National Assessment Governing Board
Reporting and Dissemination Committee

November 18, 2016
10:15 am – 12:30 pm

AGENDA

10:15 – 10:20 am	Welcome and Introduction of New Committee Members *Rebecca Gagnon, Chair* • Fielding Rolston • Jeanette Nuñez	
10:20 – 10:35 am	**ACTION:** Release Plan for 2016 NAEP Arts Assessment *Stephaan Harris, Assistant Director for Communications*	Attachment A
10:35 – 11:05 am	Progress Updates • Overview of 2015 NAEP Science release • Governing Board website redesign • Follow-up on exploring innovative reporting • Focused Reporting contract • Social Media contract procurement • Upcoming reports and releases *Stephaan Harris* *Laura LoGerfo, Assistant Director for Reporting & Analysis*	Attachment B
11:05 – 11:25 am	Potential Opportunities for Outreach *Rebecca Gagnon*	Attachment C
11:25 – 11:40 am	Update on Reporting Policy Statement and Feedback *Laura LoGerfo*	

11:40 am – 12:30 pm	Seeing the Future: The Strategic Vision and Next Generation Reporting
	    Laura LoGerfo
	    Dan McGrath, National Center for Education Statistics
		Attachment D

RELEASE PLAN FOR THE
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

The Nation's Report Card: 2016 Arts

The 2016 National Assessment of Educational Progress (NAEP) Arts Report Card will be released to the general public through an interactive in-person release event based in Washington, D.C. in April 2017.

The event, to be webcast for a national audience, will involve the initial release of report results at a venue that reflects the various disciplines represented by the assessment. The event would also involve a creative use of technology to represent different parts of the country, such as an "electronic town hall meeting" style that would allow simultaneous broadcasts from other venues in arts-related locations outside of the Washington, DC area, where Board members and other arts community representatives could discuss the findings live from their remote locations.

The event will include a data presentation by the Acting Commissioner of the National Center for Education Statistics (NCES); moderation and comments by at least one Governing Board member; and comments from other panelists involved in arts education and assessment, which could include representatives from the arts community, an educator, and a student. The event, slated to be 60-90 minutes, will also include a conversational Q&A session that would include questions submitted via livestream. Full accompanying data will be posted on the Internet at the scheduled time of release.

The 2016 NAEP Arts Report Card will present findings from a representative sample of 8th-graders nationwide. Approximately 4,400 students were assessed each in visual arts and music. The report will include results of the assessments, as well as student and school survey responses about students' experiences and their opportunities to learn in the arts.

DATE AND LOCATION

The release event will occur in April 2017. The release date will be determined by the Chair of the Reporting and Dissemination Committee, in accordance with Governing Board policy, following acceptance of the final report.

ACTIVITIES BEFORE RELEASE

In the weeks and months before the release events, the Governing Board will work to inform various audiences and stakeholder groups about the Arts assessment to provide important context and information before results are public. The efforts could include data-free presentation for the assessment for stakeholders in arts education, a full-color abridged version of the NAEP Arts Framework, one-pagers, social media campaigns, and webinars.

In the days preceding the release, the Governing Board and NCES will offer a conference call for appropriate media as defined by the Governing Board's Embargo Policy; and an embargoed data website available to Congressional staff, approved senior representatives of the National Governors Association and the Council of Chief State School Officers, and approved media. The goal of these activities is to provide these stakeholders with a comprehensive overview of findings and data to help ensure accurate reporting to the public and deeper understanding of results.

REPORT RELEASE

The Acting Commissioner of Education Statistics will publicly release the report at the NAEP website—http://nationsreportcard.gov—and at the scheduled time of the release event. An online copy of the report, along with data tools, questions, and other resources, will also be available at the time of release on the NAEP site. The Governing Board press release, the full and abridged versions of the Arts Framework, and related materials will be posted on the Board's web site at www.nagb.org. The site will also feature links to social networking sites and audio and/or video material related to the event.

ACTIVITIES AFTER THE RELEASE

 The Governing Board's communications contractor will work with Board staff to coordinate an event on Capitol Hill to discuss the findings and their ramifications to a policy and assessment-oriented audience. Additional post-release communications efforts—which could include such strategies as an online chat, major presentation, webinar, or social media campaign—could also be developed to target communities and audiences with an interest in the arts. The goal of these activities is to further extend the life of the results and provide value and relevance to stakeholders with an interest in student achievement and assessment in these areas.

The Nation's Report Card: 2015 Science
Release Activities and Highlights

Release Event and Stakeholder Outreach

- On October 28, the National Assessment Governing Board hosted an in-person release event at the Smithsonian's National Air and Space Museum in Washington, D.C. ***More than 150 people attended, including leaders of think tanks, education groups, universities, advocacy organizations, and others — making it the most largely attended in-person release to date. More than 200 people joined the live webcast.***
- The program included a presentation of the results and a lively panel discussion. Panelists/speakers included NCES Acting Commissioner Peggy Carr; Gen. John R. Dailey, the John and Adrienne Mars director of the museum; Susan German, an 8th-grade teacher at Hallsville Middle School in Missouri; Marty Kelsey, the education specialist for digital learning and host of "STEM in 30" at the museum; Dejah Wright, a 12th-grade student at Anacostia High School; and Governing Board member Linda Rosen.

Media

- Media pitching reached more than 400 reporters from national education, state education, education trade, STEM, military, and Washington, D.C., outlets.
- ***Within the first 36 hours of the release on October 28 at 12 a.m. EDT, 59 pieces were published, eight of which appeared in national outlets.*** Both *The Wall Street Journal* and *The Washington Post* pieces appeared online and in print.

Social Media

- A robust social media campaign — including Facebook posts and tweets distributed across the platforms of the Governing Board, partners/priority organizations, and the museum — widely promoted details about the release event.
- ***#NAEP trended on Twitter during the event.*** The Governing Board's live tweets during the webcast were retweeted 55 times, garnering nearly 25,000 impressions.
- Coverage included Amy Poehler's Smart Girls, which created an original video about the results that was posted on Facebook and tweeted, tagging the Governing Board and garnering more than 100,000 views, 2,800 reactions, and 520 shares.

Materials

- The Governing Board produced a short motion graphics video, "NAEP Science 2015: When I Grow Up," which features contextual data on eighth graders from *The Nation's Report Card: 2015 Science*.

On November 16, the Governing Board is slated to conduct an Internet media tour, with Governing Board member Cary Sneider and Deputy Executive Director Mary Crovo discussing issues related to STEM subjects in school, calling attention to the science assessment results as well as data from the most recent math and technology and engineering literacy assessments. (More details will be available soon.)

# Upcoming NAEP Reports as of October 2016

Initial NAEP Releases

2015 Science Report Card	October 2016
2015 National Indian Education Study	December 2016
2016 Arts Report Card	April 2017

Other NAEP Reports

Focus on NAEP: Sampling	November 2016
Focus on NAEP: Simpsons Paradox	November 2016
Focus on NAEP: 12th Grade Participation & Engagement	December 2016
Focus on NAEP: English Language Learners	December 2016

2016 NCES Assessment Data Release Timeline

Focus on NAEP: English Language Learners

Focus on NAEP: Grade 12 Participation & Engagement

2015 National Indian Education Study

Focus on NAEP: Sampling

2015 Science Report Card

Focus on NAEP: Simpson's Paradox

Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
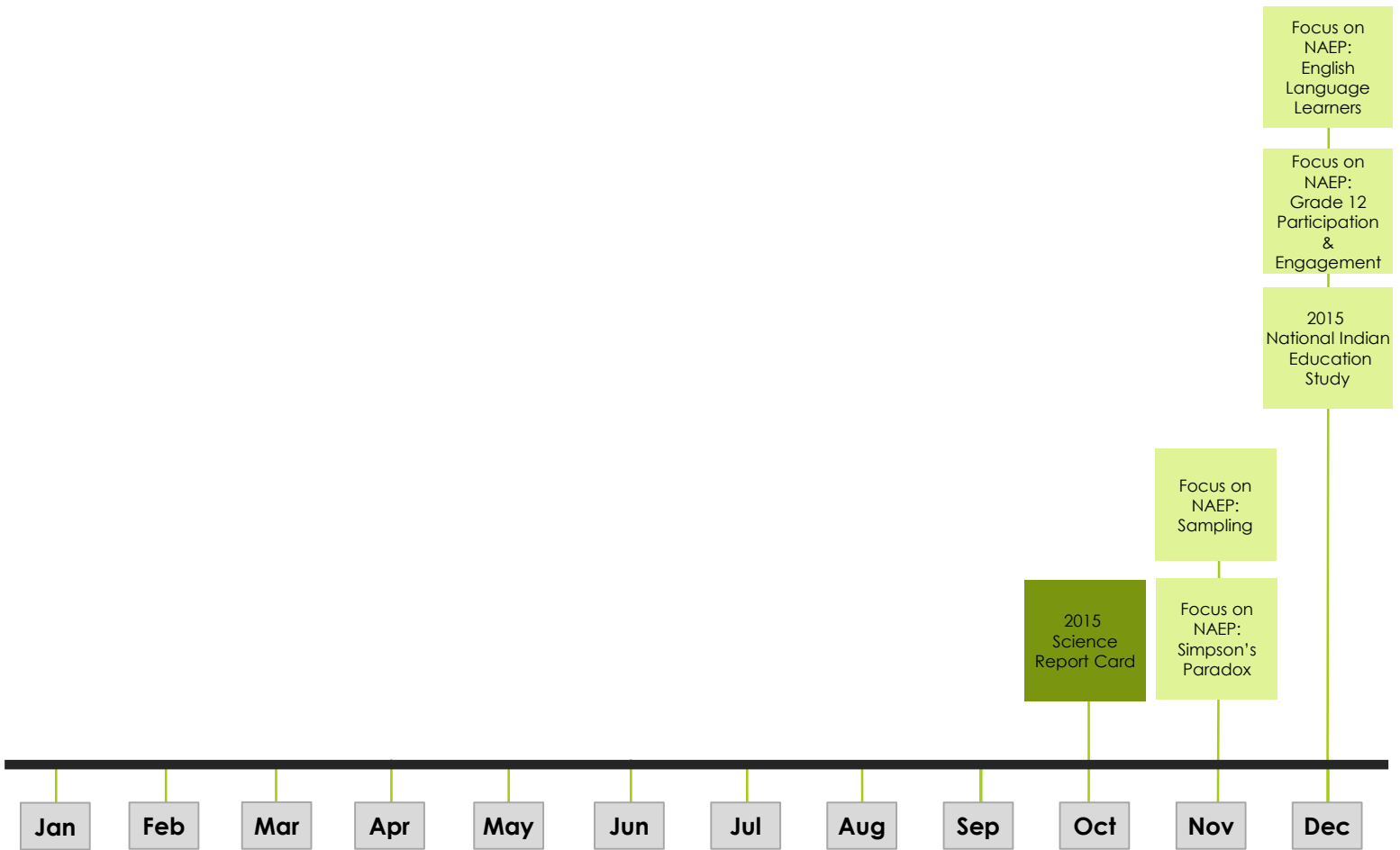
LEGEND

- NAEP Report Cards
- Other NAEP Reports

2017 NCES Assessment Data
Release Timeline

2016
Arts
Report Card

Jan   **Feb**   **Mar**   **Apr**

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

- Focus on NAEP: 12th Grade Participation & Engagement

- Focus on NAEP: English Language Learners

Releases in
2017

- 2016 Arts Report Card

Potential Opportunities for Outreach

Given the Governing Board's role in communication and outreach regarding NAEP and its development of a Strategic Vision that will significantly expand that role, Reporting and Dissemination Chair Rebecca Gagnon seeks feedback from Committee members on opportunities for expanded outreach over the course of the next year. Numerous areas that would involve the Board expanding current strategies or developing new strategies could include:

- Post-Report Card Release Activities: A variety of strategies to prolong the life of NAEP reports, which could include a variety of efforts such as infographics, webinars, seminars, online chats, and presentations
- Development of Resources: Examples include the creation of materials such as infographics and one-pagers, multimedia such as videos, online tools such as apps and electronic press kits
- Development of Partnerships: One-on-one meetings with key stakeholder groups to establish connections with their directors and key staff
- Conferences and Seminars: Presentations at annual and regional gatherings of major organizations in education, policy, and assessment
- Social Media Strategies: Development of campaigns, online chats and other methods to promote NAEP and the Governing Board through social media channels.
- Roundtables and Task Forces: Assembling influential experts and NAEP users to elicit ideas on making NAEP data more accessible and relevant
- Website Development: Redesigning the Governing Board's website to improve accessibility to viewers, modernize its look and feel, and better showcase social media

To facilitate the discussion, two charts are displayed in the attachment. The first chart contains the results of a survey of Governing Board members to collect professional organizations with which they are affiliated. The second chart is a list of annual conferences and summits of some leading national education and policy groups, which are accepting or will soon accept proposals for presentations. Please note that major conferences whose deadline submissions have already passed were not included on this list. Additionally, there are some major 2017 annual conferences, such as those sponsored by the Council of Chief State School Officers and the American Educational Research Association, where Governing Board staff or members have already submitted proposals for NAEP presentations.

National Assessment Governing Board
Affiliated Organizations
Information Collected January 2016

Organization	Affiliated Member
American Alliance of Museums	Tonya Matthews
American Association for School Administrators	Alberto Carvalho
American Council on Education	Ronnie Musgrove
American Educational Research Association	Andrew Ho, Joe O'Keefe, Joe Willhoft, Jim Popham
American Society for Engineering Education	Cary Sneider
Aspen Institute	Joe Willhoft
Association for Supervision and Curriculum Development	Doris Hicks, Carol Jago, Jim Popham
Association of Governing Boards of Colleges and Universities	Jim Geringer
Association of Latino Administrators and Superintendents	Alberto Carvalho
Association of Metro School Districts	Rebecca Gagnon
Barter Theatre	Fielding Rolston
California Association of Teachers of English	Carol Jago
California Reading and Literature Project at the UCLA Graduate School of Education and Information Sciences	Carol Jago
California Teacher's Association	Shannon Garrison
Change the Equation	Linda Rosen
Chicago Public Schools	Terry Mazany
College Promise Advisory Board	Jim Geringer
Comer School Development Program at Yale University Medical School	Doris Hicks
Complete College America	Jim Geringer
Council for American Private Education	Joe O'Keefe
Council of Chief State School Officers	Andrew Ho, Mitchell Chester, Joe Willhoft
Council of Great City Schools	Rebecca Gagnon
Council of State Governments	Jim Geringer
Democratic Governors' Association	Ronnie Musgrove
DigiLearn	Jim Geringer
Eastman Credit Union	Fielding Rolston
Education Commission of the States	Mitchell Chester, Jim Geringer
Emory and Henry College (Emory)	Fielding Rolston
Florida Association of District School Superintendents	Alberto Carvalho
Harvard University	Andrew Ho
Hewlett Foundation	Joe Willhoft

Organization	Affiliated Member
Hunt Institute at the University of North Carolina at Chapel Hill	Lucille Davy, Joe Willhoft
Illinois State Department of Education	Terry Mazany
International Technology and Engineering Education Association	Cary Sneider
Milken Family Foundation	Shannon Garrison
Minnesota School Board Association	Rebecca Gagnon
Mississippi Economic Council	Ronnie Musgrove
Mississippi Professional Educators	Ronnie Musgrove
National Academic of Science, Engineering and Medicine, National Research Council Strategic Education Research Partnership	Jim Geringer
National Association of Assessment Directors	Joe Willhoft
National Board for Professional Teaching Standards	Shannon Garrison
National Catholic Educational Association	Joe O'Keefe
National Alliance for Public Charter Schools	Doris Hicks
National Commission on Teaching and America's Future	Jim Geringer
National Conference of State Legislatures	Jim Geringer
National Council for Social Studies	Chasidy White
National Council of Teachers of English	Carol Jago
National Council of Teachers of Mathematics	Dale Nowlin, Linda Rosen
National Council on Measurement in Education	Andrew Ho, Joe Willhoft, Jim Popham
National Education Association	Shannon Garrison, Chasidy White
National Governors Association	Mitchell Chester, Ronnie Musgrove, Jim Geringer
National PTA	Tonya Miles
National Science Teachers Association	Linda Rosen, Cary Sneider
National Writing Project	Carol Jago
Network for Public Education	Rebecca Gagnon
Parents United for Public Schools	Rebecca Gagnon
Rotary International	Fielding Rolston
Smarter Balanced Assessment Consortium	Joe Willhoft
Southern Governors' Association	Ronnie Musgrove
Spencer Foundation	Terry Mazany
Tennessee State Board of Education	Fielding Rolston
University Council for Educational Administration	Joe O'Keefe
University of Chicago Consortium on School Research	Terry Mazany
Washington Business Roundtable	Joe Willhoft
Western Governors University	Jim Geringer

National Assessment Governing Board
Upcoming Events from Affiliated Organizations
November 2016

Organization	Event	Location and Date	Submission Deadline
National Association of Latino Elected Officials	Annual Conference	6/22/17 Dallas, TX	Not yet open
National PTA	National Conference	6/22/17 Las Vegas, NV	Not yet open
Association for Supervision and Curriculum Development	Conference on Teaching Excellence	6/30/17 Denver, CO	Not yet open
National Science Teachers Association	STEM Forum and Expo	7/12/17 Kissimmee, FL	Open (12/6/16)
National Conference of State Legislatures	Legislative Summit	8/6/17 Boston, MA	Not yet open
Association of Latino Administrators and Superintendents	Education Summit	11/11/17 Houston, TX	Not yet open
National Council of Teachers of English	Annual Convention	11/16/17 St. Louis, MO	Not yet open (January 2017, estimated)
American Council on Education	Annual Meeting	3/10/18 Washington, DC	Not yet open
National Association of Science Teachers	Annual Meeting	3/15/18 Atlanta, GA	Open (rolling)

Seeing the Future: The Strategic Vision and Next Generation Reporting

At the May 2016 meeting of the National Assessment Governing Board, members of the Reporting and Dissemination Committee discussed in broad terms potential innovations to present findings from the National Assessment of Educational Progress. The conversation ranged widely, which leads to this discussion at the November 2016 meeting to elaborate on the ideas elicited at the May meeting and to set priorities for future work.

The setting of priorities should consider how these ideas align with the goals outlined in the Governing Board's Strategic Vision, soon to be adopted and implemented. The Strategic Vision encompasses two broad categories of goals: Inform and Innovate. Many of the intended outcomes in the Strategic Vision fall to the responsibility of the Reporting and Dissemination (R&D) Committee, specifically:

Under Inform, the Governing Board will:

- Strengthen and expand partnerships by broadening stakeholders' awareness of NAEP and facilitating their use of NAEP resources.
- Increase opportunities to connect NAEP to administrative data and state, national, and international student assessments.
- Expand the availability, utility, and use of NAEP resources, in part by creating new resources to inform education policy and practice.
- Promote sustained dissemination and use of NAEP information beyond Report Card releases with consideration for multiple audiences and ever-changing multi-media technologies.

Under Innovate, the Governing Board will:

- Continue improving the content, analysis, and reporting of NAEP contextual variables by considering the questions' relevance, sensitivity, and potential to provide meaningful context and insights for policy and practice.
- Research assessments used in other countries to identify new possibilities to innovate the content, design, and reporting of NAEP.

Considering these specific responsibilities, the ideas produced at the May 2016 R&D Committee meeting align well with the Board's Strategic Vision. The ideas suggested by the R&D members at the May meeting follow and are annotated based on subsequent discussions:

1. Presenting NAEP findings with other approved, valid, well-considered, relevant data for a given Report Card site to develop a deeper, broader conversation with stakeholders;
   o Incorporating other data into a NAEP release may raise issues considering the quality and relevance of the other data source(s). In addition, drowning out NAEP's message

amidst the cacophony of other released findings may run counter to R&D members' goals.

- o However, other federal, nationally-representative education data could provide depth and breadth to NAEP results, as long as such data sets prove relevant to NAEP and reflect best practices of data collection and analysis. Plus, hooking NAEP into the attention paid to the release of other data may help boost NAEP's media profile.

2. Staggering the release of results, with some findings presented initially, then other results reserved for later release and dissemination;
    - o For example, the national and state results for the reading and mathematics Report Cards must be released within six months of the conclusion of data collection. The TUDA findings, which garner sufficient attention from the media and stakeholders on their own, have been released in special TUDA release events in past years, which could be replicated in the future.
    - o Alternatively, with the collection of new, richer contextual data in 2017, these findings could warrant their own release event subsequent to the release of the Report Card.

3. Constructing portals for accessing NAEP Report Card data, tailored to parents, educators, school district administrators, state education personnel, and policymakers;
    - o A website featuring portals convenes information from a diverse array of data sources but presents them in a consistent and uniform manner. The portals provide multiple entry points to the information, and each of the portals offers customized information and tools to address diverse interests or needs, e.g., a portal for media, for researchers, for parents, et al.
    - o The multiple portals use natural language to help people know what they need to access based on their interests and how to use the data to facilitate decision-making.
    - o Examples of web portals:
        - i. https://www.uabmedicine.org/
        - ii. https://axess.sahr.stanford.edu/
        - iii. http://fivethirtyeight.com/

4. Linking NAEP Report Card data by topic or across years may provide a new perspective on old data and enrich the reporting of new data;
    - o For example, the NAEP grade 12 results could have been displayed as part of a "Class of 2015" presentation—adjacent to results from NAEP grade 8 four years ago and NAEP grade 4 eight years ago. That presentation would have suggested that the Class of '15, as eighth-graders four years ago, had posted the highest scores for NAEP grade 8, as had the fourth-graders eight years ago (again, today's twelfth-graders). Such an aligned presentation may have sparked new questions about what may be driving these results.

5. ~~Building a very simple, easy-to-use data tool (similar to what R&D saw at the August 2016 presentation by David Stewart of TEMBO) with only the most recent data available and simple~~

~~frequency distributions.~~ The Reporting and Dissemination Committee reacted very positively to David Stewart's compelling presentation. However, in investigating this proposed tool, Board staff learned of numerous challenges which would hobble, if not completely prevent, the successful implementation of such a proposal. First, it would be problematic if that data tool provided results that differed from those on the Nation's Report Card or found through the NAEP Data Explorer. Second, there is a significant legal question about where such data would reside securely for easy and quick access.

- o Instead, perhaps, efforts could be focused on constructing an optional explanatory overlay for pages on the Nation's Report Card website, or preparing a 30-second video tutorial to accompany a release that facilitates interpretation of the data presentations.
    - i. For example, the 2014 Technology and Engineering Literacy Assessment website could have included a toggle button to provide text boxes with examples of how to interpret 'bubble' charts, how to explain achievement levels, how to find specific information on subgroup score differences, or the like.

6. Developing a coherent set of indicators. In 2014, Alan Ginsburg and Marshall S. Smith wrote a white paper suggesting that NAEP should develop ten to 15 Key Education Indicators (KEIs) that could be reported along with NAEP achievement results. This approach would take advantage of NAEP's unique value as the only dataset in which contextual data are regularly collected from students, teachers, and principals in the same schools.

- o For example, a KEI for school quality could include composite indicators for teacher quality, school climate, resources, and effective use of technology at the school. Each of these indicators would include data from several variables already collected by NAEP.

7. Setting predictable dates for each Nation's Report Card release. This predictability would notify media, external partners, and stakeholders well in advance when to expect results, so the release could be publicized and reported on widely. With the transition to digital-based assessment (DBA) in 2017, the desire to set October as NAEP Report Card month is thwarted; the data will not be ready to release until Winter 2018. Other ideas to consume that time slot as a means to establish the October Report Card tradition are underway, but this goal will be easier to fulfill in 2019 when the transition to DBA in reading and math is complete.

All of these proposals work well within the framework outlined by the Strategic Vision. They match goals to increase opportunities to connect NAEP to other student assessments, to expand the availability, utility, and use of NAEP resources by broader groups of stakeholders, and to promote sustained dissemination and use of NAEP beyond Report Card releases.

The upcoming Committee conversation should focus on which of these ideas seem most promising to pursue first. And note that before commencing the pursuit of any proposal, the Board staff would discuss the ideas with NCES first and among our stakeholders to determine what need this might fulfill and how the final product or outcome should look and work.