National Assessment Governing Board
Reporting and Dissemination Committee
AGENDA

Thursday, March 2		
1:30 – 3:00 pm	Panel Discussion on More Effective Outreach • *Thomas J. Gentzel, Executive Director and CEO, National School Boards Association* • *Robert Mahaffey, Executive Director, Rural School and Community Trust* • *Joseph McTighe, Executive Director, Council for American Private Education* • *Nathan R. Monell, Executive Director, National PTA*	Attachment A
Friday, March 3		
10:00 – 10:05 am	Welcome and Introduction of Jeanette Nuñez *Rebecca Gagnon, Chair*	
10:05 – 10:15 am	**ACTION:** Guidelines for Releasing, Reporting, and Disseminating NAEP Results *Laura LoGerfo, Assistant Director for Reporting & Analysis*	Attachment B
10:15 – 10:45 am	Discussion of Thursday's Outreach Panel *Rebecca Gagnon*	
10:45 – 11:30 am	R&D's Role in Implementing the Strategic Vision *Rebecca Gagnon* *Father Joseph O'Keefe, Vice Chair*	*See materials sent under separate cover*
11:30 – 11:55 am	Planning for Next Generation Reporting *Laura LoGerfo* *Dan McGrath, National Center for Education Statistics*	Attachment C
11:55 am – 12:00 pm	Information and Updates *Stephaan Harris, Assistant Director for Communications*	Attachment D

Panel Discussion on More Effective Outreach
Reporting and Dissemination Committee
Thursday, March 2, 1:30pm

Thomas J. Gentzel, *Executive Director and CEO, National School Boards Association*

The Executive Director & CEO of the National School Boards Association, Tom Gentzel, has worked on behalf of, and advocated for, school boards and effective local governance for more than 35 years. He leads a staff of 80 people and serves a membership comprised of state associations of school boards and their more than 13,000 member school districts. NSBA's mission is to work with and through state school boards associations to advocate for equity and excellence in public education through school board leadership.

Mr. Gentzel joined NSBA in 2012, becoming the organization's sixth chief executive since it was founded in 1940. Prior to NSBA, Mr. Gentzel was Executive Director of the Pennsylvania School Boards Association for 11 years. Mr. Gentzel is a former chair of the Organization of State Association Executive Directors and was the 2014 recipient of the Edward Donley Award by the Education Policy and Leadership Center. He serves as 2016-17 board chair for the Learning First Alliance – a coalition consisting of 14 of the nation's leading education organizations.

Robert Mahaffey, *Executive Director, Rural School and Community Trust*

Since 2014, Robert Mahaffey has been Executive Director for the Rural School and Community Trust, the premier national advocacy organization dedicated to helping rural schools and communities grow better together. He had served since 2008 as Director of Communications. Previously, Mr. Mahaffey was Vice President, Communications, New American Schools, the Publisher and Communications Director, National Association of Secondary School Principals, and Vice President, External Relations, National Committee to Preserve Social Security and Medicare.

In 2011, he was elected President, Organizations Concerned about Rural Education (OCRE), a national coalition of education, agriculture, community development, technology and utility organizations dedicating to providing a quality education for all rural children and securing the economic future of rural America. As a West Virginia resident, he is a certified substitute teacher and serves on the West Virginia Public Education Collaborative.
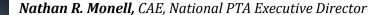
Joe McTighe, *Executive Director, Council for American Private Education*

Joe McTighe has been executive director of the Council for American Private Education (CAPE) since July 1, 1996. CAPE is a coalition of national organizations (listed left) and state affiliates serving private elementary and secondary schools. There are over 30,000 private schools in America; nearly 5.3 million students attend them. CAPE member organizations represent about 80 percent of private school enrollment nationwide. CAPE's mission is to preserve and promote educational pluralism so that parents have a choice in the schooling of their children.

Prior to his service at CAPE, Joe worked for 15 years as associate director at the New York State Catholic Conference, where he served as executive secretary to the NYS Council of Catholic School Superintendents. Before that, Joe worked in the Catholic schools office for the Diocese of Albany, NY, served as principal of a Catholic elementary school in Albany, and taught at an inner-city Catholic school in Manhattan.

Nathan R. Monell, *CAE, National PTA Executive Director*

Nathan R. Monell, CAE, joined National PTA as executive director in May 2015. Throughout his entire career, Nathan has pushed to help improve the lives of individuals who are often marginalized by multiple life factors. At America's oldest and largest volunteer child advocacy association, he is working side-by-side with parents, teachers, and policymakers at every level to help ensure the educational success of our nation's children.

Most recently Monell served as the President and CEO of the National Council for Community and Education Partnerships, the Department of Education-designated technical assistance and training provider for the $300 million GEAR UP college access and readiness program. He has received more than 40 awards, the most recent being the 2012 Kentucky College Access Advocate of the Year by the Kentucky Council on Postsecondary Education. Monell consults with and trains nonprofit executives, boards of directors and others in the advancement of the nonprofit profession and management.

National Assessment Governing Board

Reporting, Release, and Dissemination of NAEP Results Policy Statement

Introduction

The National Assessment of Educational Progress (NAEP) collects data through representative-sample surveys and reports fair and accurate information on academic achievement to the American public. By law (P.L. 107-110, as amended by P.L. 107-279), NAEP is administered by the Commissioner of the National Center for Education Statistics (NCES) with the advice of the National Assessment Governing Board ("the Governing Board"), a bipartisan, independent policymaking body. Among the statutory responsibilities specifically delegated to the Governing Board are: (1) "develop guidelines for reporting and disseminating [NAEP] results"; (2) "take appropriate actions needed to improve the form, content, use, and reporting of [NAEP] results"; and (3) "plan and execute the initial public release of [NAEP] reports."

The primary means for the initial reporting of NAEP results is a report website. The report website presents key findings as well as composite and disaggregated results in a clear, jargon-free style with charts, tables, and graphics that are easily accessible, understandable, and attractive. This format is used to report key results for the nation, for the states, and for participating districts in the NAEP Trial Urban District Assessments.

To carry out its Congressionally-mandated responsibilities, the Governing Board provides input during both the development and review processes about the overall structure, accessibility, and content of report websites that present initial public releases of NAEP data. The policy principles described here and adopted by the Governing Board address the general requirements for report websites that present initial public releases of NAEP data. Content in this Policy Statement is subject to periodic review necessitated by technological advances, innovations in reporting, feedback from releases, and input from the Governing Board and NCES.

Delineation of NAEP Reporting, Release, and Dissemination Responsibilities

The NCES Commissioner, with the advice of the Governing Board, is responsible for administering the assessment, ensuring the technical soundness and accuracy of all released data, preparing NAEP reports, and presenting NAEP results.

In addition to setting policy, the Governing Board is responsible for improving the form, content, use, and reporting of NAEP results, determining dates of initial public release of NAEP results, and planning and executing these initial public releases.

Part I: Report Preparation and Content Policy

1. All current, previous, and archived subject-specific NAEP reports will be made available to the public.

2. The primary audience for initial releases of NAEP results is the American public, including, but not limited, to policymakers, educational administrators, educators, researchers, business leaders, parents, and the media. Thus, all reports will be written in language appropriate for this diverse array of stakeholders, the majority of whom may not have a technical understanding of education statistics or assessment.

3. Initial releases report NAEP results concisely, objectively, accurately, clearly, fairly, in accordance with NCES data quality standards, and are insulated from ideological and special interests.

   a. Reports and any disseminated materials may present correlations but not suggest or imply causal relationships.

4. In accordance with the law, all initial releases include results for the nation; states and school districts; locality (both geographic region and urban/city); school types (i.e., public and non-public), all disaggregated by subgroup whenever reliable. Subgroup results are prominently positioned to facilitate public review but are not used to adjust findings.

   a. Disaggregated subgroup data are accompanied by information about demographic changes in the student population assessed.

   b. Results for states and school districts are accompanied by appropriate language to alert the public to any data comparison limitations.

   c. Data on inclusion and accommodation rates for all NAEP samples, including national, state, district, and school type, are publicly released. Results for students with disabilities and English language learners are presented separately.

5. In order to present a comprehensive description of the level and variation in student achievement, initial releases of NAEP results report results by Governing Board-adopted achievement levels, average scale scores, and percentile distributions. Trend information is an important component to reports unless comparable and reliable data are not available.

6. Although subject to change based on technological and communications advances and input from the Governing Board and NCES, initial releases include:

   a. Concise text, explaining key findings upfront, along with visual

artifacts, including videos, graphics, charts, pictorial representations, etc. illustrating those key findings.

    b. The required elements as specified by law and described above in Part I. 4 and Part I. 5.

    c. Highlighted information important to the audience and to Governing Board policy: (1) findings from both core and subject-specific contextual variables; and (2) information about what NAEP is and how and why it is conducted.

    d. Clear explanations of NAEP achievement levels that illustrate what students in each grade assessed should know and be able to do at each achievement level, as noted in the National Assessment of Educational Progress Authorization Act, Section 303(5) and in compliance with Governing Board policy.

7. All NAEP data determined by the NCES Commissioner to be valid and reliable are made available through NAEP data tool(s) at the time of initial public release, except for data from limited special purpose samples and pilot studies.

    a. At least one block of released NAEP questions is posted for each subject and grade for which results have been collected. Special exceptions may be made to protect item security and/or for technical and/or policy considerations as approved by the Governing Board.

8. The Governing Board reviews initial releases and will provide timely feedback on draft releases presenting the results as early in the development process as feasible.

    a. The Governing Board and NCES will coordinate to reach agreement on how to address Board feedback in the initial release.

9. The Governing Board will provide feedback to NCES periodically to inform and improve initial releases of NAEP results and will receive comments back from NCES in a timely manner.

Part II: Public Release of NAEP Results Policy

1. Initial release activities are planned and executed by the Governing Board, which determines the release date, time, and manner for initial public releases. NCES sets embargo policies in collaboration with the Governing Board.

    a. As stated in Part I, Principle 8, the Governing Board reviews the draft initial release as early in the development process as possible. Preliminary approval of the form, use, and reporting of results may be granted by the Chair of the Reporting and Dissemination Committee based on these early

reviews to allow for advanced planning and execution of a comprehensive public release. The Chair of the Reporting and Dissemination Committee, on behalf of the Governing Board and in consultation with the Chair and Executive Director of the Governing Board and the NCES Commissioner, sets a tentative date for initial release so the Board may plan release-related events. The Reporting and Dissemination Chair affirms that date upon Board review of the final release.

2. The Governing Board is responsible for organizing and conducting the initial release event and other related events.

    a. An initial release plan will be adopted by the Governing Board for each report. Elements of the plan may include issuance of a press release, a press conference, a release event, distribution of summary findings and graphics, time period for the initial public release phase, and other related activities.

    b. The Governing Board will issue a press release that will include an announcement of the results and commentary on the results. NCES will issue a media summary announcing the results.

    c. At the initial release event for NAEP results, the NCES Commissioner or his/her designee will present major data findings. The Governing Board may select members as well as invite other officials or experts to comment on the meaning and significance of the results.

    d. At initial release events, the Governing Board will moderate and allow appropriate questions raised by members of the online or in-person audience, including accredited media.

    e. The Governing Board will make every effort to widely disseminate information about initial release activities to a variety of audiences, encouraging interest in and attention to NAEP results.

    f. The Governing Board will conduct additional activities to extend the life of NAEP reports beyond the initial release and encourage discussion of NAEP data in context of relevant issues and trends.

3. All initial releases of NAEP results encourage wide public attention to NAEP results and clear understanding of their meaning and significance.

    a. Materials such as videos, infographics, and podcasts may be prepared to accompany the release. NAEP data in statements and such materials will be checked for accuracy by NCES.

    b. Every initial release of NAEP results will be comprehensible and easy to use across different devices (i.e., mobile devices) and different operating systems.

4. The Governing Board will cooperate with the NCES Commissioner in the release of technical reports, working papers, and secondary analyses not covered by the policy.

Part III: Dissemination and Outreach Policy

1. Information from and about initial releases are disseminated through traditional and social media, through a wide network of national, state, and local education, government, business, labor, and civic organizations as well as to policymakers and practitioners. This is intended to develop widespread public awareness of NAEP data and their meaning.

   a. Schools and school districts participating in NAEP will be instructed on how to access reports.

   b. Talking points on key data findings will be developed for each release and distributed to Governing Board members who are encouraged to increase awareness of NAEP.

2. Key findings and graphics will be amenable to posting by media representatives and to social media. Graphics with clear branding of NAEP and/or *The Nation's Report Card* that can be exported easily for inclusion in online media, blog posts, web articles, and other media will be readily accessible.

3. Relatively brief reports of key results will be prepared for individual states, as well as for urban districts participating in the Trial Urban District Assessment. All reports will contain composite and disaggregated data along with clear, compelling graphic representations of the data.

4. Detailed data on cognitive results and Governing Board-approved contextual data will be accessible online to all those wishing to analyze NAEP findings, subject to privacy restrictions. Additional restricted data will be available for scholarly research, subject to NCES licensing procedures.

Realizing 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 March 2017 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, adopted in November 2017 and soon to be 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 <u>Inform</u>, 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 <u>Innovate</u>, 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;
    - 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, uniform manner. Portals provide multiple entry points to 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 March 2017 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.

Upcoming NAEP Reports as of February 2017

Initial NAEP Releases with Expected Release Dates

2015 National Indian Education Study	February 2017
2016 Arts Report Card	April 2017
Mapping State Proficiency Standards Onto the NAEP Scales: Results From the 2015 NAEP Reading and Mathematics Assessments	May 2017