

# National Assessment Governing Board

## Reporting and Dissemination Committee

August 4 - 5, 2016

### AGENDA

<b>Thursday, August 4</b>		
2:30 pm – 4:00 pm	Exploring Best Practices in Innovative Reporting <i>David Stewart, Founder and CEO, Tembo</i>	Attachment A
<b>Friday, August 5</b>		
10:30 – 10:35 am	Welcome, Introductions, and Agenda Overview <i>Rebecca Gagnon, Chair</i>	
10:35 – 11:05 am	Reporting Updates <i>Stephaan Harris, Public Affairs Specialist</i> <i>Laura LoGerfo, Assistant Director for Reporting and Analysis</i>	Attachment B
11:05 am – 12:00 pm	Revising Board Reporting Policy <i>Laura LoGerfo</i> <i>Dan McGrath, National Center for Education Statistics</i>	Attachment C
12:00 – 12:15 pm	Information Items: <ul style="list-style-type: none"><li>• Media Coverage of 2016 Releases</li><li>• Progress on Procurements</li><li>• Schedule of NAEP Releases</li></ul>	Attachment D

## Exploring Best Practices in Innovative Reporting



### **Tembo**

Tembo was founded in 2010 in response to a need for better data management, analysis, and visualization services in the education sector. The organization’s mission is to help state departments of education, school districts, and charter management organizations to better define, communicate, and drive school quality and equity. The Philadelphia-based organization undertakes deep analytic projects, helping clients develop and communicate new systems of accountability, building tools to allow parents to better select schools for their children, developing new ways of visualizing information to improve understanding and decision-making, and designing assessment reports that add context and encourage conversations about next steps. Tembo is platform, programming language, and delivery method-agnostic; it works with clients to develop or recommend whatever solution best fulfills their needs.

### **David Stewart, Founder & CEO**

David Stewart has been working to extract meaningful information from student- and school-level data for more than 20 years. Before founding Tembo in 2010, Mr. Stewart led the school accountability portfolio in the New York City Department of Education (NYC DOE) as the Executive Director of Evaluation and Performance Reporting. In that role, he led the development and implementation of the School Progress Reports, the Learning Environment Surveys, and the Quality Reviews.

Prior to joining the NYC DOE, Mr. Stewart served as Vice President of Product Development and Research at The Grow Network/McGraw-Hill. The Grow Network was one of the first organizations in the education sector to recognize that the way information is presented is at least as important as the information itself. David founded Tembo to carry on the strong tradition of reporting excellence that he had learned at The Grow Network and to help charter management organizations, local education agencies, and state education agencies with a wide range of analytic, accountability, and reporting projects.



## The Nation's Report Card: 2014 Technology and Engineering Literacy Events/Activities and Resources

**Events/Activities:** The table below lists the various events schedule and activities planned to promote Technology and Engineering Literacy (TEL) and the assessment results.

	Relationship-building meetings with Governing Board leadership and partners
	Events/activities hosted or facilitated by Governing Board members
	The Nation's Report Card releases, including post-release events/activities
	Relevant industry events/activities in which Governing Board staff is participating
	Co-hosted meetings by the Governing Board and partners

Date	Event/Activity	Location	Lead
10/30/15	Meeting with Change the Equation	Washington, DC	NAGB
1/6/16	Meeting with National PTA	Alexandria, VA	NAGB
2/23/16	Conference Call with Boston Museum of Science	Washington, DC	NAGB
2/24/16	Meeting with National Academy of Engineering	Washington, DC	NAGB
3/1/16	Conference Call with Project Lead the Way	Washington, DC	NAGB
3/4/16	International Technology and Engineering Educators Association annual meeting panel	Washington, DC	NCES
3/14/16	Meeting with American Society for Engineering Education	Washington, DC	NAGB
3/17/16	Meeting with International Technology and Engineering Educators Association	Washington, DC	NAGB
3/17/16	Webinar with Council of Chief State School Officers	Washington, DC	NAGB/NCES
3/29/16	Meeting with Alliance for Excellent Education	Washington, DC	NAGB
3/30/16	Conference call with International Society for Technology in Education	Washington, DC	NAGB
4/8/16	National Conference of State Legislatures assessment and technology panel	Denver, CO	Bill Bushaw
4/10/16	American Educational Research Association TEL panel	Washington, DC	Cary Sneider

Date	Event/Activity	Location	Lead
4/12/16	Meeting with STEM Office of U.S. Education Department	Washington, DC	NAGB
4/15/16	TEL luncheon co-sponsored with Chevron	Washington, DC	Linda Rosen
4/21/16	Learning First Alliance webinar	Washington, DC	NAGB/NCES
4/29/16	Meeting with National Science Teachers' Association	Arlington, VA	NAGB
5/5/16	Alliance for Excellent Education webinar	Washington, DC	NAGB
5/16/16	Media Embargo Conference Call	Washington, DC	NAGB
5/17/16	<i>The Nation's Report Card: 2014 Technology and Engineering Literacy</i> , in-person and webcast	Michigan Science Center, Detroit, MI	NAGB
5/17/16	"Technology and Engineering Literacy In the Real World," in-person and webcast	Michigan Science Center, Detroit, MI	NAGB
5/18/16	"Building Technology and Engineering Literacy from a Foundation of Contextual Data," in-person workshop	Wayne State University, Detroit, MI	NAGB
5/20/16	U.S. News STEM Solutions National Leadership Conference	Baltimore, MD	NAGB
5/24/16	Change the Equation webinar on contextual variable report	Washington, DC	Linda Rosen
June 2016	TEL contextual variables roundtable	Washington, DC	Linda Rosen
6/16/16	Hill briefing with House STEM Caucus (w/Boston Museum of Science)	Washington, DC	NAGB
6/29/16	American Society of Engineering Educators annual meeting panel	New Orleans, LA	NAGB/NCES

**Resources:** The table below lists the resources and materials developed or in development to promote Technology and Engineering Literacy (TEL) and the assessment results.

Resource	Format/Source	Owner	Status
Slide Deck: General TEL presentation	PowerPoint	NAGB	Completed
Video: <a href="#">"An Introduction to the NAEP Technology and Engineering Literacy Assessment"</a>	YouTube	NCES	Live
Video: <a href="#">"Exploring a TEL Task"</a>	YouTube	NCES	Live
Video: <a href="#">NAEP Technology and Engineering Literacy: New Education Assessment (Alan Friedman)</a>	YouTube	NAGB	Live
FAQ: General TEL	Word, PDF	NAGB	Completed
FAQ: Scenario-based assessment	Word, PDF	NAGB	Completed
Infographics	PNG, PDF	NAGB	In Progress
Videos on task, findings and contextual variables (4)		NCES	Completed
Infocards on TEL		NCES	completed

***The Nation's Report Card: Technology and Engineering Literacy***  
**Release Events and Webcast**  
**May 17–18, 2016, Detroit, Michigan**

**Post-Event Report**

## **Executive Summary**

The National Assessment Governing Board hosted an in-person release event and webcast on May 17 at the Michigan Science Center to release results of the first-ever *Nation's Report Card: Technology and Engineering Literacy*. A discussion-based workshop was held the following day (May 18) at Wayne State University to convene Detroit-based education and industry experts to engage with the data.

Event panelists and speakers included:

- Nina Abubakari, Managing Partner, Fern Health Solutions
- Jeevak Badve, Vice President of Strategic Growth, Sundberg-Ferar
- Mike Balatzis, Infrastructure and Cloud Consultant, C/D/H
- Chris Barman, Vice President, Unit Responsible—Electrical/Electronic Engineering, Fiat Chrysler Automobiles
- Peggy Carr, Acting Commissioner, National Center for Education Statistics
- Virginia Edwards, President and Editor, Editorial Projects in Education
- Tonya Matthews, President and CEO, Michigan Science Center, and Member, National Assessment Governing Board
- Terry Mazany, President and CEO, Chicago Community Trust, and Chairman, National Assessment Governing Board
- Scot Osterweil, Creative Director, Education Arcade at the Massachusetts Institute of Technology
- Honorable Gary Peters, United States Senator representing Michigan (virtual)
- Sonya Pouncy, Co-Founder, 313 Construction
- Cary Sneider, Associate Professor, Portland State University
- Brian J. Whiston, State Superintendent of Michigan

Eighth-grade students from University Prep Science & Math Middle School joined the panel as well to share their experience taking one of the assessment tasks.

A variety of new strategies and tactics, highlighted below, were used to promote the events, and technology and engineering literacy, a relatively new concept to Governing Board stakeholders.

## Significant Activities and Results

- The Governing Board hosted the release outside its familiar Washington, D.C., setting, so Team DCG collaborated with Governing Board staff, member Tonya Matthews, and her staff at the Michigan Science Center, as well as staff at the Integrative Biosciences Center (IBio) at Wayne State University, to coordinate two events in Detroit.
- Team DCG developed a new database of approximately 500 Michigan contacts—including community, education, private sector, and public service stakeholders—to invite to the release event. The team also developed a list of nearly 400 priority education stakeholders and a list of 50 new technology subcommittee members and staff contacts (which was added to the existing congressional database) to receive release promotions and webcast invitations.
- Bill Bushaw and Governing Board members supported outreach and promotional efforts by sending personalized emails to invitees and priority organizations, and by sharing content with their social media networks.
- The news release was viewed 303 times on the PR Newswire site and appeared on 172 websites, including Yahoo! Finance, Reuters, and CNBC, reaching a potential audience of nearly 10 million.
- The Governing Board’s live tweets during the webcast were retweeted 53 times, garnering more than 16,500 impressions.
- Forty-seven original pieces were published, 27 of which appeared in national outlets, such as *The Washington Post*.
- Team DCG facilitated interviews with multiple outlets, such as CNN, Associated Press, and CBS Detroit.

## Key Recommendations

- Cohost a release event with Governing Board member(s) to maximize exposure, especially when events are outside of Washington, D.C., and members’ influence within their communities and states can be leveraged.
- Continue to rely on Governing Board staff and members, panelists/speakers, and partners/priority organizations to support promotional and outreach efforts by linking to the event splash and registration pages on websites, sharing information with their networks via social media, and personally sending invitations. This strategy will also help the Governing Board foster long-term relationships with partners/priority organizations.
- Use Governing Board staff and members and panelists/speakers as spokespeople, increasing their availability to reporters by including them on the media pre-conference call and including a list of their names, contact information, and biographies on the embargo site. This will not only give reporters more approved resources, but will also increase the number of Governing Board spokespeople quoted in the news, and reduce the chance of reporters trying to interview anyone without embargoed access.
- Collaborate more closely with the National Center for Education Statistics (NCES) to promote the assessment and its results and relevant resources, regardless of whether they are developed by the Governing Board or NCES. Conducting the kickoff meeting as early as possible, and then scheduling at least one follow-up meeting prior to the release, would increase communications.
- Schedule release events no earlier than 11:00 a.m. to accommodate stakeholders on the West Coast and increase participation

***The Nation's Report Card: Technology and Engineering Literacy***  
**Congressional Briefing**  
**June 16, 2016**  
**Rayburn House Office Building, Washington, D.C.**

**Post-Event Report**

**Executive Summary**

The National Assessment Governing Board hosted an in-person congressional briefing and luncheon on June 16 at the Rayburn House Office Building to present the results of the first-ever *Nation's Report Card: Technology and Engineering Literacy* and to engage congressional staff, policy-focused stakeholders, and media. The event was also hosted by the Museum of Science, Boston's National Center for Technological Literacy®, and the luncheon was sponsored by the American Society for Engineering Education (ASEE), American Society of Civil Engineers (ASCE), American Society of Mechanical Engineers (ASME), International Technology and Engineering Educators Association (ITEEA), National Center for Technological Literacy, Oracle, and Society of Women Engineers (SWE).

Event speakers and panelists included:

- Nate Ball, Mechanical Engineer, TV Host, Entrepreneur, and Author
- Bill Bushaw, Executive Director, National Assessment Governing Board
- Peggy Carr, Acting Commissioner, National Center for Education Statistics
- Representative Joe Kennedy (D-Mass.)
- Ioannis Miaoulis, President and Director, Museum of Science, Boston, and Founder, National Center for Technological Literacy
- Tonya Miles, Member, National Assessment Governing Board, and Chief Departmental Administrator, Office of the General Counsel, Maryland-National Capital Park and Planning Commission
- Representative Paul Tonko (D-N.Y.)
- Claus von Zastrow, Chief Operating Officer and Director of Research, Change the Equation

A variety of strategies and tactics, highlighted below, were used to promote the events, and technology and engineering literacy, a relatively new concept to Governing Board stakeholders.

## Significant Activities and Results

- The Governing Board hosted one of its most successful congressional briefings to date.
- More than 90 people attended the event.
- Social media-based support from speakers and panelists, Governing Board members and staff, and partners continues to effectively promote events. Prepared, ready-to-post social media content generated a combined 1,040 clicks to the event registration page. The Department of Education; Society of Women Engineers; the Museum of Science, Boston; and Change the Equation generated more than 600 of those clicks.
- A targeted media list of more than 60 contacts—including D.C. national, education, policy, and technology reporters—were contacted, generating interest in the event. Corrine Letsch with EdScoop attended the event in person.
- The Governing Board’s live tweets during the briefing were retweeted 53 times, generating 22,046 impressions.

## Key Recommendations

- Continue partnering with relevant organizations with established networks to leverage cross-promotional opportunities and to increase interest in events.
- Live-stream events to expand reach among stakeholders and to increase the likelihood of earning media coverage.
- If no new data is being presented, consider incorporating other opportunities for media that might entice them to attend in person, such as exclusive interview opportunities.
- Continue to provide select Governing Board members and staff, speakers, and panelists with customized, ready-to-use content to support promotional efforts.



## **Governing Board Guidelines for Releasing, Reporting, and Disseminating NAEP Results**

### Background

In August 2006, the Governing Board produced a Policy Statement on the *Reporting, Release, and Dissemination of NAEP Results*, which was accompanied by specific guidance on releasing NAEP results, entitled *Guidelines for the Initial Release of The Nation's Report Card*. The Policy Statement delineates the statutory responsibilities for the NAEP program held by the National Center for Education Statistics (NCES) and by the National Assessment Governing Board. This statement also covers principles that drive the preparation, content, release, and dissemination of *The Nation's Report Card*. The *Guidelines for the Initial Release of The Nation's Report Card* outline the procedures for releasing NAEP data and the elements necessary for inclusion in an initial release of NAEP results.

At the March 2016 meeting of the Reporting and Dissemination (R&D) Committee, members requested that Board staff suggest revisions to the *Policy Statement* and *Guidelines* that would lead to an efficient and effective process for the reporting and dissemination of NAEP results and to eliminate outdated language in these documents which no longer bear relevance (e.g., references to print reports).

In May 2016, the Reporting and Dissemination Committee discussed potential innovations to the Board's reporting of NAEP results, of which the members prioritized initiating several efforts:

- Building a predictable schedule of NAEP releases to facilitate media coverage;
- Presenting valid, well-considered, relevant findings from other data sources alongside NAEP data, such as international data, if feasible and appropriate;
- Developing indicators with NAEP data, analogous to the Consumer Price Index (CPI), that the public can understand and reference easily;
- Staggering the presentation of NAEP data, e.g., releasing some data on one day and releasing other data subsequently, perhaps with deep analyses of those post-release data; and
- Re-organizing reports by type of questions different target stakeholders ask.

This productive discussion set an agenda for pursuing broad, critical changes in reporting and dissemination of NAEP data. And work is underway to realize those goals. But this precluded a conversation about revising specific elements of the policy statement and guidelines which govern the Board's reporting and disseminating of NAEP findings.

### Current Work

At the August 2016 Board meeting, the Committee will discuss the more specific updates, revisions, additions, and deletions to the 2006 Policy Statement and Guidelines. The Governing

Board's Assistant Director for Reporting and Analysis drafted a new version of the Policy Statement that subsumes updates to the guidelines outlined in the August 2006 Guidelines document. Rather than adopting two separate documents which overlap significantly, combining the guidelines with the policy statement ensures a more streamlined approach. Governing Board staff reviewed the new version, and the revised version was shared with NCES staff.

For the discussion at the August 2016 R&D Committee meeting, the current 2006 Policy Statement and Guidelines is included for reference. The new version will be distributed prior to the meeting. The R&D Committee session will solicit input from R&D members about what to change in the latest version of the Policy Statement to create a draft that could be subject to Committee approval at the next quarterly Board meeting in November 2016.

The session will include a discussion led by Daniel McGrath, Chief of the Reporting & Dissemination Branch in the National Center for Education Statistics' Assessment Division about the development and review process for NAEP reporting, including how NCES contractors incorporate feedback from focus groups on the release sites. Then the discussion will turn to the Policy Statement itself and reactions from Committee members.



***The Nation's Report Card: Technology and Engineering Literacy***  
**Media Analysis**

**June 9, 2016**

### **Overview**

On May 17, 2016, the National Assessment Governing Board and the National Center for Education Statistics (NCES) released the first-ever Nation's Report Card for Technology and Engineering Literacy. Team DCG monitored the news coverage from May 17 through June 3 and found **52** original news pieces about the release from national, education trade, technology and engineering trade, and local outlets. In addition, there were **1,361** reprints, rebroadcasts, or broadcast stations that briefly mentioned the results, for a total of **1,413** placements.

For this media analysis, Team DCG read and analyzed all 52 original news pieces. This analysis includes:

- A summary of selected media coverage about the report card, including findings about messaging, common themes, and Governing Board spokespeople
- Multimedia highlights
- Recommendations

### **Analysis of Media Coverage**

**Messaging:** For this report card release, the Governing Board wanted to emphasize the newness of this assessment, the innovative scenario-based tasks, what this test measures, and why it is important, as well as the contextual variables around in-school and out-of-school experiences.

- Overall, the vast majority of the coverage focused on girls outperforming boys. Of the 52 articles, 43 of the headlines highlighted girls outperforming boys. Only nine headlines did not focus on the gender gap.
- National outlets tended to focus on the girls vs. boys difference in the headline, while local and trade outlets highlighted other statistics, such as racial and socioeconomic differences, in their headlines. Examples of other headlines include Chalkbeat's "[Black and white students score far apart](#)," and EdTech magazine's "[Digital skills education takes place in schools and at home](#)."
- Of the messages included in the news release, the most cited results were the overall statistic of 43% of students scoring *Proficient*, differences between ethnicities, and comparisons between students who were eligible for school lunch.

- A total of 33 articles included the number of students who performed at or above *Proficient* (43%), while 28 articles covered racial differences and 21 mentioned the school lunch eligibility differences. Learning from family members how to fix things was also highly cited, with 18 mentions.
- The results around eligibility for school lunch were most often used to say that affluent students performed substantially better than their counterparts (21 mentions).

**Common Themes:** In the coverage of this report card release, journalists related the results to the following newsworthy themes:

- **Lack of women in technology and engineering careers.** Based on the popularity of the girls vs. boys headline mentioned above, the most common theme was the lack of women in technology and engineering careers. Eight articles compared the results to the shortage of women at technology companies.
- **Third annual U.S. News/Raytheon STEM Index.** Politico, Newser, and U.S. News & World Report wrote about the results in the context of the third annual [U.S. News/Raytheon STEM index](#), which was released the same week. The report showed a shortage of STEM workers and mentioned that the current number of STEM graduates is less than the demand for jobs in those fields.
- **Socioeconomic implications.** Only a handful of articles—those in The Atlantic, Chalkbeat, The Christian Science Monitor, and the Bartlesville Examiner-Enterprise—focused on the socioeconomic implications.
- **Gender Gap.** Emily Richmond’s [Atlantic article](#) was the only article to question the mass popularity of the National Assessment of Educational Progress (NAEP) girls vs. boys gender difference.
  - She notes, “So why did so much of this week’s media call with reporters focus on the relatively smaller lead girls held over boys on the new assessment? That was because ‘we did not expect this pattern,’ explained Peggy Carr ... By comparison, the gaps in socioeconomic status and race have long been evidenced in NAEP scores for other core subjects: ‘It’s sort of the same old story,’ Carr said.”
  - Her article also received the most comments out of all the articles, with over 230.

**Governing Board Spokespeople:**

- The most commonly quoted spokespeople (listed in order of most quoted) included:
  - Peggy G. Carr, Acting Commissioner, NCES
    - Quoted in 28 articles.
    - Her quote from the media call—“We did not expect this pattern and the pattern does seem to be pretty clear from the data,” referring to the differences in scores between girls and boys—was used in 10 articles (first appeared in The Wall Street Journal).

- Bill Bushaw, Executive Director, National Assessment Governing Board
  - Quoted in nine articles.
  - He had several different quotes taken from the media call and subsequent interviews.
  - His most popular quote (used three times) included how this assessment “measures the ‘T’ and ‘E’ in STEM.”
- Tonya Matthews, President and CEO of the Michigan Science Center; Member, National Assessment Governing Board
  - Quoted in seven articles.
  - All seven of her quotes came from her quote in the press release: “The scores clearly show that when students have opportunities to engage with technology and engineering, they become fluent in the skills that prepare them for living and working in the modern world. But access to these opportunities from place to place is patchy.”
- Terry Mazany, President and CEO, the Chicago Community Trust; Chair, National Assessment Governing Board
  - Quoted in three articles, all taken from the press release.
- Mary Crovo, NAGB Deputy Executive Director, was also quoted once in the U.S. News & World Report article about the [U.S. News STEM Solutions Conference](#).
- The Wall Street Journal, Politico, and CNN articles all quoted Vince Bertram, CEO of the nonprofit Project Lead the Way. Vince Bertram also [wrote an op-ed](#) on the results for U.S. News & World Report a week after the release.
- Other than those in the list above, no spokespeople were quoted in more than two news items.

### Multimedia Highlights

- Due to the unique nature of this release, several different types of outlets outside the usual national and education trades covered the results, including Glamour, The Mary Sue, Machine Design, Chemical Processing, Evaluation Engineering, and ZDNet.
- To help present the data, reporters often used screenshots from the report card site. Ten of the articles used a screenshot of a graph from the site.
- Two articles embedded the [NAEP 2014 Technology and Engineering Literacy Results: An Overview for Grade 8](#) video.
- [NBC News](#) included a screenshot of an NAEP tweet in their article: [Females outperforming males in tech and engineering literacy](#).
- Machine Design was the only outlet to create its [own graph](#) from the data.
- eSchool News was the only outlet that included the Iggy scenario table from the press release in their article.
- Local outlet CW 39 News Fix created their [own video segment](#) of the results, which included interviewing girls from a local all-girl high school. Christian Science Monitor also linked to this video from their article.

## Social Media Highlights

### Activities

Team DCG did the following:

- Developed promotional social media content, including a “Why TEL Matters” campaign with Governing Board members, and graphics to post on the Governing Board’s social media channels leading up to the event.
- Live-tweeted during the event/webcast and retweeted other tweets about data before, during, and after the event.
- Created social media posts to direct people to the website and to share findings from the assessment after the event.

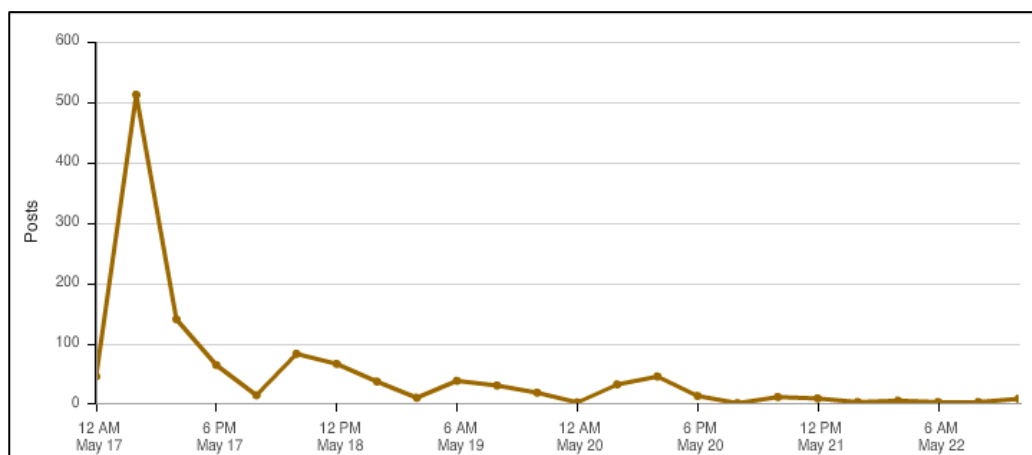
### Observations

Team DCG analyzed the volume of online mentions of “NAEP” and associated keywords from midnight on the day of the release to five days afterward. Findings from before, during, and after the event appear below.

During and after the event:

- From midnight May 17 through May 22, a total of 2,441 posts appeared on social media.
- Most mentions occurred on Twitter (2,183), mainstream news (138), and blogs (101).
- Over five days, our total reach (the number of people who were served any activity from our page) was 2,350.
- Mentions spiked at 6:00 a.m. the morning of the release event, with 28 percent of the coverage occurring then.
- Fifty-three percent of all #NAEP coverage occurred on the day of the event.

### *NAEP Keyword Mentions Over Time*



- The Governing Board’s live tweets during the webcast were retweeted 53 times, garnering 16,549 impressions (the number of times users saw the tweets). Links in tweets were clicked 10 times.
- Mentions focused primarily on the score gap between girls and boys and on the perceived low number of students who performed at *Proficient* or above on the assessment.
- Social media accounts for media outlets including The Wall Street Journal, Time, Fortune magazine, The Huffington Post, Education Week, and Vox, shared their pieces about the assessment results.
- Interestingly, Mia Farrow (810,000 followers) shared the Time article about the TEL results.



- Organizations including Change the Equation, The Education Policy Center at AIR, and the FrameWorks Institute, participated in conversations about the data on social media using #NAEP.
- From May 17 through May 22, the Governing Board gained 24 followers on Twitter and 4 Facebook fans.

#### Before the event:

- Our best-performing post before the event was the Facebook Live stream of Tonya Matthews at the Michigan Science Center. The post reached 3,482 people, got 1,298 views, and got 87 reactions, comments, and shares.
- Governing Board tweets promoting the release earned 5,584 impressions. Links in tweets were clicked 10 times.
- Team DCG created Twitter posts targeted at stakeholder organizations, inviting them to participate, for Alberto Carvalho (16,700 followers on Twitter), Change the Equation (23,400 followers), Michigan Science Center (2,016 followers), Andrew Ho (614 followers), and Bill Bushaw (311 followers).

## Recommendations

**Prepare specific talking points and messaging framing to lead the media pre-call discussion.** Team DCG recommends having an internal discussion to decide how to frame results from the start of the call, knowing that many other outlets will pick up prominent articles and use quotes taken from the call. For example, Leslie Brody from The Wall Street Journal has been the first reporter to ask a question on the last few media calls, which has allowed her to lead off the conversation. For the TEL release, one of the first questions she asked centered on the girls vs. boys gender gap at the beginning of the call, and several other reporters followed her lead and continued to ask questions about the gap. Knowing this, Team DCG recommends creating talking points for prioritizing and addressing results the Governing Board wants to emphasize right at the start of the call to help guide reporter questions.

**Offer a graphic that provides a snapshot of the key results.** There were 10 articles that took screenshots from the report card site and included them in their story. Instead of screenshots, it might be helpful to offer an easy-to-use graphic that provides a key snapshot of the results broken down by the categories reporters are most interested in, such as gender, ethnicity, geography, and socioeconomic status. This will make it easier for reporters to pull something that gives an overall snapshot of the results at a glance and make it shareable for social media.

**Provide reporters with only one news release on the embargo site.** On the embargo site, reporters had access to the news release from the Governing Board as well as a media summary from NCES. For future report card releases, the Governing Board and NCES should work together to develop one document for reporters. The two documents presented very similar information, but provided reporters with separate media contacts. Having just one news release will help maintain consistent messaging across all deliverables. This could tie in to the recommendation above, where NCES can format the data they would like to highlight into a shareable graphic instead of a press release format.

**When drafting the press release, consider the most newsworthy data.** For TEL, what was highlighted in the press release and what was highlighted in most of the news coverage did not match up. The girls vs. boys results were buried in the seventh paragraph of the release, yet were an “unexpected and noteworthy” finding as quoted by Peggy G. Carr. Results that are contradictory in nature, or most easily relatable to a general audience, are going to be the ones national reporters gravitate toward most for their stories. Team DCG recommends considering these results as ones that should be highlighted in the sub-header or toward the beginning of the release to attract the most media attention.

**Continue post-release pitching to technology and women’s outlets.** Due to the unique results from this release, and to receiving coverage in different outlets such as Glamour and ZDNet, there is an opportunity to continue coverage of the results. Team DCG recommends conducting post-release outreach to technology publications and blogs, as well as women-focused outlets, using the girls vs. boys results and the gender gap in technology and engineering fields as a news hook.





***The Nation's Report Card: 2015 Mathematics and Reading at Grade 12***  
**Media Analysis**

**May 20, 2016**

## **Overview**

On April 27, 2016, the National Assessment Governing Board and the National Center for Education Statistics (NCES) released *The Nation's Report Card: 2015 Mathematics and Reading at Grade 12*. Team DC Group monitored the news coverage from April 27 through May 4 and found 69 original news pieces about the release from national, education trade, and local outlets. In addition, there were 2,048 reprints, rebroadcasts, or broadcast stations that briefly mentioned the results, for a total of 2,117 placements.

For this media analysis, Team DC Group read and analyzed all 69 original news pieces. This analysis includes:

- A summary of selected media coverage about the report card, including findings about messaging, common themes, and Governing Board spokespeople
- Multimedia highlights
- Recommendations

## **Analysis of Media Coverage**

**Messaging:** For this report card release, the Governing Board wanted to emphasize the 12th-grade math and reading scores' relevance to preparedness, changes in scores since the last assessment, long-term trends, and what can be learned from the contextual variables on the report card site.

- Of the messages included in the news release, 12th-grade students' lack of academic preparedness for college was the most common to be covered — especially in headlines.
- The results indicating that math scores went down and reading scores were stagnant were mentioned in almost every report, making them another very common message. However, slightly more than half of the pieces focused on preparedness more than the actual report card results. For example, a [post](#) on U.S. News & World Report's High School Notes blog used NAEP results to support three "red flags" for parents to notice about their teens' preparedness for college.
- Many pieces noted the disparity between the highest- and lowest-performing 12th graders — how scores in the highest-percentile bracket are improving, while scores in the lowest-

percentile bracket are declining. “Struggling seniors fall further behind,” reporter Caitlin Emma wrote in Politico’s [Morning Education newsletter](#).

- Contextual variables were not widely emphasized in the news coverage.
- Several news items included Governing Board member Andrew Ho’s [description](#) of NAEP as the “North Star” in the world of assessments.

***Common Themes:*** In the coverage of this report card release, journalists related the results to the following newsworthy themes:

- The most common theme — noted in more than half the stories — was the disparity between the report card results that found only 37 percent of seniors academically prepared for college reading and math and the record graduation rate of 82 percent, as reported in December 2015 by NCES. Some journalists wondered whether this makes the legitimacy of a high school diploma questionable. As Anya Kamenetz of NPR [noted](#), “That leaves a potentially large group of kids who got diplomas but who weren’t ready to succeed in college.”
- The impact of the Common Core was another common theme. Some reporters wrote that education experts are speculating whether the adjustment to a new curriculum is taking some time, or if the Common Core is actually less effective for student learning. The San Diego Union-Tribune’s [editorial](#) examined this topic, noting that many schools have faced some disruptions when adopting the Common Core.
- Several stories noted that NAEP is not intended to prove or disprove different education policies. The word “misnaepery” was once again brought up in a [post](#) on Education Week’s Curriculum Matters blog, where it was defined as “attempting to use NAEP data to explain cause-and-effect relationships.” With a number of reporters discussing this topic, coverage focused more on the results and less on the causes or effects of the results.
- Other common themes included:
  - President Barack Obama’s legacy in the White House, including ESSA’s impact on education
  - The need for remedial classes (and the associated cost) once students get to college
  - Childhood poverty and demographic changes in the United States
  - The decrease in the high school dropout rate

***Governing Board Spokespeople:***

- The most commonly quoted spokespeople (listed in alphabetical order by last name) included:
  - Bill Bushaw, Executive Director, National Assessment Governing Board
  - Peggy G. Carr, Acting Commissioner, NCES
  - Mitchell Chester, Commissioner, Massachusetts Department of Elementary and Secondary Education; Member, National Assessment Governing Board
  - Andrew Ho, Professor, Harvard Graduate School of Education; Member, National Assessment Governing Board
  - John B. King Jr., U.S. Secretary of Education

- Terry Mazany, President and CEO, The Chicago Community Trust; Chair, National Assessment Governing Board
- A handful of pieces interviewed local superintendents, teachers, and students.
- Other than those included in the list above, no other spokespeople were quoted in more than two news items.

### Multimedia Highlights

- The results were featured in top print publications, including The New York Times and The Wall Street Journal, as well as on NBC's "Today" show.
- Four local broadcast stations had a segment about the report card results that related the results to their local area.
- To help present the data, reporters used screen shots from the report card site or infographics and graphs produced by their media outlet.

### Recommendations

**Use the news release and the media pre-call to clearly address any data discrepancies.** After reporters gained access to the news release for *The Nation's Report Card: 2015 Mathematics and Reading at Grade 12*, Team DC Group received several emails and calls from reporters concerned about the discrepancy in math scores between the news release and the report card website. Team DC Group recommends that for future report card releases, the Governing Board address any discrepancies in the data with reporters from the beginning by including a footnote in the news release and addressing the discrepancies during the media pre-call. This will help to assure reporters that they are reporting accurate information and eliminate last-minute media requests and questions the day before the embargo lifts.

**Now that the Technology and Engineering Literacy report card has been released, use graduation as a news hook to specifically pitch the 12th-grade preparedness results in early June.** While many journalists focused on the preparedness results in their pieces on the grade 12 math and reading report card, some either mentioned them only briefly or quickly tied the data to the record graduation rate. Graduation season will be a great opportunity to prolong the life of the data from *The Nation's Report Card: 2015 Mathematics and Reading at Grade 12*. Team DC Group can pitch national reporters whose stories focused more on the report card results and can encourage them to specifically cover the preparedness results in a second piece. The pitches can also use the all-time-high graduation rate of 82 percent as a news hook.

**Continue to make panelists and Board members available during the media pre-call and for individual interview requests before the embargo lifts.**

- **Media pre-call.** A number of quotes from the media pre-call, including those from Peggy G. Carr and Bill Bushaw, were used in reports about the results. The Governing Board should continue to host a media pre-call for journalists and should consider allowing more spokespeople to participate.
- Interview requests. Andrew Ho and Chris Minnich were quoted in several news reports.

Ho's quotes appeared in multiple news items and offered excellent insight on the results — showing how Governing Board members can add value through interviews. The

- Governing Board should continue to identify spokespeople for each release and make them available for reporters to interview before the embargo lifts. Reporters appreciate having a variety of spokespeople to choose from, and having a defined list of approved spokespeople helps maintain consistency in the Governing Board's messaging. Providing this list also may lower the chance that reporters will speak with someone who is unapproved, which could lead to an embargo breach.

**Create talking points about “misnaepery” to be distributed to Governing Board members and staff.** “Misnaepery” has been defined by some reporters as the misuse of NAEP data — specifically, attempting to use NAEP data to explain cause-and-effect relationships. This term became well-known during the math and reading report card release in October 2015 and resurfaced in the coverage of the grade 12 release. While “misnaepery” is not an official term, it is important that Governing Board members and staff are aware of what it means so they can address it during interviews or in daily conversation. “Misnaepery” could also be a fruitful avenue for opening a conversation about assessment literacy.

**Provide reporters with only one news release on the embargo site.** On the embargo site, reporters had access to the news release from the Governing Board as well as a media summary from NCES. For future report card releases, the Governing Board and NCES should work together to develop one document for reporters. Both documents presented very similar information, but provided reporters with separate media contacts. Having just one news release will help maintain consistent messaging across all deliverables.



## Upcoming NAEP Reports as of July 2016

**Report**

**Expected Release Date**

### Initial NAEP Releases

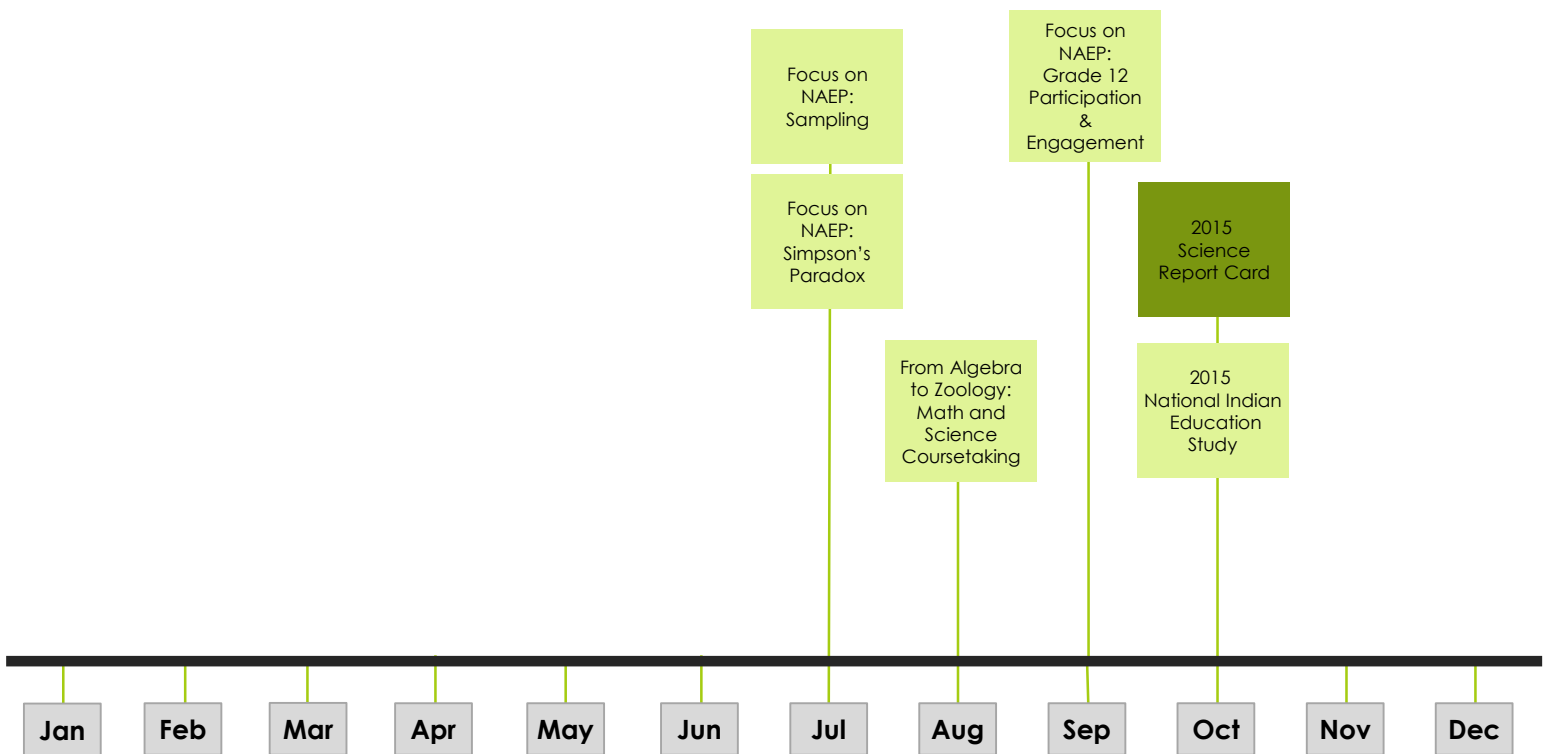
<i>2015 Science Report Card</i>	October 2016
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### Other NAEP Reports

<i>Focus on NAEP: Sampling</i>	July 2016
<i>Focus on NAEP: Simpsons Paradox</i>	July 2016
<i>From Algebra to Zoology: How Well Do Students Report Mathematics and Science Course Taking?</i>	August 2016
<i>Focus on NAEP 12th Grade Participation &amp; Engagement</i>	September 2016
<i>2015 National Indian Education Study</i>	October 2016

# 2016

## NCES Assessment Data Release Timeline



### LEGEND

- NAEP Report Cards
- Other NAEP Reports

## Releases in 2016

- 2015 Science Report Card
- 2015 National Indian Education Study
- 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: 12<sup>th</sup> Grade Participation & Engagement