

# National Assessment Governing Board

## Executive Committee

March 5, 2015

4:30-6:00 pm

### AGENDA

4:30 – 4:35 pm	Welcome and Agenda Overview <i>Terry Mazany, Chairman</i>	
4:35 – 4:40 pm	Updates: <ul style="list-style-type: none"><li>• Congressional Activity</li><li>• Executive Director Search <i>Cornelia Orr, Mary Crovo</i></li></ul>	Attachment A Attachment B
4:40 – 5:00 pm	Governing Board Strategic Planning Initiative <i>Terry Mazany</i>	<i>Refer to Saturday, March 7, Strategic Planning Initiative materials</i>
5:00 – 5:55 pm	<b>Closed Session</b> NAEP Budget and Assessment Schedule <ul style="list-style-type: none"><li>• Outcomes from February Executive Committee Meeting</li><li>• NAEP Budget</li><li>• Proposed Schedule of NAEP Assessments <i>Terry Mazany, Cornelia Orr, Peggy Carr</i></li></ul>	Attachment C Attachment D Attachment E
5:55 – 6:00 pm	<b>Open Session</b> <b>ACTION:</b> NAEP Schedule of Assessments <i>Terry Mazany</i>	

## NAEP Reauthorization Update

On January 28, 2015, a NAEP/NAGB/IES reauthorization bill (S. 227—*Strengthening Education through Research Act* or *SETRA*) passed unanimously in the Health, Education, Labor, and Pensions (HELP) Committee of the Senate. Title III of the bill contains amendments to the current *National Assessment of Educational Progress Authorization Act*.

In Attachment B is a copy of the current NAEP legislation in track changes, displaying the amendments under S. 227 with a few explanatory comments. A summary of the general next steps for reauthorization and of the amendments in the Senate bill follow below.

Support for the SETRA bill by the Members of the HELP Committee was clearly bipartisan in the Senate—as evidenced by the unanimous support by voice vote during the January 28, 2015 markup. HELP Chairman Senator Alexander limited his stated remarks during the Committee’s Executive Session, but made a point to mention the importance of NAEP and strengthening the National Assessment Governing Board’s independence through this legislation.

The next step is debate and a vote on S. 227 on the Senate floor. As of this writing, a date for a vote in the Senate has not been announced, nor has the House Education and the Workforce Committee publicly proposed a bill to reauthorize NAEP/NAGB/IES.

The typical process following separate passage of a bill in both Chambers of Congress is a conference between Members of the respective Chambers to resolve differences, passage of a final bill in the respective Chambers, and signing by the President.

### Summary of Bill Provisions:

The overriding thrust of the amendments is to clarify the respective roles of the Board and NCES, aligning the bill text with 25 years of actual practice.

For example, the bill clarifies the Board’s authority to: release NAEP reports; nominate candidates for Board vacancies; and set the schedule of assessments. It also provides a new authority: providing input to the IES Director on the annual NAEP budget requests for submission to the Secretary.

The bill changes "[The Assessment Board shall] formulate policy guidelines [for NAEP]" to "[The Assessment Board shall] oversee and set policies [for NAEP]" in the Board's establishment clause in Section 302(a) of the bill.

It changes "The [NCES Commissioner] shall, with the advice of the Assessment Board [carry out...[NAEP]" in the NCES section of the bill to "The [NCES Commissioner] shall, in a manner consistent with accepted professional standards and the policies set for the by the Assessment Board...[carry out...[NAEP]". The phrase “in a manner consistent with...accepted professional standards” is also added to the Board’s establishment clause in Section 302(a).

The bill provides language that gives the Commissioner the final word on the content of NAEP reports, and in doing so, must take into account policy set by the Board.

The bill maintains and, in some ways, strengthens the checks and balances that were a part of the original conception of the NAEP governance structure.

The authorization of appropriations is for six years and increases incrementally from \$129 million for NAEP for FY 2016 to \$143,868,805 for FY 2021. In the past, the authorization of appropriations has been a certain amount in the first year and "such sums as required" after—and for five years rather than six years. This signals congressional policy as an increasing appropriation level for NAEP.

The authorization level for the Board also is on an increasing trajectory over this period—from \$8,235,000 in FY 2016 to \$9,184,183 in FY 2021.

An incremental upward funding trajectory is also the case for Title I (i.e., for IES and its centers) and Title II (i.e., for educational technical assistance) of the bill.

*P.L. 107–279, Signed by President Bush November 5, 2002, which amended P.L. 107–110, Signed by President Bush January 8, 2002*

**TITLE III—NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS**  
**(as would be amended under S. 227)**

**SEC. 301. SHORT TITLE.**

This title may be referred to as the "National Assessment of Educational Progress Authorization Act".

**SEC. 302. NATIONAL ASSESSMENT GOVERNING BOARD.**

(a) ESTABLISHMENT- There is established the National Assessment Governing Board (hereafter in this title referred to as the 'Assessment Board'), which shall oversee and set policies, in a manner consistent with subsection (e) and accepted professional standards formulate policy guidelines for the National Assessment (carried out under section 303).

(b) MEMBERSHIP-

(1) APPOINTMENT AND COMPOSITION- The Assessment Board shall be appointed by the Secretary and be composed as follows:

- (A) Two Governors, or former Governors, who shall not be members of the same political party.
- (B) Two State legislators, who shall not be members of the same political party.
- (C) Two chief State school officers.
- (D) One superintendent of a local educational agency.
- (E) One member of a State board of education.
- (F) One member of a local board of education.
- (G) Three classroom teachers representing the grade levels at which the National Assessment is conducted.
- (H) One representative of business or industry.
- (I) Two curriculum specialists.
- (J) Three testing and measurement experts, who shall have training and experience in the field of testing and measurement.
- (K) One nonpublic school administrator or policymaker.
- (L) Two school ~~leaders~~ principals, of whom one shall be an elementary school ~~leader~~ principal and one shall be a secondary school ~~leader~~ principal.
- (M) Two parents who are not employed by a local, State or Federal educational agency.
- (N) Two additional members who are representatives of the general public, and who may be parents, but who are not employed by a local, State, or Federal educational agency.

**Comment [LC1]:**

"SCHOOL LEADER.—The term 'school leader' means a principal, assistant principal, or other individual who is—  
 (A) an employee or officer of—  
 (i) an elementary school or secondary school;  
 (ii) a local educational agency serving an elementary school or secondary school; or  
 another entity operating the elementary school or secondary school; and responsible for the daily instructional leadership and managerial operations of the elementary school or secondary school."

(2) DIRECTOR OF THE INSTITUTE OF EDUCATION SCIENCES- The Director of the Institute of Education Sciences shall serve as an ex officio, nonvoting member of the Assessment Board.

(3) BALANCE AND DIVERSITY- The Secretary and the Assessment Board shall ensure at all times that the membership of the Assessment Board reflects regional, racial, gender, and cultural balance and diversity and that the Assessment Board exercises its independent judgment, free from inappropriate influences and special interests.

(c) TERMS-

(1) IN GENERAL- Terms of service of members of the Assessment Board shall be staggered and may not exceed a period of 4 years, as determined by the Secretary.

(2) SERVICE LIMITATION- Members of the Assessment Board may serve not more than two terms.

(3) CHANGE OF STATUS- A member of the Assessment Board who changes status under subsection (b) during the term of the appointment of the member may continue to serve as a member until the expiration of such term.

~~(4) CONFORMING PROVISION- Members of the Assessment Board previously granted 3 year terms, whose terms are in effect on the date of enactment of the Department of Education Appropriations Act, 2001, shall have their terms extended by 1 year.~~

(d) VACANCIES-

(1) IN GENERAL-

(A) ORGANIZATIONS- The Secretary shall appoint new members to fill vacancies on the Assessment Board from among individuals who are nominated by the Assessment Board after consultation with organizations representing the type of individuals described in subsection (b)(1) with respect to which the vacancy exists.

(B) NOMINATIONS- ~~Each organization submitting nominations to the Secretary with~~ With respect to a particular vacancy, the Assessment Board shall nominate for such vacancy six individuals who are qualified by experience or training to fill the particular Assessment Board vacancy.

(C) MAINTENANCE OF ASSESSMENT BOARD- The Secretary's appointments shall maintain the composition, diversity, and balance of the Assessment Board required under subsection (b).

(2) ADDITIONAL NOMINATIONS- The Secretary may request additional nominations from the Assessment Board or each organization described in

~~paragraph (1)(A) that each organization described in paragraph (1)(A) submit additional nominations~~ if the Secretary determines that none of the individuals nominated by the Assessment Board~~such organization~~ have appropriate knowledge or expertise.

(e) DUTIES-

(1) IN GENERAL- In carrying out its functions under this section the Assessment Board shall--

- (A) in consultation with the Commissioner for Education Statistics, select the subject areas and grades or ages to be assessed, and determine the year in which such assessments will be conducted (consistent with section 303(b));
- (B) develop appropriate student achievement levels as provided in section 303(e);
- (C) develop assessment objectives consistent with the requirements of this section and test specifications that produce an assessment that is valid and reliable, and are based on relevant widely accepted professional standards;
- (D) develop a process for review of the assessment which includes the active participation of teachers, school leaders, curriculum specialists, local school administrators, parents, and concerned members of the public;
- (E) ~~provide input on design~~ the methodology of the assessment to ensure that assessment items are valid and reliable, in consultation with appropriate technical experts in measurement and assessment, content and subject matter, sampling, and other technical experts who engage in large scale surveys;
- (F) consistent with section 303, measure student academic achievement in grades 4, 8, and 12 in the authorized academic subjects;
- (G) develop guidelines for reporting and disseminating results;
- (H) develop standards and procedures for regional and national comparisons;
- (I) take appropriate actions needed to improve the form, content, use, and reporting of results of any assessment authorized by section 303 consistent with the provisions of this section and section 303; and
- (J) provide input to the Director on annual budget requests for the National Assessment of Educational Progress; and;
- ~~(K) release the initial plan and execute the initial public release of~~ National Assessment of Educational Progress reports.

The National Assessment of Educational Progress data shall not be released prior to the release of the reports described in subparagraph ~~(K)~~.

(2) DELEGATION- The Assessment Board may delegate any of the Assessment Board's procedural and administrative functions to its staff.

(3) ALL COGNITIVE AND NONCOGNITIVE ASSESSMENT ITEMS- The Assessment Board shall have final authority on the appropriateness of all assessment items.

(4) PROHIBITION AGAINST BIAS- The Assessment Board shall take steps to ensure that all items selected for use in the National Assessment are free from racial, cultural, gender, or regional bias and are secular, neutral, and non-ideological.

(5) TECHNICAL- In carrying out the duties required by paragraph (1), the Assessment Board may seek technical advice, as appropriate, from the Commissioner for Education Statistics and other experts.

(6) REPORT- Not later than 90 days after an evaluation of the student achievement levels under section 303(e), the Assessment Board shall make a report to the Secretary, the Committee on Education and the Workforce of the House of Representatives, and the Committee on Health, Education, Labor, and Pensions of the Senate describing the steps the Assessment Board is taking to respond to each of the recommendations contained in such evaluation.

(f) PERSONNEL-

(1) IN GENERAL- In the exercise of its responsibilities, the Assessment Board shall be independent of the Secretary and the other offices and officers of the Department.

(2) STAFF-

(A) IN GENERAL- The Secretary may appoint, at the request of the Assessment Board, such staff as will enable the Assessment Board to carry out its responsibilities.

(B) TECHNICAL EMPLOYEES- Such appointments may include, for terms not to exceed 3 years and without regard to the provisions of title 5, United States Code, governing appointments in the competitive service, not more than six technical employees who may be paid without regard to the provisions of chapter 51 and subchapter III of chapter 53 of such title relating to classification and General Schedule pay rates.

(g) COORDINATION- The Commissioner for Education Statistics and the Assessment Board shall meet periodically--

(1) to ensure coordination of their duties and activities relating to the National Assessment; and

(2) for the Commissioner for Education Statistics to report to the Assessment Board on the Department's actions to implement the decisions of the Assessment Board.

- (h) ADMINISTRATION- The Federal Advisory Committee Act (5 U.S.C. App.) shall not apply with respect to the Assessment Board, other than sections 10, 11, and 12 of such Act.

**SEC. 303. NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS.**

- (a) ESTABLISHMENT- The Commissioner for Education Statistics shall, in a manner consistent with accepted professional standards and the policies set forth by the Assessment Board under section 302(a) with the advice of the Assessment Board established under section 302, carry out, through grants, contracts, or cooperative agreements with one or more qualified organizations, or consortia thereof, a National Assessment of Educational Progress, which collectively refers to a national assessment, State assessments, and a long-term trend assessment in reading and mathematics.
- (b) PURPOSE; STATE ASSESSMENTS-
- (1) PURPOSE- The purpose of this section is to provide, in a timely manner, a fair and accurate measurement of student academic achievement and reporting of trends in such achievement in reading, mathematics, and other subject matter as specified in this section.
- (2) MEASUREMENT AND REPORTING- The Commissioner for Education Statistics, in carrying out the measurement and reporting described in paragraph (1), shall--
- (A) use a random sampling process which is consistent with relevant, widely accepted professional assessment standards and that produces data that are representative on a national and regional basis;
- (B) conduct a national assessment and collect and report assessment data, including achievement data trends, in a valid and reliable manner on student academic achievement in public and private elementary schools and secondary schools at least once every 2 years, in grades 4 and 8 in reading and mathematics;
- (C) conduct a national assessment and collect and report assessment data, including achievement data trends, in a valid and reliable manner on student academic achievement in public and private schools in reading and mathematics in grade 12 in regularly scheduled intervals, but at least as often as such assessments were conducted prior to the date of enactment of the No Child Left Behind Act of 2001;
- (D) to the extent time and resources allow and consistent with section 302(e)(1)(A), and after the requirements described in subparagraph (B) are implemented and the requirements described in subparagraph (C) are met, conduct additional national assessments and collect and report assessment data, including achievement data trends, in a valid and reliable manner on student academic achievement in grades 4, 8, and 12 in public and private elementary schools and secondary schools in regularly scheduled intervals in additional subject matter, including writing, science, history, geography,

civics, economics, foreign languages, and arts, and the trend assessment described in subparagraph (F);

- (E) conduct the reading and mathematics assessments described in subparagraph (B) in the same year, and every other year thereafter, to provide for 1 year in which no such assessments are conducted in between each administration of such assessments;
- (F) continue to conduct the trend assessment of academic achievement at ages 9, 13, and 17 for the purpose of maintaining data on long-term trends in reading and mathematics;
- (G) include information on special groups, including, whenever feasible, information collected, cross tabulated, compared, and reported by race, ethnicity, socioeconomic status, gender, disability and English learner status~~limited English proficiency~~; and
- (H) ensure that achievement data are made available on a timely basis following official reporting, in a manner that facilitates further analysis and that includes trend lines; and
- (I) determine, after taking into account section 302(e)(1)(I), the content of initial and subsequent reports of all assessments authorized under this section and ensure that such reports are valid and reliable.

**Comment [LC2]:**

New term, but definition is unchanged:  
 "The term 'English learner' means an individual who is limited English Proficient, as defined in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 701) or section 637 of the Head Start Act (42 U.S.C. 9832)."

(3) STATE ASSESSMENTS-

(A) IN GENERAL- The Commissioner for Education Statistics--

- (i) shall conduct biennial State academic assessments of student achievement in reading and mathematics in grades 4 and 8 as described in paragraphs (2)(B) and (2)(E);
- (ii) may conduct the State academic assessments of student achievement in reading and mathematics in grade 12 as described in paragraph (2)(C);
- (iii) may conduct State academic assessments of student achievement in grades 4, 8, and 12 as described in paragraph (2)(D); and
- (iv) shall conduct each such State assessment, in each subject area and at each grade level, on a developmental basis until the Commissioner for Education Statistics determines, as the result of an evaluation required by subsection (f), that such assessment produces high quality data that are valid and reliable.

(B) AGREEMENT-

- (i) IN GENERAL- States participating in State assessments shall enter into an agreement with the Secretary pursuant to subsection (d)(3).
- (ii) CONTENT- Such agreement shall contain information sufficient to give States full information about the process for decision-making (which shall include the consensus process used), on objectives to be

tested, and the standards for random sampling, test administration, test security, data collection, validation, and reporting.

(C) REVIEW AND RELEASE-

(i) IN GENERAL- Except as provided in clause (ii), a participating State shall review and give permission for the release of results from any test of its students administered as a part of a State assessment prior to the release of such data. Refusal by a State to release its data shall not restrict the release of data from other States that have approved the release of such data.

(ii) SPECIAL RULE- A State participating in the biennial academic assessments of student achievement in reading and mathematics in grades 4 and 8 shall be deemed to have given its permission to release its data if the State has an approved plan under section 1111 of the Elementary and Secondary Education Act of 1965.

(4) PROHIBITED ACTIVITIES-

(A) IN GENERAL- The use of assessment items and data on any assessment authorized under this section by an agent or agents of the Federal Government to rank, compare, or otherwise evaluate individual students or teachers, or to provide rewards or sanctions for individual students, teachers, schools or local educational agencies is prohibited.

(B) SPECIAL RULE- Any assessment authorized under this section shall not be used by an agent or agents of the Federal Government to establish, require, or influence the standards, assessments, curriculum, including lesson plans, textbooks, or classroom materials, or instructional practices of States or local educational agencies.

(C) APPLICABILITY TO STUDENT EDUCATIONAL DECISIONS- Nothing in this section shall be construed to prescribe the use of any assessment authorized under this section for student promotion or graduation purposes.

(D) APPLICABILITY TO HOME SCHOOLS- Nothing in this section shall be construed to affect home schools, whether or not a home school is treated as a home school or a private school under State law, nor shall any home schooled student be required to participate in any assessment referenced or authorized under this section.

(5) REQUIREMENT- In carrying out any assessment authorized under this section, the Commissioner for Education Statistics, in a manner consistent with subsection (c)(3), shall--

(A) use widely accepted professional testing standards, objectively measure academic achievement, knowledge, and skills, and ensure that any academic assessment authorized under this section be tests

- that do not evaluate or assess personal or family beliefs and attitudes or publicly disclose personally identifiable information;
- (B) only collect information that is directly related to the appraisal of academic achievement, and to the fair and accurate presentation of such information; and
- (C) collect information on race, ethnicity, socioeconomic status, disability, English learner status~~limited English proficiency~~, and gender.

(6) TECHNICAL ASSISTANCE- In carrying out any assessment authorized under this section, the Commissioner for Education Statistics may provide technical assistance to States, localities, and other parties.

(c) ACCESS-

(1) PUBLIC ACCESS-

- (A) IN GENERAL- Except as provided in paragraph (3), parents and members of the public shall have access to all assessment data, questions, and complete and current assessment instruments of any assessment authorized under this section. The local educational agency shall make reasonable efforts to inform parents and members of the public about the access required under this paragraph.
- (B) TIMELINE- The access described in this paragraph shall be provided within 45 days of the date the request was made, in writing, and be made available in a secure setting that is convenient to both parties.
- (C) PROHIBITION- To protect the integrity of the assessment, no copy of the assessment items or assessment instruments shall be duplicated or taken from the secure setting.

(2) COMPLAINTS-

- (A) IN GENERAL- Parents and members of the public may submit written complaints to the National Assessment Governing Board.
- (B) FORWARDING OF COMPLAINTS- The National Assessment Governing Board shall forward such complaints to the Commissioner for Education Statistics, the Secretary ~~of Education~~, and the State and local educational agency from within which the complaint originated within 30 days of receipt of such complaint.
- (C) REVIEW- The National Assessment Governing Board, in consultation with the Commissioner for Education Statistics, shall review such complaint and determine whether revisions are necessary and appropriate. As determined by such review, the Assessment Board shall revise, as necessary and appropriate, the procedures or assessment items that have generated the complaint and respond to the individual submitting the complaint, with a copy of such response provided to the Secretary, describing any action taken, not later than 30 days after so acting.

- (D) REPORT- The Secretary shall submit a summary report of all complaints received pursuant to subparagraph (A) and responses by the National Assessment Governing Board pursuant to subparagraph (C) to the ~~Chairman of the House~~-Committee on Education and the Workforce, of the House of Representatives, and the ~~Chairman of the Senate~~-Committee on Health, Education, Labor, and Pensions of the Senate.
- (E) COGNITIVE QUESTIONS-

(i) IN GENERAL- The Commissioner for Education Statistics may decline to make available through public means, such as posting on the Internet, distribution to the media, distribution through public agencies, or in response to a request under section 552 of title 5, United States Code, for a period, not to exceed 10 years after initial use, cognitive questions that the Commissioner for Education Statistics intends to reuse in the future.

(ii) EXTENSION- Notwithstanding clause (i), the Commissioner for Education Statistics may decline to make cognitive questions available as described in clause (i) for a period longer than 10 years if the Commissioner for Education Statistics determines such additional period is necessary to protect the security and integrity of long-term trend data.

(3) PERSONALLY IDENTIFIABLE INFORMATION-

(A) IN GENERAL- The Commissioner for Education Statistics shall ensure that all personally identifiable information about students, their academic achievement, and their families, and that information with respect to individual schools, remains confidential, in accordance with section 552a of title 5, United States Code.

(B) PROHIBITION- The Assessment Board, the Commissioner for Education Statistics, and any contractor or subcontractor shall not maintain any system of records containing a student's name, birth information, Social Security number, or parents' name or names, or any other personally identifiable information.

(4) PENALTIES- Any unauthorized person who knowingly discloses, publishes, or uses assessment questions, or complete and current assessment instruments of any assessment authorized under this section may be fined as specified in section 3571 of title 18, United States Code or charged with a class E felony.

(d) PARTICIPATION-

(1) VOLUNTARY PARTICIPATION- Participation in any assessment authorized under this section shall be voluntary for students, schools, and local educational agencies except as required under section 1112(b)(1)(F) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6312(b)(1)(F)).

**Comment [LC3]:**

This references the provision in ESEA/NCLB that requires states that receive Title I funds to assure they will participate in NAEP reading and mathematics assessments in grades 4 and 8.

(2) STUDENT PARTICIPATION- Parents of children selected to participate in any assessment authorized under this section shall be informed before the administration of any authorized assessment, that their child may be excused from participation for any reason, is not required to finish any authorized assessment, and is not required to answer any test question.

(3) STATE PARTICIPATION-

- (A) VOLUNTARY- Participation in assessments authorized under this section, other than reading and mathematics in grades 4 and 8, shall be voluntary.
- (B) AGREEMENT- For reading and mathematics assessments in grades 4 and 8, the Secretary shall enter into an agreement with any State carrying out an assessment for the State under this section. Each such agreement shall contain provisions designed to ensure that the State will participate in the assessment.

(4) REVIEW- Representatives of State educational agencies and local educational agencies or the chief State school officer shall have the right to review any assessment item or procedure of any authorized assessment upon request in a manner consistent with subsection (c), except the review described in subparagraph (2)(C) of subsection (c) shall take place in consultation with the representatives described in this paragraph.

(e) STUDENT ACHIEVEMENT LEVELS-

(1) ACHIEVEMENT LEVELS- The National Assessment Governing Board shall develop appropriate student achievement levels for each grade ~~or age~~ in each subject area to be tested under assessments authorized under this section, except the trend assessment described in subsection (b)(2)(F).

(2) DETERMINATION OF LEVELS-

(A) IN GENERAL- Such levels shall be determined by--

~~(i) be determined by--~~

(i) identifying the knowledge that can be measured and verified objectively using widely accepted professional assessment standards; and

(ii) developing achievement levels that are consistent with relevant widely accepted professional assessment standards and based on the appropriate level of subject matter knowledge for grade levels to be assessed, ~~or the age of the students, as the case may be.~~

(B) NATIONAL CONSENSUS APPROACH- The Assessment Board shall, in making the determination described in subparagraph (A), use ~~After the~~

~~determinations described in subparagraph (A), devising a national consensus approach, providing for the active participation of teachers, school leaders, curriculum specialists, local school administrators, parents, and concerned members of the general public.~~

- (C) TRIAL BASIS- The achievement levels shall be used on a trial basis until the Commissioner for Education Statistics determines, as a result of an evaluation under subsection (f), that such levels are reasonable, valid, and informative to the public.
- (D) STATUS- The Commissioner for Education Statistics and the Assessment Board shall ensure that reports using such levels on a trial basis do so in a manner that makes clear the status of such levels.
- (E) UPDATES- Such levels shall be updated as appropriate by the National Assessment Governing Board in consultation with the Commissioner for Education Statistics.

(3) REPORTING- After determining that such levels are reasonable, valid, and informative to the public, as the result of an evaluation under subsection (f), the Commissioner for Education Statistics shall use such levels or other methods or indicators for reporting results of the National Assessment and State assessments.

(4) REVIEW- The National Assessment Governing Board shall provide for a review of any trial student achievement levels under development by representatives of State educational agencies or the chief State school officer in a manner consistent with subsection (c), except the review described in paragraph (2)(C) of such subsection shall take place in consultation with the representatives described in this paragraph.

(f) REVIEW OF NATIONAL AND STATE ASSESSMENTS-

(1) REVIEW-

- (A) IN GENERAL- The Secretary shall provide for continuing review of any assessment authorized under this section, and student achievement levels, by one or more professional assessment evaluation organizations.
- (B) ISSUES ADDRESSED- Such continuing review shall address--

- (i) whether any authorized assessment is properly administered, produces high quality data that are valid and reliable, is consistent with relevant widely accepted professional assessment standards, and produces data on student achievement that are not otherwise available to the State (other than data comparing participating States to each other and the Nation);
- (ii) whether student achievement levels are reasonable, valid, reliable, and informative to the public;-
- (iii) whether any authorized assessment is being administered as a random sample and is reporting the trends in academic achievement in a

valid and reliable manner in the subject areas being assessed;  
 (iv) whether any of the test questions are biased, as described in section 302(e)(4); and  
 (v) whether the appropriate authorized assessments are measuring, consistent with this section, reading ability and mathematical knowledge.

(2) REPORT- The Secretary shall report to the Committee on Education and the Workforce of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate, the President, and the Nation on the findings and recommendations of such reviews.

(3) USE OF FINDINGS AND RECOMMENDATIONS- The Commissioner for Education Statistics and the National Assessment Governing Board shall consider the findings and recommendations of such reviews in designing the competition to select the organization, or organizations, through which the Commissioner for Education Statistics carries out the National Assessment.

(g) COVERAGE AGREEMENTS-

(1) DEPARTMENT OF DEFENSE SCHOOLS- The Secretary and the Secretary of Defense may enter into an agreement, including such terms as are mutually satisfactory, to include in the National Assessment elementary schools and secondary schools operated by the Department of Defense.

(2) BUREAU OF INDIAN ~~EDUCATION AFFAIRS~~ SCHOOLS- The Secretary and the Secretary of the Interior may enter into an agreement, including such terms as are mutually satisfactory, to include in the National Assessment schools for Indian children operated or supported by the Bureau of Indian ~~Education Affairs~~.

**SEC. 304. DEFINITIONS.**

In this title:

(1) IN GENERAL.—The terms ‘elementary school’, ‘local educational agency’, and ‘secondary school’ have the meanings given those terms in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

(2) DIRECTOR.—The term ‘Director’ means the Director of the Institute of Education Sciences.

(3) SCHOOL LEADER.—The term ‘school leader’ has the meaning given the term in section 102.

(4) SECRETARY.—The term ‘Secretary’ means the Secretary of Education.

**Comment [LC4]:**

“SCHOOL LEADER.—The term ‘school leader’ means a principal, assistant principal, or other individual who is—  
 (A) an employee or officer of—  
 (i) an elementary school or secondary school;  
 (ii) a local educational agency serving an elementary school or secondary school; or  
 another entity operating the elementary school or secondary school; and responsible for the daily instructional leadership and managerial operations of the elementary school or secondary school.”

~~(25)~~STATE.— The term ‘State’ means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

**SEC. 305. AUTHORIZATION OF APPROPRIATIONS.**

(a) I N G E N E R A L .—There are authorized to be appropriated—

~~(1) for fiscal year 2016—~~

~~(A) \$8,235,000 to carry out section 302 (relating to the National Assessment Governing Board); and  
(B) \$129,000,000 to carry out section 303 (relating to the National Assessment of Educational Progress);~~

~~(2) for fiscal year 2017—~~

~~(A) \$8,424,405 to carry out section 302 (relating to the National Assessment Governing Board); and  
(B) \$131,967,000 to carry out section 303 (relating to the National Assessment of Educational Progress);~~

~~(3) for fiscal year 2018—~~

~~(A) \$8,618,166 to carry out section 302 (relating to the National Assessment Governing Board); and  
(B) \$135,002,241 to carry out section 303 (relating to the National Assessment of Educational Progress);~~

~~(4) for fiscal year 2019—~~

~~(A) \$8,816,384 to carry out section 302 (relating to the National Assessment Governing Board); and  
(B) \$138,107,293 to carry out section 303 (relating to the National Assessment of Educational Progress);~~

~~(5) for fiscal year 2020—~~

~~(A) \$9,019,161 to carry out section 302 (relating to the National Assessment Governing Board); and  
(B) \$141,283,760 to carry out section 303 (relating to the National Assessment of Educational Progress);~~

~~(6) for fiscal year 2021—~~

~~(A) \$9,184,183 to carry out section 302 (relating to the National Assessment Governing Board); and  
(B) \$143,868,805 to carry out section 303 (relating to the National Assessment of Educational Progress).~~

~~(1) for fiscal year 2003—~~

- ~~1. \$4,600,000 to carry out section 302, as amended by section 401 of this Act (relating to the National Assessment Governing Board); and~~
- ~~2. \$107,500,000 to carry out section 303, as amended by section 401 of this Act (relating to the National Assessment of Educational Progress); and (2) such sums as may be necessary for each of the 5 succeeding fiscal years to carry out sections 302 and 303, as amended by section 401 of this Act.~~

(b) AVAILABILITY—Amounts made available under this section shall remain available until expended.

## Summary of NAEP and NAGB Appropriations

Congress provided NAEP with \$129 million for fiscal year (FY) 2015. This is a \$3 million reduction from NAEP's FY 2014 appropriations amount of \$132 million, but is above the President's FY 2015 request of \$124.6 million.

For FY 2016, the President has requested \$149.6 million for NAEP.

### Table of Recent Appropriations for NAEP and NAGB:

	<b>FY 2104 Enacted</b>	<b>FY 2015 President's Request</b>	<b>FY 2015 Enacted</b>	<b>FY 2016 President's Request</b>	<b>FY2016 Enacted</b>
<b>National Assessment of Educational Progress</b>	\$132,000,000	\$124,616,000	\$129,000,000	\$149,616,000	TBD
<b>National Assessment Governing Board</b>	\$8,235,000	\$7,705,000	\$8,235,000	\$7,827,000	TBD

The FY 2015 appropriations bill was accompanied by an "explanatory statement" which includes discussions of the appropriations and signifies Congress' intent. NAEP and the Governing Board were mentioned specifically in this explanatory statement. It states:

*“Increased NAEP contract costs and the 2013 sequester led to decisions in 2013 to postpone indefinitely implementation of assessments for 4th and 12th grade students in United States History, Civics and Geography. Previous assessments conducted by the National Assessment Governing Board indicate that fewer than one in four 4th, 8th, and 12th grade students at all grade levels is proficient in United States History. Reducing the frequency of assessments in this area will limit the ability of Congress to track the progress of the American education system in addressing this important problem. **At its next scheduled meeting, the National Assessment Governing Board should consider options for implementing assessments in 4<sup>th</sup> and 12<sup>th</sup> grade United States History, Civics and Geography and schedule them to be conducted as soon as is feasible.**” [emphasis added]*

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

\*New framework for grade 12 only.

\*\*Assessments involving test administration by computer.

NOTES:

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

<b>NAEP Schedule of Assessments – Discussion Draft March 2015</b>				
<b>Year</b>	<b>Subject</b>	<b>National Grades Assessed</b>	<b>State Grades Assessed</b>	<b>TUDA Grades Assessed</b>
2014	U.S. History* Civics* Geography* <b>TECHNOLOGY AND ENGINEERING LITERACY</b>	8 8 8 8		
2015	Reading* Mathematics* Science**	4, 8, 12 4, 8, 12 4, 8, 12	4, 8 4, 8 4, 8	4, 8 4, 8 4, 8
2016	Arts* ( <i>Last Arts assessment in 2008, grade 8</i> )	8		
2017	Reading Mathematics Writing	4, 8 4, 8 4, 8, 12	4, 8 4, 8	4, 8 4, 8
2018	U.S. History Civics Geography Technology and Engineering Literacy	8, 12 8, 12 8, 12 8		
2019	Reading Mathematics Science High School Transcript Study ( <i>Last HSTS in 2009</i> )	4, 8, 12 4, 8, 12 4, 8, 12	4, 8 4, 8 4, 8	4, 8 4, 8 4, 8
2020	Long-term Trend ( <i>Last LTT in 2012</i> ) Economics ( <i>Last Economics assessment in 2012, grade 12</i> )	~ 12		
2021	Reading Mathematics Writing	4, 8 4, 8 4, 8	4, 8 4, 8 4, 8	4, 8 4, 8 4, 8
2022	<b>U.S. HISTORY</b> <b>CIVICS</b> <b>GEOGRAPHY</b> Technology and Engineering Literacy	4, 8, 12 4, 8, 12 4, 8, 12 4, 8, 12		
2023	Reading Mathematics Science High School Transcript Study	4, 8, 12 4, 8, 12 4, 8, 12	4, 8 4, 8 4, 8	4, 8 4, 8 4, 8
2024	<b>ARTS</b> <b>FOREIGN LANGUAGE</b>	8 12		

**NOTES:**

\*Assessments not administered by computer. Beginning in 2017 all operational assessments will be digitally based.

\*\*Science in 2015 consisted of paper-and-pencil and digital-based components.

~Long-term Trend (LTT) assessments sample students at ages 9, 13, and 17 and are conducted in reading and mathematics. LTT assessments may be incorporated into Main NAEP by 2020.

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.