gaps for black and Hispanic students between the early and mid-1970s and today.

While this is mostly true (except for one category, the Hispanic-white gap for 9-year-olds in math), it doesn't tell the whole story. (Thanks to Bob Rothman from the Alliance for Excellent Education, who posted a comment on my story that got me thinking.)

Much of that narrowing of the achievement gap was actually accomplished by the mid to late 1980s, the data indicate. It's ebbed and flowed a bit since then, but in most cases, the gaps are no smaller today than they were two decades ago. In fact, they're sometimes larger, though not by amounts deemed statistically significant.

For example, the black-white achievement gap for 13-year-olds in reading reached its narrowest point in 1988, at 18 points, compared with 23 points in 2012.

In math, the black-white achievement gap for 9-year-olds was 25 points in 1986, the exact same figure as for 2012.

The only instance I could find where the numerical achievement gap was smallest today was the black-white gap for 9-year-olds in reading. It reached 23 points in 2012. In 1988, the figure was 29 points (though this difference is not considered statistically significant).

Of course, achievement gaps are not the only thing to be concerned with. The hope is that all students will make progress over time. The good news here is that whites, blacks, and Hispanics all have seen increases in their average scores since results were first available on the long-term trends report. But the results get more complex when comparing the results from the mid- to late-1980s to today. In reading, average scores for 9-year-old blacks are improved today over 1988, but for 13-year-olds and 17-year-olds the difference was not statistically significant.

The new data come from the National Assessment of Educational Progress long-term trends report. Keep in mind that this assessment is different from the main NAEP in reading and math administered every two years. You can learn more about the differences here. I should also note that the NAEP study does not report out data for Asian/Pacific Islander students or for American Indian (including Alaska Native) students because of limits on the data available. They were included in the national samples, however, and some data for them can be found on the NAEP Data Explorer website.

Given how much data we're talking about with the NAEP long-term trends report, it's hard to identify perfect trend lines. Any analysis is complicated by the multiple factors involved: We're talking about:

- Two subjects, reading and math;
- Two gaps, black-white and black-Hispanic;
- Three age levels (9, 13, and 17); and
- Up to 13 different assessment years.

Of course, any talk of progress in closing gaps can quickly introduce an element of politics, as people may wish to use the data to argue that a particular evolution in education policy explains the changes, such as the push for tougher accountability measures. So don't be surprised in coming days if these data are used to defend a number of different agendas. I'll stay out of that debate here, but will do my best to shed a little more light on what the data show.

Now, let's do the numbers!

Below I've reproduced several graphics from the NAEP report that provide a detailed look at changes in the gaps over time. Take a look and draw your own conclusions about what it all means. But be sure to keep an eye out for those small asterisks. They signal years in which the results are considered different by a statistically significant margin.

In the chart below, you'll notice the gap was smallest in 1988.
*Chart did not copy

The Hispanic-white gap in 1988 was exactly the same as in 2012, this next chart shows.
*Chart did not copy

In math, this next chart shows the black-white achievement gap was the same amount, 25 points, in 1986, 1994, 1996, and 2012.
*Chart did not copy

As this final chart shows, the Hispanic-white gap in 2012 was 17 points. This is NOT considered a statistically significant change from 1975, though it is measurably larger than for several points in time, including the 1999 results.
*Chart did not copy

I'll close by briefly tackling one other complication raised by the NAEP data. I was a little puzzled about how it could be that average national scores for 17-year-olds were about the same in 2012 as they were back in the early 1970s, even as whites, blacks, and Hispanics all saw progress. For help in making sense of this, take a trip over to the Change the Equation blog.

"The reason for this apparent impossibility?" the blog post says: "Black and Hispanic students, who unfortunately lag behind their white peers, make up a much bigger share of the population now than they did in 1973. That brings down the total score."

Anyway, as always there's lots to mine in the new NAEP report. But it's complicated stuff, and there are plenty of caveats, so take your time!

Report: High School Students Have Made No Progress in 40 Years

US News and World Report—Allie Bidwell
Published June 27, 2013

While today's elementary and middle school students are scoring higher in reading and mathematics than 40 years ago, and scores show that race and gender achievement gaps may be narrowing, there is a "disturbing" lack of improvement among the nation's high school students, according to a report from the National Assessment of Educational Progress.

The NAEP's long-term trend assessment measures the basic reading and mathematics skills of 9-, 13- and 17-year-olds in American public and private schools every four years to show how students' performance has changed over time. In 2012, black and Hispanic students of all ages scored significantly higher in both mathematics and reading than students did in the early 1970s, when the assessments were first given. Gender gaps have also narrowed since the 1970s, with female students of all ages scoring better in math, and male students, who typically score lower in reading, narrowing the gap at age 9.

But since 2008, only one achievement gap – the White-Hispanic reading gap for 13-year-olds – has narrowed, according to the report.

"If we have a crisis in American education, it is this: That we aren't yet moving fast enough to educate the 'minorities' who will soon comprise a 'new majority' of our children nearly as well as we educate the old majority," said Kati Haycock, president of The Education Trust, an organization that promotes closing achievement gaps.

"At best, students of color are just now performing at the level of white students a generation ago," she added in a released statement.

At first glance, it appears that all groups have shown some gains since the early 1970s. But the one group that has remained stagnant is 17-year-old students. Taken as a whole, that group has not made an improvement in either subject over the last 40 years.

Brent Houston, who serves on the National Assessment Governing Board that conducted the study, said in a released statement that the data collected for the report also include parents' level of education, which shows an increasing number of whom have graduated from college. This emphasis on education, he said, should translate into better performance for their children. But still, the average scores of 17-year-olds have stayed flat.

"If parents are achieving more, you'd think that older students in particular would be achieving at higher levels," he said in the statement.

But the report also revealed that children who more frequently read for fun are scoring higher in reading than those students who do so less frequently. In 2012, 53 percent of the 9-year-olds tested said they read for fun almost every day, and 23 percent said they do so once or twice a week. Those two groups scored more than 10 points higher than 9-year-olds who said they read for fun only a few times a year.

Overall, there are "considerable bright spots" in the report, said NAEP Governing Board Chair David Driscoll, in a released statement.

"Assessing students at particular ages over the decades provides a unique perspective on learning and achievement and a way to take a step back to see overall achievement trends and just how far we've come," he added.

Minorities' learning gap shrinks, report says

USA Today—Greg Toppo
Published June 27, 2013, 12:40 p.m.

Over the past two generations, African-American 9-year-olds have nearly cut in half the reading skills gap between them and their white peers, new findings from the federal government show. Hispanic kids have cut the reading gap by more than one-third.

Data out Thursday from the U.S. Department of Education show that young African-American and Hispanic students' reading skills, while still lagging those of white peers, grew faster than white students' skills from 1971 to 2012. The results are from the long-term National Assessment of Educational Progress (NAEP), often called "The Nation's Report Card."

Since 1971, when the department first started tracking reading, African-American 9-year-olds have narrowed the reading gap with whites from 44 points to 23 points, scoring 206 on a 500-point scale in 2012. White students, on average, scored 229. Hispanic 9-year-olds, meanwhile, have shrunk the gap from 34 points to 21 points since 1975, scoring 208. NAEP results didn't break out Hispanic scores until 1975.

The data suggest that black and Hispanic students still have a long way to go — they are now reading nearly as well as white 9-year-olds did in 1971.

Peggy Carr, who heads testing for the education Department's National Center for Education Statistics, says it's "impressive" that overall scores have risen, even as the agency began including English-language learners and disabled students in the testing pool. Also, since the 1970s, the percentage of Hispanic students has steadily grown, from 6% to 21%.

Among the few disappointments in the new data: 17-year-olds' performance. The lowest-performing have improved their reading since 1971, but overall scores are flat.

The Washington, D.C.-based Education Trust, an advocacy group for low-income and minority students, said the new findings "put to rest any notion that our schools are getting worse." But the group said that American education isn't moving fast enough to improve skills — especially for Hispanic students, who already make up the majority of students in Texas public schools, according to the Texas Education Agency. By the end of the decade, the U.S. Census Bureau estimates that more than half of Americans under 18 will belong to a racial or ethnic minority group.

Daria Hall, the Education Trust's K-12 policy director, notes that much improvement came in the past 15 years as states held schools more accountable for academic results. The recent slowing of improvement suggests that schools have "gotten a lift out of accountability, about providing the public and teachers information about where kids are, but we've got to pick up the pace."

She says schools must invest in well-prepared teachers and a rich curriculum — and they need to confront inequities in school discipline such as suspension and expulsion rates that disproportionately affect minority students. "We've got to do a full-court press on all of these things," she says.

Decades-long study shows gains in U.S. education

The Kansas City Star—Joe Robertson
Published June 27, 2013

Amid all the worry over the state of American education, a long look back can actually feel good.

The latest returns in an ongoing, four-decade study by the National Assessment of Educational Progress released today served as a reminder that — within the concerns of America's international standing — we have gotten better.

The report, in what is known as The Nation's Report Card, found that U.S. students are getting stronger in reading and math. The achievement gaps between white children and minority children have been narrowing.

The study involving more than 50,000 students across the nation noted there has been significant growth in performance among 9-year-olds and 13-year-olds.

Even with 17-year-olds, where the growth was mostly flat, there was good news, said Peggy Carr, associate commissioner of the National Center for Education Statistics.

Just 20 years ago, dropout rates among 17-year-olds were twice what they are now, especially among Hispanic students. Hispanic dropout rates have dropped from 32 percent to 15 percent, she said.

"A lot more students are staying in school and (the scores) are not going down," she said. Under those circumstances, she said, "flat is good."

Nine-year-olds overall have seen 13 points in growth in reading since 1971, and 13-year-olds improved by eight points — both considered significant.

In math, 9-year-olds have improved by 25 points, 13-year-olds by 19 points, also significant.

The performance gaps between white students and black students and between white students and Hispanic students have narrowed at all of the age groups.

Closing the gaps is growing in importance, not just as a social justice issue, but an economic issue. The study also showed the changing face of American students. In the 1970s, 80 percent of the students assessed were white, 13 percent were black and 6 percent were Hispanic. In 2012, 56 percent were white, 15 percent were black and 21 percent were Hispanic.

The question remains if the improvement is moving fast enough. The gains made since the last long-term study report, in 2008, showed only small growth that was not statistically significant.

The U.S. has been decidedly mediocre or slightly above average in many tests that make international comparisons.

American 15-year-old students scored average in the latest reading tests by the Program for International Student Assessment, ranking somewhere between seventh and 20th among 33 participating nations. But the U.S. came in below average in math, ranking between 17th and 28th.

So the work has to go on to improve U.S. schools, said Kati Haycock, president of the

Education Trust, but the long-term study should give the work encouragement.

“This should get us beyond the finger pointing over whether our children are in crisis or not,” she said. “Our schools are getting better — for everyone. If there is a crisis, it’s whether we’re moving fast enough to serve the new majority as well as we serve the present majority.”

Education spending: High schoolers not any smarter than in the 1970s

KRMG—Rick Couri
Published June 28, 2013, 6:25 a.m.

Study covers nearly 30,000 students

The biggest disappointment comes from the fact the students are not performing better despite increases in education spending.

The findings come from the National Assessment of Educational Progress more commonly called the Nation's Report Card.

Officials point at lower-performing students remaining in school as one of the biggest reasons for the numbers.

Even so, some are saying the numbers are not as bad as it seems.

Shawnee Oklahoma Middle School principal Brent Houston is a member of the National Assessment Governing Board.

"In some ways, the findings are full of hope. Today's children ages 9 and 13 are scoring better overall than students at those ages in the early '70s," he said.

The results are from 2012 and are based on 26,000 students in both public and private schools.

Upcoming NAEP Reports as of August 2013

Report **Expected Release Date**

Initial NAEP Releases

2013 Mathematics Grades 4 and 8	October 2013
2013 Reading Grades 4 and 8	October 2013
2013 Mathematics TUDA Grades 4, 8	December 2013
2013 Reading TUDA Grades 4, 8	December 2013
2011 State Mapping	December 2013
2013 Reading and Mathematics, Grade 12	April 2014

Other NAEP Reports

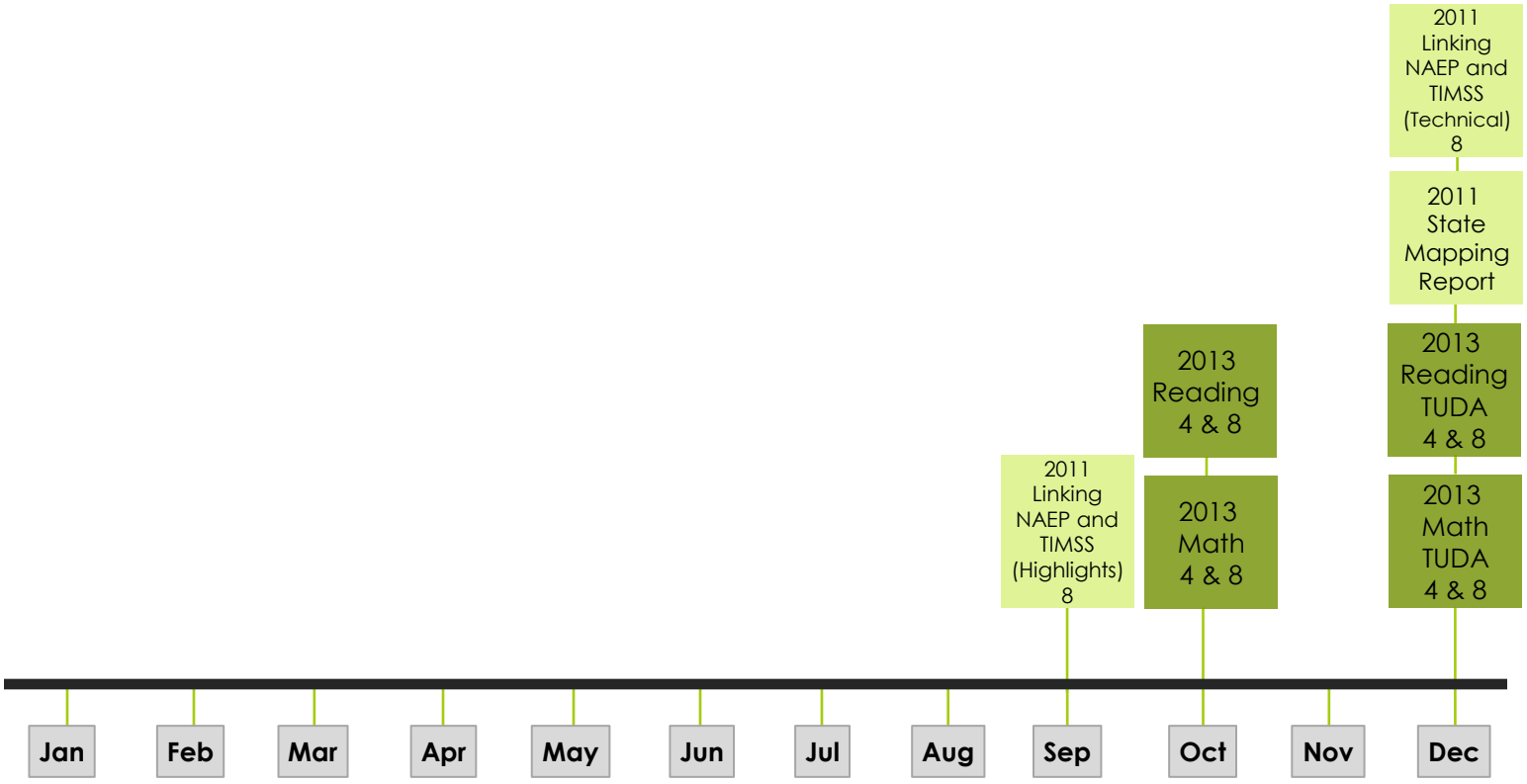
Linking NAEP and TIMSS 2011 Mathematics and Science Results for the 8th Grade- (Highlights Report)	September 2013
Linking NAEP and TIMSS 2011 Mathematics and Science Results for the 8th Grade- (Technical Report)	December 2013
Performance of Grade 8 Black Male Students on the National Assessment of Educational Progress	January 2014

Other Related Reports from NCES

2008-09 Baccalaureate and Beyond Longitudinal Study *	August 2013
Degrees of Debt, Student Borrowing and Loan Repayment of Bachelor's Degree of Recipients 1 Year After Graduating *	August 2013
Digest of Education Statistics, 2012	August 2013
Public School Teacher Classroom Autonomy and Mobility **	August 2013
STEM Attrition: College Students' Paths Into and Out of STEM Fields ***	August 2013

*From the Baccalaureate and Beyond Survey
**From the 2008 Schools and Staffing Survey
***From the Beginning Postsecondary Survey

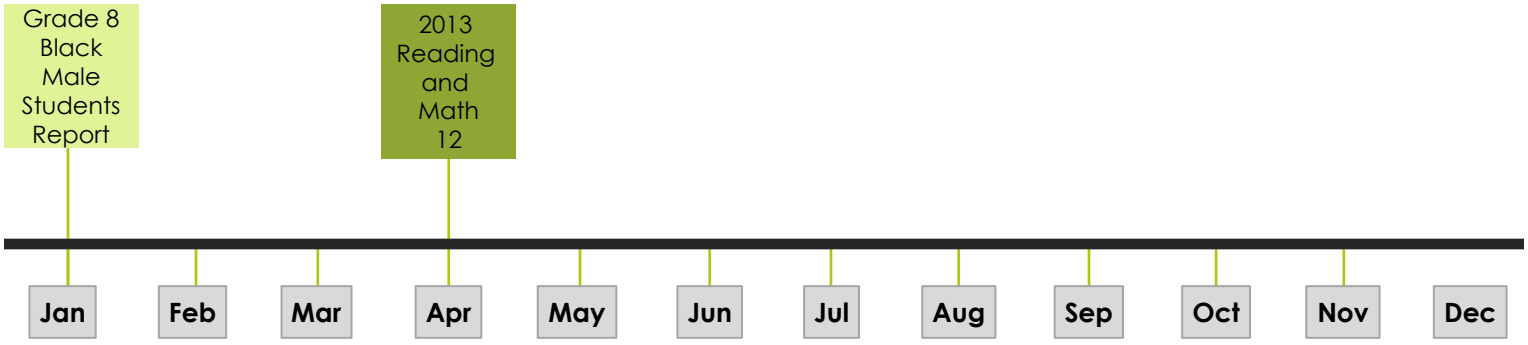
2013 NCES Assessment Data Release Timeline



LEGEND

- NAEP Report Cards
- NAEP Studies

2014 NCES Assessment Data Release Timeline



LEGEND

- NAEP Report Cards
- NAEP Studies

Releases in 2013

- Linking NAEP and TIMSS 2011 Mathematics and Science Results for the 8th Grade (Highlights)
- 2013 Reading Report Card: Grades 4 and 8
- 2013 Mathematics Report Card: Grades 4 and 8
- 2013 Reading Report Card: Trial Urban Districts (TUDA): Grades 4 and 8
- 2013 Mathematics Report Card: Trial Urban Districts (TUDA): Grades 4 and 8
- Linking NAEP and TIMSS 2011 Mathematics and Science Results for the 8th Grade (Technical Report)
- 2011 State Mapping Report

Releases in 2014

- Performance of Grade 8 Black Male Students on the National Assessment of Educational Progress
- 2013 Reading and Mathematics Report Card: Grade 12

Assessment Data Collection Schedule 2014

- U.S. History: Grade 8
- Civics: Grade 8
- Geography: Grade 8
- Technology and Engineering Literacy: Grade 8