

# National Assessment Governing Board

## Executive Committee

May 14, 2015

4:30-5:45 pm

**Columbus Visitors Center**

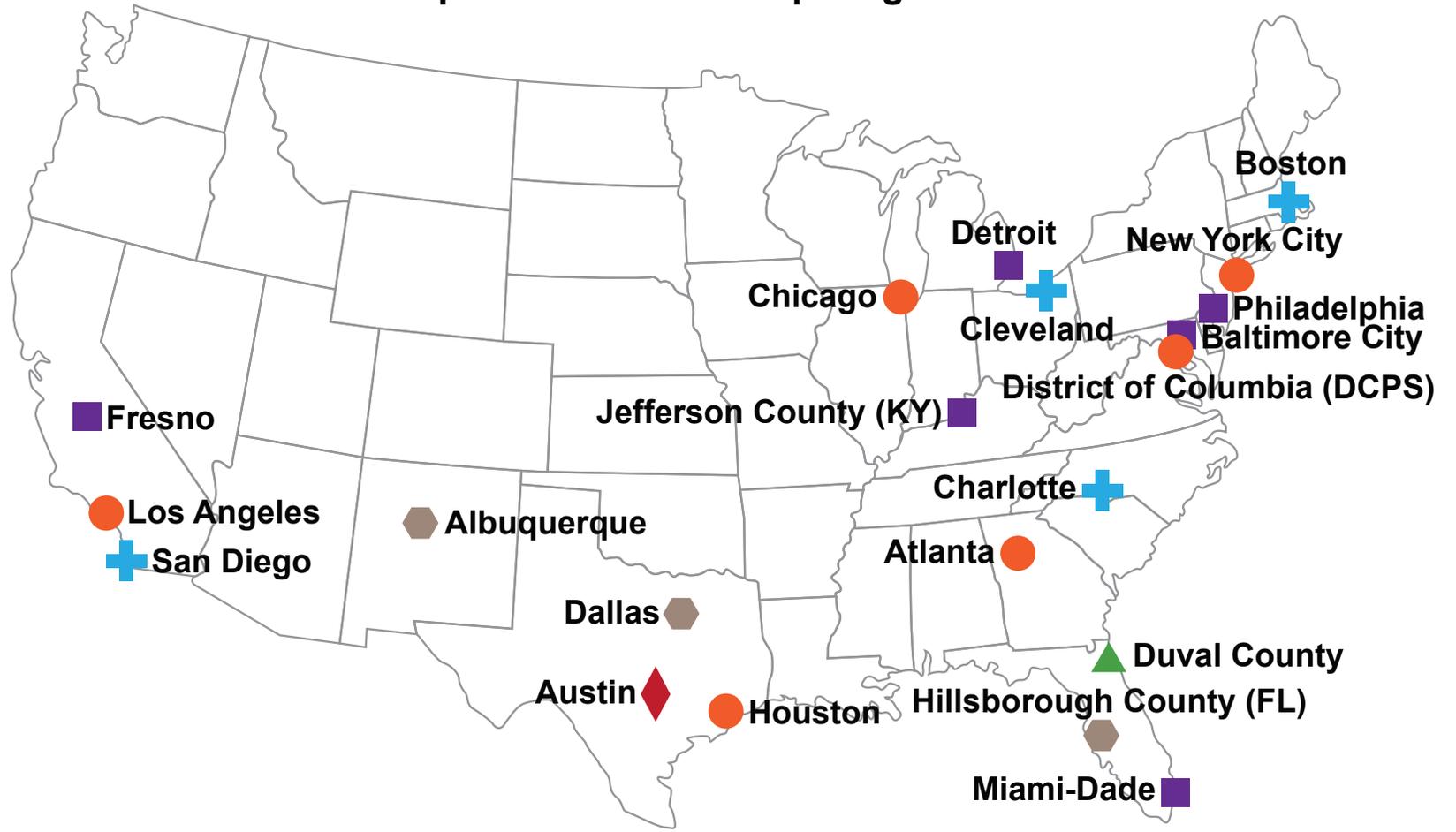
**506 5<sup>th</sup> Street**

**Stewart Conference Room**

## AGENDA

4:30 – 4:35 pm	Welcome and Agenda Overview <i>Terry Mazany, Chair</i>	
4:35 – 4:40 pm	Updates: <ul style="list-style-type: none"><li>• Congressional Activity</li><li>• TUDA</li></ul> <i>Lily Clark, Assistant Director for Policy and Research</i>	Attachment A
4:40 – 4:45 pm	Nomination Process for Board Vice Chair for the Term October 1, 2015 – September 30, 2016 <i>Terry Mazany, Chair</i>	
4:45 – 5:00 pm	Governing Board Strategic Planning Initiative <i>Terry Mazany, Chair</i>	Attachment B
5:00 – 5:45 pm	<b>Closed Session</b> NAEP Budget Request for Fiscal Year 2017 <i>Terry Mazany, Chair</i> <i>Mary Crovo, Deputy Executive Director</i> <i>Peggy Carr, Acting Commissioner, NCES</i>	Attachment C

### Map of Districts Participating in TUDA



## **Trial Urban District Assessments: Planning for 2017**

The purpose of this agenda item is to brief the Executive Committee on the timeline and activities associated with planning for Trial Urban District Assessments (TUDA) in 2017. TUDA has been conducted in 2002, 2003, 2005, 2007, 2009, 2011, 2013, and 2015. Participation in TUDA is strictly voluntary. Since 2002, Congress has made additional funds available and the number of volunteering districts expanded incrementally from the initial 5 to the current 21 districts in the 2015 assessment.

The President's fiscal year 2016 budget request to Congress for NAEP proposed an expansion of TUDA. If NAEP is appropriated sufficient funds, TUDA would be expanded to include an additional 10 districts in 2017 for a total of 31. There are currently 17 districts that are eligible, but not currently participating in TUDA.

With the authorization of TUDA in 2002, Congress assigned the Governing Board the responsibility of identifying the districts willing to volunteer to participate. Identifying volunteers is done in consultation with the Council of the Great City Schools (CGCS).

Consultation also occurs with the National Center for Education Statistics (NCES) on operational issues, especially the timeframe for obtaining district commitments to participate in 2017. NCES will begin operational planning for the 2017 assessments in December of 2015. Therefore, decisions on the TUDA participants for 2017 should be determined at the Board meeting scheduled for November 2015.

The process that will lead up to the NCES notification for the 2017 TUDA assessments is straightforward and the key steps are outlined on the following page.

<b>Timeline and Activities to Identify Participating Districts for the 2017 TUDA</b>	
<b>Timeline</b>	<b>Activity</b>
April 2015	Governing Board staff discuss the 2017 assessment schedule and eligible districts for TUDA with Council of the Great City Schools (CGCS) and NCES.
May 2015 Board Meeting	Governing Board staff brief Executive Committee on the timeline and process for determining TUDA participants for 2017.
August 2015 Board Meeting	Governing Board decides the number of districts to participate in TUDA.
August 2015	CGCS consults with current TUDA participants to assess informally their interest in participating in the 2017 assessments. Eligible districts may be notified of the opportunity to apply to volunteer for slots in the event of current TUDA participants declining or expansion of the program due to additional funding from Congress.
September 2015	Governing Board staff send notification letters to continuing districts and opportunity to apply to potentially eligible new volunteering districts, if needed.
September – October 2015	Governing Board staff, in consultation with CGCS and Executive and COSDAM Committees and adhering to Board policy and procedures, identify continuing volunteering districts, and obtain their commitment to participate.
October 2015	NCES provides updated list of eligible districts to Governing Board Staff for possible expansion of TUDA program, if needed.
October – November 2015	Governing Board staff confer with COSDAM and Executive Committees on ranking of potential volunteering districts, if needed.
November 2015	Governing Board staff obtain commitment from new volunteering districts to participate in 2017, if needed.
November 2015 Board Meeting	Governing Board determines TUDA participants for 2017.
January 2016	Governing Board staff provide acknowledgement letters to participants in the 2017 TUDA and notify NCES.

## **List of Eligible Districts for 2017 Trial Urban District Assessments (TUDA)**

### **Districts Participating in the 2015 TUDA**

- 1) Albuquerque Public Schools (NM)
- 2) Atlanta Public Schools (GA)
- 3) Austin Independent School District (TX)
- 4) Baltimore City Public Schools (MD)
- 5) Boston Public Schools (MA)
- 6) Charlotte-Mecklenburg Schools (NC)
- 7) Chicago Public Schools (IL)
- 8) Cleveland Metropolitan School District (OH)
- 9) Dallas Independent School District (TX)
- 10) Detroit Public Schools (MI)
- 11) District of Columbia Public Schools (DC)
- 12) Duval County Public Schools (Jacksonville, FL)
- 13) Fresno Unified School District (CA)
- 14) Hillsborough County Public Schools (FL)
- 15) Houston Independent School District (TX)
- 16) Jefferson County Public Schools (KY)
- 17) Los Angeles Unified School District (CA)
- 18) Miami-Dade County Public Schools (FL)
- 19) New York City Public Schools (NY)
- 20) School District of Philadelphia (PA)
- 21) San Diego Unified School District (CA)

### **Additional Districts Eligible for Participation in the 2017 TUDA**

- 1) Arlington Independent School District (TX)
- 2) Clark County School District (NV)
- 3) Cypress-Fairbanks Independent School District (TX)
- 4) Davidson County Schools (including Nashville, TN)
- 5) Denver Public Schools (CO)
- 6) El Paso Independent School District (TX)
- 7) Elk Grove Unified School District (CA)
- 8) Fort Bend Independent School District (TX)
- 9) Fort Worth Independent School District (TX)
- 10) Guilford County Schools (NC)
- 11) Katy Independent School District (TX)
- 12) Long Beach Unified School District (CA)
- 13) Mesa Public School (AZ)
- 14) Milwaukee Public Schools (WI)
- 15) North East Independent School District (TX)
- 16) Northside Independent School District (TX)
- 17) Shelby County Schools (including Memphis, TN)

# **The National Assessment Governing Board’s Innovation Ambition for NAEP: Strategic Planning Initiative Overview DRAFT**

The purpose of the National Assessment Governing Board’s Strategic Planning Initiative is to ensure that the Governing Board continues to play an important role in improving student achievement in our nation. The work to develop and implement the Governing Board’s Strategic Plan for NAEP will occur in three phases, over the course of approximately six years.

## **Proposed Process:**

### ***Phase I – Establish Strategic Goals and Priorities (Fiscal Year (FY) 2015)***

Led by the Executive Committee, the Governing Board will develop the vision for its Strategic Plan, with the goal of finalizing the Strategic Planning Framework for action at the August 2015 quarterly meeting. Approval of the Strategic Planning Framework document will conclude Phase I of the NAEP Strategic Planning Initiative.

### ***Phase II – Develop the Strategic Plan (FY 2016)***

With the Strategic Goals and Priorities set forth in the Framework as its guide, the Governing Board will embark on the detailed work of creating its Strategic Plan. This will include determining what activities the Governing Board should initiate, gathering external feedback from stakeholders on the Strategic Plan, pursuing additional research to inform Governing Board decisions, and determining the methods the Governing Board will use to monitor the implementation and success of the Strategic Planning Initiative. Phase II will begin in the Fall of 2015 and is expected to be completed by August 2016.

To develop an appropriate Strategic Plan and ensure that it serves as the “North Star” for the Governing Board’s innovation ambition, the Board should consider its vast expertise and experience, which provides the foundation for this effort. It is expected that the Governing Board’s Standing Committee structure will drive implementation of the Strategic Plan, once it is developed. While much of the Governing Board’s current efforts will likely dovetail with the goals and priorities to be identified in the Strategic Plan, the Board should also reflect on whether certain activities should be modified to preserve resources for—and maintain focus on—the Governing Board’s priorities. For example:

- The Governing Board has invested a significant amount of resources into academic preparedness research. What should the future investment in this area be, in light of the Governing Board’s Strategic Priorities?
- The draft Strategic Planning Framework contemplates further work in the realm of assessment literacy. How would this priority utilize the work of the Assessment Literacy

Workgroup, which was designed to be a short term project, and be integrated into the work of the Board's Standing Committees?

- Several potential priorities consider innovating through new communications approaches. How might this impact the current work of the Reporting and Dissemination Committee and its already approved Communications Plan?
- The draft Framework considers messaging strategies that target parents. How would this future work build from the Governing Board's 2014 Parent Summit?
- The Future of NAEP initiative recommended the creation of an Innovations Laboratory to define and drive an agenda for innovation. NCES adopted this recommendation and is investing in research and development to improve NAEP. How will the Governing Board and NCES work in partnership to ensure that the NCES investments in innovation are aligned with the Governing Board's strategic vision?
- Research Roadmap – The potential priorities and proposed related activities in the Strategic Planning Framework may require additional information before the Governing Board will be able to determine whether or how to implement them. The Governing Board should identify the “research roadmap” of desired short-term and long-term information needs to support the Strategic Planning Initiative.

***Phase III – Implement the Strategic Plan (FY 2017 – 2020)***

Once the Governing Board approves the Strategic Plan, the Board will embark on the implementation phase to occur over an approximately four-year period. The initiatives identified within the Strategic Plan will primarily be performed by the existing Standing Committees. The Executive Committee will provide leadership to the Committees regarding the course of those activities and will monitor the plan's implementation. At each August Governing Board meeting while the Strategic Plan is in effect, the Board will assess attainment of its Strategic Goals.

**Proposed Timeline:**

<b>Phase</b>	<b>Dates</b>	<b>Activities</b>
Phase I	February 8-9, 2015	Executive Committee discusses strategic planning process and priorities
	March 5-7, 2015 (Board meeting)	Executive Committee discusses draft Strategic Planning Framework Full Board discusses Strategic Priorities
	May 14-16, 2015 (Board meeting)	Executive Committee discusses process and timeline Full Board discusses draft Strategic Planning Framework
	Summer 2015	Executive Committee finalizes Strategic Planning Framework for recommendation to full Board
	August 6-8, 2015 (Board meeting)	Full Board Action on Strategic Planning Framework
Phase II	Fall 2015 – Summer 2016	Identify and implement action steps to fulfill the Board’s approved Strategic Planning Framework Obtain input from partners (e.g. NCES) and stakeholders on the draft Strategic Plan Begin identifying and implementing “research roadmap” needs to inform Governing Board decisions and activities
Phase III	Annually in August (Board meeting) 2017 – 2020	Check-up on attainment of Strategic Goals for the duration of the Strategic Plan’s implementation (estimated to be for approximately four years)

# **The National Assessment Governing Board's Innovation Ambition for NAEP:**

## **Strategic Planning Framework DRAFT**

### **Purpose of the Strategic Planning Initiative**

The purpose of our strategic planning is to take stock of the value and contributions of the National Assessment of Educational Progress (NAEP) to our nation, identify opportunities to advance the mission of the National Assessment Governing Board, understand and address any threats to this mission posed by changes in the external environment, and ensure that the Governing Board continues to play an important role in informing policymakers, educators, and the public about student achievement in our nation.

This Strategic Plan should consider the current Federal budget environment and strive to reallocate and redeploy existing resources in alignment with Strategic Priorities rather than presume supplemental resources. The Governing Board's Strategic Planning Initiative should concentrate on goals that can be achieved within 3-5 years.

As much as possible, the Governing Board's Strategic Plan should be consistent with the priorities of the National Center for Education Statistics (NCES) in order to increase the synergy and impact of the plans to further the overall mission and objectives of NAEP.

This Strategic Plan should affirm the long-standing principles of NAEP's curriculum independence, its status as a low stakes assessment for national, state-level, and select urban district benchmarking comparisons and analysis, and its prohibition on reporting individual student and school results, all of which are in accordance with the NAEP statute.

### **Our Mission**

The mission of the independent, bipartisan National Assessment Governing Board is to set policy for the National Assessment of Educational Progress (NAEP). The Governing Board's role, as mandated by Congress, is to identify the subjects to be tested, determine the content for each assessment (frameworks), review all NAEP questions, set achievement levels, improve the form and function of NAEP, and inform Congress and the American Public about the status of achievement of U.S. students.

### **Legacy of Innovation**

The Governing Board is best at identifying assessment-related issues in public education which can be addressed by NAEP, setting policies for NAEP which are forward-thinking and

innovative in relation to NAEP’s potential role and impact on U.S. student achievement, and working collaboratively with NCES to implement the Board’s policies. Examples include:

- Identifying important broad-based curriculum areas for the NAEP assessments (NAEP has always been about more than reading and mathematics and includes a wide range of subjects, for example, Technology and Engineering Literacy (TEL) and Economics);
- Encouraging development of innovative assessment items (knowledge and skills beyond recall) and assessment methodology (digital-based assessments (DBA));
- Effectively communicating NAEP results in ways that enable parents, educators, and policy makers to take action (such as achievement levels, inclusion policy, accessible and interpretable reports, parent outreach); and
- Focusing on important issues for U.S. education (including links to international assessment, academic preparedness for college, and assessment literacy).

### ***Power of Partnership***

The Governing Board works closely with NCES to implement the NAEP program and benefits from ideas generated from their efforts. A recent NCES initiative on The Future of NAEP will be informative to the Board’s strategic planning efforts.

The Future of NAEP initiative started in 2012 when NCES convened panels of experts and state and local stakeholders to develop a high-level vision for the future of the NAEP program, as well as a plan for moving toward that vision. The resulting recommendations to the Commissioner of NCES were published in the May 2012 *NAEP Looking Ahead: Leading Assessment into the Future* white paper; it defined what NAEP does best as:

“Going forward, we expect that NAEP will continue to serve as the most authoritative source of information concerning patterns and trends in the academic achievement of American youth, and also as a model of excellence and innovation in large-scale assessment. It will continue to serve as a trustworthy, low-stakes benchmark test against which to judge the effectiveness of various large-scale educational reforms. It will also evolve to measure an expanded range of learning outcomes using new technologies.”  
(p. 7)

### ***Role of the Governing Board and NAEP***

The essential role of the Governing Board is to ensure and safeguard public trust in NAEP’s evaluation of the condition and progress of our nation’s elementary and secondary students’ academic performance. The Board sets policy to enable NAEP to provide the long view of educational progress spanning five decades with breadth and depth of coverage across subjects and content. NAEP is a national treasure to help our country understand the strengths, weaknesses, and trends in our decentralized system of education. Whenever there is debate about student achievement, NAEP is relied upon as a trusted and trustworthy source of information.

## ***National Assessment Governing Board: Legacy of Innovations***

While the vast majority of NAEP's innovations have been developed through the collaborative efforts of the Governing Board and NCES, it is worth noting the unique role that the independent policy-setting Governing Board can play in keeping NAEP at the forefront of assessments. The Governing Board's legacy of innovations includes:

- ✓ Developing assessment frameworks aimed at deeper learning;
- ✓ Establishing achievement levels (policy adopted in 1990);
- ✓ Promoting the use of contextual information about students, teachers, and schools as it relates to student achievement;
- ✓ Emphasizing subject areas of importance to the U.S. (e.g., Civics, U.S. History, TEL, the Arts);
- ✓ Exploring the use of NAEP as an indicator of students' academic preparedness for college;
- ✓ Supporting the transition from paper-based to digital-based assessments (DBA):
  - Phase I* – Science interactive computer tasks, Writing, TEL 2009-2014; and
  - Phase II* – Reading and Mathematics, etc. DBA for 2017 and beyond; and
- ✓ Highlighting the importance of reporting on comparative data involving NAEP and international assessments.

While much attention is focused on NAEP as the gold standard, equally important is NAEP's innovation over time under NCES's technical direction. The Governing Board has embraced the tension inherent within the dual goals of maintaining NAEP's role as the most trusted source of academic achievement of the nation's students over time while also continuously improving the form and function of NAEP to remain relevant. From its inception, NAEP was challenged to innovate on all aspects of the assessment. Examples of these innovations include:

- *Technical* – developing sampling methodology; developing new types of assessment questions and tasks; generating analytic models; setting achievement levels; applying item response theory; scale anchoring; developing constructed-response test questions; targeting complex skills and hands-on tasks; delivering digital-based test questions; and pioneering scenario-based interactive assessment tasks.
- *Content* – measuring knowledge and skills of youth as a group; measuring learning progress over time; developing new assessment frameworks and path-breaking instruments; collecting and analyzing contextual data; and increasing the inclusion of individuals with disabilities and English Language learner populations.
- *Communications* – reporting on student learning in terms of specific grades; increasing the accessibility and usability of information through internet-based reporting and dissemination, which places control in the hands of the user; and focusing on more useful reporting on comparison groups and with all participating jurisdictions.

## Thinking About the Future Success of NAEP – Key Questions, Risks, and Opportunities

The Governing Board is uniquely positioned with an authoritative voice in the national conversations surrounding assessment. To fulfill this role in the evolving educational landscape, the Governing Board must consider several key questions and national trends identified below.

*What are the major trends in education that could shape NAEP, and, in turn, how can the Governing Board contribute to some of those trends and best respond to others?*

*How do we balance the roles of NAEP serving as both a mainstay of education as well as a catalyst for improvement?*

*What is the innovation ambition for NAEP that will ensure NAEP remains relevant for future generations?*

*What are the leadership roles the Governing Board can and should play?*

The *NAEP Looking Ahead* white paper lists “four major trends to which NAEP must be prepared to respond”:

1. Other assessments are likely to provide information about student achievement that may be aggregated and compared across districts and states. NAEP’s value as an independent, ongoing, nationally representative assessment will remain and may, in fact, be more important than ever;
2. As we aspire to provide all of our young people with the high levels of knowledge and skills needed in a global economy, NAEP will be called upon to assess a broader set of learning outcomes;
3. Rapidly changing technology is driving all aspects of modern life, including learning and assessment. NAEP should continue to serve as a leader in assessment innovation as new technologies become available for assessment (e.g. adaptive testing), as well as for scoring and reporting results; and
4. There is increasing interest in cross-national comparisons of educational achievement, and in sharing data and instructional resources across states and perhaps even across nations. Linking assessments and data-sharing can offer more context to help understand and interpret NAEP findings.

In addition, the Governing Board should consider the following themes in national conversations surrounding education and assessment:

5. The nature and use of assessment:  
*What is the role of assessment to improve the quality of teaching and learning?*  
*What is the appropriate role for the Governing Board to play in this dialogue?*

6. Data privacy:  
*What are the concerns about data privacy surrounding assessment generally, and is there a need for NAEP to respond to those concerns?*  
*What public concerns about student privacy within NAEP might be raised by new reporting and communications initiatives if, for example, the Governing Board increases public attention on NAEP contextual variables or promotes an assessment literacy initiative for parents and policymakers?*
7. The state of the Common Core State Standards and anti-testing sentiments (overlaps with #1):  
*What is the relationship between NAEP and the Common Core assessments?*  
*How can the Governing Board leverage its unique position to add perspective on the importance of NAEP and high quality assessments in the era of anti-testing sentiment?*
8. The relationship of NAEP to international assessments (overlaps with #4):  
*What is the relationship of NAEP to international assessments (e.g. Program for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS), and Progress in International Reading Literacy Study (PIRLS))?*

In the midst of this period of rapid change, innovation, and uncertainty, we have a unique opportunity for the Governing Board not only to contribute to the national conversation on assessments, but also to shape that conversation; and in doing so, help to ensure that NAEP remains relevant and adds value to the national dialogue on education.

### **Strategic Goals for the Governing Board’s Future Work**

- ✓ *Keep NAEP a Trusted Brand* – Protect the reputation of the Governing Board and NAEP as the gold standard for assessments.
- ✓ *Be a Good Steward of NAEP’s Assets* – Sustain the important Governing Board work of protecting data trends, state and Trial Urban District Assessment (TUDA) data, and linkages with international assessments and administrative data.
- ✓ *Assess a Broad Range of Subjects* – Ensure that the assessment schedule includes a diverse set of subjects supported by dynamic frameworks, for example, U.S. History, Civics, Science, Writing, Economics, TEL, the Arts, etc. NAEP is broader than just reading and mathematics.
- ✓ *Continue Innovating for NAEP* – Assess innovative or cutting edge content areas, for example TEL. Advance item, task, and test design and implementation utilizing technology.

- ✓ *Improve Collaboration with NCES* – Align and partner with NCES to provide the vital leadership and resources needed to protect the future of NAEP.
- ✓ *Be a Voice in the National Conversation Surrounding Education and Assessment* – Use NAEP results to provoke public conversations about education and equitable outcomes. For example, what is literacy in a digital world? How can we focus on the urgency of closing achievement gaps? What is the value of assessment?
- ✓ *Engage Key Constituencies Especially Parents, Educators, and Policy Makers* – Increase communications to key constituencies, including parents and advocacy groups, to better understand, leverage, and support both NAEP and high quality assessments more generally.

## Strategic Priorities

The Governing Board will achieve its Strategic Goals through the Strategic Priorities, which will be central to the Board’s efforts for the duration of the Strategic Planning Initiative. The Strategic Priorities are not to be considered ancillary or “add-ons” to NAEP activities. The potential Strategic Priorities are grouped below by their primary purpose; however, it should be noted that these priorities are interrelated and accomplishing any one priority would contribute to the success of others. The specific activities undertaken by the Governing Board to achieve these priorities will be determined in Phase II of the Strategic Planning Initiative – the items listed below are for illustrative purposes.

*The list of priorities and potential activities is not final; it reflects the suggestions made so far, does not reflect any prioritization or preferences amongst these suggestions, and may be further amended to include additional or different priorities or activities.*

### **1. Develop Messaging Strategies to Increase Support for NAEP Specifically, and High-Quality Assessments Generally**

- a. *Advance New Reporting Strategies* – Further the Governing Board’s Communications Plan to increase the impact of NAEP reporting through activities which could include:
  - Providing greater access to NAEP data and results through technology, focused reports, tools, and other innovations;
  - Reframing NAEP reporting to focus on high expectations for all students and highlight where progress is being made (e.g. explore percentiles to show the progress not evident in achievement level reporting);
  - Improving the meaningfulness of NAEP’s achievement levels to the public (e.g. benchmark against other tools, such as ACT/SAT and international assessments);
  - Enhancing the impact of NAEP reporting by increasing the use of contextual variables;
  - Sharpening focus on state level data to increase interest in NAEP reports; and

- Conducting research to call more attention to NAEP content and help teachers know and address students’ common misconceptions in various subject areas.
- b. *Increase Meaningful Parent Engagement* – Build on the Governing Board’s 2014 Parent Summit and Assessment Literacy Workgroup to inform parents and the public about the meaning of assessment results (i.e. “assessment literacy”) through activities which could include:
- Sharing NAEP resources that will empower parents to ask informed questions of their child’s teacher or school;
  - Employing new outreach strategies targeted at parents (per the Governing Board’s new Communications Plan); and
  - Developing focus reports to spotlight information of particular interest to parents.
- c. *Further the Governing Board’s Assessment Literacy Agenda* – Convene leadership from the assessment community to speak to issues of assessment and help the public understand and use assessment data more broadly (including, but not limited to, NAEP data) through activities which could include:
- Contributing to the national conversation about the value of assessments: identify standards for effective use of assessment results for NAEP stakeholders;
  - Identifying where assessments can be used to improve education systems: highlight the usefulness of high-quality formative assessments and low-stakes assessments;
  - Educating the country about the use of data: communicate meaningful real-world uses of data to improve education and demonstrate that assessments are not simply a measuring system; and
  - Identifying and publicizing insights from NAEP that could be used to improve education outcomes for all students.
- d. *Implement Effective Communication Tools* – Use modern methods for reaching audiences with NAEP’s messages through activities which could include:
- Ascertaining messaging opportunities for NAEP to aid the Governing Board’s Strategic Goals, given the context of the national conversations surrounding education and assessment (e.g. the risks and opportunities listed above, such as data privacy concerns and the marginal but vocal movement to “opt out” of assessments);
  - Ensuring the student voice is included in the public face of NAEP (e.g. include students in releases);
  - Identifying ways to communicate how student performance on NAEP is pertinent to local communities; and
  - Increasing public awareness of the benefits and resources from NAEP and NAEP innovations (e.g. TEL and reports) among various stakeholders (e.g. parents, teachers, and policymakers).

2. ***Increase Efficiencies to Effectively Use NAEP Funds*** through activities which could include:
  - a. Working with NCES to create a more systematic approach for determining NAEP’s research agenda (especially in terms of setting policy priorities for the research conducted with NAEP funds by NCES and the studies conducted by the Governing Board with its own budget);
  - b. Encouraging linking to administrative data NCES collects for additional analysis and reporting opportunities with existing NAEP data;
  - c. Identifying and investing in low-cost activities with big returns;
  - d. Considering new approaches to NAEP frameworks (e.g. more dynamic changes over time instead of wholly new frameworks);
  - e. Considering the future of the NAEP Long-term Trend (LTT) assessment (e.g. possibly incorporating the LTT into the Main NAEP assessments); and
  - f. Exploring the value of NAEP DBA being device agnostic.
  
3. ***Innovate Assessment Design to Keep NAEP on the Forefront*** through activities which could include:
  - a. Considering the opportunities that arise with ongoing advances in technology that enable more powerful and efficient measures of student achievement; and
  - b. Encourage the appropriate use of adaptive testing to provide more accurate and more efficient measurement at all points of the achievement distribution and to incorporate language proficiency screeners for English language learners.
  
4. ***Strengthen External Partnerships to Promote and Support NAEP*** through activities which could include:
  - a. Identifying and engaging with strategic external partners to better inform the public and key stakeholder groups of the value of NAEP; and
  - b. Exploring the possibility of external groups financially supporting certain NAEP activities.

## Conclusion

The imperative for school improvement called for by the 1983 report, *A Nation At Risk*, that carried through the bi-partisan legislation of the *No Child Left Behind Act* is giving way to the emergence of a new era of improvement efforts reflecting the demands for increased rigor, technological sophistication, civic participation, and global perspectives that define the early decades of the twenty-first century. Our challenge is to prepare students for their future, not our past, and to thoughtfully use assessments to inform our progress to deliver on this commitment. To this end, the contribution of NAEP is—and will continue to be—invaluable.

# Governing Board's Priority Order for FY16 Activities

1. Transition to DBA and maintain trend: state validation studies
2. Assess broad-based curricular areas with a priority for STEM
3. Provide state level data in curriculum areas beyond reading and mathematics
4. Include more TUDAs





## National Assessment of Educational Progress Schedule of Assessments Approved March 6, 2015

Year	Subject	National Grades Assessed	State Grades Assessed	TUDA Grades Assessed
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*	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	4, 8, 12 4, 8, 12 4, 8, 12	4, 8 4, 8	4, 8 4, 8
2020	Long-term Trend	~		
2021	Reading Mathematics Writing	4, 8 4, 8 4, 8, 12	4, 8 4, 8 8	4, 8 4, 8
2022	<b>U.S. HISTORY</b> <b>CIVICS</b> <b>GEOGRAPHY</b> Economics Technology and Engineering Literacy	8, 12 8, 12 8, 12 12 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.

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