

National Assessment Governing Board Executive Committee

**December 5, 2013
4:30 pm – 5:30 pm**

AGENDA

4:30 pm	<p>Executive Committee Overview</p> <ul style="list-style-type: none"> • Welcome and Introductions • New Committee Assignments • Agenda Overview • Plans for Charge to Board Committees <p><i>David Driscoll, Chair</i></p>	
4:35 pm	<p>Committee Issues and Challenges</p> <p><i>Committee Chairs</i></p>	
4:50 pm	<p>Update: Education Summit for Parent Leaders</p> <p><i>Tonya Miles, Terry Mazany, Summit Planning Committee Members</i></p>	Attachment A
5:00 pm	<p>Governing Board 25th Anniversary Planning</p> <p><i>Mary Crovo, Deputy Executive Director</i></p>	
5:05 pm	<p>NAEP Budget and Reauthorization Update</p> <p><i>Ray Fields, Assistant Director for Policy and Research</i></p>	
5:10 pm	<p>Draft Schedule of Assessments</p> <p><i>Cornelia Orr, Executive Director</i></p>	Attachment B
5:25 pm	<p>Executive Committee Suggestions for Future Meeting Topics</p> <p><i>Cornelia Orr</i></p>	
5:30 pm	<p>Adjourn</p>	

Education Summit for Parent Leaders

1. Introduction and Background

The National Assessment Governing Board (www.nagb.org) was established by Congress in 1988 to oversee and set policy for the National Assessment of Educational Progress (NAEP), also known as the Nation's Report Card. Congressionally authorized and funded since 1969, NAEP is the only continuing source of national and state-comparable data on student achievement at grades 4, 8, and 12, as well as for 21 urban school districts participating in the Trial Urban District Assessment (TUDA) (see nationsreportcard.gov).

The Governing Board has approved an initiative to reach parent leaders with NAEP data and resources. A component of this initiative is a plan to conduct an Education Summit for Parent Leaders in Arlington, VA on January 13, 2014.

2. Goal

The goal of the Summit is to convey to parent leaders the urgency of improving student achievement in the United States for all children and the urgency of reducing achievement gaps between student subgroups.

The Summit will enable attendees to use NAEP data and resources to ask the right questions of their education leaders about the status of student achievement and gaps in achievement locally, and to promote productive conversations about what is being done to improve achievement and close achievement gaps.

3. Summit Description

The Summit will be conducted in Washington, D.C. and available across the nation via live-streaming internet video, and/or live TV and radio coverage if feasible. It will be designed to be compelling, informative and non-partisan. The Summit audience of approximately 150 would consist primarily of parent and community leaders.

The day-long event would be broken into two major components. The first component, in the morning, will focus on information sharing about NAEP, NAEP results, and the reasons why it is urgent to improve achievement and close achievement gaps.

The second component, in the afternoon, will consist of workshop sessions in which the attendees have hands-on experience using NAEP data and resources, applying what was learned in the morning session.

Morning Session

The morning session would include individual, panel, and media presentations. These will address the reasons for improving achievement and closing achievement gaps from a wide range of perspectives. The intent is for these perspectives, taken together, to convey the importance of the issue for individuals and the nation, raise awareness on the part of participants, and provide a compelling, unassailable argument for the urgent need to take action.

While a wide range of perspectives will be presented, no single specific course of action, ideology, or pedagogy will be advanced or promoted at the summit as “the solution.” Whether a parent of a school child, empty nesters, or childless, the presentations will answer questions of both individual and national interest in closing achievement gaps and improving achievement overall.

The multiple perspectives presented are intended to reach individuals on as many levels as possible, and to reach everyone on some level. Having impact both intellectually and emotionally is essential. Giving a human face through story-telling to convey the substantive concepts and the sense of urgency is critical.

Potential outcomes of the morning session would be acknowledgement by participants of the urgency for action and an expression of commitment to take action locally.

Diversity, balance, and bi-partisanship in a non-partisan manner are the watchwords for the planning and execution of the symposium.

One or more distinguished journalists or media representatives, acknowledged for intellect and freedom from bias, would be invited to moderate and provide a concluding summary. A respected education advocate, with a strong reputation for compelling presentations on student achievement, will present the NAEP data as clear evidence of the critical need to improve student achievement and close achievement gaps between student subgroups.

The range of perspectives made by speakers or through media presentations could include the following (not listed in priority order):

- Religious leaders to provide the moral perspective
- Economists to provide the national economic perspective
- Civil rights leaders to provide the equity perspective
- National leaders to address the national security imperative
- Business leaders to address the human capital and employment imperative
- Scholars from nationally recognized policy institutions and foundations, representing a diverse range of philosophical, political or ideological orientations, to provide societal perspectives
- Demographers to address the implications from the perspective of a changing population
- Parent leaders to address the imperative for families and students
- Educators to describe actions that are needed to improve academic achievement overall and close achievement gaps

For maximum impact, some of these perspectives may be combined, when appropriate. They should be presented in ways that engage, inform, and even entertain, always keeping the nature of the parent leader audience in mind.

Afternoon Session

The 3-4 hour hands-on workshops will familiarize participants about NAEP data and resources and their potential for prompting relevant questions to ask of education leaders. At a minimum, attendees will end the day knowledgeable about how to access NAEP data and resources. Optimally, attendees will end the day having framed a set of questions relevant to their locale and having identified specific NAEP resources to use as references in support of the questions.

The workshop will be conducted in a way that recognizes and honors, first and foremost, that state and local authorities are responsible for all aspects of education decision-making about standards, curricula, and assessments.

NAEP resources include:

- Student achievement results
- Background information on student demographics, instructional practices, and school policy
- Assessment frameworks and specifications (the blueprint for each assessment)
- Hundreds of NAEP released test questions in each subject assessed
- On-line tools for analyzing data, and producing tables and charts

Afternoon Hands-on Workshop

In the invitation/announcement, we will ask those who register to bring their laptop or tablet to the summit and to indicate in the RSVP if they will do so. From this, we will know the degree to which the lack of equipment will be an issue and we can plan accordingly. For example, we can organize the breakout groups so that all of those with/without equipment are together and fine-tune the content accordingly.

The breakout rooms will have wifi. Those who do not bring equipment will be able to follow the demonstrations by the group leader and will have specific take-home instructions among the materials provided.

Workshop Outline

1. Disclaimer to be made orally and in printed workshop materials (something along the lines of): Because NAEP is a public resource developed with public funds, and because all states and 21 large urban districts participate in NAEP, it is appropriate for parent leaders to become aware of NAEP data and resources to use as a mirror to help reflect on student achievement locally. However, the workshop will not in any way promote the content of NAEP as superior to local curricula or as a curriculum to be followed.
2. Assessment Literacy 101: will provide an overview of the testing landscape in the U.S.-- NAEP, state tests, local tests, international assessments, college admissions tests and how these fit together.

3. Understanding and using NAEP data
 - a. National, state, TUDA
 - b. Trends and gaps
 - c. Achievement levels
 - d. Average scores
 - e. Percentiles
4. Understanding and using the state mapping study
5. Understanding and using NAEP frameworks
6. Understanding and using NAEP items and data
7. Understanding and using background information and data
8. Accessing and using the on-line NAEP tools



Education Summit for Parent Leaders

The National Assessment Governing Board is planning a one-day education summit for parent leaders on January 13, 2014 in Arlington, VA. The objective of the summit is to convey the urgency of improving student achievement in the United States for all children and the urgency of reducing achievement gaps between student subgroups.

Individual and panel presentations in the morning plenary will address the national imperative for improving achievement and closing achievement gaps from a wide range of perspectives. The intent is for these perspectives, taken together, to provide a compelling, unassailable argument for the urgent need to take action.

For example (listed alphabetically):

- Business leaders would address the human capital and employment imperative
- Civil rights leaders would provide the equity perspective
- Demographers would address the implications from the perspective of a changing population
- Economists would provide the national economic perspective
- Educators would describe actions that are needed to improve academic achievement overall and close achievement gaps
- Military leaders would address the national security imperative
- Parent leaders would address the imperative for families and students
- Religious leaders would provide the moral perspective
- Scholars from nationally recognized policy institutions and foundations, representing a diverse range of philosophical orientations, would provide societal perspectives

The afternoon hands-on workshops will familiarize participants about NAEP data and resources and their potential for prompting questions to ask of education leaders relevant to improving achievement and closing achievement gaps. At a minimum, attendees will end the day knowledgeable about how to access NAEP data and resources. Optimally, attendees will end the day having framed a set of questions relevant to their locale and having identified specific NAEP resources to use as references in support of the questions.

The National Assessment Governing Board is an independent, bipartisan organization created by Congress in 1988 to set policy for NAEP. The Governing Board oversees NAEP, identifies subjects to be tested, determines test content, sets performance standards called achievement levels for each assessment, approves test questions, and releases NAEP results in The Nation's Report Card. The Board also works to improve the reporting of results to make sure they are communicated effectively to a wide range of Americans. The Governing Board is committed to making NAEP an accessible, useful resource for parents.

The National Assessment of Educational Progress, also referred to as The Nation's Report Card, is the only continuing, nationally representative measure of achievement in core subjects at grades 4, 8, and 12. NAEP provides achievement results and reveals trends over time; compares performance among states, urban districts, public and private schools, and student demographic groups; and informs the public about elementary and secondary school student academic performance.

**Education Summit for Parent Leaders
Crystal Gateway Marriott
January 13, 2014
Draft Agenda**

PLENARY SESSION (Will be adjusted to accommodate schedules of First Lady and Secretary)

- 9:00 AM Welcome and Overview
David Driscoll (and Eileen, Rebecca, Terry and Tonya—as parent leaders themselves—to share/trade off moderator role throughout the day)
- 9:10 AM Keynote—Why it is Urgent for Parent Leaders to Address Improving Achievement and Closing Achievement Gaps
Secretary Duncan/First Lady (Invited)
- 9:40 AM Presentation—Status of Achievement and Achievement Gaps in the U.S.
Kati Haycock, The Education Trust (confirmed)
- 10:00 AM Presentation—National Security Imperative/Parent Perspective for Improving Achievement and Closing Achievement Gaps
Otha Thornton, National PTA/Lt. Col., U.S. Army (ret.) (confirmed)
- 10:20 AM Presentation— Demographic Imperative for Improving Achievement and Closing Achievement Gaps
Steve Murdock, Rice University (confirmed)
- 10:45 AM Break
- 11:00 AM Presentation—Business/Economic Imperative for Improving Achievement and Closing Achievement Gaps
Lee Blitch (availability confirmed)
- 11:15 AM Panel: Civil Rights/Equity/Moral Imperative for Improving Achievement and Closing Achievement Gaps
Charles Payne, University of Chicago (confirmed)
Marc Morial, National Urban League (confirmed)
Janet Murguia (or Delia Pompa), National Council of La Raza (confirmed)
- Noon Working Lunch—Partnering with Parent Leaders to Improve Achievement and Close Achievement Gaps
Panel of Local and State Education Leaders (to be determined—Andrés Alonso reaching out on our behalf)

BREAKOUT SESSIONS

- 1:00 PM Hands-on Workshops

PLENARY SESSION

- 4:15 PM What Parent Leaders Can Do/Asking the Right Questions
Panel of Parent Leaders (to be determined)
- 4:45 PM Next Steps and Follow-up
David Driscoll
- 5:00 PM Adjourn

NAEP Schedule of Assessments

By law, the Governing Board sets the NAEP schedule of assessments. Board policy is to maintain a schedule of assessments with a 10-year outlook. This provides notice to states and districts for planning for participation. The schedule also is the basis for NAEP operational planning and for developing scopes of work for NAEP contracts. Thus, the NAEP schedule is the primary driver of the NAEP budget. Under the Board By-laws, the Executive Committee is responsible for proposing changes to the NAEP schedule of assessments for Board consideration.

The Board has taken action at the last two meetings on the NAEP schedule. At the May 2013 meeting, the Board postponed the 2014 assessments at grades 4 and 12 in U.S. history, civics and geography. At the August 2013 meeting, the Board postponed the following:

- the 2015 High School Transcript Study
- the 2015 state-level assessments at grade 12 in reading, mathematics, and science
- the 2016 Long-Term Trend assessments in reading and mathematics at ages 9, 13 and 17

The current approved schedule ends at 2017 and additional assessment years need to be added for a 10-year outlook. The current schedule is on the second page following for reference.

Although no action is required at the December 2013 Board meeting, it is prudent for the Executive Committee to begin consideration of the subjects to be assessed in the five-year period following 2017.

As background for the discussion, a draft of a schedule of assessments through 2022 has been prepared by staff. The principles or assumptions underlying the discussion draft are:

- Continue to cover the broad range of subject areas
- Administer all assessments using technology beginning in 2017
- Conduct assessments in
 - reading and mathematics at grades 4 and 8 once every two years
 - reading and mathematics at grade 12 once every four years
 - science and writing once every four years in alternating biennia
 - U.S. history, civics, and geography once every four years
 - technology and engineering once every four years, expanding from grade 8 in 2014 by one additional grade each cycle through 2022
 - the arts, economics, foreign language, and world history at least twice in a ten-year period

The Executive Committee will discuss the pros and cons of these principles and assumptions.

NAEP Schedule of Assessments – Discussion Draft		
Year	National	State
2013	Reading Mathematics	Reading (4, 8, 12) Math (4, 8, 12)
2014	U.S. History (8) Civics (8) Geography (8) TECHNOLOGY AND ENGINEERING LITERACY (8) **	
2015	Reading Mathematics Science**	Reading (4, 8) Math (4, 8) Science (4, 8)
2016	Arts (8)	
Assumption: Technology Based Administration for All Assessments Beginning in 2017		
2017	Reading Mathematics Writing	Reading (4, 8, 12) Math (4, 8, 12) Writing (4, 8, 12)
2018	U.S. History Civics Geography Technology and Engineering Literacy (8, 12)	
2019	Reading Mathematics Science High School Transcript Study	Reading (4, 8) Math (4, 8) Science (4, 8)
2020	Long-term trend Economics (12) FOREIGN LANGUAGE (12)	
2021	Reading Mathematics Writing	Reading (4, 8, 12) Math (4, 8, 12) Writing (4, 8, 12)
2022	U.S. HISTORY CIVICS GEOGRAPHY WORLD HISTORY (12) Technology And Engineering Literacy (4, 8, 12)	

**Assessments involving partial or full test administration by computer.

NOTES:

(1) Grades tested are 4, 8, and 12 unless otherwise indicated, except that long-term trend assessments sample students at ages 9, 13, and 17 and are conducted in reading and mathematics.

(2) Subjects in **BOLD ALL CAPS** indicate the year in which a new framework is implemented or assessment year for which the Board will decide whether a new or updated framework is needed.

NAEP Schedule of Assessments – Approved August 3, 2013		
Year	National	State
2005	Reading MATHEMATICS Science High School Transcript Study	Reading (4, 8) MATH (4, 8) Science (4, 8)
2006	U.S. History Civics ECONOMICS (12)	
2007	Reading (4, 8) Mathematics (4, 8) Writing (8, 12)	Reading (4, 8) Math (4, 8) Writing (8)
2008	Arts (8) Long-term trend	
2009	READING Mathematics* SCIENCE** High School Transcript Study	READING (4, 8, 12) Math (4, 8, 12) SCIENCE (4, 8)
2010	U.S. History Civics Geography	
2011	Reading (4, 8) Mathematics (4, 8) Science (8)** WRITING (8, 12)**	Reading (4, 8) Math (4, 8) Science (8)
2012	Economics (12) Long-term trend	
2013	Reading Mathematics	Reading (4, 8, 12) Math (4, 8, 12)
2014	U.S. History (8) Civics (8) Geography (8) TECHNOLOGY AND ENGINEERING LITERACY (8) **	
2015	Reading Mathematics Science**	Reading (4, 8) Math (4, 8) Science (4, 8)
2016	Arts (8)	
2017	Reading Mathematics Writing**	Reading (4, 8, 12) Math (4, 8, 12) Writing (4, 8, 12)

*New framework for grade 12 only.

**Assessments involving test administration by computer.

NOTES:

- (1) Grades tested are 4, 8, and 12 unless otherwise indicated, except that long-term trend assessments sample students at ages 9, 13, and 17 and are conducted in reading and mathematics.
- (2) Subjects in **BOLD ALL CAPS** indicate the year in which a new framework is implemented or assessment year for which the Board will decide whether a new or updated framework is needed.
- (3) In 2009, 12th grade assessments in reading and mathematics at the state level were conducted as a pilot in 11 volunteering states (AR, CT, FL, IA, ID, IL, MA, NH, NJ, SD, WV). For 2013, 13 states agreed to participate (with MI and TN added).
- (4) The Governing Board intends to conduct assessments at the 12th grade in World History and Foreign Language during the assessment period 2018-2022.