National Assessment Governing Board

Reporting and Dissemination Committee

November 20, 2015
10:00 am – 12:30 pm

AGENDA

10:00 – 11:00 am	**Closed Session** **Joint Meeting with Assessment Development Committee** Plans for Reporting the 2014 Technology and Engineering Literacy (TEL) Assessment Results *Rebecca Gagnon, R&D Chair* *Shannon Garrison, ADC Chair* *Daniel McGrath, NCES* *Robert Finnegan, ETS*	Attachment A
11:00 – 11:05 am	Break	
11:05 – 11:15 am	Introduction of New Chair and Committee Member(s) *Rebecca Gagnon* *Alberto Carvalho, Superintendent of Miami-Dade*	
11:15 – 11:30 am	Updates on Reports and Events • Update on Focused Reporting • Briefing on Media Roundtable • School Composition and the Black-White Achievement Gap Report from NCES • Briefing on October Release of Nation's Report Card: 2015 Reading and Mathematics *Stephaan Harris, Governing Board staff* *Laura LoGerfo, Governing Board staff*	Attachment B
11:30 am – 12:20 pm	Reporting and Dissemination Strategies • Update: Implementing Communications Plan • Integrating Assessment Literacy work • Review potential outreach strategies/products *Stephaan Harris* *Laura LoGerfo*	Attachment C
12:20 – 12:30 pm	Information Items • Projected Schedule of Future NAEP Releases • Outstanding Questions	Attachment D

Attachment A

NAEP Technology and Engineering Literacy (TEL) Assessment Update

Joint Meeting of the Reporting and Dissemination R&D Committee and Assessment Development Committee (ADC)

Purpose

The purpose of the November 20, 2015 joint R&D and ADC meeting is to provide an update on the TEL Report Card website development and an overview of the website review process. The two Committees will be briefed on changes made to the TEL website design since the March 2015 joint R&D and ADC meeting. In addition, Board members will discuss overarching ideas on the website's appearance and accessibility, types of findings to highlight, and other issues for a successful release of the TEL results.

Background on TEL

In 2005 the National Academy of Engineering and the National Research Council called on the Governing Board to add a new NAEP assessment in the area of Technological Literacy. The Board extensively deliberated this recommendation and gathered broad-based feedback before deciding to add this assessment to the NAEP schedule. Subsequently, the Board conducted a multi-year, comprehensive framework development process involving thousands of educators, policymakers, IT professionals, engineers, business representatives, testing experts, and others.

Eventually renamed Technology and Engineering Literacy, or TEL, this innovative assessment was based on a Board-adopted framework that called for a unique combination of scenario-based tasks and discrete test questions, all of which were to be administered via a computer-based platform. After various stages of test development and full-scale pilot test, the TEL assessment was administered in spring 2014 to a nationally representative sample of more than 20,000 8th graders. The assessment was designed to measure how well students can apply their understanding of technology principles to real-life situations. Results will be available at the national level only and will be released as The Nation's Report Card.

TEL Report Card Site to Date

At the March 2015 Board meeting, the R&D and ADC met jointly to receive a preview from National Center for Education Statistics (NCES) on the TEL Report Card design plans. The Committees offered a range of recommendations for the site design under the heading of three major goals:

- Enable users to explore the scenario-based TEL tasks;
- Provide results of interest to policymakers, educators, and the general public; and
- Use engaging multi-media features on the homepage to explain more about what the TEL assessment measures.

The ADC convened in August 2015 to view screen shots of the updated Report Card site design. The ADC focused on ensuring the prominence of the TEL tasks and content on the site and making that information as user-friendly and accessible as possible. The ADC was pleased that many R&D and ADC recommendations from the March 2015 joint meeting were implemented in the updated design of the Report Card site.

Update on the TEL Report Development and Release

The TEL Report Card is scheduled for a spring 2016 release, pending finalization of achievement levels by the Board in November 2015. NCES is incorporating improvements requested by the Board and integrating the TEL Report Card into the larger NAEP Report Card site. The Report Card home page will include main results, as well as motion graphics and prominent access to example task pages designed to provide an inviting and informative introduction to TEL for a broad audience. The example task pages will include narrated video walkthroughs of four scenario-based tasks, including exploration of the tasks, data on student performance on the tasks, and data on related survey questionnaire items. The first fully-functional version of the Report Card website is scheduled for NCES review in December.

Media Roundtable Summary

On September 3, 2015 at the National Press Club, the National Assessment Governing Board hosted an afternoon roundtable event with members of the media who report on education issues. Participants included Sarah Butyrmowicz (Hechinger Report), Liana Heitin (Education Week), Erik Robelen (Education Writers Association), Jason Russell (Washington Examiner), and Greg Toppo (USA Today). The Board convened the journalists to learn how they use NAEP in their work and what strategies NCES and the Board could take to facilitate reporting about NAEP.

The roundtable discussion was led by Governing Board staff—Bill Bushaw, Stephaan Harris, and Laura LoGerfo—who were joined by the chair of the Governing Board's Reporting and Dissemination Committee, Rebecca Gagnon. Peggy Carr, acting commissioner of the National Center for Education Statistics (NCES), which administers NAEP, participated in the roundtable discussion as well. Other staff from the Governing Board and NCES were present, as were several of the Board's communications contractors.

The nearly three-hour discussion centered on what media need from the Governing Board when reporting about NAEP and how the Governing Board can support their work. The recommendations which emerged from this discussion will be presented to the Reporting and Dissemination Committee in November 2015 and to the Board as a whole for discussion about how to improve NAEP reporting.

The conversation initially focused on how the assembled reporters use NAEP—as critical background, as a trusted, objective gauge of student achievement. Indeed, NAEP avoids controversy through its very design: low stakes, minimal burden on schools and students, no ties to funding, and no need for test preparation. NAEP is so trusted and stable that it may be perceived as not exciting, but NAEP serves a valuable role as an independent benchmark of achievement in the nation, across states, and among select large urban districts.

Three of the five reporters shared the same challenge in using NAEP—a lack of time to dig into the data. And the nearly constant turnover in reporters who cover the education beat means that many of the reporters are just learning what NAEP is and how NAEP fits within the assessment landscape each time reports are released.

The reporters recommended several revisions to the NAEP website to make it easier to use, and thus increase their—and their colleagues'—likelihood of delving into NAEP data:

(1) Streamline access to relevant, comprehensible data that relate to current news stories or that anticipate future stories;
(2) Offer graphics that can be manipulated by editors and graphics staff;
(3) Place more emphasis on state results;
(4) Disseminate information well in advance about when reports are expected to be released; and

(5) Push reminders through Facebook and Twitter that lead directly to materials that NAEP wants to highlight, rather than wait for media to explore the website searching for information of interest and import.

The journalists asked the Governing Board and NCES to distill and highlight data of top interest to their audiences, such as achievement gaps, Simpson's paradox (when overall scores do not change, yet there is change among subgroups), and state-level results. The participants also encouraged the Governing Board and NCES to use social media more effectively as a means to remind journalists that NAEP is relevant through several routes:

- Tweet links to pages with most user-friendly information
- Create material that can be embedded in social media posts, including multimedia
- Retweet and/or link to influential Tweeters, like Arne Duncan
- Send out sample test items to garner interest, i.e. quiz yourself

The reporters praised the NAEP program for disseminating results to journalists in advance through embargoed releases and for issuing concise, informative graphics to present results. The Governing Board called participants' attention to the new *Closer Look at NAEP* document which presents fundamental information about NAEP and debunks frequent misperceptions of NAEP. This one-page document was perceived as valuable by the journalists.

Near the end of the discussion, the journalists asked questions of the Board staff. Specifically, does the Governing Board or NAEP staff perceive journalists misusing NAEP and if so, how? And, does the Governing Board wish to elevate NAEP's profile in the media and among stakeholders, and if so, why?

Upon learning that the Governing Board seeks to raise NAEP's profile and educate broader audiences about what NAEP is, the journalists offered a few cautions. The participants noted that NAEP and the Governing Board hold an enviable, rare role in the assessment world. People do not protest participation in NAEP; people rely on NAEP as an objective measure of student achievement. Does the Governing Board wish to draw possibly negative attention to its inclusion in the assessment culture and to its rich questionnaire data which others may find intrusive? A higher profile in the media may bring as many risks as benefits.

The journalists also recommended that the Governing Board be realistic in expectations for their outreach efforts. Which groups are NCES and the Governing Board missing in their audience? What is the value to adding more people to that audience? The Board must choose between focusing outreach on better informing audiences already familiar with NAEP and reaching new audiences; realistically, the Board cannot achieve both aims. On which goal should the Governing Board focus moving forward?

Answering these questions will inform the Governing Board's implementation of their communications plan and the development of the Board's five-year strategic plan. The roundtable discussion concluded with hearty thanks from the Board to the participating journalists and a promise to engage them in the future for continued insightful feedback.

Black-White Achievement Gap Report Summary

On September 24, 2015, NCES released a report entitled *School Composition and the Black-White Achievement Gap*, which received widespread attention in the media. The Governing Board received a briefing on this report at the July 31-August 2, 2014 quarterly Board meeting.

As noted, the report elicited attention in newspapers, magazines, online media outlets, and blogs. A sampling of the media response:

- http://www.usnews.com/news/articles/2015/09/24/study-finds-students-underperform-in-schools-with-large-black-populations
- http://www.npr.org/sections/ed/2015/10/19/446085513/the-evidence-that-white-children-benefit-from-integrated-schools
- http://www.edweek.org/ew/articles/2015/10/07/schools-help-widen-academic-gaps-studies-find.html
- http://washington.cbslocal.com/2015/09/25/study-students-perform-worse-in-schools-with-large-black-populations/
- https://www.washingtonpost.com/local/education/black-males-struggle-in-segregated-schools/2015/09/24/4425f7d4-62f8-11e5-9757-e49273f05f65_story.html
- http://edexcellence.net/articles/school-composition-and-the-black-white-achievement-gap

The executive summary of the report from the NCES website is included below. The brief abstract follows, after which is the more detailed executive summary. The full report may be found at http://nces.ed.gov/nationsreportcard/pubs/studies/2015018.aspx

Abstract

School Composition and the Black-White Achievement Gap explores public schools' demographic composition, in particular, the proportion of Black students enrolled in schools (also referred to "Black student density" in schools) and its relation to the Black-White achievement gap. This NCES study, the first of its kind, used the 2011 NAEP grade 8 mathematics assessment data. As reported earlier, Black students at the national level, on average, scored 30 points lower than their White peers in 2011.

Among the results highlighted in the report, the study indicates that the achievement gap between Black and White students remains whether schools fall in the highest density category (i.e., schools that composed of at least 60 percent Black students) or the lowest density category (i.e., schools that composed of less than or equal to 20 percent Black students). When accounting for factors such as student socioeconomic status and other student, teacher, and school characteristics, Black students, and Black male students in particular, scored lower in the highest- rather than the lowest density schools. Further, the portion of the Black-White achievement gap attributed to within-school differences (e.g., how schools internally distribute resources and treat students) is larger than the portion attributed to between-school differences (e.g., how schools vary in technology, updated textbooks, and qualified teachers).

Executive Summary

The Black–White achievement gap has often been studied, but its relationship to school composition has generally not been explored. The demographic makeup of public schools is of particular interest, given recent concerns about the growing resegregation of schools (Frankenberg, Lee, and Orfield 2003; Orfield, Kucsera, and Siegel-Hawley 2012). This report explored eighth-grade achievement as it relates to the percentage of students in the school who were Black.[1] The category Black includes students who identified as "Black or African American." or the density of Black students, to contribute to the understanding of the Black–White student achievement gap. The data used to explore these relationships came primarily from the National Assessment of Educational Progress (NAEP) 2011 Mathematics Grade 8 Assessment but also from the Common Core of Data for 2010–11, which provided additional school characteristics.

On average, White students attended schools that were 9 percent Black while Black students attended schools that were 48 percent Black, indicating a large difference in average Black student density nationally. When the analysis examined variation in density by region and locale, the results showed that schools in the highest density category (60 percent to 100 percent Black students) were mostly located in the South and, to a lesser extent, the Midwest and tended to be in cities. The highest percentage of schools in the lowest density category were in rural areas.

Analysis of the relationship between the percentage of students in a school who were Black and achievement showed the following:

- Achievement for both Black and White students was lower in the highest Black student density schools than in the lowest density schools.
- However, the achievement gap was not different.

However, when accounting for factors such as student socioeconomic status (SES) and other student, teacher, and school characteristics, the analysis found:

- White student achievement in schools with the highest Black student density did not differ from White student achievement in schools with the lowest density.
- For Black students overall, and Black males in particular, achievement was still lower in the highest density schools than in the lowest density schools.
- The Black–White achievement gap was larger in the highest density schools than in the lowest density schools.
- Conducting analysis by gender, the Black–White achievement gap was larger in the highest density schools than in the lowest density schools for males but not for females.

In addition, the size of the achievement gaps within each category of Black student density was smaller when the analysis accounted for student SES and other student, teacher, and school characteristics (except in the highest density category), suggesting that these factors explained a considerable portion of the observed achievement gap. Though, in the highest density schools, the reduction in the achievement gap was not statistically significant.

In a separate analysis, the report estimated the extent to which the Black–White achievement gap could be attributed to between- versus within-school differences in achievement. The value of

this analysis is to inform policies that allocate resources between schools versus policies that allocate resources within schools. Results of this analysis showed that, nationally and in most of the states examined, the portion of the Black–White achievement gap attributed to within-school differences in achievement was larger than the portion attributed to between-school differences. There was, however, a portion of the gap that could not definitively be attributed to either within- or between-school differences alone. This portion was labeled “indeterminate.”

Briefing on October Release of Nation's Report Card: 2015 Reading and Mathematics

On October 28, the National Assessment Governing Board coordinated a release event to discuss the findings of the 2015 reading and mathematics results from the National Assessment of Educational Progress (NAEP) for the nation and all 50 states, as well as results for 21 urban school districts participating in NAEP's Trial Urban District Assessment (TUDA).

The event was held at Tyler Elementary School in Washington, D.C. featuring a panel of experts who discussed the findings and the implications for states and districts, as well as for education and testing as a whole. The two-hour event was evenly divided between a discussion and Q&A session on the national and state data, and the TUDA data. The well-received event featured 100+ in-person visitors and 495 attendees who watched the live webcast: an audience record for a NAEP release. Below is the list of panelists:

- **Peggy Carr,** Acting Commissioner, National Center for Education Statistics
- **Michael Casserly,** Executive Director, Council of the Great City Schools
- **Kaya Henderson,** Chancellor, District of Columbia Public Schools
- **Hansuel Kang,** DC State Superintendent of Education
- **Terry Mazany,** President and CEO, The Chicago Community Trust; Chair, National Assessment Governing Board
- **Chris Minnich,** Executive Director, Council of Chief State School Officers

The following pages contain a media coverage summary and links to some of the major news articles on report findings.

The Nation's Report Card: 2015 Mathematics and Reading
News Coverage Report

As of 2 p.m. on October 29, 2015, 2,664 news pieces (including reprints) were published in online, print, or broadcast news outlets about *The Nation's Report Card: 2015 Mathematics and Reading*. Highlights of news coverage published in national, local, and trade publications are listed below.

Pieces are listed in alphabetical order by news outlet within each outlet category (national, local, and education trade publications). All articles appeared online unless otherwise noted.

National

Math, reading scores slip for nation's school kids
The Associated Press – Jennifer C. Kerr

Nationwide Test Shows Dip in Students' Math Abilities
The New York Times – Motoko Rich

Test Scores Are Falling. Is The Sky?
NPR – Eric Westervelt

Common Core math problems go viral, reigniting debate over standards
The "Today" Show, NBC

Math test scores down for the first time in 25 years
USA Today – Greg Toppo

Student Test Scores Slip
The Wall Street Journal – Leslie Brody

U.S. student performance slips on national test
The Washington Post – Emma Brown

What the national drop in 2015 NAEP test scores really means
The Washington Post – Valerie Strauss

Local

APS, NM math, reading test scores falling
Albuquerque Journal – Kim Burgess

Nation's report card, Georgia test scores low
The Atlanta Journal-Constitution – Rose French and Eric Stirgus

Texas schools get so-so ratings on national education report card
Austin American-Statesman – Julie Chang

One day after disappointing PARCC scores, Maryland and Baltimore schools see drop in NAEP assessment
The Baltimore Sun – Erica L. Green and Liz Bowie

Mass. students are again tops in national testing
The Boston Globe – Jeremy C. Fox

Nation's report card: CMS heads the class, but skills still lacking
The Charlotte Observer – Ann Doss Helms

JCPS closing achievement gap, NAEP scores show
The Courier-Journal (Louisville, Ky.) – Kirsten Clark

National report card has good news for Dallas ISD kids learning English, but there's still work to do
The Dallas Morning News – Holly K. Hacker

Detroit worst in math, reading scores among big cities
The Detroit News – Shawn D. Lewis

Duval tops most big-city districts in 'Nation's Report Card'
The Florida Times-Union – Denise Smith Amos

Fresno Unified student performance flat on national report card
The Fresno Bee – Barbara Anderson

National Test Shows Connecticut Students Strong In Reading, Weaker In Math
Hartford Courant – Kathleen Megan

See how HISD ranks with other districts on math, reading
Houston Chronicle – Ericka Mellon

California's decade of gains on this test just ended
Los Angeles Times – Joy Resmovits

NC eighth grade scores down, but fourth grade reading scores up on national test
The News & Observer – Lynn Bonner and Keung Hui

Philly NAEP scores below average for urban areas; nationally, scores slip
The Philadelphia Public School Notebook – Dale Mezzacappa

Small gains for the Cleveland schools stand out, as NAEP scores fall for Ohio and the nation
The Plain Dealer – Patrick O'Donnell

Nevada schools score low on Nation's Report Card
Reno Gazette-Journal – Trevon Milliard

SD scores on national test drop in fourth-grade
The San Diego Union-Tribune – Maureen Magee

Hillsborough students outpace peers in 'national report card'
The Tampa Tribune – Anastasia Dawson

Miami-Dade Schools Get Good Marks On "Nation's Report Card"
WLRN – John O'Connor

Education and Political Trade Publications

Racial gaps widen as some elementary math, reading scores improve
Catalyst Chicago – Kalyn Belsha

Like Tennessee's NAEP scores, leaders' script stays the same
Chalkbeat Tennessee – Grace Tatter

Math NAEP Scores Drop for 4th and 8th Grades
Education Week – Liana Heitin

Will a decline on the Nation's Report Card hurt Common Core?
The Hechinger Report – Emmanuel Felton

NAEP scores slip and spin ensues
Politico's Morning Education – Caitlin Emma

Updates on Implementing and Improving Communications

Background

The Governing Board has or will implement three initiatives which should complement each other in their goals and recommended actions. These three programs are: (1) the assessment literacy working group launched in 2013; (2) the Communications Plan approved by the Board in 2014; and (3) the Board's Strategic Plan, which is under development now. The overlap among the three programs should be harnessed to build effective, coherent implementation strategies.

In 2013, the Governing Board, under the leadership of former Chair David Driscoll, initiated a campaign to promote *assessment literacy* and convened a working group of Board members to execute this campaign. At the August 2015 quarterly Board meeting, the Board reviewed the Assessment Literacy Work Group's proposed strategies to communicate five primary understandings of assessments to parents.

The *Communications Plan*, adopted in 2014, seeks to increase the impact of the Governing Board's outreach through strategic, cost-effective efforts to "Make Data Matter" for various target audiences. The outreach focuses on parents, teachers and administrators, as well as policymakers, and the goals for each audience is to increase understanding about the value of NAEP, to facilitate the use of NAEP data, and to have these audiences disseminate NAEP information through their respective networks.

Beginning in January 2015, the executive committee engaged in developing a *strategic plan*. A top priority of the plan is to infuse the Board's work with innovation, especially in developing messaging that improves the public's understanding of NAEP, in increasing meaningful engagement with NAEP, and in strengthening external partnerships to promote and support NAEP. At the August 2015 Board meeting, the board approved strategic priorities to include in the plan.

Overlap

Reviewing the communications plan, the strategic plan, and the assessment literacy work highlights where there is significant commonality in the recommended approaches. All three include critical priorities to engage audiences between report card releases, as well as to help the public understand what NAEP represents within the complex context of assessments. Both the communications plan and the proposed assessment literacy communications plan suggest engaging in online conversations and leveraging partnerships with stakeholders. The strategic plan and communications plan share a goal to expand communication beyond reporting on scores, highlighting hidden gems of NAEP data, such as the contextual variables and subgroup analyses.

The content underlying these goals varies among the three efforts, specifically assessment literacy which cast a broad net of educating about testing in general. However, by circumscribing the scope of assessment literacy more narrowly as recommended by the Board in August, the overlap is greater. And indeed, many means to reach these goals are consistent across the three different initiatives, including:

- Create landing pages on the NAGB site to appeal to specific stakeholder groups, e.g., parents and/or policymakers, with calls to action
- Work with external partners to post NAEP and Board material on their websites, e.g.,
    - Testimonials from parents and teachers to promote through partner networks
    - Data infographics
- Conduct post-release seminars with external partners
- Develop infographics with 'hidden data gems' from NAEP reporting
- Facilitate use of NAEP contextual data in research papers by policy analysis organizations
- Distribute newsletter with multimedia content and links
- Develop Prezis on Report Card data that teachers, administrators, policymakers could use
- Support Board Member participation in op-eds, webinars, panels, online chat events, Google hangouts, Twitter, conference presentations

Implementation Progress

To implement these goals, the Board staff have pursued many of these recommendations, common throughout the three efforts.

- The Focused Reporting performance work statement now incorporates more infographics as work products from the analyses of contextual data.
- The Governing Board's quarterly newsletter is in its third edition and features links to the nagb.org homepage as well as to the Governing Board's Facebook and Twitter feeds.
- Staff have begun planning post-release webinars and panels to delve more deeply into the 2015 Report Card data, focusing first on overlooked subgroup analyses and achievement gaps, then turning to the often ignored contextual data for 'hidden gems'. These will feature external partners to build collaboration.
- The communications contractors have developed prototype infographics in response to feedback from R&D, which will be shared to elicit the committee's reactions.
- The Governing Board's executive director, Bill Bushaw, has conducted meet-and-greets with directors and staff of current and potential external partnership organizations.

Questions for Discussion

1) At the media roundtable, the participants asked if the Governing Board wants to increase its profile among those unfamiliar with NAEP or to deepen its engagement with those already familiar with NAEP. What is the committee's priority?
2) What are some critical partnerships the Governing Board should develop to enact the common goals of the communications plan and the strategic plan?
3) Should the Board consider a procurement to examine how various audiences understand and use NAEP results? This might include conducting focus groups and soliciting a synthesis report of how NAEP data and reports have been used and interpreted by media, secondary researchers, educators, policymakers, et al.
4) How should R&D partner with other committees, such as COSDAM? How should these collaborative efforts proceed?

The Nation's Report Card
National Assessment of Educational Progress
Projected Schedule of Releases

Subject	Projected Release Date
2015 Reading and Mathematics • National (Grades 4, 8) • State (Grades 4, 8) • TUDA (Grades 4, 8)	October 2015
2015 Reading and Mathematics • TUDA (Grades 4, 8)	January 2016
2015 Reading and Mathematics • National (Grade 12)	April 2016
2015 Technology and Engineering Literacy • National (Grade 8)	April 2016
2015 Science • National (Grades 4, 8, 12) • State (Grades 4, 8)	May 2016
2016 Arts • National (Grade 8)	April 2017
2017 Reading and Mathematics • National (Grades 4, 8) • State (Grades 4, 8)	October 2017
2017 Reading and Mathematics • TUDA (Grades 4, 8)	December 2017
2017 Reading and Mathematics • National (Grade 12)	April 2018
2017 Writing • National (Grades 4, 8, 12)	April 2018

These projected dates are approximate and subject to change. To receive updates about upcoming releases, please follow us on Facebook (The Governing Board) and on Twitter: #GovBoard. The assessment schedule as approved by the Governing Board is also subject to change. For the current assessment schedule: https://www.nagb.gov/naep/assessment-schedule.html. For additional information on the Governing Board: www.nagb.gov

Upcoming NAEP Reports as of October 2015

Initial NAEP Releases

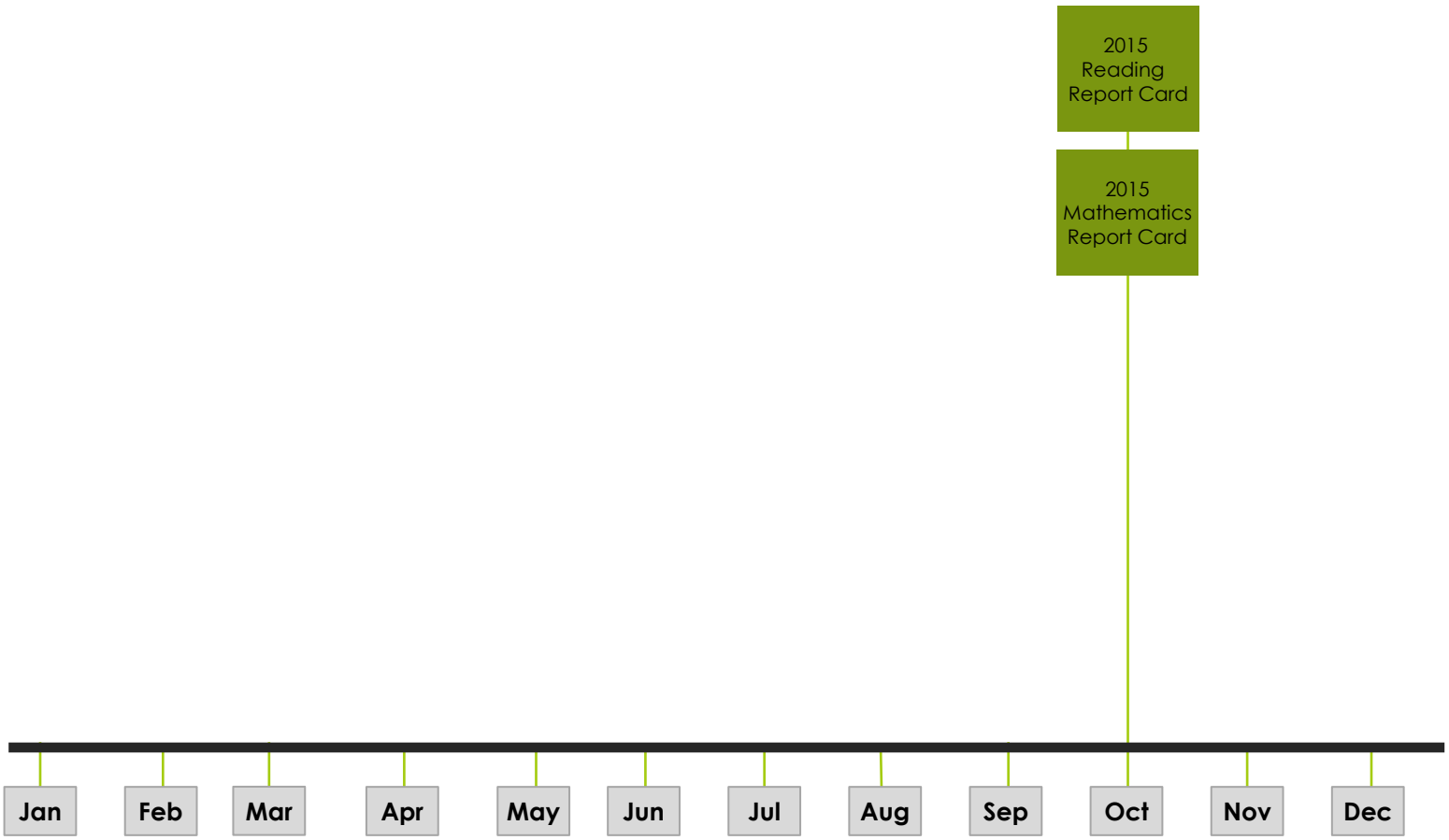
Report	Expected Release Date
2015 Mathematics and Reading National & State	October 2015
2015 Mathematics and Reading TUDA (Data Set)	January 2016
2014 Technology & Engineering Literacy** Report	April 2016
2015 Grade 12 Mathematics and Reading Nation	April 2016
2015 Science Report Card	July 2016

****** Pending approval of achievement levels

Other NAEP Reports

Focus on NAEP 12th Grade Participation & Engagement	January 2016
Focus on NAEP: Sampling	January 2016
Focus on NAEP: Simpsons Paradox	January 2016
From Algebra to Zoology: How Well Do Students Report Mathematics and Science Course Taking?	February 2016
Focus on NAEP: Grade 12 Black Male Students	March 2016
NAEP Grade 8 Black Male Students Through The Lens of the National Assessment of Educational Progress	August 2016

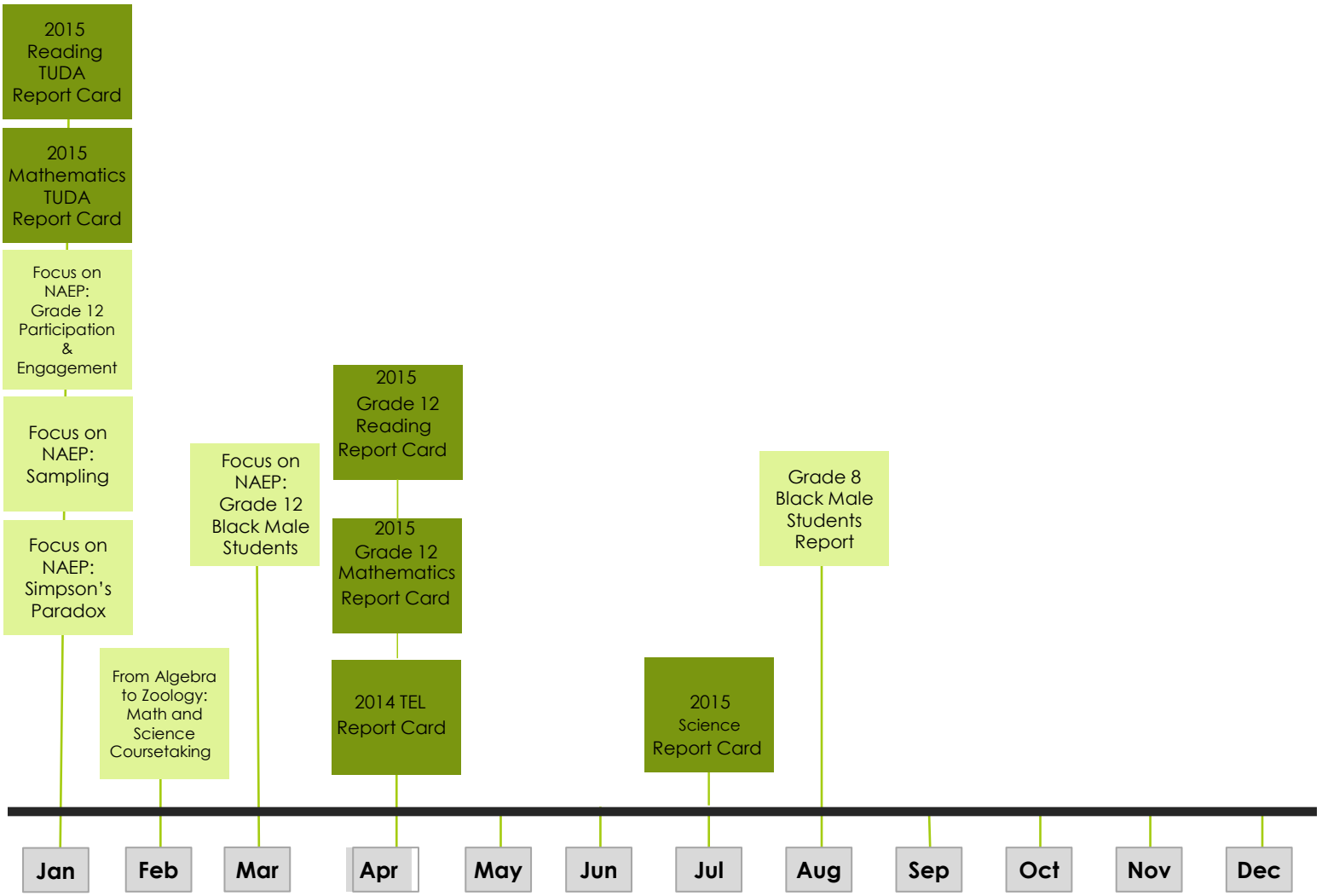
2015 NCES Assessment Data Release Timeline



LEGEND

- NAEP Report Cards
- Other NAEP Reports
- International Reports

2016 NCES Assessment Data Release Timeline



LEGEND

- **NAEP Report Cards**
- **Other NAEP Reports**
- **International Reports**

Releases in 2015

- 2015 Reading National and State Report Card
- 2015 Mathematics National and State Report Card

Releases in 2016

- 2015 Reading TUDA Report Card
- 2015 Mathematics TUDA Report Card
- 2014 Technology & Engineering Literacy Report Card
- 2015 Grade 12 Mathematics Report Card
- 2015 Grade 12 Reading Report Card
- 2015 Science Report Card
- Focus on NAEP: 12th Grade Participation & Engagement
- Focus on NAEP: Sampling
- Focus on NAEP: Simpson's Paradox
- From Algebra to Zoology: How Well Do Students Report Mathematics and Science Coursetaking?
- Focus on NAEP: Grade 12 Black Male Students
- NAEP Grade 8 Black Male Students Through the Lens of the National Assessment of Educational Progress

Assessment Data Collection Schedule
2016

- **NAEP 2016:** Mathematics, Reading, and Science Pilot Technology-Based Assessments: Grades 4 and 8
- **NAEP 2016:** Arts: Grade 8
- **PIRLS 2016:** Reading Field Test: Grade 4