National Assessment Governing Board

Reporting and Dissemination Committee

August 1, 2014
9:45 am – 12:30 pm

AGENDA

9:45 – 10:45 am	**Joint Session with COSDAM:** NAEP Testing and Reporting on Students with Disabilities and English Language Learners *Lou Fabrizio, COSDAM Chair* *Andrés Alonso, R&D Chair* *Grady Wilburn, NCES*	Attachment A
10:45 – 11:10 am	**ACTION:** Governing Board Communications Plan *Stephaan Harris, NAGB Staff* *Amy Buckley, Reingold*	Attachment B
11:10 am – 12:30 pm	Review of Core Contextual Questions for 2017 NAEP Administration *Andrés Alonso, R&D Chair* *Stephaan Harris, NAGB Staff*	Attachment C
	Information Items: • Overview of Webinar Release of *Performance of Fourth-Grade Students in the 2012 NAEP Computer-Based Writing Pilot Assessment* • Timing of Board Input on 2014 NAEP Report Cards • Projected Schedule for Future NAEP Reports	Attachment D Attachment E Attachment F

NAEP Testing and Reporting on Students with Disabilities

In this joint session, the Committee on Standards, Design, and Methodology (COSDAM) and Reporting and Dissemination Committee (R&D) will discuss a proposed edit to the 2010 Board policy on NAEP Testing and Reporting on Students with Disabilities and English Language Learners, as well as alternatives to the policy for adjusting scores for students excluded from taking the National Assessment of Educational Progress (NAEP). The proposal addresses concerns about a particular part of the policy not being implemented and the possible impact the policy could have on students and schools involved in NAEP. A brief history and background are below.

The Policy In Brief
The March 2010 Governing Board policy on NAEP Testing and Reporting on Students with Disabilities (SD) and English Language Learners (ELL) was intended to reduce exclusion rates and provide more consistency across jurisdictions in which students are tested on NAEP. The policy promoted sound reporting of comparisons and trends (the policy statement is included as Attachment B2). The policy limits the grounds on which schools can exclude students from NAEP samples to two categories—for SD, only those with the most significant cognitive disabilities, and for ELL, only those who have been in U.S. schools for less than a year. Previously, schools excluded students with Individualized Education Programs (IEPs) that called for accommodations on state tests that NAEP does not allow, primarily the read-aloud accommodation on the Reading assessment. Under the current Board policy, schools could not decide to exclude students whose IEPs for state tests specify an accommodation not allowed on NAEP. Instead, such students had to take NAEP with allowable accommodations. Additionally, parents and educators were encouraged to permit them to do so, given that NAEP provides no scores and causes no consequences for individuals, but needs fully representative samples to produce valid results for the groups on which it reports. By law, individual participation in NAEP is voluntary and parents may withdraw their children for any reason.

Inclusion Rates and Implementation
During the December 2013 Board meeting, COSDAM and R&D met in joint session to discuss the 2013 student participation data for grades 4 and 8 Reading and Mathematics. There had been large increases in inclusion rates over the past ten years, and the Board's first inclusion rate goal—95 percent of all students in each sample—was met in almost all states in 2013. However, 11 states and eight districts failed to meet the Board's second goal of testing at least 85 percent of students identified as SD or ELL. Contrary to Board policy, NCES has continued to permit schools to exclude students whose IEPs called for accommodations that NAEP does not allow. NCES believes changing this practice could possibly be detrimental to students, increase refusals, change NAEP's target population, and be counter to current statistical procedures. The Committees asked the staffs of NAGB and NCES to consider possible policy and operational changes and what their impact might be, as well as a timeline for possible Board action.

The staffs of NAGB and NCES have had several conversations about the implementation of the SD/ELL policy. The policy could be clarified by revising the language about converting excluded students to refusals. The fourth implementation guideline for students with disabilities states, *"Students refusing to take the assessment because a particular accommodation is not allowed should not be classified as exclusions but placed in the category of refusals under NAEP*

data analysis procedures." NCES asserts that it is technically incorrect to apply a weight class adjustment[1] that combines students who did not participate due to receiving accommodations on their state tests that are not allowed on NAEP with students who refused for other reasons. The former group cannot be assumed to be randomly missing, which is a necessary assumption for the current NAEP statistical procedures.

Policy Alternatives and Moving Forward
In the May 2014 COSDAM session, Grady Wilburn of NCES and Rochelle Michel from Educational Testing Service (ETS) presented three alternative methods for adjusting scores for students who were excluded from NAEP, contrary to the Board policy:

- *"Expanded" population estimates.* Improving upon the methodology of the full population estimates (FPEs) and incorporating additional data from NAEP teacher and school contextual questionnaires and from school records (e.g., state test scores for individual students).
- *Modified participation A.* Administering only the contextual questionnaire to excluded students and using that additional information to predict how the students would have performed on the cognitive items.
- *Modified participation B.* Administering the contextual questionnaire in the selected subject (i.e., Reading) in conjunction with an assessment in a different subject (e.g., Mathematics) and using both sources of information to predict how the students would have done on the Reading assessment.

COSDAM members expressed serious reservations about implementing any of the three procedures due to the following reasons: current concerns about collecting student data; the potential for jeopardizing trend reporting; increased costs; and the threat of depressing scores due to a change in the population of tested students. There was general consensus that NCES' current practices on this particular aspect of the policy—encouraging schools to include more students in NAEP even when they receive accommodations on their state tests that are not allowed on NAEP, but still allowing schools to exclude such students if they insist—was acceptable.

The Committee asked whether it is possible to identify students who *do* take the NAEP Reading assessment despite receiving a read-aloud accommodation on their state tests. Peggy Carr, Associate Commissioner of NCES, noted that the SD questionnaire will be modified for 2015 to capture this information. The Committee agreed with a suggestion from member Andrew Ho that, instead of classifying students as refusals when they do not take the assessment because a particular accommodation is not allowed, the policy be edited to reflect that the number of such students be tracked and minimized to the extent feasible.

At this August 1 joint session, COSDAM and R&D members will discuss proposed edits to the policy to address ongoing concerns and questions about implementation.

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[1] This refers to a set of units (e.g., schools or students) that are grouped together for the purpose of calculating nonresponse adjustments. The units are homogeneous with respect to certain unit characteristics, such as school size, location, public/private, student's age, sex, and student disability status.

Materials

The March 2010 Board policy on NAEP Testing and Reporting on Students with Disabilities and English Language Learners, with the proposed edit	Pages 5-10
An excerpt of the 2015 NAEP Questionnaire about Students with Disabilities	Page 11
2013 national and state inclusion rates for NAEP Reading, grades 4 and 8	Pages 12-13
2013 TUDA inclusion rates for NAEP Reading, grades 4 and 8	Page 14
2013 national and state inclusion rates for NAEP Mathematics, grades 4 and 8	Pages 15-16
2013 TUDA inclusion rates for NAEP Mathematics, grades 4 and 8	Page 17
Minutes from the May 2014 COSDAM session on this topic	Pages 18-19
Minutes from the December 2013 Joint COSDAM and R&D session on this topic	Pages 20-22

National Assessment Governing Board

NAEP Testing and Reporting on
Students with Disabilities and English Language Learners

Policy Statement

INTRODUCTION

To serve as the Nation's Report Card, the National Assessment of Educational Progress (NAEP) must produce valid, comparable data on the academic achievement of American students. Public confidence in NAEP results must be high. But in recent years it has been threatened by continuing, substantial variations in exclusion rates for students with disabilities (SD) and English language learners (ELL) among the states and urban districts taking part.

Student participation in NAEP is voluntary, and the assessment is prohibited by law from providing results for individual children or schools. But NAEP's national, state, and district results are closely scrutinized, and the National Assessment Governing Board (NAGB) believes NAEP must act affirmatively to ensure that the samples reported are truly representative and that public confidence is maintained.

To ensure that NAEP is fully representative, a very high proportion of the students selected must participate in its samples, including students with disabilities and English language learners. Exclusion of such students must be minimized; they should be counted in the Nation's Report Card. Accommodations should be offered to make the assessment accessible, but these changes from standard test administration procedures should not alter the knowledge and skills being assessed.

The following policies and guidelines are based on recommendations by expert panels convened by the Governing Board to propose uniform national rules for NAEP testing of SD and ELL students. The Board has also taken into consideration the views expressed in a wide range of public comment and in detailed analyses provided by the National Center for Education Statistics, which is responsible for conducting the assessment under the policy guidance of the Board. The policies are presented not as statistically-derived standards but as policy guidelines intended to maximize student participation, minimize the potential for bias, promote fair comparisons, and maintain trends. They signify the Board's strong belief that NAEP must retain public confidence that it is fair and fully-representative of the jurisdictions and groups on which the assessment reports.

POLICY PRINCIPLES

1. As many students as possible should be encouraged to participate in the National Assessment. Accommodations should be offered, if necessary, to enable students with disabilities and English language learners to participate, but should not alter the constructs assessed, as defined in assessment frameworks approved by the National Assessment Governing Board.

2. To attain comparable inclusion rates across states and districts, special efforts should be made to inform and solicit the cooperation of state and local officials, including school personnel who decide upon the participation of individual students.

3. The proportion of all students excluded from any NAEP sample should not exceed 5 percent. Samples falling below this goal shall be prominently designated in reports as not attaining the desired inclusion rate of 95 percent.

4. Among students classified as either ELL or SD a goal of 85 percent inclusion shall be established. National, state, and district samples falling below this goal shall be identified in NAEP reporting.

5. In assessment frameworks adopted by the Board, the constructs to be tested should be carefully defined, and allowable accommodations should be identified.

6. All items and directions in NAEP assessments should be clearly written and free of linguistic complexity irrelevant to the constructs assessed.

7. Enhanced efforts should be made to provide a short clear description of the purpose and value of NAEP and of full student participation in the assessment. These materials should be aimed at school personnel, state officials, and the general public, including the parents of students with disabilities and English language learners. The materials should emphasize that NAEP provides important information on academic progress and that all groups of students should be counted in the Nation's Report Card. The materials should state clearly that NAEP gives no results for individual students or schools, and can have no impact on student status, grades, or placement decisions.

8. Before each state and district-level assessment NAEP program representatives should meet with testing directors and officials concerned with SD and ELL students to explain NAEP inclusion rules. The concerns of state and local decision makers should be discussed.

IMPLEMENTATION GUIDELINES

For Students with Disabilities

1. Students with disabilities should participate in the National Assessment with or without allowable accommodations, as needed. Allowable accommodations are any changes from standard test administration procedures, needed to provide fair access by students with disabilities that do not alter the constructs being measured and produce valid results. In cases where non-standard procedures are permitted on state tests but not allowed on NAEP, students will be urged to take NAEP without them, but these students may use other allowable accommodations that they need.

2. The decision tree for participation of students with disabilities in NAEP shall be as follows:

NAEP Decision Tree for Students with Disabilities

BACKGROUND CONTEXT

1. NAEP is designed to measure constructs carefully defined in assessment frameworks adopted by the National Assessment Governing Board.

2. NAEP provides a list of appropriate accommodations and non-allowed modifications in each subject. An appropriate accommodation changes the way NAEP is normally administered to enable a student to take the test but does not alter the construct being measured. An inappropriate modification changes the way NAEP is normally administered but does alter the construct being measured.

STEPS OF THE DECISION TREE

3. In deciding how a student will participate in NAEP:

   a. If the student has an Individualized Education Program (IEP) or Section 504 plan and is tested without accommodation, then he or she takes NAEP without accommodation.

   b. If the student's IEP or 504 plan specifies an accommodation permitted by NAEP, then the student takes NAEP with that accommodation.

   c. If the student's IEP or 504 plan specifies an accommodation or modification that is not allowed on NAEP, then the student is encouraged to take NAEP without that accommodation or modification.

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3. Students should be considered for exclusion from NAEP only if they have previously been identified in an Individualized Education Program (IEP) as having the most significant cognitive disabilities, and are assessed by the state on an alternate assessment based on alternate achievement standards (AA-AAS). All students tested by the state on an alternate assessment with modified achievement standards (AA-MAS) should be included in the National Assessment.

4. The number of sStudents who do notrefusing to take the assessment because a particular accommodation is not allowed should not be classified as exclusions but placed in the category of refusals under NAEP data analysis procedures be tracked and minimized to the extent possible.

5. NAEP should report separately on students with Individualized Education Programs (IEPs) and those with Section 504 plans, but (except to maintain trend) should only count the students with IEPs as students with disabilities. All 504 students should participate in NAEP.

   At present the National Assessment reports on students with disabilities by combining results for those with an individualized education program (who receive special education services under the Individuals with Disabilities Education Act [IDEA]) and students with Section 504 plans under the Rehabilitation Act of 1973 (a much smaller group with disabilities who are not receiving services under IDEA but may be allowed test accommodations).[*] Under the Elementary and Secondary Education Act, only those with an IEP are counted as students with disabilities in reporting state test results. NAEP should be consistent with this practice. However, to preserve trend, results for both categories should be combined for several more assessment years, but over time NAEP should report as students with disabilities only those who have an IEP.

6. Only students with an IEP or Section 504 plan are eligible for accommodations on NAEP. States are urged to adopt policies providing that such documents should address participation in the National Assessment.

For English Language Learners

1. All English language learners selected for the NAEP sample who have been in United States schools for one year or more should be included in the National Assessment. Those in U.S. schools for less than one year should take the assessment if it is available in the student's primary language.

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[*] NOTE: The regulation implementing Section 504 defines a person with a disability as one who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment. 34 C.F.R. § 104.3(j)(1).

One year or more shall be defined as one full academic year before the year of the assessment.

2. Accommodations should be offered that maximize meaningful participation, are responsive to the student's level of English proficiency, and maintain the constructs in the NAEP framework. A list of allowable accommodations should be prepared by NAEP and furnished to participating schools. Such accommodations may be provided only to students who are not native speakers of English and are currently classified by their schools as English language learners or limited English proficient (LEP).

3. Bilingual versions of NAEP in Spanish and English should be prepared in all subjects, other than reading and writing, to the extent deemed feasible by the National Center for Education Statistics. The assessments of reading and writing should continue to be in English only, as provided for in the NAEP frameworks for these subjects.

4. Staff at each school should select from among appropriate ELL-responsive accommodations allowed by NAEP, including bilingual booklets, those that best meet the linguistic needs of each student. Decisions should be made by a qualified professional familiar with the student, using objective indicators of English proficiency (such as the English language proficiency assessments [ELPA] required by federal law), in accordance with guidance provided by NAEP and subject to review by the NAEP assessment coordinator.

5. Schools may provide word-to-word bilingual dictionaries (without definitions) between English and the student's primary language, except for NAEP reading and writing, which are assessments in English only.

6. NAEP results for ELL students should be disaggregated and reported by detailed information on students' level of English language proficiency, using the best available standardized assessment data. As soon as possible, NAEP should develop its own brief test of English language proficiency to bring consistency to reporting nationwide.

7. Data should be collected, disaggregated, and reported for former English language learners who have been reclassified as English proficient and exited from the ELL category. This should include data on the number of years since students exited ELL services or were reclassified.

8. English language learners who are also classified as students with disabilities should first be given linguistically-appropriate accommodations before determining which additional accommodations may be needed to address any disabilities they may have.

RESEARCH AND DEVELOPMENT

The Governing Board supports an aggressive schedule of research and development in the following areas:

1. The use of plain language and the principles of universal design, including a plain language review of new test items consistent with adopted frameworks.

2. Adaptive testing, either computer-based or paper-and-pencil. Such testing should provide more precise and accurate information than is available at present on low-performing and high-performing groups of students, and may include items appropriate for ELLs at low or intermediate levels of English proficiency. Data produced by such targeted testing should be placed on the common NAEP scale. Students assessed under any new procedures should be able to demonstrate fully their knowledge and skills on a range of material specified in NAEP frameworks.

3. A brief, easily-administered test of English language proficiency to be used for determining whether students should receive a translation, adaptive testing, or other accommodations because of limited English proficiency.

4. The validity and impact of commonly used testing accommodations, such as extended time and small group administration.

5. The identification, measurement, and reporting on academic achievement of students with the most significant cognitive disabilities. This should be done in order to make recommendations on how such students could be included in NAEP in the future.

6. A study of outlier states and districts with notably high or low exclusion rates for either SD or ELL students to identify the characteristics of state policies, the approach of decision makers, and other criteria associated with different inclusion levels.

The Governing Board requests NCES to prepare a research agenda on the topics above. A status report on this research should be presented at the November 2010 meeting of the Board.

Excerpt from the 2015 NAEP Questionnaire about Students with Disabilities

What accommodations does **STUDENT** receive on the state test for **Reading**?

If a student is not assessed on the state test in **Reading**, base the response on how the student is assessed in the classroom in **Reading**.

NOTE: For a description of how each accommodation is conducted in NAEP, place your cursor over the name of each accommodation. Choose all that apply.

- □ Student does not receive any accommodations
- □ Extended time
- □ Small group
- □ One on one
- □ Read aloud in English – directions only
- □ Read aloud in English – occasional
- □ Read aloud in English – most or all
- □ Breaks during testing
- □ Must have an aide administer the test
- □ Large print version of the test
- □ Magnification
- □ Uses template/special equipment/preferential seating
- □ Presentation in Braille
- □ Response in Braille
- □ Presentation in sign language
- □ Response in sign language
- □ Other (specify)

In 2015, the information that is captured will allow us to distinguish between accommodations allowed on the NAEP Reading Assessment (e.g., Read aloud in English – directions only) and accommodations not allowed on the NAEP Reading Assessment (e.g., Read aloud in English – occasional, Read aloud in English – most or all).

In 2013, a single item asked whether students received any Read aloud accommodation (directions only/occasional/most or all); therefore, it was not possible to distinguish between accommodations allowed by NAEP and accommodations not allowed by NAEP.

National Center for Education Statistics

Inclusion rate and confidence interval in NAEP reading for fourth- and eighth-grade public and nonpublic school students, as a percentage of all students, by state/jurisdiction: 2013

State/jurisdiction	Grade 4			Grade 8		
	Inclusion rate	95% confidence interval		Inclusion rate	95% confidence interval	
		Lower	Upper		Lower	Upper
Nation	**97** [1]	**97.3**	**97.6**	**98** [1]	**97.7**	**98.0**
Nation (public)	97 [1]	97.2	97.5	98 [1]	97.5	97.9
Alabama	99 [1]	98.3	99.3	99 [1]	98.2	99.3
Alaska	99 [1]	97.9	99.0	99 [1]	98.1	99.0
Arizona	99 [1]	98.3	99.3	99 [1]	98.0	98.9
Arkansas	99 [1]	98.4	99.2	98 [1]	97.3	98.6
California	97 [1]	96.7	98.1	97 [1]	96.7	98.1
Colorado	98 [1]	97.9	98.9	99 [1]	98.4	99.2
Connecticut	98 [1]	97.8	98.9	98 [1]	97.2	98.4
Delaware	95 [1]	94.3	96.1	97 [1]	95.8	97.1
Florida	97 [1]	96.1	97.8	98 [1]	97.4	98.7
Georgia	95 [1]	93.7	96.2	96 [1]	95.2	97.0
Hawaii	98 [1]	97.6	98.6	98 [1]	97.4	98.5
Idaho	99 [1]	98.0	98.9	98 [1]	97.8	98.8
Illinois	99 [1]	98.3	99.1	99 [1]	98.1	98.9
Indiana	98 [1]	96.4	98.3	98 [1]	97.4	98.6
Iowa	99 [1]	98.4	99.2	99 [1]	98.1	99.2
Kansas	98 [1]	97.5	98.7	98 [1]	97.7	98.7
Kentucky	97 [1]	96.4	97.5	97 [1]	95.9	97.4
Louisiana	99 [1]	98.4	99.2	99 [1]	98.3	99.1
Maine	98 [1]	97.7	98.7	98 [1]	97.9	98.9
Maryland	87	85.9	88.3	91	89.4	91.7
Massachusetts	97 [1]	96.7	97.8	98 [1]	97.1	98.4
Michigan	96 [1]	95.0	97.1	96 [1]	95.1	97.5
Minnesota	97 [1]	96.5	97.9	98 [1]	97.0	98.2
Mississippi	99 [1]	99.0	99.7	99 [1]	98.9	99.5
Missouri	99 [1]	98.2	99.2	99 [1]	98.5	99.3
Montana	97 [1]	96.5	97.6	98 [1]	97.0	98.3
Nebraska	96 [1]	95.4	97.2	97 [1]	96.2	97.7
Nevada	98 [1]	98.0	98.9	99 [1]	98.6	99.3
New Hampshire	97 [1]	96.7	98.0	97 [1]	96.5	97.6
New Jersey	98 [1]	97.4	98.9	97 [1]	96.4	98.1
New Mexico	99 [1]	98.6	99.3	98 [1]	97.8	98.7
New York	99 [1]	97.9	99.1	99 [1]	98.6	99.4
North Carolina	98 [1]	97.4	98.7	98 [1]	97.6	98.8
North Dakota	96 [1]	95.3	96.5	96 [1]	94.9	96.4
Ohio	97 [1]	96.3	98.2	98 [1]	96.8	98.4
Oklahoma	98 [1]	97.5	98.8	99 [1]	98.0	99.0
Oregon	98 [1]	96.8	98.1	99 [1]	98.0	99.0
Pennsylvania	98 [1]	96.9	98.3	98 [1]	97.6	98.7
Rhode Island	99 [1]	98.2	99.0	99 [1]	98.2	99.0
South Carolina	98 [1]	97.3	98.9	98 [1]	97.5	98.6

National Center for Education Statistics

Inclusion rate and confidence interval in NAEP reading for fourth- and eighth-grade public and nonpublic school students, as a percentage of all students, by state/jurisdiction: 2013

State/jurisdiction	Grade 4 Inclusion rate	Grade 4 95% confidence interval Lower	Grade 4 95% confidence interval Upper	Grade 8 Inclusion rate	Grade 8 95% confidence interval Lower	Grade 8 95% confidence interval Upper
Nation	**97** [1]	**97.3**	**97.6**	**98** [1]	**97.7**	**98.0**
Nation (public)	97 [1]	97.2	97.5	98 [1]	97.5	97.9
South Dakota	98 [1]	97.1	98.3	97 [1]	96.1	97.7
Tennessee	97 [1]	96.0	97.6	97 [1]	96.0	97.5
Texas	95 [1]	94.0	96.0	96 [1]	95.6	97.2
Utah	97 [1]	96.1	97.6	97 [1]	96.0	97.7
Vermont	99 [1]	98.3	99.2	99 [1]	98.6	99.4
Virginia	98 [1]	97.9	98.9	99 [1]	98.1	99.0
Washington	97 [1]	96.2	97.9	98 [1]	96.8	98.1
West Virginia	98 [1]	97.6	98.7	98 [1]	97.6	98.6
Wisconsin	98 [1]	97.8	98.8	98 [1]	97.8	98.8
Wyoming	99 [1]	98.3	99.1	99 [1]	98.5	99.1
Other jurisdictions						
District of Columbia	98 [1]	97.6	98.9	98 [1]	97.6	98.6
DoDEA[2]	94	93.2	94.8	96 [1]	95.3	96.9

[1] The state/jurisdiction's inclusion rate is higher than or not significantly different from the National Assessment Governing Board goal of 95 percent.

[2] Department of Defense Education Activity (overseas and domestic schools).

NOTE: The overall national results include both public and nonpublic school students. The national (public) and state/jurisdiction results include public school students only. Data for DoDEA schools are included in the overall national results, but not in the national (public) results.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

National Center for Education Statistics

Inclusion rate and confidence interval in NAEP reading for fourth- and eighth-grade public school students, as a percentage of all students, by jurisdiction: 2013

Jurisdiction	Grade 4			Grade 8		
	Inclusion rate	95% confidence interval		Inclusion rate	95% confidence interval	
		Lower	Upper		Lower	Upper
Nation (public)	97 [2]	97.2	97.5	98 [2]	97.5	97.9
Large city[1]	97 [2]	96.1	97.1	98 [2]	97.2	97.9
Albuquerque	99 [2]	98.8	99.5	98 [2]	97.1	98.6
Atlanta	99 [2]	98.5	99.1	99 [2]	98.4	99.3
Austin	96 [2]	94.1	97.4	97 [2]	95.6	97.4
Baltimore City	84	81.8	86.3	84	81.1	85.8
Boston	96 [2]	94.9	96.3	97 [2]	95.8	97.3
Charlotte	99 [2]	98.4	99.5	98 [2]	97.6	98.8
Chicago	99 [2]	97.6	99.1	98 [2]	97.5	99.0
Cleveland	95 [2]	94.5	96.0	96 [2]	95.5	97.3
Dallas	83	75.3	88.5	96 [2]	95.4	97.3
Detroit	95 [2]	92.7	96.0	94 [2]	92.6	95.7
District of Columbia (DCPS)	98 [2]	96.7	98.5	97 [2]	96.4	98.3
Fresno	98 [2]	96.7	98.3	97 [2]	96.0	97.6
Hillsborough County (FL)	99 [2]	98.3	99.3	98 [2]	97.2	98.7
Houston	94 [2]	91.0	95.5	96 [2]	95.3	97.0
Jefferson County (KY)	95 [2]	92.5	96.3	96 [2]	94.4	96.7
Los Angeles	98 [2]	96.6	98.7	97 [2]	96.4	98.0
Miami-Dade	95 [2]	92.3	97.4	97 [2]	95.2	98.3
Milwaukee	96 [2]	93.8	97.3	96 [2]	94.4	97.1
New York City	98 [2]	97.4	99.0	99 [2]	97.8	99.0
Philadelphia	96 [2]	94.9	97.1	96 [2]	93.0	98.0
San Diego	98 [2]	96.6	98.4	97 [2]	96.2	98.3

[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.

[2] The jurisdiction's inclusion rate is higher than or not significantly different from the National Assessment Governing Board goal of 95 percent.

NOTE: DCPS = District of Columbia Public Schools.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

National Center for Education Statistics

Inclusion rate and confidence interval in NAEP mathematics for fourth- and eighth-grade public and nonpublic school students, as a percentage of all students, by state/jurisdiction: 2013

State/jurisdiction	Grade 4			Grade 8		
	Inclusion rate	95% confidence interval		Inclusion rate	95% confidence interval	
		Lower	Upper		Lower	Upper
Nation	**99** [1]	**98.5**	**98.7**	**99** [1]	**98.4**	**98.6**
Nation (public)	98 [1]	98.4	98.6	98 [1]	98.3	98.5
Alabama	99 [1]	98.1	99.4	99 [1]	98.6	99.2
Alaska	99 [1]	98.4	99.2	99 [1]	98.5	99.2
Arizona	99 [1]	98.3	99.1	99 [1]	98.2	99.1
Arkansas	99 [1]	98.3	99.1	98 [1]	97.5	98.5
California	98 [1]	97.4	98.6	99 [1]	98.0	98.9
Colorado	99 [1]	98.3	99.2	99 [1]	98.3	99.3
Connecticut	99 [1]	98.1	99.1	98 [1]	97.4	98.4
Delaware	98 [1]	97.1	98.5	99 [1]	98.2	99.0
Florida	98 [1]	97.5	98.6	98 [1]	97.7	98.8
Georgia	99 [1]	97.9	99.0	98 [1]	97.7	99.0
Hawaii	99 [1]	98.3	99.1	98 [1]	97.8	98.8
Idaho	99 [1]	98.3	99.0	99 [1]	98.5	99.3
Illinois	99 [1]	98.4	99.4	99 [1]	98.6	99.3
Indiana	98 [1]	97.9	98.9	98 [1]	97.7	98.8
Iowa	99 [1]	98.8	99.6	99 [1]	98.8	99.5
Kansas	98 [1]	97.9	98.8	98 [1]	97.7	98.8
Kentucky	99 [1]	98.0	99.0	98 [1]	97.2	98.5
Louisiana	99 [1]	98.3	99.3	99 [1]	98.5	99.2
Maine	98 [1]	97.3	98.4	99 [1]	98.2	99.0
Maryland	99 [1]	98.6	99.3	98 [1]	97.7	98.7
Massachusetts	98 [1]	97.3	98.5	98 [1]	97.1	98.6
Michigan	98 [1]	97.3	98.6	98 [1]	95.8	98.6
Minnesota	99 [1]	98.1	99.0	98 [1]	97.6	98.8
Mississippi	99 [1]	98.7	99.5	99 [1]	98.5	99.6
Missouri	99 [1]	98.0	99.0	99 [1]	98.2	99.1
Montana	98 [1]	97.8	98.7	99 [1]	98.0	99.0
Nebraska	98 [1]	97.6	98.8	98 [1]	97.6	98.6
Nevada	99 [1]	98.1	99.0	99 [1]	98.4	99.3
New Hampshire	99 [1]	98.3	99.1	99 [1]	98.5	99.3
New Jersey	99 [1]	98.3	99.2	98 [1]	97.7	98.8
New Mexico	99 [1]	98.2	99.2	98 [1]	97.9	98.8
New York	99 [1]	98.1	99.2	98 [1]	97.1	98.7
North Carolina	99 [1]	98.3	99.1	99 [1]	98.2	99.1
North Dakota	97 [1]	96.8	97.9	97 [1]	96.5	97.5
Ohio	99 [1]	98.2	99.0	98 [1]	98.0	98.9
Oklahoma	98 [1]	97.5	98.6	98 [1]	97.7	98.9
Oregon	98 [1]	97.2	98.4	99 [1]	97.9	99.0
Pennsylvania	98 [1]	97.8	98.8	98 [1]	97.4	98.9
Rhode Island	99 [1]	98.4	99.2	99 [1]	98.5	99.2
South Carolina	99 [1]	98.2	99.3	99 [1]	98.0	99.1

National Center for Education Statistics

Inclusion rate and confidence interval in NAEP mathematics for fourth- and eighth-grade public and nonpublic school students, as a percentage of all students, by state/jurisdiction: 2013

State/jurisdiction	Grade 4			Grade 8		
	Inclusion rate	95% confidence interval		Inclusion rate	95% confidence interval	
		Lower	Upper		Lower	Upper
South Dakota	99 [1]	98.0	99.0	99 [1]	98.2	99.1
Tennessee	99 [1]	98.0	99.1	98 [1]	97.7	98.7
Texas	98 [1]	97.9	98.7	98 [1]	97.4	98.6
Utah	99 [1]	98.1	99.2	98 [1]	97.9	98.9
Vermont	99 [1]	98.2	99.0	99 [1]	98.8	99.4
Virginia	98 [1]	98.0	98.9	99 [1]	98.6	99.2
Washington	98 [1]	97.0	98.4	98 [1]	97.3	98.5
West Virginia	98 [1]	97.6	98.8	98 [1]	97.8	98.7
Wisconsin	98 [1]	97.7	98.6	98 [1]	97.9	98.9
Wyoming	99 [1]	98.6	99.3	98 [1]	98.0	98.9
Other jurisdictions District of Columbia	99 [1]	98.1	99.0	99 [1]	98.5	99.4
DoDEA[2]	98 [1]	97.9	98.7	99 [1]	98.4	99.2

[1] The state/jurisdiction's inclusion rate is higher than or not significantly different from the National Assessment Governing Board goal of 95 percent.

[2] Department of Defense Education Activity (overseas and domestic schools).

NOTE: The overall national results include both public and nonpublic school students. The national (public) and state/jurisdiction results include public school students only. Data for DoDEA schools are included in the overall national results, but not in the national (public) results.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Mathematics Assessment.

National Center for Education Statistics

Inclusion rate and confidence interval in NAEP mathematics for fourth- and eighth-grade public school students, as a percentage of all students, by jurisdiction: 2013

Jurisdiction	Grade 4 Inclusion rate	Grade 4 95% confidence interval Lower	Grade 4 95% confidence interval Upper	Grade 8 Inclusion rate	Grade 8 95% confidence interval Lower	Grade 8 95% confidence interval Upper
Nation (public)	98 [2]	98.4	98.6	98 [2]	98.3	98.5
Large city[1]	98 [2]	98.0	98.4	98 [2]	97.9	98.4
Albuquerque	99 [2]	98.1	99.3	98 [2]	97.8	99.0
Atlanta	99 [2]	98.4	99.4	99 [2]	98.8	99.6
Austin	98 [2]	97.0	98.6	98 [2]	97.4	98.6
Baltimore City	98 [2]	96.9	99.2	98 [2]	96.6	99.1
Boston	96 [2]	95.4	97.0	97 [2]	96.7	98.0
Charlotte	99 [2]	97.6	99.4	99 [2]	97.8	99.2
Chicago	99 [2]	98.3	99.3	99 [2]	98.0	99.2
Cleveland	96 [2]	94.8	96.5	97 [2]	96.6	98.0
Dallas	98 [2]	96.8	98.3	98 [2]	96.7	98.2
Detroit	95 [2]	93.3	96.1	96 [2]	94.4	96.9
District of Columbia (DCPS)	98 [2]	97.1	98.6	98 [2]	97.4	98.9
Fresno	99 [2]	98.5	99.5	98 [2]	97.5	98.8
Hillsborough County (FL)	99 [2]	98.1	99.3	99 [2]	97.8	99.2
Houston	98 [2]	97.1	98.8	98 [2]	97.1	98.3
Jefferson County (KY)	98 [2]	97.4	98.8	98 [2]	97.5	98.9
Los Angeles	98 [2]	97.0	98.7	98 [2]	97.8	98.9
Miami-Dade	98 [2]	96.5	98.4	98 [2]	97.0	98.3
Milwaukee	97 [2]	95.2	97.6	96 [2]	93.6	97.4
New York City	99 [2]	98.0	99.1	98 [2]	97.4	98.8
Philadelphia	97 [2]	95.1	97.6	96 [2]	92.6	98.2
San Diego	99 [2]	97.7	99.1	98 [2]	96.8	98.3

[1] Large city includes students from all cities in the nation with populations of 250,000 or more including the participating districts.

[2] The jurisdiction's inclusion rate is higher than or not significantly different from the National Assessment Governing Board goal of 95 percent.

NOTE: DCPS = District of Columbia Public Schools.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Mathematics Assessment.

National Assessment Governing Board
Committee on Standards, Design and Methodology

May 16, 2014
EXCERPT

COSDAM Members: Chair Lou Fabrizio, Vice Chair Fielding Rolston, Lucille Davy, James Geringer, Andrew Ho, Terry Holliday, James Popham, and Leticia Van de Putte.

Governing Board Staff: Michelle Blair and Sharyn Rosenberg.

Other Attendees: John Easton, Director of the Institute of Education Sciences and ex officio member of the Governing Board. NCES: Peggy Carr, Arnold Goldstein, Dana Kelly, Daniel McGrath, and Grady Wilburn. AIR: Fran Stancavage. CRP: Carolyn Rudd. ETS: Rochelle Michel and Andreas Oranje. HumRRO: Lauress Wise. Optimal Solutions Group: Lipika Ahuja. Pearson: Brad Thayer. Westat: Keith Rust.

NAEP Testing and Reporting on Students with Disabilities

Mr. Fabrizio noted that the session would focus on a particular challenge associated with the March 2010 Board policy on NAEP Testing and Reporting on Students with Disabilities (SDs) and English Language Learners (ELLs). The policy was intended to reduce exclusion rates and provide more consistency across jurisdictions in which students are tested on NAEP to promote sound reporting of comparisons and trends. The policy limits the grounds upon which schools can exclude students to two categories—for SDs, only those with the most significant cognitive disabilities, and for ELLs, only those who have been in U.S. schools for less than one year. Although schools cannot limit student participation on any other grounds, individual participation in NAEP is voluntary by law and parents may withdraw their children for any reason.

The policy states, "Students refusing to take the assessment because a particular accommodation is not allowed should not be classified as exclusions but placed in the category of refusals under NAEP data analysis procedures." Under NAEP data analysis procedures, a weight class adjustment is used to account for students who refuse to take the assessment, but excluded students have no impact on estimated scores. Contrary to the Board policy, NCES has continued to permit schools to exclude students whose Individualized Education Programs (IEPs) call for accommodations that NAEP does not allow. NCES asserts that it is technically incorrect to apply a weight class adjustment that combines students who did not participate due to receiving accommodations on their state tests that are not allowed on NAEP with students who refused for other reasons.

Grady Wilburn of the National Center for Education Statistics (NCES) and Rochelle Michel from Educational Testing Service (ETS) presented three alternative methods for adjusting scores for students who were excluded from NAEP, contrary to the Board policy. The first method, *"Expanded" population estimates*, would improve upon the methodology of the full population

estimates (FPEs) and incorporate additional data from NAEP teacher and school contextual questionnaires and from school records (e.g., state test scores for individual students). The second method, *Modified participation A*, would involve administering only the contextual questionnaire to excluded students and using that additional information to predict how the students would have performed on the cognitive items. The third method, *Modified participation B*, would involve administering the contextual questionnaire in the selected subject (i.e., Reading) in conjunction with an assessment in a different subject (e.g., Mathematics) and using both sources of information to predict how the students would have done on the Reading assessment.

COSDAM members expressed serious reservations about implementing any of the three procedures due to the following reasons: current concerns about collecting student data; the potential for jeopardizing trend reporting; increased costs; and the threat of depressing scores due to a change in the population of tested students. There was general consensus that NCES' current practices on this particular aspect of the policy—encouraging schools to include more students in NAEP even when they receive accommodations on their state tests that are not allowed on NAEP, but still allowing schools to exclude such students if they insist—was acceptable.

The committee asked whether it is possible to identify students who *do* take the NAEP Reading assessment despite receiving a read-aloud accommodation on their state tests. Peggy Carr, Associate Commissioner of NCES, noted that the SD questionnaire will be modified for 2015 to capture this information.

Andrew Ho suggested the following edit to the policy: "Students refusing to take the assessment because a particular accommodation is not allowed should not be classified as exclusions but ~~placed in the category of refusals under NAEP data analysis procedures~~ *be tracked and minimized to the extent possible*." The committee agreed with Mr. Ho's suggestion.

Mr. Fabrizio asked that this recommendation be shared with the Reporting and Dissemination Committee in joint session during the August 2014 meeting.

National Assessment Governing Board
Committee on Standards, Design and Methodology

December 6, 2013
EXCERPT

JOINT MEETING WITH REPORTING AND DISSEMINATION COMMITTEE

Attendees

COSDAM Members: Chair Lou Fabrizio, Vice Chair Fielding Rolston, Lucille Davy, Andrew Ho, Terry Holliday, and James Popham.

Reporting and Dissemination Committee Members: Acting Chair Terry Mazany (Vice Chair of the Reporting and Dissemination Committee), Anitere Flores, Rebecca Gagnon, Tom Luna, Tonya Miles, and Father Joseph O'Keefe.

Governing Board Staff: Executive Director Cornelia Orr, Michelle Blair, Larry Feinberg, Stephaan Harris, and Sharyn Rosenberg.

Other Attendees: John Easton, Director of the Institute of Education Sciences and ex officio member of the Governing Board. NCES: Commissioner Jack Buckley, Gina Broxterman, Patricia Etienne, Arnold Goldstein, Andrew Kolstad, and Daniel McGrath. AIR: Victor Bandeira de Mello, George Bohrnstedt, Markus Broer, and Cadelle Hemphill. ETS: Andreas Oranje, John Mazzeo, and Lisa Ward. Hager Sharp: David Hoff, Debra Silimeo, and Melissa Spade Cristler. HumRRO: Steve Sellman and Laurie Wise. Optimal Solutions Group: Rukayat Akinbiyi. Reingold: Amy Buckley, Erin Fenn, Sarah Johnson, and Valeri Marrapodi. Virginia Department of Education: Pat Wright. Westat: Chris Averett and Keith Rust. Widmeyer: Jason Smith.

Lou Fabrizio, Chair of the Committee on Standards, Design and Methodology (COSDAM), called the meeting to order at 10:02 a.m. and welcomed members and guests. The purpose of the joint session was to discuss implementation in the NAEP 2013 assessments of the Governing Board policy on NAEP Testing and Reporting on Students with Disabilities (SD) and English Language Learners (ELL).

Larry Feinberg, of the Governing Board staff, described the March 2010 policy, which was intended to reduce exclusion rates and provide consistency across jurisdictions in how students are tested to promote sound reporting of comparisons and trends. The policy limits the grounds on which schools can exclude students from NAEP samples to two categories— for SD, only those with the most significant cognitive disabilities, and for ELL, only those who have been in U.S. schools for less than a year.

He noted that previously, schools could exclude students with Individualized Education Programs (IEPs) that called for accommodations on state tests that NAEP does not allow because they would alter the construct NAEP assesses. The most widely used of these were

having the test read aloud for the Reading assessment and using a calculator for all parts of the Mathematics assessment.

Under the current Board policy, schools can no longer decide to exclude students whose IEPs for state tests specify an accommodation not allowed on NAEP. Instead, such students should take NAEP with allowable accommodations. Parents should be encouraged to permit them to do so, given that NAEP provides no scores and causes no consequences for individuals but needs fully representative samples to produce the valid results for the groups on which it reports. By law, individual participation in NAEP is voluntary and parents may withdraw their children for any reason.

When parents refuse to allow children to participate in NAEP, scores are imputed based on reweighting the performance of other students with similar characteristics. However, when students are excluded, they do not impact group scores at all, and, in effect, are considered to achieve at the group average.

Grady Wilburn, of NCES, presented 2013 participation data for grades 4 and 8 Reading and Mathematics. He noted large increases in inclusion rates over the past ten years, and said the Board's inclusion goals—95 percent of all students in each sample and 85 percent of students identified as SD or ELL—had been met in almost all states. According to calculations by Keith Rust, of Westat, converting exclusions in reading to refusals would produce a statistically significant change in only one state, Maryland. However, Peggy Carr, Associate Commissioner of Assessment at NCES, said the impact would be much greater in some of the urban districts in TUDA, whose 2013 results have not yet been released.

In accordance with Board action, Mr. Wilburn said NCES had also published scores based on full-population estimates, (FPEs), which adjust state and district averages by imputing scores for excluded SD and ELL students based on the performance of similar SD and ELL students who are tested. Member Andrew Ho said these estimates should be given more emphasis as a way to give consistency to trends and make it clear when score changes are likely to have been caused by changes in exclusion rates. Ms. Carr said improvements were possible in the models for imputing FPEs.

Mr. Wilburn explained that, contrary to the Board policy, NCES had continued to permit schools to exclude students whose IEPs called for accommodations that NAEP does not allow, in most cases, read-aloud. NCES believes changing this practice would increase refusals, impact reported trends, change NAEP's target population, and violate sound psychometric procedures.

For mathematics in 2013, NCES introduced a new option for students whose IEPs call for a calculator accommodation, where schools could choose to have these students take two calculator-active NAEP blocks, even if those were not the blocks that would have been randomly assigned through the matrix sampling design. Mr. Feinberg said this change, by reducing exclusions, had also impacted some reported trends.

Jack Buckley, the Commissioner of Education Statistics, noted that it is not clear who gets to define NAEP's target population. He said NCES and the Board disagree about whether it should include students whose IEPs specify accommodations that NAEP does not allow.

Mr. Wilburn said NCES plans to publish a technical memo that will focus on how refusal and exclusion issues impact NAEP participation and performance. The memo will include total participation rates that summarize non-participation from all causes—exclusions, refusals, and absence (which is the largest category). The memo will also provide data on the proportion of exclusions based on NAEP not allowing a state-provided accommodation.

There was additional discussion on the impact that exclusion and refusal changes would have on TUDA districts. Terry Mazany, the acting chair of the Reporting and Dissemination Committee, conveyed a message from Andrés Alonso, the Committee chair who was not present. He said Mr. Alonso, former superintendent of Baltimore schools, had urged that policy changes impacting NAEP exclusions and scores should be highlighted in NAEP reports to provide context for interpreting results and that historical data should be provided.

The Committees asked the staffs of NCES and NAGB to consider possible policy changes and what their impact might be. Lou Fabrizio, chair of the Committee on Standards, Design and Methodology, asked staff to prepare recommendations for moving forward and a timeline for possible Board action.

NATIONAL ASSESSMENT GOVERNING BOARD
2014 STRATEGIC COMMUNICATIONS PLAN

August 1, 2014

In 2014 and beyond, the National Assessment Governing Board seeks to focus its communication efforts strategically and cost effectively to "Make Data Matter" for various target audiences. The Board is well-positioned to increase the impact of its outreach, but it must prioritize its audiences and identify its objectives for each, while integrating innovative strategies to elevate the Board's work—and NAEP—as a thought leader in education.

Reingold proposes three goals the Board can pursue to amplify its outreach efforts.

   I.   Make a Connection With Target Audiences
  II.   Engage Audiences Between Report Card Releases
 III.   Maximize Impact Through Innovation

Reingold's assumption in developing strategic priorities for the Board is that reporting and dissemination activities must support a vision to **make an impact in education through engagement with NAEP that will enable the use, discussion, and sharing of NAEP data and information.** A time-phased action plan, including specific outreach tactics and metrics, will be developed with Governing Board staff on the Board's approval of this strategic communications plan.

The members of the Reporting and Dissemination Committee have identified three key audiences it believes the Board should focus on—parents; teachers and administrators; and policymakers—as each of these audiences is in a position to make an impact through NAEP data. Working with staff, we will identify the Board's goals and expectations of each audience and the key messages needed to engage each one effectively.

Potential outcomes of the audience-focused outreach are listed below:

Parents
- Understand the value of NAEP and its implication for parents.
- Ask informed questions about their child's education and the school system.
- Use NAEP to consider out-of-school factors that might affect their child's education.
- Share NAEP information and messages with their parent peers.

Teachers and Administrators
- Understand the value of NAEP and its implication for teachers and administrators.
- Use NAEP to influence change within their classroom or school system.
- Educate parents about NAEP data and resources.
- Share and distribute NAEP information to their peers.

Policymakers
- Understand the value of NAEP and its implication for education policy.
- Use and cite NAEP data in policy decisions, public statements, and white papers.
- Distribute NAEP information and messages to constituents and peers to help advocate for change.

It is important to remember that messages and calls to action are intended to move the Board's priority audiences along an engagement continuum, from awareness and education to trial, buy-in, and, ultimately, action. But creating the right messages is only the beginning. It is critical to know which information to deliver first, which should follow, and who are the most credible messengers. We will lay out a cohesive, practical, comprehensive roadmap for reaching the Board's target audiences that identifies how to take advantage of existing opportunities, what new strategies to develop, and optimal methods of dissemination. The action plan will include a variety of opportunities to connect with each audience to maximize the reach and frequency of each message. The proposed strategies involve cultivating and leveraging partnerships that will include stakeholders or champions. There will also be collaboration with the National Center for Education Statistics (NCES) to ensure efforts are not duplicated, with Board and NCES staff coordinating on roles, responsibilities, and resources on various strategies as needed.

To illustrate the strategies identified above, below we discuss what the execution of each one could involve for the Board's three priority audiences.

I. Make a Connection with Target Audiences

The goal is personal and powerful: "Communicate the Value of NAEP." This means going beyond the distribution of NAEP data to highlighting, developing, and sharing relevant messages, content, stories, and calls to action for key audiences. Communicating the "So what?" and "Why should we care?" can help the Board move beyond the scores and headlines to clarify the value of NAEP and its important role as an indicator of student achievement.

- **Develop key messages and calls to action for priority audiences.** The Governing Board's audience is widely diverse—in their knowledge of and experience with NAEP, in their intended uses and consumption of data and information, and in their communications networks, favored channels, and approaches. With these differences in mind, it is imperative that the Governing Board tailor messages for each of its audiences to inspire deeper engagement with NAEP data. Instead of a one-size-fits-all approach, we will define and continually test and adjust the messages that are the most relevant to each audience.

    Example of the strategy in action for parents: Include the tailored messages and calls to action on the website's "Information For" parent pages. The parent landing page could have calls to action including "Learn about NAEP," "Download NAEP resources," or "Test yourself on NAEP questions." The page could also have a section devoted to the Board's assessment literacy efforts (including resources, information and questions to ask) once outreach strategies from the work group are finalized.

Example of the strategy in action for teachers and administrators: The American Federation of Teachers and National Education Association could include a NAEP toolkit with messages for teachers on its website in a resources section.

Example of the strategy in action for policymakers: Minneapolis Board of Education and Governing Board member Rebecca Gagnon could use and reference data from *Science in Action: Hands-On and Interactive Computer Tasks From the 2009 Science Assessment* in a discussion with the Minnesota Department of Education and the Minnesota Education Technology Task Force about the importance of science computer labs.

Impact metrics: The number of downloads of materials such as a PowerPoint or frequently asked questions PDF; number of clicks on links for calls to action (e.g., "Test yourself on NAEP questions"); number of champions—that is, advocates—who commit to using or distributing the NAEP messaging and toolkit.

- **Expand communications beyond reporting on the scores.** We need to get beyond the typical report presentations of the data and find meaningful ways to elevate the data (and their implications) through materials, messaging, and outreach activities. We will identify and highlight hidden gems of NAEP data, connecting the dots between data and practice and leveraging resources to reach specific audiences to deliver important messages in a meaningful and memorable way. The Governing Board must be a storyteller that educates its audiences about the relevancy of NAEP data and resources in a way that resonates with its audiences' interests and needs in an actionable manner.

  Example of the strategy in action for parents: Develop a parent leader discussion guide to assist parent leaders in using NAEP and other assessment data in their conversations with school administrators about improving student achievement for all children.

  Example of the strategy in action for teachers and administrators: Develop an interactive Prezi presentation (a visually animated storytelling tool for presenting ideas and messages) on NAEP achievement gap data from the recent *2013 Mathematics and Reading, Grade 12* report card for New Leaders, a national nonprofit organization that develops transformational school leaders and designs effective leadership policies and practices for school systems across the country.

  Example of the strategy in action for policymakers: Governing Board member Anitere Flores could host a Florida Senate session on parent involvement in education to highlight NAEP contextual variables data in reading from the *2013 Mathematics and Reading, Grade 12* report card. For example, when asked whether students discussed what they read, students who reported discussing their reading every day or almost every day had higher reading scores.

Impact metrics: The number of guides distributed at stakeholder conferences or downloaded from the website; number of groups posting the guide on their websites; number of Prezi and data downloads; parent-submitted testimonials and feedback on using the guide to speak with school and district leaders.

- **Tell the NAEP story through user testimonials.** NAEP data become more impactful when stakeholders learn how others use the data to fulfill their missions and advance their educational goals. Working through key groups, we will collect and disseminate real-life testimonials from the priority audiences to become an authentic author of the NAEP story.

  Example of the strategy in action for parents: Collaborate with National PTA to solicit testimonials from parents about how they use NAEP and other assessment data, and then promote the testimonials through the Board's and PTA's online networks. These testimonials and other NAEP information could also be featured on the websites of other national education groups, encouraging parents to learn about different assessments their children might take and how the data can be used.

  Example of the strategy in action for teachers and administrators: Coordinate with elementary school principal and Board member Doris Hicks and future Board member chosen for the secondary school principal slot to collaborate with the National Association of Elementary School Principals and the National Association of Secondary School Principals to solicit testimonials from principals and teachers within their districts about how they use NAEP and the importance of at-home and out-of-school activities that enhance learning, then promote testimonials through the school communication channels.

  Example of the strategy in action for policymakers: Collaborate with the National Association of State Boards of Education to collect testimonials from state board members on how data, including NAEP data, are used to inform policy-level decisions and improvements.

  Impact metrics: The number of NAEP user testimonials received; number of testimonial views online; number of social media shares and engagement; quality of the engagements and comments about parents using data.

- ➢ *Potential action taken by key audiences under this goal:* Using NAEP materials and resources on organization websites to inform questions of school and education leaders about school curriculum and district progress; downloading NAEP sample questions to test student knowledge or supplement classroom lessons;

II. Engage Audiences Between Report Card Releases

The goal is ongoing and impactful: "Continual Engagement." This means building tangible connections—outside of report card release events—between NAEP and its stakeholders, and equipping them with the insight, information, and tools to make a difference in educational quality and student achievement. This important strategy cannot be executed by staff alone, and will require the contributions of Board members and the partnership of

stakeholder groups and other NAEP champions, including former Board members.

- **Expand the report card release life cycle.** There is great opportunity for the Governing Board to enliven data and engage target audiences by taking a comprehensive, reimagined view of releasing and reporting on NAEP results that goes beyond the one-day release event. The entire life cycle of an assessment—from developing the framework to fielding assessments to disseminating results—offers content and commentary that, if shared more strategically, will powerfully support the NAEP brand and use of NAEP by target audiences. The Board can both enhance the report card releases and extend the life cycle to make meaningful connections with target audiences by developing pre- and post-release content, and recording and sharing video or audio which tease out and illuminate NAEP data.

  Example of the strategy in action for parents: For each report card release, develop a highlight reel with panelist quotes, select data points, and facts on reading, mathematics, and science contextual variables to send to parent stakeholder groups to distribute to their networks and on the Web.

  Example of the strategy in action for teachers and administrators: Governing Board member Terry Mazany could host a meeting with the executive director of the Chicago Principals & Administrators Association to discuss the value of NAEP state and TUDA achievement data.

  Example of the strategy in action for policymakers: Host a briefing with the California State Board of Education on the performance of fourth-grade students in the *NAEP 2012 Writing Grade 4 Pilot* with a diverse panel to include California fourth-grade teacher and Governing Board member Shannon Garrison, the executive director of the National Writing Project, and authors Carol Bedard and Charles Fuhrken.

  Impact metrics: The numbers of video views and shares; number of groups posting the video; quality of comments and conversations under the video; feedback from stakeholder groups about the impact of the video and parent engagement with the content; number of participants at the meeting or briefing.

- **Leverage partnerships with stakeholder organizations and champions.** As a trusted messenger of information to key audiences, the Governing Board needs to mobilize its existing networks, engaging stakeholder groups and champions to share and shape future outreach. Stakeholders and champions are diverse and can be from education associations or news outlets like NBC News. They could also be politicians, celebrities, athletes, or prominent individuals like First Lady Michelle Obama. We will help the Board identify key partnership opportunities for its priority audiences and develop specific recommendations for engagement, to put their distinct capabilities to work in promoting NAEP and extending the Governing Board's reach. For example, we could keep working with the Alliance for Excellent Education to produce and promote post-release webinars, provide data infographics to the National Council of Teachers of Mathematics, and collaborate with the

National Council of La Raza in sponsoring Facebook chats in addition to consistently pursuing new opportunities with key stakeholder organizations.

Example of the strategy in action for parents: Collaborate with NBC News' Education Nation and Pearson on their Parent Toolkit (www.parenttoolkit.com), including NAEP materials, graphics, and downloadable resources on the website that position the Governing Board as an authoritative source of information on student assessment data.

Example of the strategy in action for teachers and administrators: Collaborate with Danica McKellar, actress, author, and STEM education advocate, to submit an article to the National Science Teachers Association's NSTA Express newsletter on the importance of STEM education and girls' involvement in STEM, and include data from NAEP's *Technology and Engineering Literacy* assessment.

Example of the strategy in action for policymakers: Arrange for James Geringer and/or Ronnie Musgrove, Board members and former governors, to present at the annual National Governors Association conference on an important policy issue affecting states in which NAEP data and contextual variables are relevant. Additionally, the Board and he governors can collaborate with the Center on Education Policy to include NAEP reading data and contextual variables (such as frequency of discussing what they read or finding reading enjoyable) in their research papers, publications and annual progress report.

Impact metrics: The number of clicks on the NAEP content; number of downloads of NAEP materials; use of presented NAEP data by governors and state policy leaders in media citations, state websites and other materials; volume of referral traffic from the Parent Toolkit site back to the Governing Board's website; Education Nation engagement that identifies stories of the Toolkit in action; number of newsletter opens and clicks; number of research report downloads.

- **Equip, empower, and display thought leadership.** The Governing Board and NCES are well-positioned as thought leaders among researchers and many national policymakers but could expand their influence with other audiences, such as parents, local policymakers, and education practitioners. Governing Board members and staff should be seen by media representatives and stakeholders as valued spokespeople on educational assessment and achievement, including specific topics such as computerized assessments, achievement gap trends, 12th-grade academic preparedness, and the importance of technology, engineering, and literacy. The Board can also continually secure speaking engagements at a variety of events such as the International Reading Association's annual conference or local PTA chapter meetings, or pitch quotes for inclusion in news articles and op-eds on relevant topics.

  Example of the strategy in action for parents: Work with Board member and parent Tonya Miles and develop and pitch op-eds that connect NAEP data with important year-round education events, emphasizing the role parents can play in raising student achievement. During Black History Month, pitch a piece to HuffPost

Parents that spotlights achievement gap success stories, or pitch a piece about technology and engineering skill-building beyond the classroom to *Sacramento Parent* magazine.

Example of the strategy in action for teachers and administrators: Co-host a webinar discussion on NAEP state achievement trends with the American Federation of School Administrators, with members weighing in on state-level changes and education initiatives that are aimed at increasing achievement.

Example of the strategy in action for policymakers: Submit a proposal to the National School Board Association's annual conference for a Board member and NCES to co-host a breakout session to share and discuss the recent *2013 Mathematics and Reading, Grade 12* report card, academic preparedness data, and recent graduation rate research.

Impact metrics: The numbers of op-ed placements, shares, and comments; quality of user engagements and comments; number of follow-up questions from readers; number of new emails collected (from a "Subscribe to the Governing Board" call to action); number of webinar and conference participants and follow-up requests.

➢ ***Potential action taken by key audiences under this goal:*** Inspired by op-ed on racial achievement gaps, exploring gaps in their own districts and talking with school leaders about parity of resources; noting performance trends in subjects by state and/or urban district and then using that knowledge to inform state, local, or school district-level decisions regarding academic programs.

III. Maximize Impact Through Innovation

The goal is proactive and cutting-edge: "Lead the Way." This means reaching and making meaningful connections with priority audiences, customizing events, fostering and driving online conversations, and creating tech-savvy materials with compelling content.

▪ **Customize release event formats.** Report cards are not one-size-fits-all; innovative release event strategies are needed to achieve the specific goals of each release. Each release event strategy should have distinct goals, audiences, messages, materials, strategies, and tactics to Make Data Matter. The Governing Board has expanded the report card release event structure from physical events for every release to include webinars and live-streaming during events, a post-release social media Facebook chat, and an online town hall event. We will continue to refine this approach to customizing every release to maximize the immediate release impact and create a sustained conversation that continues to reach and engage key audiences.

Example of the strategy in action for parents: Host a Google Hangout for parents after a NAEP release that can feature panelists from the National Council of La Raza talking about the importance of parent involvement in education, and encourage parent participants to share how they use data to help their students achieve.

Example of the strategy in action for teachers and administrators: Develop a Twitter town hall guide (NAEP data points, question-and-answer content, best-practice tips, and facilitation instructions) for teachers and school administrators to host their own facilitated chats with parents and the school district on state-level NAEP data and areas for application.

Example of the strategy in action for policymakers: Host an in-person round-table discussion with members of the Massachusetts Mayors' Association on the latest state-level NAEP reading and mathematics results and their state-based implications.

Impact metrics: The number of promotions of the online events and shares of the URL; numbers of event participants and total users viewing them or reached; numbers of comments or participants sharing their testimonials; number of follow-up testimonials received for inclusion in materials or on the website.

- **Engage in the online conversation.** It is important to be aware of the conversations on important education issues, but to influence and help shape public understanding and perceptions the Governing Board needs to participate in the conversation with key messages. We will help the Governing Board foster conversations through real-time engagement on social media platforms, develop content such as an article written by a Governing Board member to post on NAEP's upcoming blog coordinated by NCES, and create a strategy to join or host online chat events, sponsor Q&A sessions, or solicit feedback. Champions are key to the success of this effort, providing greater reach and often a more powerful story than the Governing Board can tell alone.

Example of the strategy in action for parents: Hold a webinar with the Governing Board's Education Summit for Parent Leaders attendees and parent leader champions to review the NAEP website workshop tutorial and obtain feedback through a moderated chat on how they have used NAEP data since the event. Compile feedback to create a one-pager and share it with participants.

Example of the strategy in action for teachers and administrators: Collaborate with the National Council of Teachers of Mathematics (NCTM) on an online Q&A chat session based on the NAEP *Mathematics Curriculum Study* data, educating NCTM about the wide variance of content in mathematics courses and books with the same name. Board member and math teacher Dale Nowlin could be a participating panelist.

Example of the strategy in action for policymakers: Reach out to the National Governors Association (NGA) on Twitter and provide NGA with content and data about the *2013 Mathematics and Reading, Grade 12* report card.

Impact metrics: Numbers of campaign participants and user submissions; numbers of engagements ("likes," comments, shares, retweets, views) for the multimedia submissions; quality of comments on the multimedia submissions; growth in the

Governing Board social media audience and number of engaged users discussing assessment data.

- **Create multimedia, digital content and materials.** The Governing Board must present messages, graphics, and images that resonate with target audiences. A wealth of materials has been developed by the Governing Board and NCES, and the first step will be to audit and catalog resources that may be repurposed through outreach and promotional activities. For the materials gaps that are identified, it is imperative to develop interactive, multimedia content and materials that deliver key messages to target priority audiences and include a call to action. Examples include infographics that embellish key report card findings to facilitate understanding and encourage engagement with NAEP data among nonexperts; videos, Prezi, and other presentation tools allowing exploration of the relationships between ideas and numbers and visual presentations of NAEP; and an email newsletter with new content and specific calls to action.

  Example of the strategy in action for parents: Create a "NAEP for Parents" email newsletter with information on the latest report card data and trends, multimedia content such as video clips or NAEP data user testimonials, and links to other resource or news content and the interactive data maps on the Board's parent Web pages, to be distributed bimonthly or consistently throughout the year.

  Example of the strategy in action for teachers and administrators: Create an infographic with "hidden data" gems from the *NAEP Grade 8 Black Male Students* report and accompanying language to share with the National Alliance of Black School Educators to post on social media.

  Example of the strategy in action for policymakers: Work with Board member Terry Holliday to create an interactive presentation at CCSSO's annual large-scale assessment conference on NAEP computer-based assessments, or work with Board member Tom Luna to distribute the dynamic 12th-grade preparedness video highlighting the new college preparedness data to Chiefs for Change members.

  Impact metrics: Email open rate; numbers of email shares, clicks from email to website, and new email subscribers; number of release participants who list the email as their referral source; numbers of email replies or responses with inquiries about NAEP or acquiring NAEP materials and resources; number of video and infographic views and shares.

- *Potential action taken by key audiences under this goal:* Using contextual data to influence out-of-school factors that have been shown to correlate with achievement; using curriculum study findings to investigate course rigor and influence change for exposure to challenging subject matter.

By pursuing these three fundamental communication goals and identifying priority strategies and tactics, the Governing Board can more effectively reach its target audiences to Make Data Matter and, ultimately, make an impact.

Core Contextual Questions: Committee Review and Feedback

Historically, NAEP has designed its contextual questionnaire around single questions and questionnaire results were reported as single questions as well. The National Center for Education Statistics (NCES) is developing modules for the 2017 core contextual questions. During the Reporting and Dissemination (R&D) Committee's February 2014 meeting, NCES presented initial plans to develop core contextual modules, including the following: Socio-Economic Status, Technology Use, School Climate, Grit, and Desire for Learning[1]. During the Committee's May meeting, NCES discussed the comprehensive research used on question development and further described the five potential modules capturing opportunity to learn and non-cognitive student factors relevant to student achievement that are proposed for future NAEP Core survey questionnaires.

The Committee members will review contextual items and provide feedback to NCES for discussion at the August 1 meeting. The week of July 14, members will have participated in the webinar to learn how to navigate an embargo site—open on July 17—which hosts the items that members will be able to access and study before the meeting. This review would include existing questions that are currently in the core questionnaire pool along with draft questions intended to measure respective modules. Committee input from this first review will help inform core contextual questionnaire development before cognitive labs are administered later this year. Following cognitive labs, the Committee would review core contextual questions two more times prior to the 2017 operational assessment administration. This would include a review prior to 2016 pilot testing and a final review prior to the 2017 operational assessment.

Attached is a high-level schedule of contextual item development, including the Committee's opportunities for providing feedback at key junctures during the process.

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[1] This module was previously referred to as "Need for Cognition" during the February 28, 2014 presentation.

Timeline for Contextual Item Development and R&D Committee Review

This table represents a timeline for the review of contextual modules for 2017 NAEP.

STAGES	DATES	TASKS
ITEM DEVELOPMENT & PRE-TESTING	07-08/2014	• R&D review of existing item pool and draft items
	08/2014	• Continuation of item development for cognitive labs* based on R&D and Questionnaire Standing Committee** input
	10/2014	• OMB*** fast-track review of items in cognitive labs
	11/2014-02/2015	• Pre-testing of new and revised items for cognitive labs*
	03/2015	• Analysis of pre-testing data and decisions for pilot questionnaires
PILOT	04/2015	• R&D clearance review for pilot
	05/2015	• OMB*** review of items for pilot
	01/2016-03/2016	• Pilot administration
	2016	• Analysis of pilot data and decisions for operational
OPERATIONAL	04/2016	• R&D clearance review for operational
	05/2016	• OMB** review of items for operational
	01/2017-03/2017	• Operational administration
	2017	• 2017 grade 4 and 8 reporting
	2018	• 2017 grade 12 reporting

*Cognitive labs allow NCES to study how respondents understand, mentally process, and answer survey questions.
**The Questionnaire Standing Committee provides guidance for contextual questionnaires and is similar to a subject area standing committee that would provide guidance for a specific subject.
***Office of Management and Budget approval is needed for federal agencies that collect survey data from 10 or more people.

**Overview of Webinar Release of Performance of Fourth-Grade Students
in the 2012 NAEP Computer-Based Writing Pilot Assessment**

The National Center for Education Statistics (NCES) conducted the NAEP Grade 4 Writing Computer-Based Assessment (WCBA) Study to determine if fourth-grade students could write effectively on the computer and to examine if technology-based assessments could be administered to fourth-grade students in the future. The study's findings as well as sample computer tasks are slated to be posted online by NCES around July 21, 2014.

To bring attention to this study, the National Assessment Governing Board is hosting a webinar that is slated for July 25th. The webinar panel that will discuss the significance of this study, the implications for technology and writing education, and lessons learned that could especially inform educators and policymakers as they make the decisions on related student technology and assessments. The following panelists are confirmed for the webinar.

- **Shannon Garrison,** Fourth-Grade Teacher, Solano Avenue Elementary School, Los Angeles; Member, National Assessment Governing Board
- **Elyse Eidman-Aadahl,** Executive Director, National Writing Project
- **Karen Cator,** President and CEO, Digital Promise
- **Cornelia Orr,** Executive Director, National Assessment Governing Board (moderator)

Due to the Board materials deadline, an overview and media coverage report of the webinar will not be available for posted materials but can be distributed, shared, and discussed at the R&D Committee meeting on August 1, 2014.

Timing of Governing Board Input to 2014 Report Cards

The Reporting and Dissemination Committee has voiced a desire to offer ideas and topics for inclusion in the 2014 Report Cards at an early stage in their development, before it gets too late in the development process for significant revision. Four NAEP Report Cards are planned from the 2014 data collection:

- Civics

- Geography

- U.S. History

- Technology and Engineering Literacy (TEL)

The National Center for Education Statistics (NCES) will begin considering designs and content for the civics, geography, and U.S. history reports in November 2014 and for the TEL report in December 2014. At least one of these reports must be approved and delivered to the Governing Board for scheduling its release within one year of the end of data collection, i.e., by March 31, 2015.

The November 2014 Board meeting would be an ideal time to hold such a discussion for Committee members. While 2014 results will not be available, the 2010 reports on civics, geography, and U.S. history, as well as the 2014 student, teacher, and school survey questionnaires for these subjects and TEL, could be used for reference.

As previously discussed, NCES would welcome ideas for relevant issues and topics that Board members would like the reports to address before work begins in earnest on those reports. Having this discussion at this early stage would enable NCES and its contractor (ETS) to plan to include data, assuming such data were collected, that would shed light on the issues of interest.

IES NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

Upcoming NAEP Reports as of August 2014

Report   **Expected Release Date**

Initial NAEP Releases

2014 Puerto Rico	December 2014
2014 Meaning Vocabulary	December 2014
2014 Civics Report Card	May 2015
2014 Geography Report Card	May 2015
2014 U.S. History Report Card	May 2015
2014 Technology & Engineering Literacy Report Card	November 2015

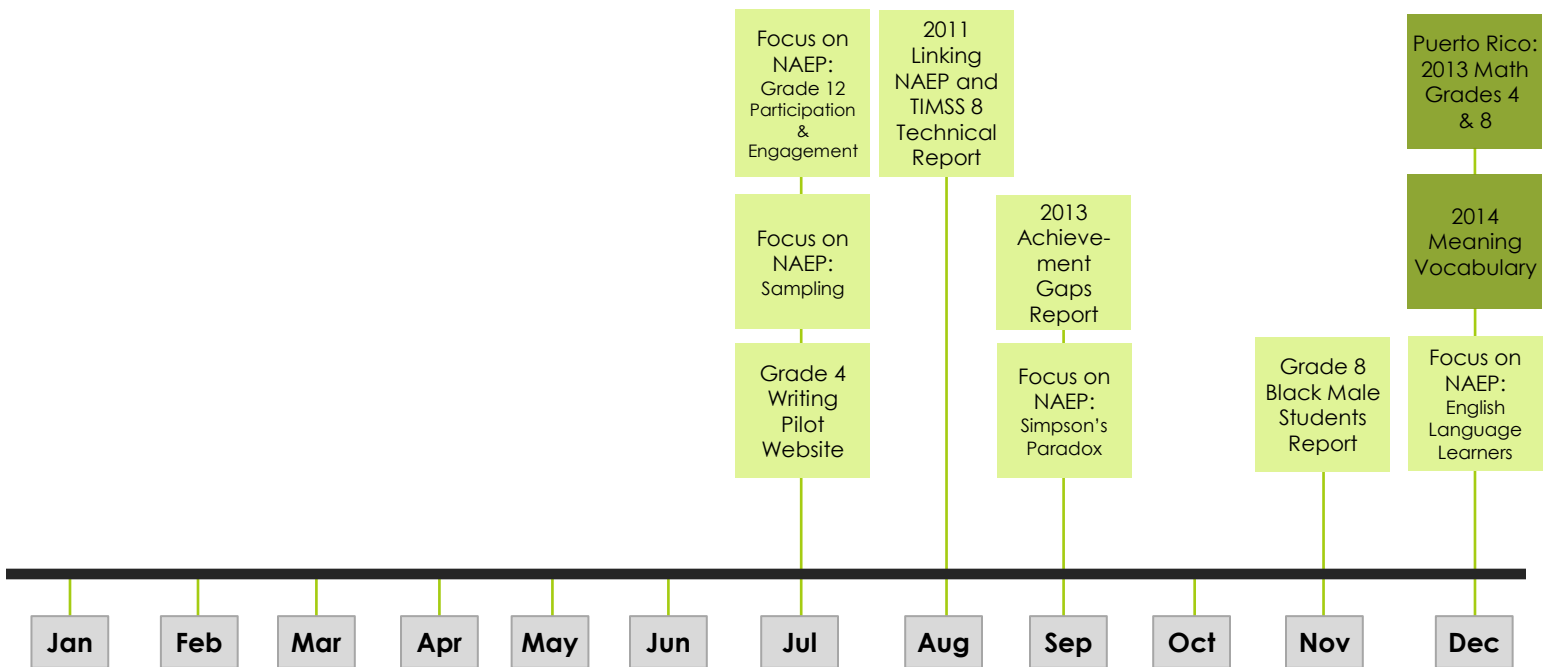### Other NAEP Reports

Focus on NAEP: 12th Grade Participation & Engagement	July 2014
Focus on NAEP: Sampling	July 2014
Performance of Fourth-Grade Students in the 2012 NAEP Computer-Based Writing Pilot Assessment	July 2014
Linking NAEP and TIMSS 2011 Mathematics and Science Results for the 8th Grade (Technical Report)	August 2014
2013 School Composition and the Black-White Achievement Gap Report	September 2014
Focus on NAEP: Simpsons Paradox	September 2014
NAEP Grade 8 Black Male Students Through The Lens of the National Assessment of Educational Progress	November 2014
Focus on NAEP: English Language Learners	December 2014

International Reports

Comparative Indicators of Education in the United States and Other G-20 Countries	August 2014

2014 NCES Assessment Data Release Timeline

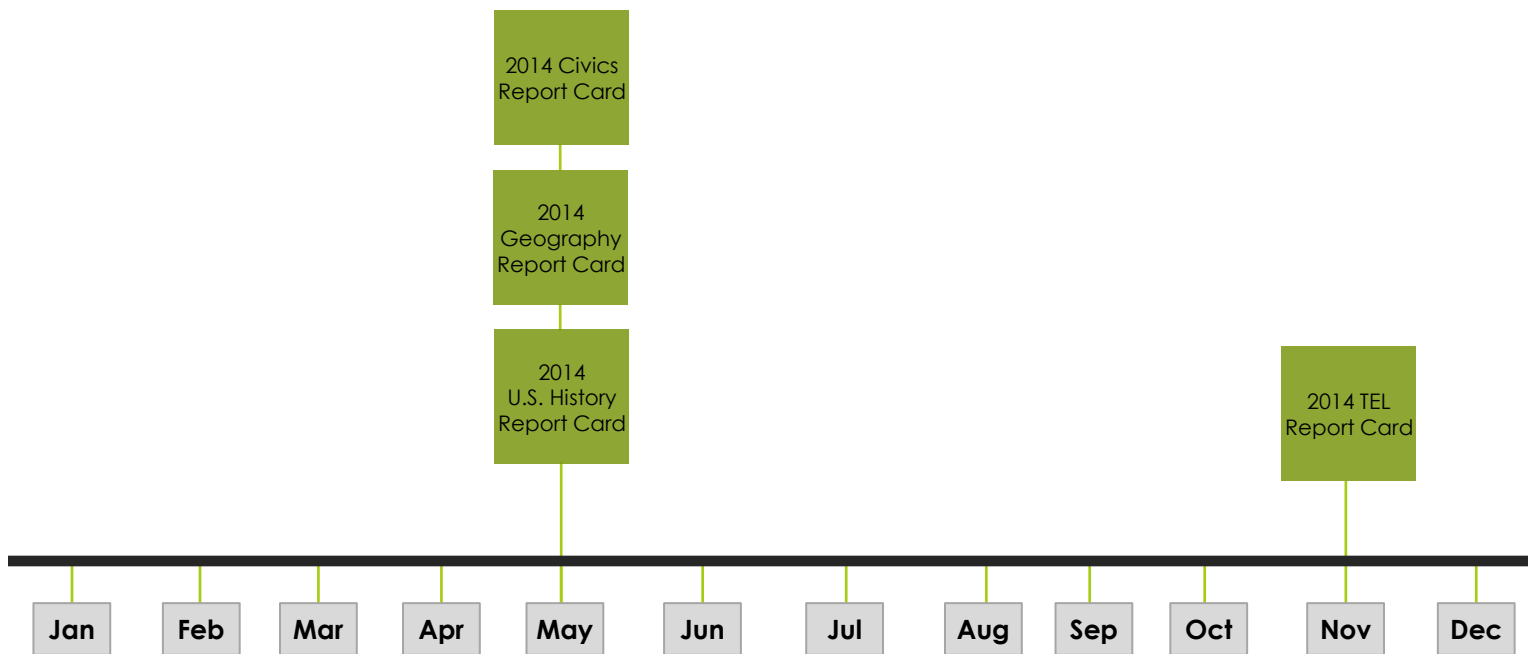| Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec

Jul
- Focus on NAEP: Grade 12 Participation & Engagement
- Focus on NAEP: Sampling
- Grade 4 Writing Pilot Website

Aug
- 2011 Linking NAEP and TIMSS 8 Technical Report

Sep
- 2013 Achievement Gaps Report
- Focus on NAEP: Simpson's Paradox

Nov
- Grade 8 Black Male Students Report

Dec
- Puerto Rico: 2013 Math Grades 4 & 8
- 2014 Meaning Vocabulary
- Focus on NAEP: English Language Learners

LEGEND

- NAEP Report Cards
- Other NAEP Reports

2015 NCES Assessment Data Release Timeline

2014 Civics
Report Card

2014
Geography
Report Card

2014
U.S. History
Report Card

2014 TEL
Report Card

| Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec |

LEGEND

NAEP Report Cards

Releases in
2014

- ◻ Focus on NAEP: 12th Grade Participation & Engagement

- ◻ Focus on NAEP: Sampling

- ◻ Performance of Fourth-Grade Students in the 2012 NAEP Computer-Based Writing Pilot Assessment

- ◻ Linking NAEP and TIMSS 2011 Mathematics and Science Results for the 8th Grade (Technical Report)

- ◻ 2013 School Composition and the Black-White Achievement Gap Report

- ◻ Focus on NAEP: Simpson's Paradox

- ◻ NAEP Grade 8 Black Male Students Through the Lens of the National Assessment of Educational Progress

- ◻ 2014 Puerto Rico

- ◻ 2014 Meaning Vocabulary

- ◻ Focus on NAEP: English Language Learners

Assessment Data Collection Schedule
2014

- ◻ U.S. History: Grade 8

- ◻ Civics: Grade 8

- ◻ Geography: Grade 8

- ◻ Technology and Engineering Literacy: Grade 8

Releases in
2015

- 2014 Civics Report Card

- 2014 Geography Report Card

- 2014 U.S. History Report Card

- 2014 Technology & Engineering Literacy Report Card