

NATIONAL ASSESSMENT GOVERNING BOARD

**Meeting of August 5–6, 2016
Chicago, IL**

OFFICIAL SUMMARY OF GOVERNING BOARD ACTIONS

Complete Transcript Available

National Assessment Governing Board Members Present

Terry Mazany, Chair
Alberto Carvalho
Mitchell Chester
Frank Fernandes
Anitere Flores
Rebecca Gagnon
Shannon Garrison
Jim Geringer
Andrew Ho
Carol Jago
Tonya Matthews
Tonya Miles
Dale Nowlin
Joseph O’Keefe
Jim Popham
Fielding Rolston
Linda Rosen
Cary Sneider
Ken Wagner
Chasidy White
Joe Willhoft

Governing Board Members Absent

Lucille Davy, Vice Chair
Doris Hicks
Ronnie Musgrove
Ruth Neild (Ex-Officio)

National Assessment Governing Board Staff

Bill Bushaw, Executive Director
Mary Crovo, Deputy Executive Director
Michelle Blair
Lily Clark
Dora Drumgold
Stephaan Harris

Laura LoGerfo
Munira Mwalimu
Tessa Regis
Sharyn Rosenberg
Angela Scott
Anthony White

National Center for Education Statistics (NCES)

Peggy Carr, Acting Commissioner
Jamie Deaton
Patricia Etienne
Eunice Greer
Dan McGrath
Michael Moles
Holly Spurlock
Amy Yamashiro

American Institutes for Research (AIR)

George Bohrnstedt
Kim Gattis
Cadelle Hemphill
Fran Stancavage

CRP, Inc.

Shamai Carter
Arnie Goldstein
Kathy Smoot
Edward Wofford

District Communications Group (DCG)

Chelsea Radler

Educational Testing Service (ETS) Staff

Jay Campbell
Steve Lazer
John Mazzeo
Andreas Oranje
Karen Wixson

Fulcrum IT

Anderson Davis
Scott Ferguson

Hager Sharp

David Hoff
Debra Silimeo

Human Resources Research Organization (HumRRO)

Wade Buckland

Lauress Wise

Optimal Solutions

Rukayat Akinbiyi

Brian Cramer

Sam Toriola

Pearson Educational Measurement

Kevin Baker

Patricia Sterns

Reingold

Greg Orrison

Westat

Chris Averett

Keith Rust

Dianne Walsh

Widmeyer Communications

Siobhan Mueller

Speakers

Thomas Cook, Mathematica and Northwestern University

Susan Dynarski, University of Michigan

Janice Jackson, Chief Education Officer, Chicago Public Schools

Charles Payne, University of Chicago

Sean Reardon, Stanford University

Tony Smith, Illinois State Superintendent of Education

Other Attendees

Eva Giglio, Chicago Public Schools

Donald Stewart, Retired, Chicago Community Trust

Michele Walker, Indiana Department of Education and Council of the Chief State School
Officers and Governing Board Joint Policy Task Force Representative

Call to Order

The August 5, 2016, session of the National Assessment Governing Board was called to order by Chair Terry Mazany at 8:30 a.m.

Approval of August 2016 Agenda and May 2016 Governing Board Meeting Minutes

Chair Terry Mazany reviewed the August 2016 meeting agenda and requested a motion for approval. Rebecca Gagnon moved for Board approval. The motion was seconded by Cary Sneider and passed unanimously.

Chair Mazany requested a motion for approval of the May 2016 meeting minutes. Ms. Gagnon moved for Board approval. The motion was seconded by Joe Willhoft and passed unanimously.

Opening Remarks

Chair Terry Mazany began his remarks by recognizing the recent accolades of several Board members, and noted that members' outreach efforts both outside of and on behalf of the Board are consistent with the strategic direction of elevating the Board's communication goals.

Chair Mazany welcomed everyone to Chicago and provided an overview of the city's history. He cited Chicago's longstanding role in advancing public works, engineering, science, medicine, and technology, as well as its impact on America's culture through music, theater, architecture, and as the birthplace of McDonalds. He noted that much of America's identity is derived from the contributions of Chicago. Illinois has approximately 9 million people living in or around the city of Chicago, and another 2 million people living in less-dense, primarily rural and agricultural areas across the state. He observed the challenges this poses for leaders to provide a coherent vision for education in the state.

Chair Mazany introduced Illinois State Superintendent of Education Tony Smith, noting their work together when Mr. Smith served as Superintendent of the Oakland Unified School in California. He commended Mr. Smith on his proven ability to galvanize communities and achieve progress for students. He invited Mr. Smith to comment on challenges and successes in the Illinois public school system.

Mr. Smith observed that Illinois' demographics closely match those of the nation and its performance on NAEP is near the national average making it a very representative state. He added that the performance of Chicago Public Schools (CPS) students on NAEP has been remarkable, especially considering changing demographics in the district. He then explained his belief that humane assessment can only come from clear expectations. He asked members to spend several minutes discussing this concept following which he asked for reactions from the Board.

Jim Geringer commented on the importance of parent and teacher expectations, but noted that expectations change based on the influence of regional, state, and federal standards. He raised the question of the Governing Board's role in contributing to the expectations and humaneness of assessments, citing the potential impact of reporting disaggregated results and demographic analyses.

Joe Willhoft noted that children can successfully hit academic targets as long as they know what those targets are and they don't change. He affirmed that clear expectations have been embraced by the assessment community for decades.

Mr. Smith stated that state agencies have a unique opportunity to set the discourse to include and educate all children, especially marginalized populations. He praised classrooms where teachers create welcoming spaces for children, actively connect with each student, and recognize their strengths. He noted the inherent challenges in creating such places of inclusion at a time when the country has become more diverse while public education is being devalued. State agencies have a critical role in building communities through strengthening public school systems. He believes that the U.S. Department of Education could do more to harness the opportunity provided by the Every Student Succeeds Act to address inequities by tapping the leadership potential that exists within states, districts, and teachers themselves. He commented on the country's long history of exclusion and limited opportunity for certain populations and advocated for public policymaking to concentrate on fulfilling the opportunity and resource needs that certain children lack. Once these needs are addressed, every child can meet expectations. Until then, the cost of wasted human potential will continue to be a problem for the country. Mr. Smith emphasized that the ramifications do not stop at the economic and civic well-being of communities, but affect the long-term health of state and national security. He stressed that every student can and will succeed if they are given the commensurate support.

Chair Mazany thanked Mr. Smith and introduced Janice Jackson, the Chief Education Officer for CPS.

Ms. Jackson affirmed the importance of assessment and public education as a right. She cited CPS's improvement in student achievement at the primary and high school levels in the past five years, a 20 percent increase in graduation rates over the past 10 years, and a large increase in college attainment, putting the district close to the national average on that metric. She highlighted CPS's gains on the NAEP Trial Urban District Assessment as a validation of the reform efforts taking place in CPS over the past five years. She attributed these strides to CPS' full adoption of the Common Core curriculum and the relationships between the teachers and students. She noted the public criticism of assessments generally, but stated that we could continue to improve this negative perception by focusing on the value of assessments, including formative assessments, to increase student learning and to drive teacher instruction.

Ms. Jackson emphasized her belief in the importance of standardized assessments and their critical role in student outcomes and preparing students for success in a global society. She praised the NAEP assessment as a tool and a resource that helps administrators measure success in their districts.

Mr. Mazany commended both presenters for their strong leadership.

Board members then engaged in a discussion with Mr. Smith and Ms. Jackson.

Executive Director's Report

Executive Director Bill Bushaw began by commenting on the success of the NAEP Technology and Engineering Literacy (TEL) release on May 17, 2016. Mr. Bushaw highlighted the contributions of Tonya Matthews, Cary Sneider, and Peggy Carr in the events held in Detroit, Michigan. He noted insights gleaned from both a student panel and from an event on May 18 with about 40 leaders from southeast Michigan who work with students in science, technology, engineering, and math (STEM) subjects both in and out of school. Their feedback was particularly helpful in highlighting what the TEL assessment could do to support their work.

Mr. Bushaw updated the Governing Board on other events since the last meeting:

- Successful events in June and July promoting TEL on Capitol Hill in Washington, D.C., and in Baltimore, New Orleans, and Denver.
- Chairman Mazany met with Congressional staff of the ranking members of the House and Senate education committees and Secretary John King. Discussions focused on the current activities in TEL, transition to digitally-based assessments (DBA), and academic preparedness.
- A number of outreach events have taken place, including meetings with:
 - National Council for La Raza;
 - Urban League;
 - American Educational Research Association (AERA);
 - Elementary and High School Principals Associations;
 - Council of the Great City Schools; and
 - National Conference on Student Assessment, sponsored by the Council of Chief State School Officers (CCSSO).

He provided an update on Governing Board staff projects to include the following:

- awarding the contract to conduct the Fourth-Grade Writing Achievement Level Setting;
- developing a contract to conduct analyses of NAEP results and contextual data and produce succinct data products, which will be awarded soon;
- working on a redesign of the Governing Board's website to focus more on social media and engagement;
- commissioning an anchor paper and developing an AERA symposium on the subject of the Long-Term Trend assessments; and
- ongoing professional development and learning for staff.

Finally, he noted that the National Academy of Science's evaluation of NAEP achievement levels for reading and math is forthcoming; the report is expected to be discussed during the November 2016 Governing Board meeting.

Chair Mazany praised Mr. Bushaw's leadership and noted his many accomplishments in his first year as Executive Director.

National Center for Education Statistics (NCES) Update

Peggy Carr presented updates in three principal areas:

1. *The Ryan Commission* - The Evidence-Based Policymaking Act of 2016 was signed into law by President Obama in March. This legislation formed the Ryan Commission, a 15-member panel with members whose backgrounds range from economics to statistics to database management. The mission of the Commission is to examine data inventory, data infrastructure, database security and the statistical protocol related to federal policymaking.
2. *Upcoming data releases*:
 - the annual Condition of Education (August 11);
 - Trends in International Mathematics and Science Study (TIMSS) (November 29);
 - Programme for International Student Assessment (PISA) (December 6);
 - Programme for the International Assessment of Adult Competencies (PIAAC);
 - National Household Education Survey; and the
 - National Teachers and Principals Survey.
3. *Best Practice Conferences* – NCES recently hosted two conferences:
 - The STATS-DC Conference — the theme was “Better data from the inside out.” The conference included TEL and DBA sessions and provided an opportunity for professionals to access and discuss data the U.S. Department of Education requires for its K-12 governance system.
 - The National Forum on Education Statistics discussed improving data collection systems, the Every Student Succeeds Act, and school crime and safety. Ms. Carr highly recommended the “Virtual Education” publication and “Data Privacy” publications produced by the Forum.

Following the presentation, Governing Board members engaged in discussion with Ms. Carr.

Recess for Committee Meetings

The first session of the August 5, 2016 Governing Board meeting recessed at 10:15 a.m. for committee meetings.

Meeting Reconvened

The Governing Board reconvened in open session at 12:30 p.m.

Panel Discussion: Researchers' Use of NAEP Data

Andrew Ho began the session by noting how researchers are essential in examining NAEP data. He introduced the panelists and invited them to share their research with large-scale data, including NAEP, and comment on how their work could be improved and facilitated by additional policies and partnerships.

The session featured four distinguished panelists: Thomas Cook, Susan Dynarski, Charles Payne, and Sean Reardon. Following the panelists' opening remarks, Mr. Ho moderated a discussion about the potential and challenges of analyzing NAEP data.

The researchers recommended that the Governing Board:

- pursue ways to link NAEP data with other administrative datasets;
- facilitate the use of statistical methods to conduct not only descriptive but also causal research with NAEP data; and
- discover how patterns and variations in NAEP scores can highlight best practices and policies.

On the first recommendation, panelists urged the Governing Board to enable linkages from NAEP data to state-level or national-level (for example, National Student Clearinghouse) administrative data. These linkages could support powerful research about the long-term effects of educational policies. Peggy Carr noted that there are legal and bureaucratic hurdles that have prevented linkages. However, the Ryan Commission is charged with addressing such legal issues. Ken Wagner noted that his staff have linked datasets successfully and securely, while maintaining participant confidentiality.

On the second recommendation, all panelists agreed that NAEP data, on their own, describe trends in student achievement, but have not supported conclusions about the reasons for these trends. Panelists noted that the data could tie trends to policies enacted by state legislators and school district administrators through advances in statistical methods of causal inference currently in use by top researchers. They recommended that the Governing Board enable researchers to use NAEP data to discover factors that can improve schools and student learning.

On the third recommendation, Mr. Payne echoed some of the thoughtful, high-impact work that fellow panelist Mr. Reardon has published, mapping and comparing performances of states and districts at similar levels of poverty. Mr. Payne urged the Governing Board and NCES to focus on state and urban district outliers, to showcase the variation in the scores, and to highlight both ends of the score distribution to help guide others to best practices. Those districts and states that emerge as recurring outliers help to answer one set of critical questions; those that bounce in and out as outliers from the mean address another set of critical questions. Just showing those data

can help administrators and the media determine what is occurring in stellar districts and states that could be replicated elsewhere.

All the panelists concurred that a series of workshops to train early career researchers to access and analyze NAEP data would benefit researchers' work and create ripple effects among those researchers' future graduate students. A research grant program to support that work would deliver these benefits and possibly enable larger projects and sources of funding downstream. Ms. Dynarski cautioned that a grants program and workshop series should be expected to draw low numbers in early years. The Governing Board and NCES should evaluate the program only after it has had a chance to be established.

Other recommendations from the panelists included the following:

- Ms. Dynarski encouraged the Governing Board and NCES to learn from the Internal Revenue Service (IRS), which provides access to secure, private data. By contrast, the Census Bureau gives researchers access to data through data research centers that exact high cost in time and travel expense. She indicated that the former option is the preferable, more convenient, and more equitable approach to granting data access to researchers.
- Mr. Cook proposed a committee to explore how to conduct studies that employ causal inference using NAEP data, which the Governing Board is considering.
- Mr. Reardon and Ms. Dynarski applauded NAEP for reminding others about subjects beyond reading and mathematics.
- Governing Board members reminded the panelists that NAEP includes contextual variables from students, teachers, and school administrators. The panelists agreed that there was a lack of awareness and use of these variables among the research community. They agreed that more research should be done with contextual variables.
- The panelists criticized media coverage of NAEP reports for emphasizing trends compared only to the most recent time point. NAEP trends from their earliest comparable time points offer much more power to differentiate real change. Because of emphasis on the current year compared to the most immediate prior administration, the headlines always focus on the lack of change, which undersells NAEP's utility. The Governing Board should support analyses of historical NAEP data to address long-term questions about why scores change over time. Interesting changes in the data rarely bubble to the surface in 2-year increments, but do arise in comparisons over 10-year periods.

Mr. Ho thanked the panel for the informative discussion.

Strategic Vision: Overview and Breakout Session Goals

Chair Mazany provided an overview on the evolution of the Board's Strategic Vision, identifying its direction, priorities, and value of NAEP. He recommended that the breakout sessions focus on reexamining the use of NAEP beyond its value as a tool for descriptive reporting of data, by considering its potential to drive school and student performance.

Chair Mazany invited Peggy Carr to offer remarks on the current draft, on behalf of NCES. Ms. Carr commended the Board for its vision, calling the document impressive. She noted that the Strategic Vision provides a clear direction for the NAEP program, which is valuable guidance for NCES.

Chair Mazany explained that the Board would spend the remainder of the afternoon meeting in three small, cross-committee groups. He thanked Shannon Garrison, Tonya Miles, and Joseph O’Keefe for serving as the group facilitators.

Recess for Breakout Sessions

The August 5, 2016 Governing Board meeting recessed at 2:47 p.m. for the Governing Board members to participate in the cross-committee breakout groups to discuss the draft Strategic Vision.

Meeting Adjourned

The August 5, 2016 Governing Board meeting adjourned at 4:30 p.m. upon the conclusion of the breakout sessions.

Meeting Convened: OPEN SESSION

The August 6, 2016 Governing Board meeting convened at 8:30 a.m. in open session.

Remarks from Outgoing Governing Board Member

Chair Mazany provided an overview of the day’s agenda, and noted that this meeting would mark the completion of Anitere Flores’ eight years of service on the Governing Board. He invited her to make final remarks.

Ms. Flores expressed gratitude at the opportunity to serve for eight years on the Board. She commented that the Governing Board is empowering because members are decision-makers from day one. She advised new members to speak up during meetings, because each member has earned a seat at the table to represent a key stakeholder group. She explained that while it is at times frustrating that the Governing Board does not have a direct impact on student achievement, the work the Governing Board does is vital and it is important to not get complacent. She joked that while Congress may get some things wrong, the creation of the Governing Board was one thing Congress got right.

She advised the Governing Board members to harness their professional affiliations and activities to increase the reach of NAEP’s messaging. She commented that the Governing Board is doing a good job of getting its information to traditional educational groups, but should reach out to other smaller groups, citing her successful outreach with a fellow Board member to the

National Association of Latino Elected Officials as an example of a low-cost, high-impact endeavor.

Ms. Flores said it was an honor to serve on the Board. She thanked previous Executive Director Cornelia Orr for the encouragement to apply for the position, previous Chair David Driscoll for his impact on her, and Mary Crovo, for her wonderful contributions to the Board. She thanked the Board members for their great work which she promised to continue championing.

Chair Mazany thanked Ms. Flores for her thoughtful remarks and her service to the Governing Board.

Announcement

Chair Mazany announced Deputy Executive Director Mary Crovo's retirement, effective December 31, 2016. Bill Bushaw read aloud Ms. Crovo's resignation letter, dated July 26. In her letter, she wrote of the honor to serve the Board for 27 years. In addition to the accomplishments of NAEP during her tenure, she cited the privilege and joy in working with over 100 Board members, as well as the Governing Board staff and NCES throughout the years. Finishing the letter, Mr. Bushaw thanked Ms. Crovo and added that they would honor her work at the Board meeting in November.

Strategic Vision Discussion

Chair Mazany explained that the goal of this session was to identify essential changes to the document to seek Board approval of the Strategic Vision at the November 2016 meeting. He asked the three facilitators from the previous day's meeting to provide a summary of their groups' discussions on the document under review.

Group A—Facilitator: Shannon Garrison. Members: Alberto Carvalho, Jim Geringer, Andrew Ho, Linda Rosen, Chasidy White.

Ms. Garrison summarized the group's feedback on the document:

- *Overview section*—This section is very strong. The Board should consider adding “business” to the list of stakeholders and perhaps present the Governing Board's and NAEP's role as being more than just a thermometer by emphasizing the importance of actionable information.
- *Inform section*—Partnerships should go beyond reporting. Linking to administrative data could help partners find causal relationships. It is also important to consider the timeliness of the data offered.
- *Innovate section*—The group discussed whether the Governing Board's strategies are bold enough and how the Board can be innovative in both the content and the form of NAEP information. Regarding strategy five, the document should clarify—for the

public—that the Governing Board is exploring ways to innovate the form, content, and design of the assessment.

- *Impact section*—This section needs more work as it seems to restate the previous two sections. Bulleted impact statements might help.
- *Conclusion section*—This section is wonderful as it is currently written.

Group B—Facilitator: Tonya Miles. Members: Mitchell Chester, Frank Fernandes, Rebecca Gagnon, Dale Nowlin, Cary Sneider, Joe Willhoft.

Ms. Miles summarized the group’s feedback on the document:

- *Overall*—The document is in a much better format, and is more succinct than the version discussed at the May 2016 Board meeting. The group supports the draft.
- *Overview section*—The Governing Board could emphasize its commitment to technical quality in its assessments and reports.
- *Inform section*—In the introductory statement, consider adding NAEP trend data to the list of resources, adding a concept of timeliness to the analysis, and changing “education policy initiatives” to “educational policy.”
- *Innovate section*—Add the importance of seeking contextual variables that could offer insight. New items to consider adding are: (1) increase links among assessments, (2) discuss how NAEP relates to international assessments, and (3) discuss how to make assessments more inclusive.
- *Impact section*—The header and conclusion could be combined. In addition, consider renaming the header, because “impact” can be a verb or a noun. There is no Governing Board consensus about how much NAEP can directly influence education. The Governing Board should agree on the scope of its mandate.

Group C—Facilitator: Joseph O’Keefe. Members: Anitere Flores, Carol Jago, Tonya Matthews, Jim Popham, Fielding Rolston, Ken Wagner.

Mr. O’Keefe summarized the group’s feedback on the document:

- *Overall*—The group approves moving forward with this document.
- *Inform section*—The group discussed the changing nature of social media and the need for creativity in communication.
- *Innovate section*—Innovation means not just doing new things, but also reallocating resources from old things no longer needed. Also, the document should be written with language that is bolder and more straightforward.
- *Impact section*—The group discussed if the Governing Board’s role is to disseminate or transform, and suggested that the wording in the document be revised to improve understanding by a broader audience.

Chair Mazany thanked the facilitators for their remarks and for expertly leading the breakout discussions. He invited the Board to make additional comments to inform the final version of the Strategic Vision.

Mr. Chester commented on his group's discussion on the appropriate role of the Governing Board. He stated his strong belief that the Governing Board should engage in NAEP's role in supporting the educational progress of the nation, including insights that can be gained from results that might inform policy and practice. He advised that in its Vision, the Board should also consider what other countries do to glean new ideas as well as consider NAEP within the international context.

Mr. Geringer expressed frustration with merely reporting data; he urged the Board to consider how it can make a difference by forming partnerships with those who can use the data to make changes. Ms. Jago agreed.

Ms. Rosen said that this version was a big improvement from the last one reviewed by the Board in May. She noted that the Vision will be a public document, so it should not read like an insiders' document.

Mr. Sneider said the Governing Board can make a difference while staying within its legislative guidelines—for instance, by choosing what data to emphasize in reports.

Mr. Ho agreed that the Governing Board shouldn't overstep its bounds, and can effectively rely on partnerships (with researchers, for instance) to be the appropriate mechanism for change.

Ms. Miles voiced support for valuing the Governing Board's original mandate. She noted the tendency to distrust the agenda behind data. By not pushing an agenda or its own conclusions, the Governing Board remains a valuable source. She added that audiences will draw conclusions from NAEP data on their own.

In response to the Board's conversation about the tension between the Board's need to remain an independent, trusted messenger to the public and the desire to ensure the NAEP data is used to improve student achievement, Chair Mazany polled the Board members on their comfort level, on a scale of 1-5, of the Governing Board's role to be informational versus transformative. After a show of hands, Chair Mazany tallied the results. He observed that the Board was unanimous in thinking that the Board's responsibility extended beyond simply reporting the data, and there was great support among the members to assert the use of NAEP to inform education policy and practice.

Chair Mazany noted the importance of the Board identifying the key outcomes it wants to achieve from the Strategic Vision, as the plan transitions to the Board staff to implement, as well as the importance of articulating the points of collaboration between the Board's Strategic Vision and NCES's Future of NAEP.

Governing Board members commented that the Board has the power to convene partners who are interested in and able to utilize NAEP data to impact education policy and practice. The

Board can facilitate these connections and provide information that helps its partners achieve their own missions that also align with the Board's desired outcomes.

Ms. Jago commented that it is not important for the Governing Board to get credit for effecting change, as long as it happens.

Chair Mazany challenged the Governing Board to think of ideas for high-impact actions to implement the Strategic Vision.

Meeting Recessed

The August 6, 2016 meeting recessed at 9:45 a.m.

Meeting Reconvened

The August 6, 2016 meeting reconvened at 10:00 a.m.

Committee Reports and Governing Board Actions

Chair Mazany asked the Committee Chairs to report on their committee meeting discussions. The following committee reports were accepted unanimously by the Board.

Executive Committee

Chair Mazany noted that Lily Clark had provided the Committee with an overview of the agenda for the Strategic Vision discussions on August 5 and 6. Peggy Carr briefed the Committee on the status of the NAEP research grant program; the Committee was enthusiastic about the proposed program and made suggestions for NCES consideration.

In the Committee's closed session, Mr. Bushaw and Ms. Carr provided a briefing and led discussion on the NAEP budget and assessment schedule.

The Executive Committee discussed the election of the Governing Board Vice Chair. Following Anitere Flore's report of the Governing Board members' support for Lucille Davy to continue serving as Vice Chair, the Executive Committee unanimously recommended Ms. Davy to serve as Vice Chair from October 1, 2016 to September 30, 2017 for the Board's consideration.

ACTION: Election of Board Vice Chair

Anitere Flores nominated Lucille Davy to serve as Vice Chair of the Governing Board from October 1, 2016 to September 30, 2017. Jim Popham seconded the motion which passed unanimously.

Assessment Development Committee (ADC)

Shannon Garrison reported that the committee met in closed session on Thursday, August 4, 2016. ADC reviewed items for reading, mathematics, and writing, grades 4 and 8. The Committee voted to approve the items with changes to be communicated in writing to NCES, under ADC's delegated authority.

At the Friday, August 5, 2016 meeting, Dan McGrath of NCES provided an overview of studies recently conducted by the NAEP Validity Studies Panel that focus on the alignment of the NAEP math framework with the Common Core State Standards for math. Several forthcoming studies analyze differences at the item level between these math assessments, as well as the reading and writing assessments. ADC members made recommendations related to the context and reporting of these studies to increase public understanding of the findings.

In closed session, Eunice Greer of NCES provided an update on NAEP's transition to digital-based assessments in the subject areas of civics, geography, and U.S. history, noting that each subject area framework includes content and skills that were, previously, very difficult to assess, and now these framework areas provide rich opportunities for engaging and enhanced digital test questions.

Committee on Standards, Design and Methodology (COSDAM)

Andrew Ho reported that COSDAM met on Thursday afternoon, August 4, 2016 to discuss student participation and engagement in NAEP. Contractors from AnLar and Abt Associates presented a draft report synthesizing research in this area. Holly Spurlock from NCES presented information from operational NAEP, including school and student participation rates, omit and not reached rates, and changes to contextual questions that are intended to measure student engagement. The Committee expressed interest in learning more about student engagement in the context of digital-based assessments and how teachers and school administrators perceive NAEP's value.

Andreas Oranje from ETS presented results from linking studies of NAEP grade 12 reading and math assessments and the ACT assessments in those subjects in Michigan and Tennessee and the SAT in Massachusetts. COSDAM members noted that these research findings provide support for the current NAEP preparedness estimates for college and expressed great interest in learning more from the longitudinal data on these students including first year GPA, persistence, completion, and other outcome variables.

Sharyn Rosenberg reviewed research questions for longitudinal data being collected at grades 8 and 12 from select state partners. COSDAM members requested that an additional research question be added to examine outcomes by race, ethnicity, gender, socioeconomic status, and other covariates.

On Friday, August 5, 2016, Michelle Blair provided a presentation on lessons learned from the Governing Board's research on academic preparedness for job training. COSDAM reviewed the unanimous Committee recommendation from 2012 not to start new projects that tie grade 12 reading and math to career readiness. Committee members engaged in extensive discussion about whether to pursue different approaches to this research by using grade 12 assessments or subscales in subjects beyond reading and math such as economics, TEL, or civics.

Reporting and Dissemination Committee (R&D)

Ms. Gagnon reported that on Thursday, August 4, 2016, David Stewart of Tembo provided a briefing on the importance of making NAEP data more visually appealing. He made suggestions on improving NAEP infographics and the NAEP website.

The Committee discussed social media coverage of the TEL release and noted that staff arranged meetings with key stakeholders before the release which resulted in increased interest. A discussion followed on how to trend better on social media.

On Friday, August 5, 2016 the Committee reviewed the Board's draft reporting policy. Ms. Gagnon noted that the Committee will consider the additional forthcoming input from NCES. A full Board discussion on the draft is planned at the November 2016 quarterly meeting.

Dan McGrath from NCES provided an overview of the entire review process and recommended that R&D offer feedback during the planning stage to advise on the eventual form, look, structure, and content of the Nation's Report Card. To implement this, the Committee will offer NCES feedback for the 2017 reading and math release later this month, based on R&D's general feedback from prior releases. NCES will then let R&D know what changes can be incorporated into the 2017 release.

Ms. Gagnon noted that R&D is currently reviewing the NAEP 2015 Science Report Card, which will be released in the fall.

Nominations Committee

Tonya Miles reported that the Nominations Committee met the morning of August 6, 2016. The Committee received an update on the 2016 nominations underway. A public announcement on 2016 nominations from Secretary King is expected in late August or early September.

The Committee discussed plans for the 2017 nominations. For terms starting in October 1, 2017, there are two slots for general public representative, one for testing and measurement expert, and

one for elementary school principal. Mr. Bushaw and Ms. Crovo will discuss the two open governor slots with the National Governors Association soon. The Governing Board's annual call for nominations will be issued after Labor Day, with nominations due in late October.

Inside NAEP: Contextual Variables

Chair Mazany noted the renewed interest in using contextual variables to help report and explain NAEP results, from both researchers and the Governing Board as evidenced in its Strategic Vision. He introduced Peggy Carr and Jamie Deaton and invited them to conduct the presentation.

Ms. Carr provided an overview of the role of contextual questions and administrative data. She explained that NAEP is legislatively mandated to collect demographic data on students (e.g. related to race and ethnicity, gender, social economic status (SES), disability status, English language learner status). The law also permits NAEP to collect contextual variables to aid in understanding the results of an assessment. NCES uses these data to assess bias in data, ensure that samples are truly representative, and help with psychometric models.

In the broad legal landscape surrounding the collection of personal data, Ms. Carr explained the distinctions between data that are private (not to be shared) and confidential (allowed to be shared under certain conditions). She noted that it is important for NAEP to consider the sensitivity of data, though there are no laws specifically addressing this category. She highlighted several federal privacy laws related to the collection, use, and protection of data, including the Education Sciences Reform Act (ESRA), the Confidential Information Protection and Statistical Efficiency Act (CIPSEA), and the Family Educational Rights and Privacy Act (FERPA). In addition, states pass their own privacy laws related to the governance and restrictions on access to certain data. She noted the contextual questions are voluntary in NAEP and some states have opted out of participating; this has created a challenge for NCES.

Ms. Carr then turned the presentation to Jamie Deaton, to provide an overview of the NCES questionnaire process. He explained that contextual questionnaires are given to students, teachers, and school administrators. The questions are in two categories—core questions that address demographic data and topics such as student absences which are reviewed by the R&D Committee and the subject-specific questions which are reviewed by ADC.

In developing a questionnaire, NCES aims to track both short- and long-term changes and emerging trends. NCES also strives to reduce burdens on questionnaire subjects such as time, reading load, and clarity of questions. The questionnaires take approximately four years to develop before they become operational. The questionnaire development cycle begins with cognitive interviews with students, teachers, and school administrators which provide critical feedback for the data items. He noted that at this stage, NCES has the most flexibility to develop new items, make wording changes, add items from other surveys, drop questions, and address general comments in development recommendations. After the cognitive interviews the questionnaires are pilot tested to prepare for actual administration.

Mr. Deaton explained the rigorous review cycle that occurs during each stage of the development process. He noted that NCES conducts reviews to identify and address errors, inconsistencies, irrelevance, and low response rates. There are also developers, assessment content specialists, editorial and fairness reviewers, a questionnaire standing committee, and subject area standing committees that work on the questionnaires. The Governing Board does an initial review of the questionnaires. Final federal approval is required by the Office of Management and Budget (OMB) before the items can be operationalized.

Mr. Deaton then highlighted the history of developing contextual questionnaires, noting that the first online testing administration for schools occurred in 2008. He explained that NCES restructured the 2017 questionnaire to include five core modules—SES, technologies, school climate, grit (perseverance), and desire for learning. The 2017 administration will include subject-specific modules in self-efficacy, interest and enjoyment, and achievement goals in reading, math and writing.

Mr. Deaton referred to the Board’s 2012 implementation guidelines related to the development of contextual questionnaires, noting that NCES has made strides in all of these areas. He invited Board members to make comments or ask questions on the first portion of his presentation.

Ms. Rosen expressed concern about questions becoming obsolete quickly, due to changing technology, and asked if the development timeline could be shortened. Mr. Deaton responded that some technology questions can be tweaked while still preserving trends with earlier versions of the questions.

Jim Popham asked whether students feel their responses really are anonymous, noting that if they do not, they will answer differently. Mr. Deaton and Ms. Carr replied that they do not have empirical evidence on this issue and that this is something that the NAEP Validity Studies panel has encouraged for future study. However, Ms. Carr noted that the cognitive labs do offer insights into how students perceive the questions.

In response to a question from Mitchell Chester, Ms. Carr explained that NCES collects the administrative records from states on free and reduced price lunch eligibility for the SES measure. She explained that NCES also collects additional proxies for SES data and is continuously evaluating the predictive quality of these measures.

Mr. Chester asked if there is an underlying theory of action about what affects achievement guiding which contextual questions are asked. Ms. Carr noted that there is research behind the questions, but a single theory of action espoused by any particular researcher has not been adopted in part due to the program’s need to be objective. She explained that NCES is using modules in the 2017 administration to better capture the constructs, rather than using isolated questions.

Chasidy White offered a concrete example of how concerns of student privacy and government intrusion have impacted education and data. She explained that her school would qualify as a Title I school due to its high levels of poverty, yet it is not designated as such because parents refuse to report their income information. She observed the risk of these questionnaires feeling like overload, and garnering negative public reactions. Ms. Carr agreed that this is a problem

concentrated in some places, and is a continuing concern as NCES explores better proxies for SES. However, she noted that because NAEP isn't reporting individual level data, the overall reporting on contextual variables has not yet been diminished.

Andrew Ho noted that COSDAM members may also have a desire to contribute to the design of contextual variables, in addition to R&D and ADC who are already included in the development process. He encouraged NCES to promote awareness among secondary researchers of the existence and usefulness of these variables.

Tonya Matthews asked about best practices for asking sensitive questions, noting the impact of framing the questions to show how the results could be used to identify what supports students need. Mr. Deaton replied that NCES has a communications plan to guide them in speaking to a variety of very different audiences. In addition, NCES recently conducted a focus group with parents and NCES also seeks periodic input from a principals' panel.

Mr. Deaton's second portion of the presentation focused on specific concerns regarding student questionnaires and strategies for addressing those concerns. This related to privacy, intrusiveness, sensitivity, and content appropriateness. He discussed the importance of asserting in communications that NAEP data are never associated with an individual respondent when collecting these data. In addition, it is important to note that questions that are perceived as overly sensitive or inappropriate are not included in the NAEP collection. Consistent with the recommendation of the R&D Committee, NCES limits the number of negatively framed questions in NAEP. For example, NAEP will no longer include questions for students related to bullying, and will instead rely on other data collections to capture this important information. Finally, Mr. Deaton observed the importance of language used to communicate about the questionnaires. He noted that there has been some criticism of using the term "grit" to describe one of the questionnaire constructs, but not of the content itself which focuses on measuring perseverance.

To address these concerns, NCES uses the strategies of clarity, communication, and conversation. Mr. Deaton explained that through public transparency, field publications, and conversations with stakeholders, NCES both communicates why these data are important and gets feedback on how to improve the items collected.

Ms. Jago noted that the use of the word "grit" (versus "perseverance") has made this issue more visible to the public, noting that there is more research needed on grit.

Ms. Rosen observed that the contextual variables provide a lever to get the interest of the business community, by correlating activities of the business community with higher student achievement.

Mr. Ho advised NCES to use more active voice in its communications to be more clear—for example Mr. Deaton's phrasing that NAEP "is not designed to" report individual scores could incorrectly imply that such reporting is possible. It would be more straightforward to say NAEP cannot report individual scores.

Mr. Ho further noted the value in leveraging partners to help communicate the value of the contextual data to counter the privacy concerns. Bill Bushaw noted that, in terms of addressing public concerns, it is important to remember that the student questionnaires are optional.

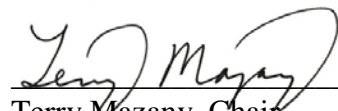
Rebecca Gagnon expressed concern about the long development timeline for questionnaires, and the importance of NAEP adapting the items to reflect societal shifts and remain inclusive for all student respondents. She cited her concern with NCES continuing to ask students questions framed on traditional family structures that exclude students with same-sex parents, single parents, or students being raised by a non-parent. Mr. Deaton acknowledged her concerns and replied that the NCES is currently working on how to be more inclusive with the items.

Chair Mazany concluded the session by noting that other industries, such as the health sector, grapple with similar challenges of utilizing technology and protecting individual privacy. He suggested that NAEP look to other fields to inform its work.

Meeting Adjourned

The meeting adjourned at 12:00 p.m.

I certify the accuracy of these minutes.



Terry Mazany, Chair

11/2/2016
Date

National Assessment Governing Board

Executive Committee

Report of August 4, 2016

Executive Committee Members: Terry Mazany (Chair), Rebecca Gagnon, Shannon Garrison, Andrew Ho, Tonya Miles, Joseph O’Keefe, Fielding Rolston, Cary Sneider.

Other Board Members: Mitchell Chester, Frank Fernandes, Jim Geringer, Carol Jago, Tonya Matthews, Dale Nowlin, Jim Popham, Linda Rosen, Chasidy White, Joe Willhoft.

Governing Board Staff: Bill Bushaw (Executive Director), Mary Crovo (Deputy Executive Director), Michelle Blair, Lily Clark, Stephaan Harris, Laura LoGerfo, Sharyn Rosenberg.

NCES Staff: Peggy Carr (Acting Commissioner), Pat Etienne, Eunice Greer, Dan McGrath, Michael Moles, Amy Yamashiro.

Other Attendees: AIR: Cadelle Hemphill, George Bohrnstedt, Kim Gattis, Fran Stancavage. CRP: Arnold Goldstein. ETS: Jay Campbell, Karen Wixson. Hager Sharp: David Hoff, Debra Silimeo. HumRRO: Wade Buckland, Laress Wise. Westat: Keith Rust.

1. Welcome and Agenda Overview

Chair Mazany called the meeting to order at 4:30 p.m. and welcomed everyone to Chicago. He provided an overview of the agenda, noting that a portion of the Executive Committee meeting would occur in closed session to review the NAEP budget and Assessment Schedule.

2. ACTION: Nomination of Board Vice Chair for the Term October 1, 2016 – September 30, 2017

Chair Mazany explained that he had appointed outgoing Board member Anitere Flores to poll members individually to determine the nominee for Vice Chair. Because Ms. Flores was not able to attend the Executive Committee meeting, Chair Mazany reported on her behalf that polling indicated the Board’s unanimous support for the reelection of Vice Chair Lucille Davy for the next term. He praised Vice Chair Lucille Davy (in absentia) for her substantive role in guiding the Board’s Strategic Planning Initiative over the past year.

Chair Mazany motioned for the Executive Committee to vote to recommend that the full Board elect Lucille Davy as Vice Chair for the term October 1, 2016 – September 30, 2017. Rebecca Gagnon seconded the motion and it passed the Committee unanimously.

3. Strategic Vision

Lily Clark, Assistant Director for Policy and Research, summarized the revision process that the Strategic Vision document underwent since the May 2016 Board meeting; she explained

that the Executive Committee engaged in several teleconference calls to reshape the document in addition to Board staff and National Center for Education Statistic (NCES) review.

Ms. Clark provided an overview of the Strategic Vision discussions scheduled for the August Board meeting, noting the cross-committee breakout sessions on Friday would be followed by a plenary discussion on Saturday. She emphasized the importance of Board members engaging in the substance of the draft Strategic Vision to identify necessary changes to garner the Board's approval of the document at the November 2016 Board meeting.

4. NAEP Research Grants

Acting NCES Commissioner Peggy Carr provided the Executive Committee with an update on efforts to reinstate the NAEP research grants program since her initial report to the Executive Committee at the May 2016 meeting.

Ms. Carr explained that the grant program would have three components: 1) *NAEP Secondary Analysis Grants* to do advanced research with NAEP data, including one grant to develop and provide NAEP data use training; 2) *Pre-Doctoral Fellowship Grants* to conduct exploratory analyses to improve NAEP methods; and 3) *NAEP Internship Program* to support short-term studies linking NAEP to other administrative data sets. The National Center for Education Research (NCER) will administer the grants and NCES will provide technical direction for the program.

NCER will organize an independent grants advisory panel to develop recommendations for the Request for Applications (RFA). Ms. Carr noted some technical aspects regarding the structure of the grants still needed to be determined before the RFA can be published, but stated that she expects the RFA to be announced by December 2016 and grants to be awarded in 2017. She invited the Governing Board to provide input on the focus of the grants for the consideration of the grants advisory panel as well as recommend individuals for the peer review panel.

The Board engaged in a discussion which resulted in suggestions for NCES' consideration. Mitchell Chester suggested that the Chairs of the Board's Committees could advise on the grant's research priorities on behalf of the Board. Andrew Ho commented that the research panel scheduled for Friday, August 5 would also likely result in good ideas for the grant program and perhaps provide a theory of action of how NAEP can make a difference.

Ms. Carr and Board members agreed that the primary purpose of the grant program is to benefit NAEP. In addition to this primary purpose, members expressed a desire to use the grants to build a more diverse pipeline of NAEP researchers by considering rising high school juniors or seniors for the internship grants to inspire future college studies and creating opportunities for underrepresented individuals to receive the grants.

The Board also noted the opportunity to encourage the use of underutilized NAEP data in the grants through the RFA, including contextual variables and non-public school data. Chair Mazany recommended the grants include criteria to attract people who develop innovative ways to report NAEP data with "informatics" utilizing communications, marketing, and graphics.

The Committee expressed support for NCES's proposed grant program and appreciation for the opportunity for the Board to provide input on the grant priorities as the RFA is developed.

CLOSED SESSION

Executive Committee Members: Terry Mazany (Chair), Rebecca Gagnon, Shannon Garrison, Andrew Ho, Tonya Miles, Joseph O’Keefe, Fielding Rolston, Cary Sneider.

Other Board Members: Mitchell Chester, Frank Fernandes, Jim Geringer, Carol Jago, Tonya Matthews, Dale Nowlin, Jim Popham, Linda Rosen, Chasidy White, Joe Willhoft.

Governing Board Staff: Bill Bushaw (Executive Director), Mary Crovo (Deputy Executive Director), Michelle Blair, Lily Clark, Stephaan Harris, Laura LoGerfo, Sharyn Rosenberg.

NCES Staff: Peggy Carr (Acting Commissioner), Pat Etienne, Eunice Greer, Dan McGrath, Michael Moles, Amy Yamashiro.

The Executive Committee met in closed session from 5:20 p.m. to 6:00 p.m. The Executive Committee schedule and budget discussion was conducted in closed session because the disclosure of technical and cost data would significantly impede implementation of the contract awards and negotiations for awards. Therefore this discussion is protected by exemption 9(B) of section 552b(C) of Title 5 U.S.C.

Chair Mazany began the closed session by highlighting that the increased appropriations for NAEP in fiscal year 2016 (for a total of \$149 million) has enabled the Governing Board to maintain the NAEP Assessment Schedule and avoid further postponements or cancellations of assessments for the time being.

Executive Director Bill Bushaw provided an overview of the fiscal year 2017 forecast, citing the variations in the President’s budget request and the Senate appropriations bill versus the House appropriations bill, that are detailed in the Committee materials. He explained that the Governing Board appropriations amount (\$8.235 million for fiscal year 2016) is a separate appropriation from the NAEP program (\$149 million in fiscal year 2016). Therefore the Board’s activities to implement its Strategic Vision will not impact the bottom line of NAEP funds available to implement the NAEP Assessment Schedule.

The Executive Committee received updated NAEP budget costs and projections to implement the Assessment Schedule from Acting NCES Commissioner Peggy Carr. Ms. Carr noted that in the event of a Continuing Resolution, the NAEP program may be required to operate at the lower proposed appropriation level until a final budget for fiscal year 2017 is passed. She indicated that this would not be problematic for the NAEP program in the short-term.

Mr. Mazany adjourned the Executive Committee meeting at 6:00 p.m.

I certify the accuracy of these minutes.



Terry Mazany, Chair

August 27, 2016

Date

National Assessment Governing Board
Assessment Development Committee
Report of August 4-5, 2016

August 4, 2016

Closed Session 12:00 p.m.-3:00 p.m.

Assessment Development Committee (ADC) Members: Shannon Garrison (Chair), Cary Sneider (Vice Chair), Frank Fernandes, Carol Jago, Dale Nowlin, and Chasidy White.

Governing Board Staff: Mary Crovo and Michelle Blair.

National Center for Education Statistics (NCES) Staff: Eunice Greer and Holly Spurlock. NCES staff joining by phone: Elvira Germino Hausken and Nadia McLaughlin.

Other Attendees: AIR: Kim Gattis. ETS: Jay Campbell, Hillary Persky, Luis Saldiva, Karen Wixson. HumRRO: Wade Buckland.

In accordance with the provisions of exemption (9)(B) of Section 552b(c) of Title 5 U.S.C., the Assessment Development Committee (ADC) met in closed session on August 4, 2016 from 12:00 p.m. to 3:00 p.m. to review secure NAEP test questions in reading, mathematics, and writing. This session included review and discussion of secure NAEP test items that have not yet been publicly released.

Review of NAEP Items

ADC Chair Shannon Garrison called the meeting to order at 12:00 p.m. Ms. Garrison reviewed the agenda and asked participants to introduce themselves.

The ADC reviewed secure NAEP test items in the following content areas and grade levels:

- Reading items for grades 4 and 8
- Mathematics items for grades 4 and 8
- Writing prompts for grades 4 and 8

During this closed session, the ADC reviewed a variety of item types across the three content areas including discrete items, writing prompts, and scenario-based tasks. ADC members had a number of comments on these items in terms of changes, deletions, and items the Committee felt represented high-quality measures of the targeted content objectives. Throughout the review session, NCES staff and NAEP contractors provided clarification in response to ADC comments and questions. Governing Board staff recorded the detailed ADC comments in each subject area.

The item review session concluded at 3:00 p.m. [Note: See the ADC action on this item review in the Friday, August 5, 2016 report.]

August 5, 2016

Assessment Development Committee (ADC) Members: Shannon Garrison (Chair), Cary Sneider (Vice Chair), Frank Fernandes, Carol Jago, Dale Nowlin, and Chasidy White.

Governing Board Staff: Mary Crovo.

National Center for Education Statistics (NCES) Staff: Eunice Greer and Dan McGrath.

Other Attendees: AIR: Kim Gattis, Fran Stancavage. ETS: Jay Campbell, Karen Wixson. HumRRO: Wade Buckland. Optimal Solutions: Brian Cramer. Pearson: Kevin Baker, Patricia Stearns. CRP: Arnold Goldstein, Edward Wofford.

ADC Chair Shannon Garrison called the meeting to order at 10:30 a.m. Ms. Garrison reviewed the agenda and asked participants to introduce themselves.

The Committee then passed a motion, under its delegated authority from the Board, on the NAEP items reviewed during the ADC's Thursday, August 4, 2016 closed session.

ACTION: The Assessment Development Committee approves NAEP items in reading, mathematics, and writing at grades 4 and 8 with changes to be communicated in writing to NCES.

Studies Involving the NAEP Mathematics Framework and State Standards

Dan McGrath of NCES provided an overview of studies involving NAEP Mathematics and state mathematics standards and assessments.

The first portion of Mr. McGrath's presentation focused on studies being conducted by the NAEP Validity Studies (NVS) Panel. The American Institutes for Research (AIR) created the NVS Panel in 1995 under contract with NCES. The NVS Panel is an independent group of experts that meets to commission and discuss research addressing validity considerations for NAEP.

The NVS has completed and published a study on the alignment of NAEP's Mathematics Frameworks with the Common Core State Standards, as well as a study of the alignment of NAEP math items with Common Core State Standards.

For 2017 NVS plans to study the alignment of the NAEP mathematics assessment and Common Core assessments, as well as other state assessments. Mr. McGrath noted that this alignment study will be conducted in English language arts as well. Another component of the 2017 NVS research will involve a statistical linking study. NCES is working with the Council of Chief State School Officers to recruit states for this latter study.

In the second portion of his presentation, Mr. McGrath described a study recently completed by NCES Visiting Scholar, Enis Dogan. The study estimated average NAEP scores in grades 4 and 8 for assessments composed of only Common Core-aligned items, and then compared those scores when all NAEP items were used. The purpose of the study was to estimate the impact of NAEP items that are not included in the Common Core, or items that are introduced in later grade levels by the Common Core. Data will be reported for states that are part of a Common Core consortium as well as states that are developing their own assessment systems.

Enis Dogan's study was designed to address three research questions:

1. Are there differences in student performance at the item level according to items' alignment to the Common Core State Standards?
2. Are there differences in psychometric properties of items according to the items' alignment to the Common Core?
3. How would state average NAEP scores change if estimation of student achievement was based only on items covered in the Common Core?

Mr. McGrath noted that findings from the study will be available later this fall.

ADC members thanked Mr. McGrath for the presentation and engaged in a question and answer session. One question arose as to whether the Dogan study will distinguish between NAEP items that are not included in the Common Core and those items that are included, but in later grades. Mr. McGrath reported that the study will make this distinction. It was also noted by the ADC that "not in the Common Core" may represent content that is "very Common Core-like." In addition, many states are augmenting the Common Core State Standards with other content, even though the state is part of a Common Core consortium. ADC members reiterated the need for a study comparing mathematics and science standards to the NAEP frameworks, particularly since math and science may be integrated in 4th grade classrooms.

Update on Technology and Engineering Literacy (TEL) Outreach Activities

ADC Vice Chair Cary Sneider, along with ADC Chair Shannon Garrison, presented an update on several outreach activities that took place after the May 2016 release of the TEL results. A complete listing of the outreach activities was included in the ADC materials for August.

Mr. Sneider was part of a panel that presented on the TEL assessment, results, and achievement levels at the American Society for Engineering Education Annual Conference in New Orleans in

late June. Board staff Sharyn Rosenberg provided an overview of the complex TEL achievement level setting process. Participants were very excited to learn about the dynamic TEL assessment and the availability of released tasks. Access to the TEL results and contextual variables was of great interest to the attendees, as was the achievement level setting process.

In late July Ms. Garrison and Mr. Sneider conducted a hands-on TEL workshop at the National Science Teachers Association Annual STEM Forum and Expo in Denver. The session was designed to provide participants with a chance to explore the TEL tasks and findings using their own digital devices. This session was well received by the attendees who saw how much the TEL assessment raised the bar in terms of assessment innovation.

In addition, Board staff Mary Crovo provided an overview of a TEL session in Baltimore at the U.S. News STEM Solutions Leadership Conference in late May. Board member Tonya Miles moderated the panel that highlighted the TEL Framework, the assessment, and findings, as well as implications for assessment and instruction.

Closed Session 11:25 a.m.-12:15 p.m.

Assessment Development Committee (ADC) Members: Shannon Garrison (Chair), Cary Sneider (Vice Chair), Frank Fernandes, Carol Jago, Dale Nowlin, and Chasidy White.

Governing Board Staff: Mary Crovo.

National Center for Education Statistics (NCES) Staff: Eunice Greer and Holly Spurlock.

Other Attendees: AIR: Kim Gattis, Fran Stancavage. ETS: Jay Campbell, Karen Wixson. HumRRO: Wade Buckland. Optimal Solutions: Brian Cramer. Pearson: Kevin Baker, Patricia Stearns. CRP: Arnold Goldstein, Edward Wofford.

In accordance with the provisions of exemption (9)(B) of Section 552b(c) of Title 5 U.S.C., the Assessment Development Committee (ADC) met in closed session on August 5, 2016 from 11:25 a.m. to 12:15 p.m. to receive a briefing on the NAEP transition to digital-based assessment (DBA). This session included presentation of secure NAEP test items that have not yet been publicly released.

Eunice Greer of NCES provided a briefing on the NAEP transition to digital-based assessment (DBA) with a focus on the three social studies areas: civics, geography, and U.S. history. For each subject area, there are several areas of the NAEP framework that are rich sources of content and skills for enhanced digital questions.

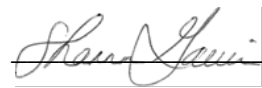
- U.S. history: historical thinking and analysis
- Geography: geographic tools such as geographic information systems (GIS)
- Civics: participatory skills

Ms. Greer presented the skills for each subject area in detail and how those related to the specific NAEP framework in that content area. She then shared some new item types to illustrate how the digital-based assessment allows rich, engaging, and authentic tasks in U.S. history, civics, and geography. All of these new item types measure objectives and skills from the existing NAEP frameworks. For example, it was noted that the NAEP Geography Framework, developed in the early 1990's, called for the assessment of geographic information systems (GIS). The assessment of GIS was not able to be fully realized until the transition of NAEP to a digital-based format.

The ADC was very excited to see these new item types and recommended sharing this work with the full Board in a future closed session.

The closed session was adjourned at 12:15 p.m.

I certify the accuracy of these minutes.



Shannon Garrison, Chair

August 22, 2016

Date

National Assessment Governing Board

Committee on Standards, Design and Methodology

Report of August 4, 2016

COSDAM Committee Members: Andrew Ho (Chair), Fielding Rolston (Vice Chair), Mitchell Chester, James Geringer, Jim Popham, Linda Rosen and Joe Willhoft.

Governing Board Staff: Michelle Blair, Bill Bushaw, Lily Clark, Mary Crovo, Laura LoGerfo and Sharyn Rosenberg.

NCES Staff: Acting Commissioner Peggy Carr and Holly Spurlock.

Other Attendees: Abt Associates: Joseph Taylor. AnLar: Ariel Jacobs and Allison LaFave. AIR: George Bohrnstedt and Fran Stancavage. CRP: Arnold Goldstein and Edward Wofford. ETS: Andreas Oranje. Hager Sharp: David Hoff. HumRRO: Laress Wise. Optimal Solutions Group: Rukayat Akinbiyi. Westat: Keith Rust. Widmeyer: Siobhan Mueller.

Welcome, Introductions, and Agenda Overview

Chair Andrew Ho called the meeting to order at 1:03 pm. All COSDAM members except Lucille Davy were present for at least part of this meeting. Mr. Ho began by reminding everyone of his three priorities as COSDAM Chair: 1) maintain trends with the transition to digital based assessments; 2) increase linkages of NAEP and other assessments; and 3) increase partnerships, with the National Center for Education Statistics (NCES) in particular.

Participation and Engagement in NAEP

Following a previous COSDAM discussion last year, the Governing Board issued a procurement to summarize and evaluate existing research on student engagement in NAEP. The contract was awarded to AnLar (with a subcontract to Abt Associates) and informational updates on this project have appeared in the COSDAM materials over the past year. Mr. Ho introduced Ariel Jacobs and Allison LaFave of AnLar Incorporated and Joseph Taylor of Abt Associates.

Ms. Jacobs, Ms. LaFave, and Mr. Taylor summarized the draft report. From an initial database search of over 1,000 resources, only 15 studies were included in the comprehensive analyses after screening for relevance and methodological rigor. The theoretical framework for student motivation included expectancy (confidence in doing well on a task) and value (the extent to which the task is important, useful, or enjoyable). The five primary recommendations were:

1) adopt more NAEP-specific motivation questions; 2) commit to using a strong and consistent set of motivation-related questions – new or revised – for the foreseeable future; 3) improve dissemination of extent studies on how, if at all, student motivation affects NAEP performance; 4) encourage future studies of student motivation to incorporate more recent test data; and 5) support future intervention studies, particularly those that occur during normal NAEP administrations and establish baseline equivalence. Several study limitations were noted, including the difficulties in reliably measuring student motivation.

Mr. Ho noted that the NCES presentation would help the Board decide whether to pursue more state-level grade 12 NAEP assessments. He introduced Holly Spurlock of NCES.

Ms. Spurlock presented information from operational NAEP, including school and student participation rates, omit and not reached rates, and changes to contextual questions intended to measure student engagement in NAEP. While student and school participation rates on the grade 12 reading and math assessments increased steadily from 2005 to 2013, there was a slight decline from 2013 to 2015. Compared to 2013, in 2015 there was an increase in the percentage of schools using *strategies* to promote student participation (e.g., using social media to share information about NAEP, meeting with students to explain importance of NAEP), but a decrease in the percentage of schools using *incentives* to promote student participation (e.g., lottery for items such as yearbooks or prom tickets, food incentive before or after assessment). The percentage of items omitted or not reached continued to remain low in 2015, across both grades and item types. Finally, Ms. Spurlock noted that the transition to digital-based assessments in 2017 will provide opportunities to develop additional indicators of student engagement, such as time on task, idle time, navigation patterns, nonsense response behaviors, and playing with interface elements.

COSDAM members expressed interest in learning more about student engagement in the digital-based testing environment and in leveraging the process data to create better measures of the extent to which students take the test seriously. Exploratory work using the process data could be done with the 2016 pilot digital based assessment data. In addition, there were suggestions to try to learn more about the extent to which teachers and school administrators perceive the value of NAEP, since this likely affects students' engagement.

Jim Popham stated that lower stakes assessments might result in higher achievement if there is less test anxiety. Linda Rosen suggested that the Board consider how to get more researchers interested in performing studies on student motivation in NAEP. Mitchell Chester suggested that the Board consider embedding PISA content into the NAEP assessment, possibly by expanding the range of ages/grades assessed in high school.

In terms of specific feedback on the AnLar/Abt Associates synthesis report, Mr. Ho noted that in the theoretical framework for student motivation, “value” seems more relevant than “expectancy” to the question of whether students take NAEP seriously. Achievement could be driving expectancy, so this is not necessarily a concern. In addition, Mr. Ho requested that the paper include additional emphasis on grade level differences in student motivation. Jim Geringer suggested that the study address the policy implications of student motivation on NAEP.

Update on Research on Academic Preparedness for College

Andreas Oranje of Educational Testing Service (ETS) presented results from statistical linking studies conducted between the 2013 grade 12 reading and mathematics assessments in NAEP and the ACT assessments in those subjects (in MI and TN) and the SAT (in MA). The purpose of the studies was to locate the points on the NAEP scale that correspond with the ACT and SAT benchmarks for college readiness in reading and mathematics. These studies were conducted via data sharing agreements with three states: Massachusetts, Michigan, and Tennessee.

The correlations between the grade 12 NAEP and ACT scores are about 0.7 for reading and 0.8 for mathematics; the correlations between the grade 12 NAEP and SAT scores are about 0.7 for reading and 0.9 for mathematics. Projection was used as the linking methodology, since the correlations were not sufficiently high for concordance. The ACT and SAT benchmarks correspond closely to the NAEP Proficient cut scores at grade 12 in reading, but fall in between the NAEP Basic and Proficient cut scores in mathematics.

COSDAM members noted that these research findings generally provide support for the current NAEP preparedness estimates but expressed great interest in learning more from the longitudinal data on these students (i.e., first year GPA, persistence, completion).

Sharyn Rosenberg reviewed the research questions for the longitudinal data being collected at grades 8 and 12 via our state partners. COSDAM members requested that an additional research question be added to examine each outcome by gender, race/ethnicity, and socio-economic status.

Mr. Ho adjourned the COSDAM meeting at 4:00 p.m.

Report of August 5, 2016

COSDAM Committee Members: Andrew Ho (Chair), Fielding Rolston (Vice Chair), Mitchell Chester, James Geringer, Jim Popham, Linda Rosen and Joe Willhoft.

Governing Board Staff: Michelle Blair, Bill Bushaw, and Sharyn Rosenberg.

NCES Staff: Patricia Etienne and Amy Yamashiro.

Other Attendees: Abt Associates: Joseph Taylor. AnLar: Ariel Jacobs. AIR: George Bohrnstedt. CCSSO/Governing Board Policy Task Force: Michelle Walker. ETS: Andreas Oranje. HumRRO: Laress Wise. Optimal Solutions Group: Rukayat Akinbiyi. Westat: Greg Binder, Keith Rust, and Dianne Walsh. Widmeyer: Siobhan Mueller.

Exploring the Use of NAEP as an Indicator of Academic Preparedness for Job Training

Mr. Ho began by noting that during the May 2016 Board meeting, there was a plenary session on the Board's academic preparedness research program. It was noted that although the Board was successful in establishing the use of grade 12 NAEP to measure academic preparedness for college, the research on academic preparedness for job training was not promising. Mr. Ho reviewed COSDAM's November 2012 consensus decision not to undertake new research in this area. During the May 2016 session, some Board members expressed interest in exploring a new approach to using NAEP as an indicator of preparedness for postsecondary endeavors.

Michelle Blair of the Governing Board staff gave a presentation on lessons learned from the Governing Board's research on academic preparedness for job training programs. To operationalize job training programs, five exemplar occupations were selected for use in research studies: Automotive Master Technician; Computer Support Specialist; Heating, Ventilation and Air Conditioning Technician (HVAC); Licensed Practical Nurse (LPN); and Pharmacy Technician. The exemplar occupations were selected to represent jobs that do not require a 4-year degree and to represent job training programs that require equivalent reading and mathematics knowledge and skills to qualify for entry in both the military and civilian sectors.

Between 2010 and 2015, the Board's research on using NAEP for academic preparedness for job training programs has included content alignment studies, judgmental standard setting studies, and course content analyses. The findings have been inconclusive, largely due to huge variability in the knowledge and skills required by different training programs within a single occupation, let alone across the five exemplar occupations. The content covered by the NAEP grade 12 reading and mathematics assessments is much broader than the content emphasized by the selected job training programs.

COSDAM members engaged in extensive discussion about whether to pursue a new approach to this research by using grade 12 assessments (or subscales) in subjects beyond reading and mathematics such as Economics, TEL, or Civics – or by another attempt to obtain ASVAB data to explore the use of NAEP as a measure of academic preparedness for the military. Some COSDAM members were very supportive of exploring a new line of research, while others reaffirmed the November 2012 decision.

Overview of the 2017 Writing Grade 4 Achievement Levels Setting Contract

Sharyn Rosenberg gave a brief overview of the grade 4 writing achievement levels setting contract which was awarded to Pearson on August 3, 2016. Achievement levels were set for the 2011 writing assessment in grades 8 and 12, but 2017 will be the first administration of the computer-based writing framework at grade 4. A Body of Work methodology will be used. COSDAM will monitor and oversee the achievement levels setting processes and will discuss a draft of the Design Document at the November 2016 meeting. The Board is expected to take action on the achievement levels during the May 2018 Board meeting.

Jim Popham suggested that creative approaches be used to ensure that the panelists understand their tasks when providing judgments.

Updates on Various Topics

Pat Etienne from NCES provided brief updates on three topics: a study in progress to re-examine the 2015 grade 4 mathematics results without including items that not covered by the Common Core State Standards; a revision of the digital based assessment white paper; and a planned NAEP Validity Studies Panel effort to link NAEP results with common core assessments in six states.

Mr. Ho adjourned the COSDAM meeting at 12:20 p.m.

I certify the accuracy of these minutes.



Andrew Ho, Chair

August 31, 2016

Date

National Assessment Governing Board

Reporting and Dissemination Committee

Report of August 4, 2016

Reporting and Dissemination Committee Members: Rebecca Gagnon (Chair), Father Joseph O’Keefe (Vice Chair), Alberto Carvalho, Terry Mazany, Tonya Miles, and Tonya Matthews.

Governing Board Staff: Bill Bushaw, Lily Clark, Stephaan Harris, and Laura LoGerfo.

NCES Staff: Dan McGrath.

Other Attendees: AIR: Cadelle Hemphill. CRP: Arnie Goldstein. Hager Sharp: David Hoff, Debra Silimeo. HumRRO: Hillary Michaels. Optimal Solutions: Brian Cramer, Sam Toriola. Pearson: Kwan Bakee, Patricia Stearns.

Reporting and Dissemination Chair Rebecca Gagnon called the R&D Committee to order at 2:40 pm.

Exploring Best Practices in Innovative Reporting

Stephaan Harris, Board staff, introduced David Stewart, Founder/CEO of Tembo, which specializes in data visualization for clients such as DC Public Schools, for whom Tembo created clear, comprehensible student profiles from PARCC results. Mr. Harris said as the Committee is interested in extending the life of NAEP reports and making data more visually appealing, useful, and accessible to the public, Board staff thought Mr. Stewart would provide good insight and best practices to achieve these goals.

Mr. Stewart demonstrated two tools to present NAEP data that use Excel and Tableau; one of his examples used TUDA scores and achievement levels to draw numerous comparisons within and across urban districts. He also provided insightful reviews of recent infographics that the Board and NCES produced as well as constructive feedback on The Nation’s Report Card website. He dispensed valuable advice on how to use colors, numbers, icons, and text to communicate a narrative, convey meaning, and highlight important findings effectively. He emphasized that creating tools to make data more accessible and meaningful is relatively easy and inexpensive and added that if NAEP data were available as a flat file, the information could be more easily used and presented.

TEMBO designs myriad data tools and models for diverse audiences, ranging from educators to parents. What TEMBO presents must define a problem and communicate solutions, all with the

intent to improve school quality. To accomplish this, the TEMBO team employs a process of discover, design, deliver, and assess. Discover who will use the data and what problems they seek to solve. Then, in response to those discoveries, design transformational or descriptive reports that ease people into data through offering a high-level summary first, then delving into detail. Deliver prototypes and products, especially at the wireframe stage when the team can organize content, develop the message, and identify and clarify areas of confusion. Assess whether the products actually achieve the intended outcome: impact.

To create impact, data must not only be more accessible but also connected to programs and interventions that work. Exploring how data emerge in various visualizations can spotlight opportunities for appropriate interventions and weave a critical narrative. Similar to the conversation at the Friday working lunch, Mr. Stewart heartily recommended finding, spotlighting, and pursuing outliers to learn best practices that can be shared to effective use among stakeholders.

Committee member Tonya Matthews echoed the importance of this goal, adding that data presentation without tools or direction defeats the purpose of providing stakeholders with data. Committee member Ken Wagner said that the NAEP program both overestimates and underestimates how much parents can understand. People who work with education data douse parents with details but at the same time do not realize what meaningful concepts parents can and want to grasp. Committee Vice Chair Father Joe O’Keefe said that since different people learn in different ways, there is a challenge of creating visuals that can appeal to everyone. Chair Rebecca Gagnon said that as NAEP is unique in the assessment world because of its trend data, a data tool, especially intended for use by policymakers, can generate ideas about why and how things may work.

R&D Chair Rebecca Gagnon thanked everyone for their participation, expressed gratitude to David Stewart for his presentation, and welcomed future collaboration with TEMBO. The chair adjourned the Committee at 4:05 pm.



Rebecca Gagnon, Chair

August 31, 2016
Date

National Assessment Governing Board

Reporting and Dissemination Committee

Report of August 5, 2016

Reporting and Dissemination Committee Members: Rebecca Gagnon (Chair), Father Joseph O’Keefe (Vice Chair), Alberto Carvalho, Anitere Flores, Tonya Miles, and Tonya Matthews.

Governing Board Staff: Lily Clark, Stephaan Harris and Laura LoGerfo.

NCES Staff: Peggy Carr and Dan McGrath.

Other Attendees: AIR: Cadelle Hemphill. Team DCG: Greg Orrison, Chelsea Radler. ETS: Stephen Lazer. Hager Sharp: David Hoff, Debra Silimeo. HumRRO: Optimal Solutions: Sam Toriola. University of Chicago: Donald Stewart. Westat: Chris Averett.

Reporting and Dissemination Chair Rebecca Gagnon called the R&D Committee to order at 10:15 am and turned to the Committee’s meeting agenda.

Reporting Updates

Mr. Harris briefly discussed the traditional and social media coverage of the two most recent NAEP releases: Technology and Engineering Literacy (TEL) and Grade 12. For TEL, he discussed how Board staff took the unprecedented step of arranging meetings, webinars, and calls with about 20 key stakeholders well in advance of the release to explain TEL and its innovations as well as to secure early commitments from these external partners to promote the event. The media report on the release highlighted the value of these advance efforts.

The review led to a discussion on the changing media landscape and how R&D can improve the Governing Board’s influence with future releases, especially as it was noted that much of the media coverage of TEL discussed girls overall doing better than boys to the exclusion of other important findings.

Committee member Alberto Carvalho discussed two proposals. The first was to determine the story the Board wants to tell and to pre-package products with this story for selected major media outlets well in advance to increase the odds that the intended message is reported and disseminated. Then this would be picked up by other outlets which would fear that they had missed “the real story.” Mr. Carvalho also said it was important to become trendier in social media, through various strategies including paid promotional posts, in order to build a “social media crescendo” and to infuse the Board in ongoing conversations about education.

Committee member Tonya Miles urged the Board to draw connections for stakeholders in Board messaging efforts. Mr. Harris added that one idea to promote the upcoming NAEP Science release is to emphasize that the assessment completes the NAEP coverage of STEM subjects. Father O’Keefe asked if the Governing Board can promote Science as engaging as TEL, because the Science assessment was not considered as innovative as TEL. NCES acting Commissioner Peggy Carr demurred, noting that the NAEP Science assessment used hands-on and interactive tasks, the predecessors and cousins to the scenario-based tasks on TEL. She also clarified that TEL assesses literacy—applying knowledge and extrapolating it for use in different situations—while NAEP in other subjects involves recalling and using knowledge of that specific subject.

Revisiting Board Reporting Policy and Guidelines

The Reporting and Dissemination Committee is in the process of revising and updating the 2006 Reporting Policy Statement and Guidelines. The revision process works best if framed by the context of the report review process at NCES. Dan McGrath from NCES gave an overview of the entire review process, highlighting the planning process as the most productive and effective juncture for Board members to give meaningful feedback on the eventual form, look, structure, and content of a Report Card. As David Stewart described the previous day, the wireframe development is the most critical juncture for shaping and changing a draft product.

To that end, Laura LoGerfo, on behalf of the Reporting and Dissemination Committee, will provide feedback to NCES based on Committee members’ general feedback on prior releases—likes, dislikes, strengths, and weaknesses. That feedback will be addressed by NCES in a response the following month through which they will outline what can and cannot be incorporated into the 2017 releases.

R&D then provided feedback from their reviews of the Reporting Policy Statement, noting a need to distinguish “reports” from The Nation’s Report Card initial releases. NCES will send their official response to this version of the draft policy, and a revised draft will be distributed to R&D members in the next few weeks. The Reporting Policy will be presented to the full Board at the November meeting. Full Board action on the policy statement is expected at the March 2017 meeting.

Adjourn

R&D Chair Rebecca Gagnon thanked everyone for their participation in a full meeting and adjourned the Committee at 12:15 pm.

I certify the accuracy of these minutes.



Rebecca Gagnon, Chair

August 31, 2016
Date

National Assessment Governing Board

Nominations Committee (Closed Session)

Report of August 6, 2016

Nominations Committee Members: Tonya Miles (Chair), Shannon Garrison, Andrew Ho, Joseph O’Keefe, Fielding Rolston, and Cary Sneider.

Governing Board Staff: Bill Bushaw and Mary Crovo.

In accordance with the provisions of exemptions 2 and 6 of Section 552b (c) of Title 5 U.S.C., the National Assessment Governing Board’s Nominations Committee met in closed session on August 6, 2016 from 7:30 a.m. to 8:15 a.m.

Update on the Status of 2016 Nominations

Nominations Committee Chair, Tonya Miles, called the meeting to order and reviewed the agenda. Ms. Miles thanked Committee members and Board staff for their excellent work during the 2015-2016 nominations cycle, where the Board recruited for six positions.

Board staff confirmed that Secretary King has made his decision on new members and reappointments, and the Office of General Counsel ethics review of appointees is currently underway. A public announcement on new and reappointed Board members is expected from Secretary King in late August or early September for Board terms that begin on October 1, 2016. The six positions to be announced for 2016 include two state legislators, testing expert, general public representative, local school board member, and non-public school policymaker.

Update on the 2017 Nominations Process

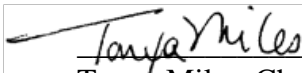
Then the Committee discussed the nominations process and outreach for the 2016-2017 cycle. The Board will have six positions open for terms that begin in October 2017: testing expert, general public representative (two positions), elementary school principal, and two governors/former governors. Board staff have been conducting in-person meetings with leaders of various policy organizations to raise awareness of the 2017 nominations process.

For the annual "call for nominations" Board staff and contractors are working to enhance the micro site on the Board’s website to solicit nominations and enable individuals to submit nominees for consideration by the Board. This micro site will go live in early September and nominations will be due by October 28, 2016.

The micro site will include new videos from Board members and user-friendly information about the Board and its work. The overall outreach for 2017 will include approximately 10,000 emails, expanded social media outreach, posting short information pieces in organization newsletters, and other strategies. The Nominations Committee was very complimentary of the expanded outreach for the 2016-2017 nominations process.

The Committee also affirmed the three pieces of information required of all nominees seeking appointment for October 2017: (1) nomination letter; (2) full resume or curriculum vitae; and (3) personal statement. At the Committee's next meeting in November 2016, members will receive an overview of the nominations submitted for Board terms beginning in October 2017.

I certify the accuracy of these minutes.



Tonya Miles, Chair

August 9, 2016

Date