

# National Assessment Governing Board Executive Committee

**July 31, 2014**

**4:30-5:30 pm**

## **AGENDA**

|   |   |              |
|---|---|--------------|
| 4:30 – 4:35 pm                          | Welcome, Introductions, Comments, and Agenda Overview<br><i>David Driscoll, Chair</i><br><br>Full Board Agenda and Action Items<br><i>Cornelia Orr, Executive Director</i>  |              |
| 4:35 – 4:37 pm                          | Nomination of Vice Chair<br><i>Lou Fabrizio</i>   |              |
| 4:37 – 4:40 pm                          | Updates: NAGB Staffing<br>NAEP Budget<br>NAEP Reauthorization<br><i>Cornelia Orr</i>  |              |
| 4:40 – 5:00 pm                          | Committee Topics: Issues and Challenges<br>Assessment Development – <i>Shannon Garrison</i><br>COSDAM – <i>Lou Fabrizio</i><br>Reporting and Dissemination – <i>Andrés Alonso</i><br>Nominations – <i>Tonya Miles</i> |              |
| <b>Closed Session</b><br>5:00 – 5:30 pm | NAEP Schedule of Assessments & Budget –<br><b>Closed Session</b> Discussion for Board Action<br><i>Cornelia Orr, NAGB</i><br><i>Peggy Carr, NCES</i>  | Attachment A |
| 5:30 pm                                 | Adjourn   |              |

## **NAEP Schedule of Assessments**

At the July 31-August 2, 2014 meeting of the National Assessment Governing Board action will be taken on the NAEP Schedule of Assessments through 2024. In addition to the discussions held at the May 15-17, 2014 meeting, the Governing Board will meet in closed session to review the proposed schedule in full consideration of current budget constraints projected for 2015, 2016, and 2017.

Prior to taking action on the staff-proposed schedule, the Board will have two opportunities to review and discuss the proposal which will be sent under separate cover.

### Closed Session Discussions

1. Executive Committee meeting – Thursday, July 31, 2014 at 4:30-5:30 p.m.
2. Board meeting – Friday, August 1, 2014 at 3:30-5:00 p.m.

Board Action – Saturday, August 2, 2014

**Three background resources are provided herein.**

**Attachment A1 – The existing NAEP Schedule Approved August 2013**

*This attachment is the currently adopted schedule of the Board which includes assessments scheduled through 2017.*

**Attachment A2 – The NAEP/NAGB Budget 101 Webinar from July 2013**

*This attachment contains the PowerPoint slides used in the webinar given by Peggy Carr last year. The purpose of the webinar was to describe the complexities of planning and implementing the NAEP program budget, especially as tasks cross fiscal and calendar years. Slides 7-10 provide an apt illustration of why advanced program and budget planning are critical to the success of NAEP.*

**Attachment A3 – The NAEP Schedule of Assessments History**

*Attachment A3 includes the Introduction & Background, Discussion, and Historical Schedule Change, which are repeated verbatim from the May 2014 Governing Board meeting materials.*

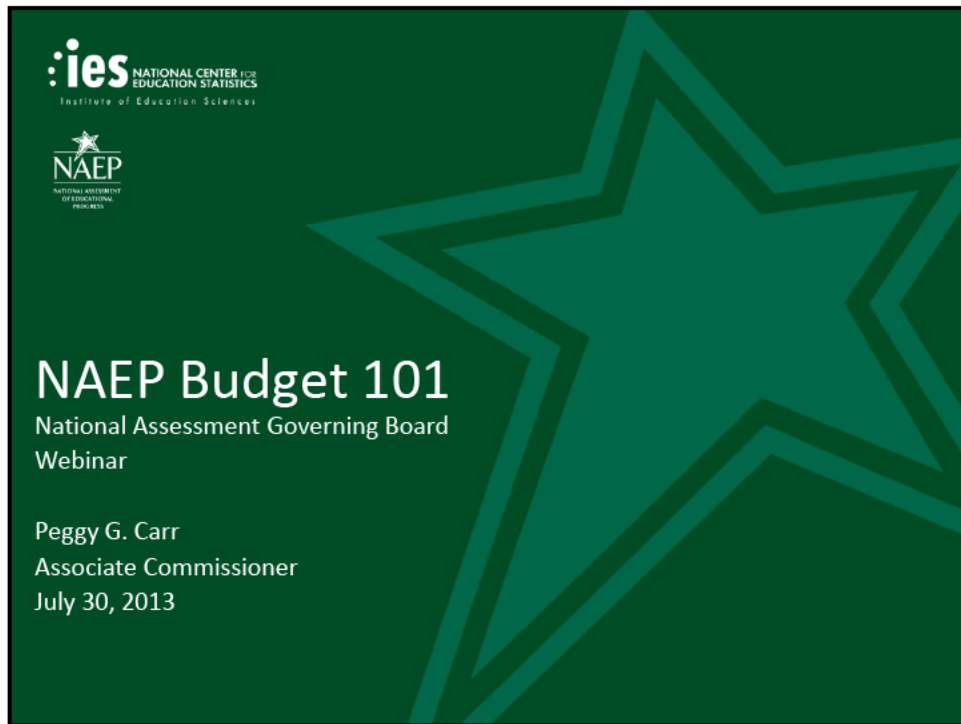
| <b>NAEP Schedule of Assessments – Approved August 3, 2013</b> |  |   |
|---|--|---|
| <b>Year</b>   | <b>National</b>  | <b>State</b>  |
| 2005  | Reading<br><b>MATHEMATICS</b><br>Science<br>High School Transcript Study                             | Reading (4, 8)<br><b>MATH (4, 8)</b><br>Science (4, 8)                |
| 2006  | U.S. History<br>Civics<br><b>ECONOMICS (12)</b>  |   |
| 2007  | Reading (4, 8)<br>Mathematics (4, 8)<br>Writing (8, 12)  | Reading (4, 8)<br>Math (4, 8)<br>Writing (8)                          |
| 2008  | <b>ARTS (8)</b><br>Long-term trend   |   |
| 2009  | <b>READING</b><br>Mathematics*<br><b>SCIENCE**</b><br>High School Transcript Study                   | <b>READING (4, 8, 12)</b><br>Math (4, 8, 12)<br><b>SCIENCE (4, 8)</b> |
| 2010  | U.S. History<br>Civics<br>Geography  |   |
| 2011  | Reading (4, 8)<br>Mathematics (4, 8)<br>Science (8)**<br><b>WRITING (8, 12)**</b>                    | Reading (4, 8)<br>Math (4, 8)<br>Science (8)                          |
| 2012  | Economics (12)<br>Long-term trend  |   |
| 2013  | Reading<br>Mathematics   | Reading (4, 8, 12)<br>Math (4, 8, 12)                                 |
| 2014  | U.S. History (8)<br>Civics (8)<br>Geography (8)<br><b>TECHNOLOGY AND ENGINEERING LITERACY (8) **</b> |   |
| 2015  | Reading<br>Mathematics<br>Science**  | Reading (4, 8)<br>Math (4, 8)<br>Science (4, 8)                       |
| 2016  | Arts (8)   |   |
| 2017  | Reading<br>Mathematics<br>Writing**  | Reading (4, 8, 12)<br>Math (4, 8, 12)<br>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 12<sup>th</sup> grade in World History and Foreign Language during the assessment period 2018-2022.



## NAEP Budget 101

**Purpose**

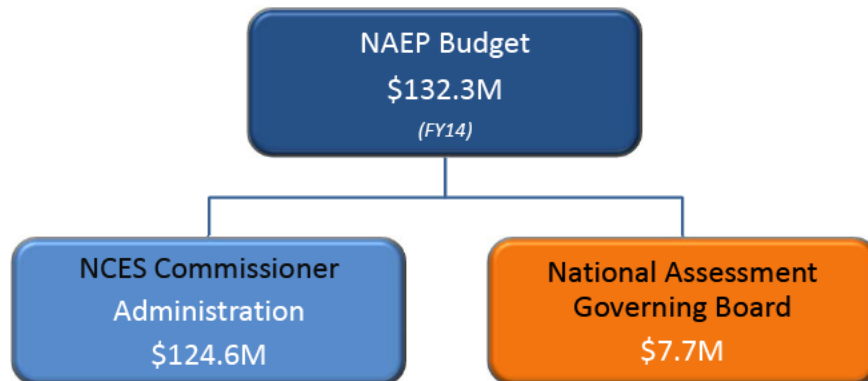
- To facilitate understanding of factors affecting the NAEP budget

**Topics**

- NAGB and NCES budget responsibilities
- NAEP budget history
- Budgeting principles
- Cost drivers

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## Single Budget Line / Split Funding



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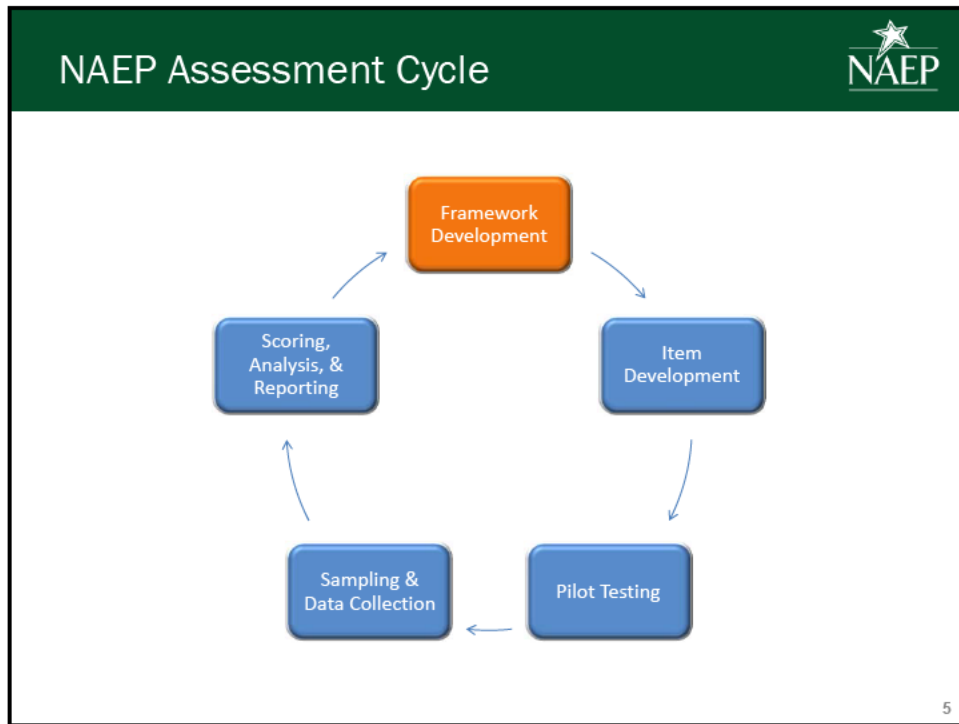
## Governing Board and NCES



Collectively, the Governing Board and NCES are responsible for:

- National and state assessments in reading and mathematics in 4<sup>th</sup> and 8<sup>th</sup> grades every 2 years
- National assessments in reading and mathematics at 12<sup>th</sup> grade at least every 4 years
- Assessments in other subjects (*to the extent that time and resources allow*)


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## NAEP Assessment Timeline

| Year | Item Development  | Pilot Testing  | Sampling & Data Collection   | Scoring, Analysis, & Reporting   |
|------|---|--|--|--|
| 2013 | 2015 Science<br>2017 Mathematics<br>2017 Reading  | 2014 TEL (8)<br>2015 Mathematics (4,8)<br>2015 Reading (4,8) | 2013 Mathematics<br>2013 Reading   | 2012 LTT Mathematics<br>2012 LTT Reading<br>2012 Economics (12)<br>2013 Mathematics (4,8)<br>2013 Reading (4,8)                |
| 2014 | 2017 Mathematics<br>2017 Reading<br>2019 Science<br>2018 U.S. History<br>2018 Civics<br>2018 Geography              | 2015 Science   | 2014 U.S. History (8)<br>2014 Civics (8)<br>2014 Geography (8)<br>2014 TEL (8)           | 2013 Reading (12)<br>2013 Mathematics (12)   |
| 2015 | 2018 Economics (12)<br>2019 Reading<br>2019 Mathematics<br>2020 LTT Mathematics<br>2020 LTT Reading<br>2021 Writing | 2017 Mathematics<br>2017 Reading<br>2017 Writing             | 2015 Reading (4,8)<br>2015 Mathematics (4,8)<br>2015 Science<br>2015 HS Transcript Study | 2014 U.S. History (8)<br>2014 Civics (8)<br>2014 Geography (8)<br>2014 TEL (8)<br>2015 Reading (4,8)<br>2015 Mathematics (4,8) |

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| NAEP Assessment Timeline  |   |  |  |  |
|---|---|--|--|--|
|  |   |  |  |  |
| Year  | Item Development  | Pilot Testing  | Sampling & Data Collection   | Scoring, Analysis, & Reporting   |
| 2013  | 2015 Science<br>2017 Mathematics<br>2017 Reading  | 2014 TEL (8)<br>2015 Mathematics (4,8)<br>2015 Reading (4,8) | 2013 Mathematics<br>2013 Reading   | 2012 LTT Mathematics<br>2012 LTT Reading<br>2012 Economics (12)<br>2013 Mathematics (4,8)<br>2013 Reading (4,8)                |
| 2014  | 2017 Mathematics<br>2017 Reading<br>2019 Science<br>2018 U.S. History<br>2018 Civics<br>2018 Geography              | 2015 Science   | 2014 U.S. History (8)<br>2014 Civics (8)<br>2014 Geography (8)<br>2014 TEL (8)           | 2013 Reading (12)<br>2013 Mathematics (12)   |
| 2015  | 2018 Economics (12)<br>2019 Reading<br>2019 Mathematics<br>2020 LTT Mathematics<br>2020 LTT Reading<br>2021 Writing | 2017 Mathematics<br>2017 Reading<br>2017 Writing             | 2015 Reading (4,8)<br>2015 Mathematics (4,8)<br>2015 Science<br>2015 HS Transcript Study | 2014 U.S. History (8)<br>2014 Civics (8)<br>2014 Geography (8)<br>2014 TEL (8)<br>2015 Reading (4,8)<br>2015 Mathematics (4,8) |

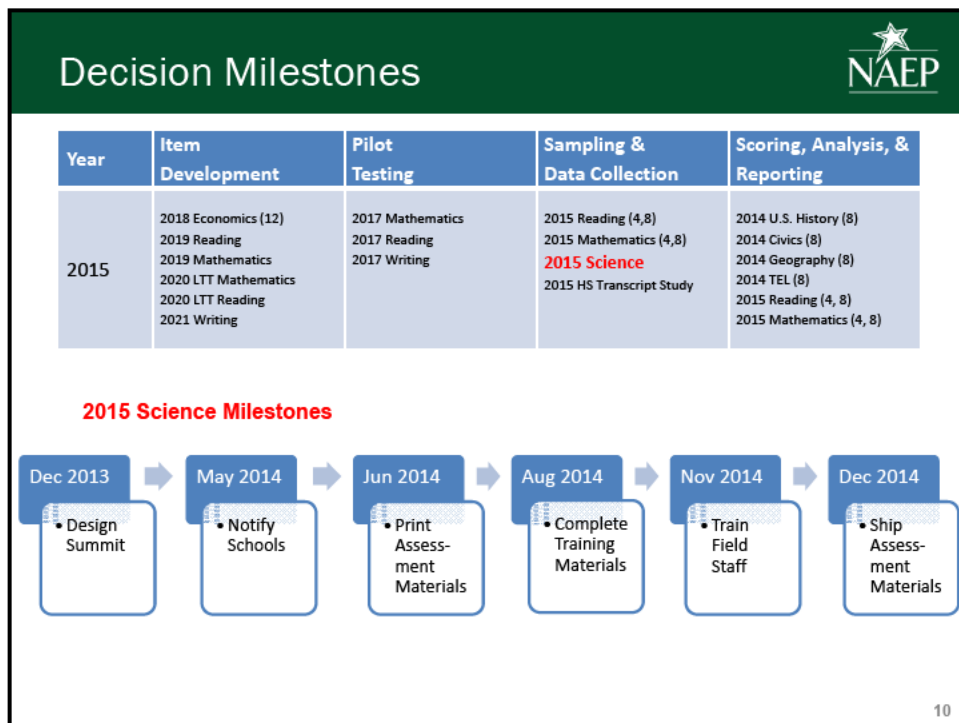
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| NAEP Assessment Timeline  |   |  |   |  |
|---|---|--|---|--|
|  |   |  |   |  |
| Year  | Item Development  | Pilot Testing  | Sampling & Data Collection  | Scoring, Analysis, & Reporting   |
| 2013  | <b>2015 Science</b><br>2017 Mathematics<br>2017 Reading   | 2014 TEL (8)<br>2015 Mathematics (4,8)<br>2015 Reading (4,8) | 2013 Mathematics<br>2013 Reading  | 2012 LTT Mathematics<br>2012 LTT Reading<br>2012 Economics (12)<br>2013 Mathematics (4,8)<br>2013 Reading (4,8)                |
| 2014  | 2017 Mathematics<br>2017 Reading<br>2019 Science<br>2018 U.S. History<br>2018 Civics<br>2018 Geography              | <b>2015 Science</b>  | 2014 U.S. History (8)<br>2014 Civics (8)<br>2014 Geography (8)<br>2014 TEL (8)                  | 2013 Reading (12)<br>2013 Mathematics (12)   |
| 2015  | 2018 Economics (12)<br>2019 Reading<br>2019 Mathematics<br>2020 LTT Mathematics<br>2020 LTT Reading<br>2021 Writing | 2017 Mathematics<br>2017 Reading<br>2017 Writing             | 2015 Reading (4,8)<br>2015 Mathematics (4,8)<br><b>2015 Science</b><br>2015 HS Transcript Study | 2014 U.S. History (8)<br>2014 Civics (8)<br>2014 Geography (8)<br>2014 TEL (8)<br>2015 Reading (4,8)<br>2015 Mathematics (4,8) |

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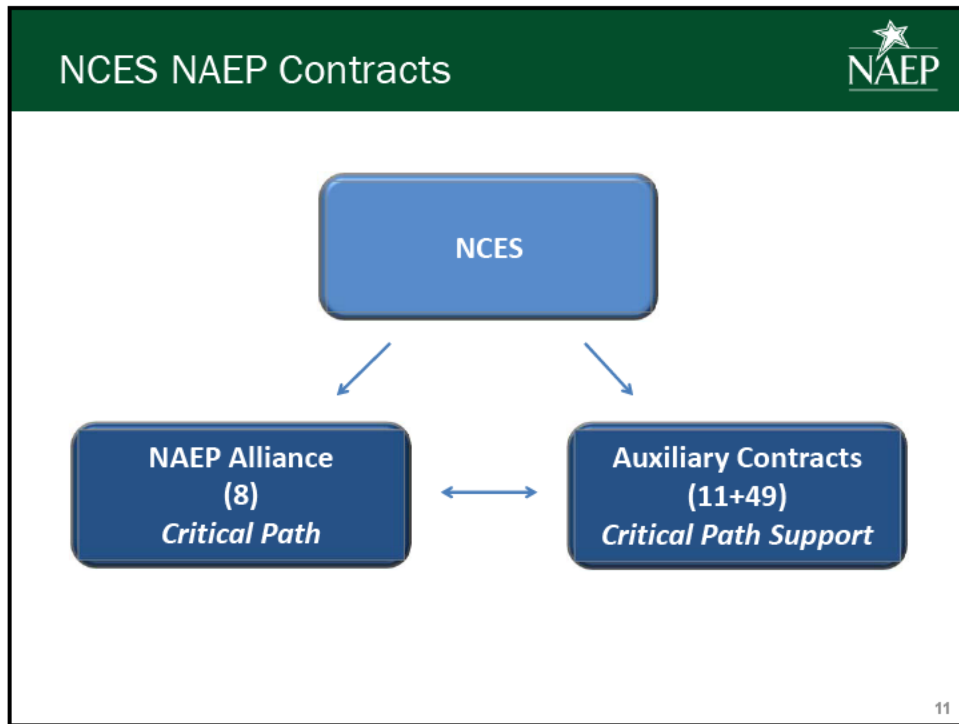
| NAEP Assessment Timeline |   |  |  |  |
|--------------------------|---|--|--|--|
| NAEP                     |   |  |  |  |
| Year                     | Item Development  | Pilot Testing  | Sampling & Data Collection   | Scoring, Analysis, & Reporting   |
| 2013                     | 2015 Science<br>2017 Mathematics<br>2017 Reading  | 2014 TEL (8)<br>2015 Mathematics (4,8)<br>2015 Reading (4,8) | 2013 Mathematics<br>2013 Reading   | 2012 LTT Mathematics<br>2012 LTT Reading<br>2012 Economics (12)<br>2013 Mathematics (4,8)<br>2013 Reading (4,8)                |
| 2014                     | 2017 Mathematics<br>2017 Reading<br>2019 Science<br><b>2018 U.S. History</b><br><b>2018 Civics</b><br><b>2018 Geography</b> | 2015 Science   | 2014 U.S. History (8)<br>2014 Civics (8)<br>2014 Geography (8)<br>2014 TEL (8)           | 2013 Reading (12)<br>2013 Mathematics (12)   |
| 2015                     | 2018 Economics (12)<br>2019 Reading<br>2019 Mathematics<br>2020 LTT Mathematics<br>2020 LTT Reading<br>2021 Writing         | 2017 Mathematics<br>2017 Reading<br>2017 Writing             | 2015 Reading (4,8)<br>2015 Mathematics (4,8)<br>2015 Science<br>2015 HS Transcript Study | 2014 U.S. History (8)<br>2014 Civics (8)<br>2014 Geography (8)<br>2014 TEL (8)<br>2015 Reading (4,8)<br>2015 Mathematics (4,8) |

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NAEP

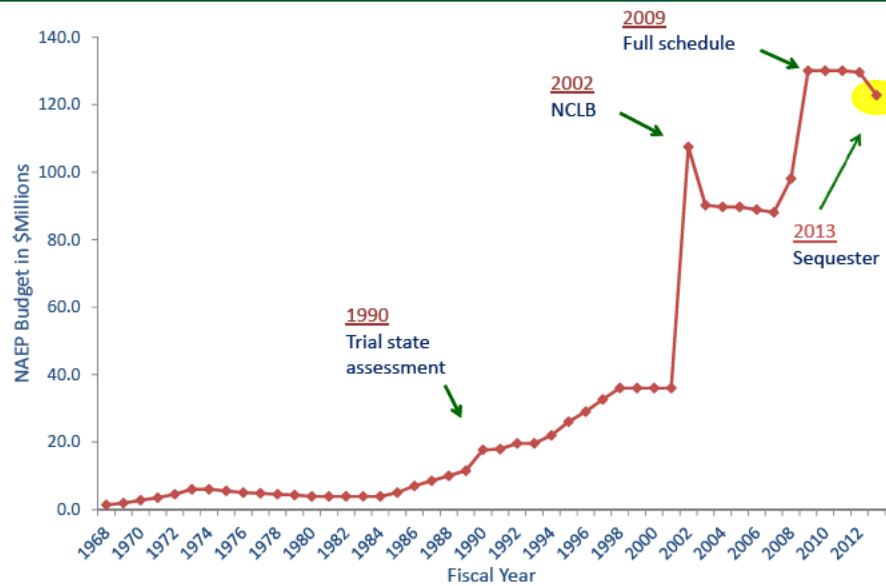
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# NAEP Budget

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## History of the NAEP Budget



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## Budgeting Principles

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### Budgeting Principles



- Maintain the *Gold Standard*
- Implement Governing Board policies
- Maintain efficient design and methodology
- Invest for the future
- Ensure start up funds for next cycle
- Maintain a positive cash flow

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## Cost Drivers

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### Cost Drivers



- Type of assessment – National, State, TUDA
- Subject(s) to be assessed
- Grade(s) to be assessed
- Number of schools
- Number of students
- Number of accommodation sessions
- Mode of testing
- Types of items
- Method of reporting
- Number of released items
- New frameworks

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## NAEP Schedule of Assessments<sup>i</sup>

### Introduction and Background

The Governing Board's authorizing legislation (P.L. 107-279, Section 302), defines the duties of the Board, one of which is selecting "the subject areas to be assessed (consistent with section 303(b));" (Section 302(e)(1)(A) generally referred to as the NAEP schedule of assessments.

In the Board's general policy<sup>ii</sup> for conducting and reporting NAEP, the first goal is "To serve as a consistent external, independent measure of student achievement by which results across education systems can be compared at points in time and over time." The policy further provides (emphasis added):

"National, state, and local education leaders and policymakers—public and private—rely on NAEP data as an independent monitor of student achievement and as a way to compare performance across education systems. For NAEP to serve in this role, NAGB, in consultation with NCES and stakeholders, **periodically establishes a dependable, publicly announced assessment schedule of at least ten years in scope.** The schedule specifies the subject or topic (e.g., High School Transcript Study), grades, ages, assessment year, and sampling levels (e.g., national, state) for each assessment.

"The NAEP schedule of assessments is the foundation for states' planning for participation in the assessments. It is the basis for NCES operational planning, annual budget requests, and contract statements of work. In making decisions about the NAEP schedule of assessments, **NAGB includes the wide range of important subjects and topics to which students are exposed. NAGB also considers opportunities to conduct studies linking NAEP with international assessments.**

"As the NAEP authorizing legislation provides, assessments are conducted in reading and mathematics, and, **as time and resources allow**, in subjects such as science, writing, history, civics, geography, the arts, foreign language, economics, technology and engineering literacy and other areas, as determined by NAGB. **The goal for the frequency of each subject area assessment is at least twice in ten years, to provide for reporting achievement trends.**"<sup>iii</sup>

### Discussion

In Article VII.2.a. of the Governing Board By-laws, the Executive Committee is given the responsibility for "recommending the selection of subject areas to be assessed, for consideration by the full Board." The Board has made changes in the subjects to be assessed based on changes to legal requirements (e.g., No Child Left Behind), important content considerations (e.g., the Arts and Technology and Engineering Literacy), and new initiatives (e.g., linking to international assessments). Schedule adjustments also have been needed to meet the NAEP budget constraints.

The most recent fiscal uncertainty has not provided the opportunity for the Board to adopt a prospective schedule for 10 years into the future. In fact, the current schedule (Attachment A)

only extends the schedule until 2017, four years from now. At the May 2014 Governing Board meeting the full Board will discuss a first draft of a schedule that extends through 2024 (Attachment B). The attached draft is proposed to illicit discussion and to inform the development of a proposed schedule by the Executive Committee. No action will be taken at the May 2014 meeting.

### Historical Schedule Changes

This section highlights the major schedule changes that have occurred in the last 10 years. Below is a list of the big decisions that have contributed to the current schedule.

1. Added grade 4 and 8 state-level reading and mathematics every two years. (No Child Left Behind; 2002) [Prior to NCLB state assessments at grades 4 and 8 were given every two years with reading and writing in one biennium and mathematics and science in the next. Therefore, these subjects and grade 12 in reading and mathematics were tested once every four years.]
2. Added the High School Transcript Study (HSTS) as a regularly scheduled study. (2005)
3. Scheduled U.S. history, civics and geography on a once every four years cycle. (2005)
4. Added Technology & Engineering Literacy (TEL) to the NAEP subjects assessed. (2005)
5. Added grade 12 state-level reading and mathematics for volunteer states with a periodicity of every four years. (2008)
6. Adjusted the periodicity of science to correspond to the periodicity of TIMSS for the purpose conducting international benchmarking studies in both mathematics and science. (2010)
7. Scheduled Writing as a technology based assessment, beginning with national data collections only and delaying fourth grade in order to complete a special study. (2010)

Other schedule changes and program adjustments due primarily to budget constraints and/or technical challenges have been considered in the development of the draft schedule:

- Postponing the state-level writing assessment.
- Postponing various other assessments/studies (World History, Foreign Language, HSTS, Long-Term Trend).
- Assessing fewer grade levels in non-required subject areas (U.S. history, civics, and geography; writing; TEL).
- Changing the sample size and reporting depth for states in reading and writing, referred to as focal and non-focal subject reporting.

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<sup>i</sup> The Introduction and Background, Discussion, and Historical Schedule Changes sections are repeated verbatim from the May 2014 Governing Board meeting materials.

<sup>ii</sup> *General Policy: Conducting and Reporting the National Assessment of Educational Progress*, National Assessment Governing Board, August 3, 2013, page 5.

<sup>iii</sup> Ibid.