

# National Assessment Governing Board

## Reporting and Dissemination Committee

May 15, 2015  
10:15am – 12:30pm

Visitors Center  
506 5<sup>th</sup> Street  
Stewart Conference Room

### AGENDA

|                   |  |              |
|-------------------|--|--------------|
| 10:15 – 10:20am   | Welcome and Agenda Overview<br><i>Andrés Alonso, Chair</i>   |              |
| 10:20 – 11:50am   | <b>ACTION:</b> Core Contextual Questions Approved for Pilot<br><br>Findings from Cognitive Labs of the Core Contextual Questions for 2017 NAEP Administration<br><i>Stephaan Harris, NAGB Staff</i><br><i>Laura LoGerfo, NAGB Staff</i>                                      | Attachment A |
| 11:50am – 12:05pm | Focused Reports: Reviewing and Prioritizing<br><i>Laura LoGerfo, NAGB Staff</i>  | Attachment B |
| 12:05 – 12:20pm   | Discussion of Media Embargo Policy<br><i>Stephaan Harris, NAGB Staff</i>   | Attachment C |
| 12:20 – 12:30pm   | Information Items: <ul style="list-style-type: none"><li>• Overview of Puerto Rico Mathematics Assessment Release</li><li>• Overview of 2014 NAEP Report Cards in U.S. History, Geography, and Civics Release</li><li>• Projected Schedule of Future NAEP Releases</li></ul> | Attachment D |



## **Core Contextual Modules:**

### **Update on Reporting and Dissemination Committee Review Process**

### **and Timeline for Item Development**

R&D will have reviewed the core contextual modules three times before any are included in the 2017 NAEP operational administration. These proposed modules include the following: (1) socio-economic status; (2) technology use; (3) school climate; (4) grit; (5) and desire for learning. The Committee's first review occurred in August 2014, as part of the board meeting. In reviewing the feedback from that session, the overall focus of the comments seemed to lie in ensuring that the questions are inclusive, accessible, and more positive.

Cognitive lab testing on all new and revised core questions began in December 2014 and concluded in March 2015. This work included cognitive labs for students, teachers, and school administrators. The main purpose of cognitive labs was to evaluate if respondents understood the questions as intended. Cognitive lab efforts also compared different versions of item formats for each topic leading to a total of several hundred items (across all respondents) being pre-tested. The comparison of different item formats allowed choosing the best and most efficient measurement approaches for each of the modules.

The second R&D review will be during the May Board meeting. During this time, R&D will review the proposed set of core contextual questions to be administered in the 2016 pilot. Based on R&D Committee members' comments, proposed questions may be dropped or questions that were administered via cognitive labs, but not recommended for inclusion, may be added. However, new questions cannot be developed nor can questions be revised for 2017 due to Office of Management and Budget (OMB) stipulations that all new and revised questions be tested first via cognitive labs. Any comments that would result in revisions to questions or creating new questions could be applied to a future development cycle (e.g., 2019 or 2021 development depending on development goals).

The third (and final) review leading up to the 2017 NAEP operational assessments will occur in spring 2016. At this time, R&D will review the proposed set of questions to be administered in the 2017 operational administration. This review will be similar to the May 2015 review. Proposed questions may be dropped or questions that were administered in the pilot, but not recommended for inclusion, may be added. Similar to the May 2015 review, new questions cannot be developed nor can questions be revised for 2017 due to OMB stipulations. Any comments that would result in revisions to questions or creating new questions could be applied to a future development cycle (e.g., 2019 or 2021 development depending on development goals).

Final decisions regarding inclusion of each of the modules (and underlying facets within each module) will be presented to R&D for their spring 2016 review. NCES recommendations to R&D will be based on large-scale data from the 2016 pilot (including analysis of item response category frequencies, timing data, relationships with performance on the cognitive task, and factor analyses).

The table on the following page represents a timeline for the review of contextual modules for 2017 NAEP.

### Timeline for 2017 Core Item Development and Reporting

| STAGES                                    | DATES           | TASKS  | COMPLETE      |
|---|-----------------|--|---------------|
| <b>ITEM DEVELOPMENT &amp; PRE-TESTING</b> | 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  | ✓             |
|   | 11/2014-03/2015 | Pre-testing of new and revised items for cognitive labs*   | ✓             |
|   | 03/2015         | Analysis of pre-testing data and decisions for pilot questionnaires  | ✓             |
| <b>PILOT</b>                              | 05/2015         | R&D clearance review for pilot   | Board Meeting |
|   | 06/2015         | OMB*** review of items for pilot   |               |
|   | 01/2016-03/2016 | Pilot administration   |               |
|   | 2016            | Analysis of pilot data and decisions for operational   |               |
| <b>OPERATIONAL</b>                        | Spring 2016     | R&D clearance review for operational   |               |
|   | Spring 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.

\*\*\* OMB approval is needed for federal agencies that collect survey data from 10 or more people.

## **POTENTIAL TOPICS FOR FOCUSED REPORTS**

### **Goals of Focused Reports:**

- (1) To harness NAEP's unique capacity as a nationally representative survey of academic achievement to produce high-impact special reports on critical educational issues and practices.
- (2) To highlight the potential for rich analysis of NAEP data, including contextual variables.

### **Tentative topic ideas based on the Reporting and Dissemination Committee discussion at the March 2015 Board meeting:**

#### **A. Examining the National NAEP Landscape with Regional Highlights**

**An examination of NAEP results by region could be integrated with the topic of highlighting practices common to high-performing or strong-growth districts. Merging the topics in this way could support further understanding of subgroup differences, i.e., student performance on NAEP by race and socioeconomic status; by race and gender; by gender and socioeconomic status.**

NAEP reporting plays to the strengths of the assessment program—nationwide results—along with results by state or by districts involved in the Trial Urban District Assessment program. Rarely are results examined by region, however. Regional groupings may highlight shared strengths and challenges in narrowing test score gaps between subgroups and in allocating resources to address such issues. Patterns that emerge may point to shared best practices within those regions.

For decades, states within regions have partnered to leverage their resources in order to make better investments in data systems and professional development. This collaboration streamlines already tight education budgets to improve student outcomes. For example, the New England Secondary School Consortium (NESSC), comprising five northeastern states, launched the Common Data Project to improve the accuracy, reliability, and comparability of public-education data across state lines. This effort reflects the Consortium's mission to share best practices for secondary education, such as personalized learning pathways for all students, to close achievement gaps. Similarly, the Southern Regional Education Board (SREB) includes 16 member states that share a mission to improve P-20 public education, with collective goals specific to each grade range, and that monitor policies, chart data trends, and share best practices across their member states. In the northwestern U.S., the Regional Educational Laboratory – Northwest works with their state policy stakeholders to analyze data and conduct research projects that inform educational practices given the challenges facing states in the northwest, such as dispersed rural populations. By joining forces to address their shared issues, member states of each region can make savvier, more informed investments to improve educational outcomes in each member state.

As a reminder for any work with NAEP findings, this research cannot pursue any notions of causality, but examining relationships among subgroups on NAEP by region may shed new light on subgroup differences and point to new directions in understanding what factors may contribute to these differences.

Rather than one paper, this proposal constitutes a series of policy-centric papers—one overarching national report, with descriptive reports for different regions as offshoots from the main national report. The umbrella national report will offer descriptive analyses of subgroup differences along with per pupil expenditure data, as feasible. Per pupil expenditures—in magnitude and by category—may vary by region and this variation may be matched by variation in subgroup differences on NAEP. The regional offshoots will focus on these analyses by region, supplemented by shared issues and challenges that face the specific regions.

This work—the overarching national analyses along with the regional offshoots—would identify how disparities in resource access and allocation have changed over time and how examining these changes sheds light on the progress, stagnation, or declines in student performance trends and achievement gaps. Products may include web-based “briefs” on the national analyses, along with the web equivalent of one-pagers that highlight interesting findings across or within regions.

**A critical question** for this proposal is how to define the regions. States may be grouped by region in different ways for different reasons, for example:

*Policy-driven regional groupings.* By consortia to which the states voluntarily belong that may share common policies or missions, such as the New England Consortium (Maine, Vermont, New Hampshire, Rhode Island, Connecticut) and the Southern Regional Education Board (Delaware, Maryland, Virginia, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Tennessee, Kentucky, Arkansas, Oklahoma, Texas, West Virginia).

*Regions, based on how NAEP defined the regions in 2003, relying on U.S. Census divisions.*  
Northeast Region: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont. South Region: Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia. Midwest Region: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin. West Region: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming.

- Note: Schools in Puerto Rico and Department of Defense schools are not associated with any region.

## **B. A Broader View of School Sector Through NAEP**

**The topics involving charter schools and private schools could be reorganized into one focused report that considers NAEP data within the context of school choice and opportunity.**

In 2006, two NCES reports comparing charter schools to non-charter schools on NAEP reading and mathematics were released, using 2003 grade 4 assessment data. Then, a special oversample of charter school students was required to ensure sufficient data for analysis. Since there are now sufficient numbers of students enrolled in charter schools in more than 20 states, analyses of charter school data are possible with each new report card. Several external researchers have produced studies using NAEP data on charter schools that verge closer to advocacy than to objective empirical analysis (e.g., Patrick Wolf at the University of Arkansas, Fordham Institute). Other external researchers claim NAEP data cannot be used to examine questions about charter schools, because the cross-sectional nature of the data make it a poor fit for comparative analyses of student performance. The middle ground of objective, transparent, and thoughtful data analysis must be found to reduce misinformation and to enhance the ongoing conversation about these schools. The Board released a report four years ago on charter schools that set a precedent for objective analysis on this topic<sup>1</sup> though it did not take into account non-public schools.

This paper proposes to broaden the scope from only charter schools to more generally, schools of choice—non-public schools and charter schools—and to model what analyses can be feasible with NAEP data. Ten years after the first charter school data collection in NAEP, now how does overall performance on the reading and math assessments differ by charter, non-public, and public school status? What does subgroup performance look like in non-charter public schools, charter schools, and non-public schools? What insights can contextual variables bring to bear? The report will investigate more complex subgroup performance, if possible given sample size constraints, such as score gap analyses by race and gender or by gender and socioeconomic status in charter schools, non-charter public schools, and private schools.

---

<sup>1</sup> <http://www.nagb.org/publications/reports-papers/contextual-data/charter-schools-naep-data-analysis.html>



## **Embargo Policy Guidelines and Discussion**

### **Introduction**

At the Board’s May 2015 meeting, the Reporting and Dissemination Committee will discuss possible language changes in the Governing Board’s policy (see Appendix A) regarding embargo media access for NAEP Report Cards it is charged with releasing. Currently, the policy forbids access to writers and others affiliated with any outlet that is not an established print, broadcast or online news organization. And thus, requestors who are affiliated with outlets that are part of other types of organizations—such as advocacy groups, unions, think tanks, foundations and associations—as well as independent bloggers—have been denied access to embargoed NAEP results.

However, with the rapidly changing media landscape, there has been a proliferation of online outlets that have fallen into a “gray area”. Typically, these outlets are linked to one or more organizations, financially or otherwise, but they operate similarly to an established news outlet by objectively producing original news stories on various issues, rather than framing news items within the context of the affiliated group’s mission, principles, and/or politics. Several of these outlets have requested access in the past and have largely been denied.

This discussion aims to consider how online outlets can be meaningfully considered in regard to the policy, and what changes, if any, might be applied. Below is summary background on how this discussion has evolved as well as potential language changes for Committee feedback.

### **Background**

In August 2011, the Reporting and Dissemination Committee approved guidelines (Appendix A) for handling news media requests for embargoed access to NAEP reports to help prepare accurate news stories before the time set for an official release. The guidelines pertain only to embargoed pre-release access to NAEP materials by news media personnel and provide for equal treatment of all news organizations, regardless of how their news product is disseminated, whether published, broadcast, or posted on the Internet. Recipients must agree not to make any information public until the time set by the Board for public release.

However, the guidelines do not allow embargoed access to the vast majority of blogs or outlets connected to education constituency groups or non-profit think tanks that offer commentary and analysis. Several outlets in these two categories who sought embargo access and were denied by Board staff publicly criticized the guidelines during the Report Card releases of 2013 NAEP Reading and Mathematics (national/state and TUDA).

In response, the Committee began discussion at their December 2013 meeting on how or if those guidelines should be adjusted, given the proliferation of “non-traditional” media. Committee members generally felt that giving access to outlets affiliated with an advocacy group was not a good idea. The Committee requested Board staff to research how some national journalism organizations define who are considered journalists in the changing media landscape and determine their own criteria for membership, and share that feedback for discussion.

At the May 2014 meeting, Stephaan Harris, of NAGB staff, presented feedback he gathered from two federal agencies and five major journalism groups, and their perspectives on how journalism can and/or should be defined in the context of the Board’s own embargo guidelines. There was no consensus and members had varying opinions and guidelines. But the committee all agreed on one recommendation: the Board should isolate its goals and objectives for embargo access and NAEP coverage in media to effectively determine embargo guidelines, as opposed to attempting to create criteria for defining journalism or journalists.

Committee discussion also centered on the changing definition of media and potential impacts of greater inclusion. There was agreement that some traditional outlets, like newspapers, were on the decline and audiences were increasingly receiving news from online sources. There was also concern that too much broadening of the embargo guidelines could invite a plethora of blogs and constituency organizations with some media mechanism—like a blog, website or newsletter—to request access and both dilute the privilege of the embargo and make the process burdensome to maintain if dozens or even hundreds of more requests than usual are received. The Committee discussed this more but did not take further or official action.

### **Discussion and Embargo Language**

Board staff has suggested additional language to the “criteria for access” section of the embargo policy (seen in track changes below) for the Committee to consider. The new language is a beginning attempt to take previous feedback and context and find a way to include online outlets that could be considered legitimate news-gathering operations, while also addressing previously expressed concerns. The language should not be seen as a final recommendation but a way to advance discussion in a meaningful way. Board staff has also proposed a few discussion questions for the Reporting and Dissemination Committee.

- 1) What do you see as the most important role(s) of an embargo policy and how would any inclusion of online outlets currently not covered affect that negatively or positively?
- 2) If media formats and outlets keep evolving, how could any edits or changes to the embargo policy language best keep up with changing times without constant revisions?
- 3) Typically, about 5-8 outlets in the gray area on average petition the Board for embargo access. Given this level of interest, would case-by-case decision-making be more effective or would more defined criteria still be important?
- 4) Should the readership size of an online audience for a blog or other outlet make a difference in shaping access criteria?
- 5) The examples of outlets in track changes mode often have writers who worked for other traditional media, like newspapers and TV stations. Does this make a difference?



## CRITERIA FOR ACCESS

A requestor must meet one of the criteria below in order to receive embargoed access to NAEP reports:

**1) The requestor is an editor, reporter, columnist, or blogger affiliated with a print, broadcast, or online news organization.**

*Print and broadcast news organizations for which qualifying employees may receive access would include newspapers, magazines, news services, and radio and television news outlets. Some examples: Associated Press, the Bozeman Daily Chronicle, the New York Times, MSNBC, Fox 5 NY, the New Yorker, National Review, the Nation, WTOP, Education Week.*

*Examples of online general-interest news organizations that would receive access:*

Huffington Post, Daily Kos, the Texas Tribune, the Daily Caller.

*Examples of print and online education trade publications and news providers that would receive access: Education Daily, Hechinger Report of Columbia University's Hechinger Institute for Education Journalism, Alexander Russo's This Week in Education, Inking and Thinking on Education by Joanne Jacobs.*

**2) The requestor is an editor, reporter, columnist, or blogger affiliated with an online outlet that operates independently of any affiliated group and produces original, objective news stories by a staff of writers.**

*Examples of organizations that could receive access:*

*ChalkBeat, Watchdog.org, ProPublica.*

**32) The requestor is a freelance reporter working on a story for a news organization in one of the categories above.**

Requestors may be asked to provide documentation of their employment or freelance assignment.

## **Appendix A**

### **National Assessment Governing Board News Media Embargo Guidelines**

**Approved by the Reporting and Dissemination Committee in August 2011**

#### **INTRODUCTION**

Under law, the National Assessment Governing Board has the responsibility to “plan and execute the initial public release of National Assessment of Educational Progress (NAEP) reports.” The NAEP authorizing statute continues that NAEP data “shall not be released prior to the release of [such] reports.”

As part of pre-release activities, information is provided to the media in order to facilitate news coverage that reaches the general public. The practice for many years has been to grant access to confidential information to media representatives who have signed an embargo agreement, promising not to print or broadcast news of a report before the scheduled time of release. With the rapid evolution of the media industry bringing new and influential voices through the Internet, more requests for embargoed access are being received from those outside traditional print and broadcast news organizations.

In order for staff to make fair decisions about who should receive embargoed access, objective guidelines are needed. These guidelines establish the criteria and procedures to be used.

#### **FUNCTION AND BENEFIT OF NEWS MEDIA EMBARGOES**

Under a longstanding tradition, organizations that release news and research findings to the public have used embargoes as a way to give reporters advance access to the information while retaining control of the timing and nature of their releases. Government officials and agencies, scientific and medical journals, corporate and consumer businesses, and financial institutions often use embargoes, particularly for lengthy or complex information that requires time for thorough review and analysis before news stories are completed.

Embargo agreements can be beneficial to the releasing organization, journalists, and the public that reads the news and can lead to broad-based dissemination and fuller coverage. Embargoed access may achieve the following:

- Give reporters the time to read and analyze reports, to do further research on complex information, to conduct interviews, and to write more complete, nuanced stories before the time set for release. This reduces the chances that a reporter will “dash off” a story quickly and as a result make errors in interpreting data.

- Permit news organizations to print or broadcast a story or place it on the Internet as soon as an embargo is lifted, promptly spreading news of the report or research findings to their audiences.
- Create interest and buy-in among journalists who are granted access, which may increase coverage. The additional time provided before stories must be written may help journalists appreciate the significance of the information and how newsworthy it is.

## **RISKS OF EMBARGOES**

Embargo breaks may be committed by a news organization or individual seeking to scoop the competition, or they may happen through accident or carelessness.

For most media outlets and individual reporters, the risks of damaging a relationship with a source or attracting negative attention heavily outweigh the possible benefits of violating an embargo agreement. Such cases do happen, but they are rare.

While journalists do not take a formal oath, and need no license, journalistic ethics demand that embargoes—once agreed to—be respected. If a journalist working outside of the traditional media practices ethical journalism, he or she will not knowingly break an embargo.

## **CRITERIA FOR ACCESS**

A requestor must meet one of the criteria below in order to receive embargoed access to NAEP reports:

### **1) The requestor is an editor, reporter, columnist, or blogger affiliated with a print, broadcast, or online news organization.**

*Print and broadcast news organizations for which qualifying employees may receive access would include newspapers, magazines, news services, and radio and television news outlets. Some examples: Associated Press, the Bozeman Daily Chronicle, the New York Times, MSNBC, Fox 5 NY, the New Yorker, National Review, the Nation, WTOP, Education Week.*

*Examples of online general-interest news organizations that would receive access:*

Huffington Post, Daily Kos, the Texas Tribune, the Daily Caller.

*Examples of print and online education trade publications and news providers that would receive access: Education Daily, Hechinger Report of Columbia University's Hechinger Institute for Education Journalism, Alexander Russo's This Week in Education, Inking and Thinking on Education by Joanne Jacobs.*

### **2) The requestor is a freelance reporter working on a story for a news organization in one of the categories above.**

Requestors may be asked to provide documentation of their employment or freelance assignment.

## **PROCEDURE FOR REQUESTS**

Information about the requirements for embargoed access to NAEP reports and embargo agreement forms shall be made available to news media prior to NAEP releases.

A separate agreement form must be signed by each person receiving embargoed information before each release.

## **DENIAL OF ACCESS**

Reporters shall be denied embargoed access to NAEP information if they are not in one of the categories above or refuse to sign the embargo agreement. Those who knowingly break the embargo shall not be granted embargoed access to subsequent NAEP reports for up to two years.

Appeals regarding denial of access shall be determined by the Commissioner of Education Statistics in consultation with the Executive Director of the Governing Board.



## Overview of the Release of *The Nation's Report Card: 2013 Mathematics Assessment in Puerto Rico*

### INTRODUCTION

On March 12, 2015, the National Center for Education Statistics released the results of *The Nation's Report Card: 2013 Mathematics Assessment in Puerto Rico* online. Instead of a typical webinar or press conference, an unusual release strategy conducted by the National Assessment Governing Board involved filming videotaped remarks from experts on the findings and conducting a pre-release teleconference briefing for both U.S. and Puerto Rican media and policymakers conducted in both Spanish and English, with a special bilingual web page on the Governing Board website where the videos and press release were posted in Spanish and English. The Nation's Report Card website also featured an executive summary and NAEP items in Spanish.

The following education experts talked about the results via video statements:

- **Andrés Alonso**, Professor of Practice, Harvard Graduate School of Education; Member, National Assessment Governing Board (video)
- **Luis Torres**, Director of Policy and Legislation, League of United Latin American Citizens (LULAC) (video)
- **Peggy Carr**, Acting Commissioner, National Center for Education Statistics (audio)


Below is a brief synopsis of media coverage of this report.

### SOCIAL MEDIA

- There were 141 total posts from March 12 through March 16, with most mentions occurring on Twitter (63), Facebook (35), websites of mainstream news outlets (19), and blogs (180).
- Total Twitter reach over the five days was 93,054 followers.
- Mentions spiked the morning of the release and focused on NAEP and report resources or highlights from the report findings. Most mentions were positive or neutral in tone.
- Organizations including LULAC and a news site in Puerto Rico that covers business ([News is my Business](#)) shared information about the Puerto Rico assessment release on their social media sites (see images below).

**LULAC.**  
4 hrs · 🌐

"These new [NAEP] data highlight the need for a sense of urgency to move forward with efforts to increase supports and resources for Latinos in STEM," says Luis Torres, director of policy and legislation at LULAC. Watch this video statement from Torres about the 2013 Mathematics Assessment in Puerto Rico to learn more: <http://bit.ly/1F6S0Cu>


 **Luis Torres – Statement on NAEP 2013 Mathematics Assessment in Puerto Rico**  
YOUTUBE.COM


Like · Comment · Share

👍 Lorena Torres, Clara F. Garcia, Marianna Morón and 18 others like this.

🔗 2 shares

Write a comment...

 **Darlene Elaine Miller** Save the Date  
April 9th 2015 9am



Like · Reply · 1 hr

**News is my Business**  
March 13 at 5:01am · 🌐

4th, 8th grade students in Puerto Rico fall short in math  
<http://wp.me/p1Hhal-6BG>



**4th, 8th grade students in Puerto Rico fall short in math**  
Many of Puerto Rico's fourth- and eighth-grade public school students are falling short in mathematics achievement, according to "The Nation's Report Card: 2013 Mathematics Assessment in Puerto Rico." The results in 2011 and 2013 come...  
NEWSISMYBUSINESS.COM

Like · Comment · Share

👍 Prakash Kumar Gupta, Beri DH and Tamara Lanzo like this.

Write a comment...

 **Maria R Procaccino** They have no teachers....what do you expect!  
Like · Reply · March 13 at 7:07am

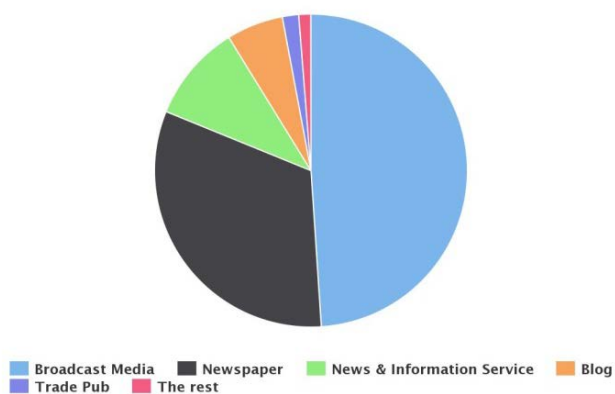
## TRADITIONAL MEDIA

- The English version of the news release was reposted on 239 websites, including The Boston Globe, MarketWatch, and Houston Business Journal. It was viewed 335 times on the PR Newswire site, including 124 views by users from media outlets.
- The Spanish version of the news release was reposted on 149 websites, including Observador de Medios, CNN Expansion, and Latino California. It was viewed 66 times on the PR Newswire site, including 38 views by users from media outlets.
- Two original pieces were published about *The Nation's Report Card: 2013 Mathematics Assessment in Puerto Rico*: one, a brief on [Politico Pro's Morning Education that linked to the report card](#); the other ("Prueba federal refleja bajo aprovechamiento en matematicas," which translates to "Federal Test Reflects Low Achievement in Mathematics") on ElNuevoDia.com.

### *Results from PR Newswire*

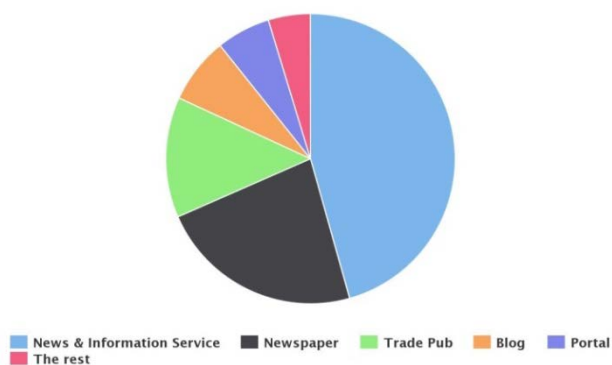
The two charts below illustrate where the English and Spanish news releases appeared online after they were sent over PR Newswire.

#### **English news release:**



| Website Type                    | Websites   |
|---------------------------------|------------|
| Broadcast Media                 | 117        |
| Newspaper                       | 77         |
| News & Information Service      | 24         |
| Blog                            | 14         |
| Trade Pub                       | 4          |
| <b>Total Number of Websites</b> | <b>239</b> |

#### **Spanish news release:**



| Website Type                    | Websites   |
|---------------------------------|------------|
| News & Information Service      | 68         |
| Newspaper                       | 34         |
| Trade Pub                       | 20         |
| Blog                            | 11         |
| Portal                          | 9          |
| <b>Total Number of Websites</b> | <b>149</b> |



### **Overview of the 2014 NAEP Report Cards in U.S. History, Geography and Civics**

The results of three separate NAEP assessments—U.S. history, geography, and civics—were released on April 29 during a webinar event. Due to the timing of the release event and production of Board materials, an overview of the event and resulting media coverage will be made available at the May meeting of the Reporting and Dissemination Committee. Below is selected text that was featured on the Governing Board’s splash page, promoting the release.

\*\*\*\*\*

### ***The Nation’s Report Card: 2014 U.S. History, Geography, and Civics*** **April 15, 2015**

**New NAEP reports show how students’ knowledge of our nation’s past, global geography, and the fundamentals of democratic government have changed over time.**

Having a firm understanding of U.S. history, geography, and civics is key to our students’ abilities to interpret national and international events and to be responsible citizens.

Join the National Assessment Governing Board’s webinar on April 29 to find out what eighth-grade students know and can do in these key subjects.

The three separate National Assessment of Educational Progress (NAEP) reports detail student achievement over time and provide results by gender, race/ethnicity, parental education levels, and other variables. The reports also describe classroom practices and sample questions as they relate to student performance in each subject.

A panel of experts will discuss the reports’ findings:

- **Peggy G. Carr**, Acting Commissioner, National Center for Education Statistics
- **Michelle Herczog**, President, National Council for the Social Studies
- **Chasidy White**, History and Geography Teacher, Brookwood Middle School, Brookwood, Ala.; Member, National Assessment Governing Board
- **Mary Crovo**, Deputy Executive Director, National Assessment Governing Board (moderator)





## Projected Schedule of Future NAEP Releases (as of April 2015)

### Initial NAEP Releases

|   |               |
|---|---------------|
| <i>2015 Mathematics and Reading National &amp; State</i>      | October 2015  |
| <i>2014 Technology &amp; Engineering Literacy Report Card</i> | November 2015 |
| <i>2015 Mathematics and Reading TUDA</i>                      | December 2015 |

### Other NAEP Reports

|   |                |
|---|----------------|
| <i>Mapping State Proficiency Standards Onto the NAEP Scales 2011-2013</i>                                   | May 2015       |
| <i>2013 Black-White Achievement Gaps &amp; School Racial Density Report</i>                                 | May 2015       |
| <i>Focus on NAEP 12th Grade Participation &amp; Engagement</i>  | June 2015      |
| <i>Focus on NAEP: Sampling</i>  | June 2015      |
| <i>Focus on NAEP: Simpsons Paradox</i>  | June 2015      |
| <i>From Algebra to Zoology: How Well Do Students Report Mathematics and Science Course Taking?</i>          | July 2015      |
| <i>Focus on NAEP: English Language Learners</i>   | July 2015      |
| <i>NAEP Grade 8 Black Male Students Through The Lens of the National Assessment of Educational Progress</i> | August 2015    |
| <i>Focus on NAEP: Grade 12 Black Male Students</i>  | September 2015 |
| <i>Focus on NAEP: Students with Disabilities</i>  | November 2015  |
| <i>Lessons Learned from Transition to Digitally Based Assessments-Part 1</i>                                | November 2015  |
| <i>Accommodations and Inclusion in NAEP</i>   | December 2015  |