

National Assessment Governing Board

**Meeting of March 3–4, 2017
Arlington, VA**

OFFICIAL SUMMARY OF GOVERNING BOARD ACTIONS

Complete Transcript Available

National Assessment Governing Board Members Present

Terry Mazany, Chairman
Lucille Davy, Vice Chair
Alberto Carvalho
Mitchell Chester
Frank Fernandes
Rebecca Gagnon
James Geringer
Andrew Ho
Carol Jago
Tonya Matthews
Tonya Miles
Ronnie Musgrove
Dale Nowlin
Jeanette Nuñez
Joseph O'Keefe
Alice Peisch
James Popham
Fielding Rolston
Linda Rosen
Cary Sneider
Ken Wagner
Chasidy White
Joe Willhoft
Thomas Brock (ex-officio)

Governing Board Members Absent

Shannon Garrison
Doris Hicks

National Assessment Governing Board Staff

Bill Bushaw, Executive Director
Lisa Stooksberry, 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
Halima Adenegan
Gina Broxterman
Jing Chen
Jamie Deaton
Allison Deigan
Enis Dogan
Patricia Etienne
Eunice Greer
Linda Hamilton
Elvira Germino Hausken
Shawn Kline
Dan McGrath
Nadia McLaughlin
Michael Moles
Emmanuel Sikali
Holly Spurlock
William Tirre
Amiee Winchester
Grady Wilburn
Amy Yamashiro

American Institutes for Research (AIR) Staff

Markus Broer
Kim Gattis
Cadelle Hemphill
Young Yee Kim
Sami Kitmitto

CRP, Inc.

Shamai Carter
Arnold Goldstein
Subin Hona
Carolyn Rudd
Kathy Smoot
Edward Wofford

District Communications Group (DCG)

Meredith Davis
Chelsea Radler

Educational Testing Service (ETS) Staff

Jonas Bertling
Jay Campbell
Gloria Dion
Amy Dresher
Robert Finnegan
Steve Lazer
John Mazzeo
Lisa Ward
Karen Wixson

Fulcrum IT

Saira Brenner
Anderson Davis
Scott Ferguson

Hager Sharp

Cedric Brown
David Hoff
Joanne Lim
Debra Silimeo

Human Resources Research Organization (HumRRO)

Deirdre Knapp
Hillary Michaels
Sheila Schultz
Arthur Thacker

Optimal Solutions Group

Brian Cramer
Melissa Ward

Pearson Educational Measurement

Marc Johnson
Tim O'Neil
Cathy White
Llana Williams

Reingold

Greg Orrison

Westat

Chris Averett
Greg Binzer
Keith Rust
Dianne Walsh

Others/Attendees

Nicolette Driggers, Business Intelligence
Andrew Kolstad, P20 Strategies LLC
Scott Norton, Council of Chief State School Officers

Speakers

Greg Chambers, Director of Corporate Compliance, Oberg Industries
Tim Johnson, Senior Director of Governmental Relations, National Center for Construction
Education and Research
Shelley Loving-Ryder, Assistant Superintendent, Virginia Department of Education; Chair,
Council of Chief State School Officers (CCSSO) Policy Task Force
Chris Minnich, Executive Director, CCSSO
William J. Rudman, Institute for Interprofessional Workforce Research and Development
Ebony Walton, Associate Research Scientist, NCES

Call to Order

The March 3, 2017 session of the National Assessment Governing Board meeting was called to order by Chair Terry Mazany at 8:31 a.m.

Approval of March 2017 Agenda and November 2016 Governing Board Meeting Minutes

Chair Mazany reviewed the March 2017 agenda and requested a motion for approval. Fielding Rolston moved for Board approval. The motion was seconded by Ronnie Musgrove and passed unanimously.

Chair Mazany requested a motion for approval of the November 2016 minutes. Rebecca Gagnon moved for approval. The motion was seconded by Mr. Musgrove and passed unanimously.

Opening Remarks

Chair Mazany welcomed members, and introduced new Board member Jeanette Nuñez noting that she served as the Republican legislator on the Governing Board. Chair Mazany administered the Oath of Office to Jeanette Nuñez following which Representative Nuñez made some remarks. She expressed her excitement in applying her education policy experience as a state legislator in Florida to the work of the Governing Board.

Chair Mazany welcomed the Governing Board's new Deputy Executive Director, Lisa Stooksberry. Bill Bushaw, Executive Director, reported that the selection committee reviewed more than 60 highly qualified applicants and interviewed only eight candidates. Mr. Bushaw commended Ms. Stooksberry's team-oriented nature and experience in standard setting and assessments in her work on a similar board –the National Board for Professional Teaching Standards. Ms. Stooksberry thanked the Board for the appointment and stated that it was an honor to join such a knowledgeable and committed group.

Chair Mazany stated that the Board faces a challenge in determining what young people need to know to function successfully in society, given how rapidly the economy is changing. In consideration of this, Mr. Mazany provided a global perspective by describing his recent trip to Kenya with WE Charities. He visited a Maasai community where the drilling of wells provided quality water to the community and transformed the education opportunities for girls who had been engaged all day carrying water. WE Charities then began building schools and health clinics for the village. To meet the nutritional needs of students in school, they developed a large-scale farm that provides food for the schools. The curriculum includes agricultural education to assist the Maasai people in their transition from an exclusively herding economy to one that includes agriculture.

Chair Mazany told the story of the last two Maasai warriors who each killed a lion as the rite of passage into manhood. These two young men led the Maasai in finding a way to adapt the tribe's initiation ritual to the 21st century, while also preserving their culture. With a belief in the importance of education and the knowledge that they could not rely on their traditional means for their economic well-being, the two Maasai warriors replaced the initiation rite of killing a lion with education degrees, killing ignorance instead. They elevated the importance of education and persuaded the village to allow girls to attend schools. Chair Mazany then presented a powerful video showing these Maasai warriors' passion and commitment to education, specifically, the acceptance of a young man into the newly built high school.

Executive Director's Report

Executive Director Bill Bushaw highlighted key activities since the last Governing Board meeting:

- Michelle Blair was promoted to Assistant Director for Assessment Development and will staff the Assessment Development Committee.
- Laura LoGerfo is overseeing focused reporting on rural education.
- Sharyn Rosenberg continues her work on the fourth grade writing achievement level setting.
- Tessa Regis was invited to serve as a coordinator for diversity and inclusion for a new initiative at the Department of Education.
- Stephaan Harris is leading plans for the National Assessment of Educational Progress (NAEP) 2016 Arts release in late April; the event will highlight outstanding arts education programs from across the country.

- Presentations will be made to the American Educational Research Association (AERA) and National Council on Measurement in Education (NCME) by Chair Mazany, Andrew Ho, and Joe Willhoft.
- Angela Scott was commended for her idea to promote NAEP’s contextual variables by connecting the data to the movie *Hidden Figures*. A preliminary version of a video featuring Tonya Matthews and showcasing NAEP data that highlights results about black girls’ interest in science, technology, engineering, and mathematics (STEM) was played for the Board.

Mitchell Chester observed that youth in Hong Kong, Japan, and other nations scored higher than those in the United States on the 2015 Program for International Student Assessment (PISA). However, American students actually have a stronger interest in pursuing STEM fields. He noted the important of schools offering extracurricular science activities, which result in students with increased interest and performance in science.

Chair Mazany recommended viewing *Fences*, *Hidden Figures*, and *Moonlight*; as a trilogy. These films address structural racism in the U.S. from the 1940s to the present and provide insights into the barriers to opportunity that still affect education today.

National Center for Education Statistics Update

Peggy Carr presented the Board with an overview of the NAEP administration that took place from late January through mid-March 2017. Digital-based assessments (DBA) in reading and math just concluded for grades 4 and 8. Results will include national, state, and Trial Urban District Assessment data for 2017. Some students took the reading and math assessments on paper to support a bridge study to compare results based on the testing mode. The 2017 field administration also included the DBA writing assessment for grades 4 and 8 and pilot assessments for U.S. history, civics, and geography in grade eight. In all, over one million students in 19,000 public and private schools were assessed, with more than 60,000 administration sessions.

Ms. Carr then presented a “behind the scenes” look into conducting these assessments. NCES employs a staff of 6,000 to administer NAEP. These include 22 managers, 227 supervisors, 1,307 assessment coordinators, and 4,400 assessment administrators. NAEP DBA administration in 2017 required 36,000 Surface Pro tablets and 2,600 routers. A help desk works seven days a week to answer questions in real time while NAEP is being administered.

This year NAEP DBAs are fully operational. This is a landmark achievement for the use of technology in NAEP testing. Assessing NAEP digitally provided a different experience for participating schools, students, and administrators. Ms. Carr acknowledged that there were challenges associated with the DBA, including the need for more extensive staff training to administer NAEP electronically, in addition to hardware and software issues that arose during testing. Because fewer students can be assessed at one time with DBA, multiple testing sessions are needed. This has a greater impact on the school’s space and schedule to accommodate NAEP testing. Therefore, schools perceive DBA as more burdensome than paper and pencil

administrations. Ms. Carr then described the student experience with DBA. Many students are engaged with the technology and excited to take the test on tablets. Students utilized the features built into the electronic NAEP assessment and are thrilled to be able to keep the earbuds after the testing. Many administrators have also been impressed with the execution of the testing.

Ms. Carr emphasized that advanced technology does not equate to improved test scores, or even quality data. The results of the DBAs are being rigorously analyzed to confirm the accuracy of the results and to improve the testing experience for students and administrators.

Chair Mazany congratulated Ms. Carr and the NCES team on the years of dedication and significant accomplishment of transitioning NAEP to DBA. Ms. Carr acknowledged the long hours and hard work of the staff, including Gina Broxterman, Alison Deigan, Eunice Greer, Elvie Hausken, Holly Spurlock, and Bill Ward.

Board members made expressed appreciation of NCES's efforts, and discussed the importance of NAEP's transition to DBA.

Recess for Committee Meetings

The first session of the March 3, 2017 Board meeting recessed at 10:01 a.m. for committee meetings.

Meeting Reconvened

The Governing Board reconvened in open session at 12:26 p.m.

High School Graduates on the Path to Middle-Skill Jobs

Chair Mazany introduced Board member Linda Rosen, who assembled a panel of distinguished stakeholders from the business community to discuss the competencies required for *middle-skill jobs* — those that require education and training beyond high school, but not a four-year college degree.

Ms. Rosen began with a brief history of the Governing Board's examination of NAEP's grade 12 reading and mathematics assessments. The Governing Board's research supported plausible estimates of preparedness for college. However, after 10 years, the research findings did not support using NAEP data to measure job-training preparedness. Ms. Rosen explained that the expert panel discussion seeks to provide insight into whether there is a role for NAEP in measuring career readiness. She then introduced panelists Greg Chambers, Director of Corporate Compliance for Oberg Industries and Chairman of the Board of the National Institute of Metalworking Skills, Tim Johnson, Senior Director of Governmental Relations for the National Center for Construction Education and Research (NCCER), and Bill Rudman, Executive Director of the Institute for Interprofessional Workforce Research and Development, and former Executive Director for the American Health Information Management Association (AHIMA).

Ms. Rosen began the discussion by asking Mr. Johnson for his opinion on the appropriateness of the term *middle-skill jobs* as a descriptor for what is often actually highly skilled labor. Mr. Johnson affirmed that the phrase is inappropriate, citing the example of an airline mechanic who is responsible for keeping up with cutting-edge electronics. He stated that society needs to overcome the notion that a university education is paramount, and that any job requiring less formal education has less value and prestige. Seventy percent of the jobs in the U.S. economy do not require a four-year college degree; yet the vast majority of these jobs require training beyond high school, such as industry-based certifications or associate degrees. Mr. Johnson suggested renaming this term to reframe the public perception of these careers to make them attractive to parents and young people.

Panelists agreed that education is ongoing and fluid. People will have many jobs over their lifetime and it is important for industry to encourage workers to increase their skills by providing schooling or on-the-job training. Mr. Rudman emphasized the fundamental value of apprenticeships and experiential learning over didactic learning. He referenced the Harvard Graduate School of Education study called Pathways to Prosperity which found that too many young people go to four-year universities. The study found that students should be aware of other pathways.

Ms. Rosen then asked each panel member to describe the nature of the training their organizations have developed.

- Mr. Chambers stated that metalworking students are trained straight out of high school, tested, and issued credentials based on performance standards which include print reading, mathematics (at the trigonometry level or higher), spatial recognition and perception, manufacturing, metallurgy, heat treating, and materials science.
- Mr. Johnson explained that NCCER training serves 72 different construction craft professionals, including welders, pipefitters, electricians, millwrights, and heavy equipment operators, meeting all of the requirements for registered apprenticeships in the U.S. Their program is competency-based and includes both written and performance examinations in the course of the curriculum.
- Mr. Rudman said that he develops high school training programs that are competency and skill-based, and address coding, informatics, data analytics, physical and occupational therapy, and other health care professions. He expressed his belief that high schools are an underutilized resource to provide youth with career and technical training.

Ms. Rosen then asked the panel to share their perception of high school students' career preparedness, knowledge, and skills upon graduation.

- Mr. Chambers observed a lack of basic physics skills such as spatial perception and how levers, pulleys, and gears work. He added that geography has a big role in preparedness, as the demands of rural students' everyday life provide hands-on experience to learn through tinkering and fixing problems and thus higher competencies.

- Mr. Johnson agreed with Mr. Chambers but added that even basic skills such as reading a ruler are eroding in all geographical regions.
- Mr. Rudman observed that didactic knowledge of the sciences, such as anatomy is inadequate for immediate entry into a health care career. Students also lack business acumen, teamwork, and communication skills. Although most youth are tech-savvy, they are unprepared for the volume and variety of technology skills required to perform health care jobs today.

Ms. Rosen asked if there was a need for an assessment of common employability skills and if there was any progress in the development of such a program. Mr. Chambers explained that it is difficult to get funding and find organizations willing to participate. Assessing skill is complicated because it requires a demonstration of skills rather than written work.

Ms. Rosen then asked panelists if they had observed a decline in high school students' skills over the last 10–15 years.

- Mr. Johnson said that hands-on and tinkering skills are declining as technology skills are rising.
- Mr. Chambers explained that proficiency in data mining has deteriorated rapidly over the last five years—meaning the ability of students to discern important information and weed out irrelevant information. This stems from the decline of hands-on, tinkering skills and the understanding of how systems work as a whole, not just their discrete parts which can lead to an inability to solve complex problems.
- Mr. Rudman cited rapid change and turbulence in the health care industry as contributing to the challenges facing new employees. Factors such as technology, legislative regulatory changes, and consumer involvement in their own health care have changed the skill level of what it takes to be a health care professional.

Ms. Rosen asked if the workforces in the panelists' industries were diverse. The panelists stated that the construction and manufacturing industries suffer from a negative, outdated public perception which deters urban youth and women from entering the field. While the health care industry is quite diverse, many occupations within the field remain highly segregated. Panelists discussed the need to attract youth and prepare them for these careers.

Panelists described the types of assessments used in their fields, which include rigorous written and competency-based performance testing using real-world tasks. Job experience was emphasized as invaluable, and in many cases required, to be considered a master in certain fields.

Mr. Johnson emphasized that the skills needed to be successful in an academic setting are not always relevant to be successful in a trade. Therefore high school standards are not always correlated with indicators of success in these high-skilled jobs that do not require a four-year degree.

Mr. Rudman added that people with disabilities also have great potential for success in the workplace, and educators and employers should view them as such. He relayed the story of an individual with autism who was brought into a training program for medical record coding and quickly surpassed his mentors at the job.

Mr. Chambers stated that industries are driven to keep educational standards up because they must meet the constant demand for faster and cheaper products, or face replacement. How can people do things faster and cheaper and accomplish more with less if people do not learn things?

Ms. Rosen opened the floor to questions.

Ken Wagner commented that college and career ready skills are not the same and both must be offered and developed. He noted the outdated public perception and stigma of vocational education and that colleges should be seeking and valuing these career skills. He wondered about how to incentivize the career programs as much as the college programs. Rhode Island is promoting Diploma Plus, which enables students to personalize their learning by choosing a pathway to graduation with academic, skills-based, and life-readiness components. These components are meant to address the core employability skill gap. He suggested that the Board consider giving academic credit for technical skills or industry credentials, as they can be considered on par with academic achievement. Panelists supported the idea of academic credits for industry credentials for high schoolers and emphasized the need to present these programs in a way that does not make them seem less valuable or less rigorous than a traditional degree.

Jim Geringer emphasized the value and importance of competency-based programs that hold learning constant and let time vary—knowledge gained, regardless of source or time, matters. He described a program in Wyoming in which Microsoft partnered with education to offer high schoolers at risk for not graduating Microsoft certifications. The students achieved a high rate of completion, though the probability of them doing so was perceived to be low. Microsoft expanded the program worldwide. Mr. Geringer referred the Board to the *Glenn Commission of Service Learning* as a valuable resource in seeing where experiential learning can happen congruently with traditional learning.

Mr. Geringer asserted that the Board ought to consider assessing competencies in a new light and redefine the array of skills considered relevant, with emphasis placed on those that lead to employment with high demand occupations or professions. He asked the panel for ideas on how the Board could go about describing competencies that meant a student was career-ready. In response, the panelists suggested that the ability of graduates to successfully land a job and perform well in the job is the only true way to measure if skills and competencies were developed. Mr. Johnson said that being able to take courses online will be critical in moving the system from time- to competency-based. Mr. Rudman added that incentives will need to be offered to teachers to move them away from the didactic teaching method.

Joseph O’Keefe noted that according to the National Network of Business and Industry Associations, common employability skills such as integrity, initiative, dependability, reliability, adaptability, respect, and teamwork are often character-based. He asked the panel how schools can teach and assess such skills. The panelists agreed that this is a challenge and “soft skills”

could not be taught in a class. However, the school can introduce and reinforce appropriate behaviors as a part of the climate of expectations. Career counseling needs to be reinvented and augmented, beginning much earlier in students' education.

Tonya Miles asked the panel for opinions on math and other academic requirements for graduation. Mr. Johnson responded that their industries focused on communicating to students how they will use these skills in the real world and especially on the job. Tonya Miles suggested that the Governing Board work to help these industries learn more about NAEP and its relevance to their training efforts.

Tonya Matthews agreed that modern society keeps kids from learning how to tinker, and education has not addressed the erosion of problem-solving skills. She posited that the stigma of vocational education would be removed if it were called "career education." as all high school students aspire to careers regardless of whether they plan to attend a four-year college. Everyone needs those universal skills. The academic and career tracks should establish a common set of skills that everyone, independent of eventual jobs and careers, should have to prepare individuals to participate successfully in the economy.

Chair Mazany thanked Ms. Rosen and the extraordinary panel for an informative discussion.

Following the panel discussion, Chair Mazany described the three purposes of education as: citizenship; human development; and/or economic participation. He speculated that the definition has likely evolved since NAEP was created, and that NAEP should be made relevant and meaningful in assessing career readiness. Redefining choices is an element of that, broadening the idea of pathways beyond school into apprenticeships, residencies, and technical education. He played a short video about WE Schools, which partnered with the College Board's Advanced Placement Program to add service as a component to their exams.

Follow-up to Long-Term Trend Symposium

Chair Mazany thanked Board member Joe Willhoft for his leadership of the Long-Term Trend (LTT) Symposium convened on Thursday, March 2 and invited him to begin his presentation.

Mr. Willhoft thanked Board staff for their support in the effort and explained that the symposium was organized to address one of the goals of the Strategic Vision. He reported that the Governing Board commissioned a white paper prepared by Edward Haertel that summarized the history of the LTT assessment and detailed potential options for the future. The Governing Board also commissioned four response papers from Jack Jennings, Lou Fabrizio, Ina Mullis, and Andrew Kolstad, each of which covered different perspectives on the LTT assessment. Each of these authors participated in the symposium and Acting NCES Commissioner Peggy Carr was asked to join the conversation and offer some perspectives in terms of NAEP operations.

Mr. Willhoft stated that more work is needed before conclusions could be drawn, especially with consideration to the fiscal and staff resources needed to conduct the assessment. His personal perspective was that although the intrinsic value of LTT may be diminishing, rather than asking

for it to be eliminated altogether, the Board should consider trying to make the assessment meet the legislative mandate as it stands, because once the funding is terminated, it is difficult to get it back.

Chair Mazany opened the floor to questions and comments.

Several board members questioned the value of the LTT assessment, and the following concerns were raised: the constructs are no longer suitable; the assessment is not a good expenditure of resources; there have been dramatic demographic changes over the past 45 years; the results are not useful to state policymakers; the assessments are too outdated to reinvent or repair; the assessment does not help solve problems around equity, ignorance, and disparity; and resources should be refocused to higher expectations and assessments that will inform policies that actually help students.

There was disagreement about the notion of requesting that Congress change the NAEP legislation to eliminate the requirement to administer the Long-Term Trend. Some Board members felt that it would not be prudent to approach Congress right now, while others argued that the Board should feel confident in the value of its work and construct a clear argument for why funds would be better spent on alternative activities.

In addition, it was acknowledged that a decision to discontinue administration of the LTT assessments would not necessarily mean that previous results were being “thrown out”. The results from the past 45 years will still exist on the NCES website and be valuable, even without additional administrations of the assessments. If a decision is made to abandon future administrations of LTT, it is possible that technical work might be done to connect LTT to main NAEP. More work would be needed to determine whether this is feasible. The April 2017 presentations and discussions at the upcoming American Educational Research Association (AERA) annual meeting may provide additional suggestions and possible cost saving measures.

Other Board members expressed ambivalence and noted that some NAEP stakeholders still believe that improving the LTT assessments is preferable to abandoning them. There was some interest in obtaining better information about what main NAEP versus LTT measures and to further discuss the issue over the next year. Chair Mazany agreed that there was no reason for the Governing Board to take a vote at this time, and that additional information should be gathered to inform continued discussions on the future of LTT.

Response to Achievement Levels Evaluation

Chair Mazany invited Andrew Ho to present an update on the achievement levels evaluation.

Mr. Ho explained that the Board was required by law to respond to recommendations made on the achievement levels evaluation within 90 days. The Committee on Standards, Design and Methodology (COSDAM) held an initial call on December 9, 2016 to formulate the response and a second call with the Executive Committee on December 19, 2016 to finalize and approve the

response. The response was sent to U.S. Secretary of Education John King, Jr., and the Senate and House Committees, as required by law.

Mr. Ho provided a summary of the Governing Board's response to the achievement levels evaluation report:

1. The Board will review and potentially revise the achievement level descriptors, to ensure they are in line with updated items.
2. The Board policy on setting achievement levels is many decades old and is due for revision.
3. The Board will continue to seek linkages between NAEP and external variables, such as career and college outcomes.
4. The Board will produce a formal statement about the intended uses and interpretations of achievement levels.

Mr. Ho then noted that the decision about whether to remove the trial designation is entirely up to the Commissioner of NCEES, as stated in the law. He then invited Ms. Carr to make some remarks.

Ms. Carr praised the National Academy of Sciences for a tremendously thoughtful, very concerted, very useful review and noted that she agrees with their recommendations for the most part. She noted that there are things that could be done to improve the reliability, reasonableness, and validity of the achievement levels, and she suggested that NCEES and the Governing Board work together closely to accomplish this. Ms. Carr did point out that she disagreed very slightly that the trial designation should hinge upon only the alignment work and noted that all of the recommended work was important. Finally, Ms. Carr noted that she provided a response to the Secretary's office a few days prior to the Board meeting, and that she would share the response with the Board once it was public.

Chair Mazany opened the floor to questions and comments.

Joe Willhoft hypothesized that the legislative requirement for maintaining Long-Term Trend may actually be related to the trial status of the achievement levels.

Mitchell Chester noted that most people probably do not even know that the achievement levels are considered "trial." He expressed interest in looking at external validity evidence for the assessment itself, as well as for the achievement levels.

Ms. Carr added that the Long-Term Trend assessment has performance levels very much like the ones that are being set now with the international assessments.

Mr. Willhoft replied that criticism of the original achievement levels is largely due to the perception that they are based on a judgmental system.

Briefing from the Council of Chief State School Officers (CCSSO) and the CCSSO/Governing Board Policy Task Force

Chris Minnich, CCSSO Executive Director, explained that he represents 56 school chiefs from the 50 states and six territories, including Governing Board members Mitchell Chester and Mr. Ken Wagner. Minnich stated that despite the uncertainty of the Department of Education's plan regarding the previous administration's regulations for the Every Student Succeeds Act (ESSA), many states are already working on their accountability plans required by those regulations. They face questions concerning the appropriate roles for the state, the district, and local communities in helping schools improve. ESSA gives states the opportunity to spend more time on improvement and less time on labeling and ranking. States will also be measured on how students with disabilities and English-language learners perform going forward.

Mr. Minnich emphasized the importance of making sure that NAEP mirrors what students are learning in classrooms, especially in mathematics. He added that NAEP trends are valued, so as the Board considers next steps, that is an important resource to preserve.

Mr. Minnich noted that several states are choosing to align with college admissions tests, e.g., ACT or the SAT, and so the Board should also consider how NAEP can be relevant at the high school level in this new environment, while also ensuring that NAEP is not an additional burden given the other testing for high school students. He suggested that the Board consider different approaches for NAEP to provide a meaningful high school measure.

When asked about the four districts in New Hampshire administering performance-based tests instead of end-of-the-year tests, Mr. Minnich considered this a valuable practice, but argued this should not replace end-of-year evaluations. Ideally, states will balance these two methods. He also agreed with a suggestion of the value of states testing in subject areas beyond reading and mathematics, but advised that it would likely be infeasible given concerns of over-testing.

Board members suggested taking items from the most recent administration of NAEP (particularly the items planned for release to the public) and offering them to states to embed in their testing programs to enable direct comparisons. There was discussion about whether embedding NAEP items in state tests could help make the state assessment more instructionally actionable. Mr. Minnich responded that the stability of NAEP assessments could provide information that would support comparability across state assessments, and expected that states would be very receptive to the opportunity to embed NAEP items.

In discussing the status of technology in schools, Mr. Minnich noted it is a challenge to draw general conclusions about the status in such a large and diverse country. While the transition to online testing is inevitable, efficiency and data security are paramount. Board members also noted that technology infrastructure should be created to serve instruction and learning in schools, rather than testing. Shelley Loving-Ryder suggested that NAEP conduct a pilot in states already engaged with online testing to identify potential challenges for NAEP.

Regarding state assessments relevant to careers, Mr. Minnich expressed that several states are developing these assessments, but that career readiness is much more difficult to measure as it

needs to be both wide-ranging and focused on very specific skills. Hence, a more fruitful approach will involve focusing at readiness for entry-level jobs at the industry level.

Regarding the new and higher emphasis in policy conversations supporting school choice, Mr. Minnich responded that the Board should make sure its sampling plan is broad enough to include private school students.

The floor was turned over to Ms. Loving-Ryder, who spoke on behalf of the NAGB-CCSSO Policy Task Force of which she is Chair. She explained that the Task Force represents a partnership between the CCSSO and the Board, with periodic meetings of 12 state education representatives, including chiefs, deputies, state assessment directors, and public information officers. She summarized the group's most recent discussions:

- 1. The transition to digital based assessments and concerns about NAEP testing time.** The Task Force fully supports the NAEP DBA transition as a way of ensuring assessment of important skills students need for postsecondary pursuits, while also being more aligned with the instruction students receive, more engaging to students, and a better way to provide accommodations some students need. She highlighted schools' perception of the digital-based NAEP as a burden, as well as the amount of testing time required. She stressed the need to provide more support, explain the sampling process, and emphasize the importance of NAEP to these schools.
- 2. NAEP resources for states.** The Task Force encourages the Board to continue the great strides in creating more NAEP materials states can use in communications. States want infographics and materials that they can cut and paste and embed in their own reports.
- 3. Connecting results to the real world.** The Task Force commends the Board's work in selecting venues and activities for initial releases of NAEP Report Cards, which helps to connect to the next release and build interest in NAEP. Last August, the Board also hosted a panel of academic researchers, and the Task Force supported their recommendation to provide early opportunities for researchers to examine NAEP results. The Task Force encourages the Board to consider how this research can be connected to NAEP releases.
- 4. State use of NAEP results.** In outreach with state assessment directors at CCSSO's National Conference on Student Assessment and other state education agency leaders, the Task Force has discussed what would encourage states to use NAEP more widely. NAEP State Coordinators are a resource, and very knowledgeable about how NAEP results are being used in their states, so the Board can possibly learn from them.
- 5. Leadership in NAEP achievement levels.** Ms. Loving-Ryder noted that previously states struggled with NAEP having aspirational achievement levels, and states having more grade level achievement levels, but now many states are also struggling with moving from grade level to more aspirational achievement levels. Guidance from NAEP on this topic has been helpful. The Task Force suggested that more guidance needs to be

provided around scale scores, and in particular, guidance on when the use of achievement levels is most appropriate and when the use of scale scores is more appropriate.

6. **NAEP frameworks and trends.** The Task Force also supports more routine reviews of frameworks and achievement level descriptors. The Task Force values NAEP frameworks as important resources to states, and also supports ensuring their continued relevance without damaging the NAEP trends. The Task Force places high value on NAEP trends.
7. **Connection to external measures and preparedness.** Comparisons to international measures and ACT and SAT still provide critical data to states. States are also keenly interested in measures for career readiness. The Task Force recommends a useful high school measure for college and career readiness. The Task Force also supports the work the Board has done on 8th grade and preparedness. It is helpful for states to be able to evaluate whether eighth graders are on the path to being prepared for college and careers.
8. **Strategic Planning Initiative.** Ms. Loving-Ryder praised the Strategic Vision, especially its focus on Inform and Innovate. The Task Force wants the Board to ensure that teachers understand NAEP's purpose as an external reference and as a way of measuring students across the country, not as something to teach to. She also reiterated the importance of linking to international assessments and thinking about the contextual variables used in those assessments.

Chair Mazany opened the floor for questions and comments.

Cary Sneider asked if the CCSSO could provide assistance in making sure that the NAEP frameworks and assessments are relevant to what states are doing today. Mr. Minnich responded that CCSSO could coordinate to get the necessary information to support this work. The Board also expressed interest in learning more about how states change their frameworks.

Ms. Loving-Ryder reiterated that states are requesting more useful high school data. Mr. Minnich agreed that high school data are not valuable to states as they exist now. Mr. Bushaw added that NAEP 12th grade engagement was high, and that the Board should communicate that better to state chiefs.

Jim Popham acknowledged the states' desire for measuring career readiness, but asserted that it was not within the power of NAEP to do so, as it is too broad a scope for an assessment.

Several Board members requested more frequent input from the Task Force, rather than only an annual update.

Meeting Adjourned

The March 3, 2017 Board meeting adjourned at 4:58 p.m.

Meeting Convened: CLOSED SESSION

The March 4, 2017 Board meeting convened at 8:30 a.m. in closed session.

Nominations for Board Terms Beginning October 1, 2017

The Governing Board received a report from the Nominations Committee Chair, Tonya Miles, on the slates of finalists recommended by the Committee for the following six open positions in four categories for Board terms beginning on October 1, 2016:

1. Elementary School Principal
2. General Public Representative (2)
3. Governor (1 Democrat and 1 Republican)
4. Testing and Measurement Expert

For 2017 there are incumbents in the following two positions: General Public Representative and Governor (Republican). There are no incumbents for the other categories.

Board members engaged in discussion on the recommendations for the final slates of candidates for submission to the Secretary of Education.

Meeting Reconvened: OPEN SESSION

The March 4, 2017 Board meeting reconvened at 8:54 a.m. in open session.

ACTION: Nominations for Board Terms Beginning October 1, 2017

Tonya Miles moved to accept the slates of finalists in four categories for terms beginning October 1, 2017, to be delivered to Secretary DeVos. The motion was seconded by Cary Sneider and passed unanimously.

Institute for Education Sciences (IES) Update

Chair Mazany welcomed Tom Brock to the meeting. He noted that Mr. Brock has been delegated the duties of Director of IES.

Mr. Brock expressed appreciation for the Governing Board's work on the LTT symposium held on March 2, and valued the diversity of viewpoints that were represented on the panel. He noted that his focus as delegated director is to support the transition of the new administration and to keep the work of IES progressing until a new director is appointed.

Strategic Vision Implementation

Chair Mazany began the session by summarizing the work on the Strategic Vision since it was approved by the Board at the November, 2016 meeting. Board staff had developed a list of implementation activities to accomplish the vision, which was examined and enhanced by the Executive Committee at an in-person meeting held in February, 2017. A list of 40 implementation activities were identified, organized by the lead standing committee responsible for that item. The proposed activities were provided to the Board for its consideration at this March meeting, both in committee meetings on March 3 and for discussion at this plenary session.

Having two fundamental goals—inform and innovate—will help the Board stay focused on the value it can add to NAEP. Chair Mazany invited Board discussion about how the committees view the priorities, with a focus on defining success and establishing clear goals in implementing them.

Several Board members commented on the inter-related nature of many of the activities, and the importance of identifying and understanding the sequencing and inter-dependencies of the work. Cary Sneider suggested that when these 40 discrete activities are packaged as projects, it is likely that there are less than 10 major efforts to be implemented.

Mr. Sneider commented that the committee discussions on implementation have provided a new perspective on committee work. His view of the Assessment Development Committee (ADC) shifted from being a committee that reviews items to one that is concerned about the content of NAEP and what we expect students to know and be able to do, much more broadly. During the ADC deliberations it became evident that there are activities that members would like to be involved in, but which the committee does not have a formal role. Bill Bushaw noted that given this feedback and a related suggestion by Joseph O’Keefe during the Executive Committee, the staff will develop options for alternative approaches to Board meetings in order to facilitate more cross-committee input on Strategic Vision initiatives.

Ronnie Musgrove offered that it was the consensus of the Reporting and Dissemination (R&D) Committee that the Executive Committee coordinate the Strategic Vision implementation efforts across the three committees. Chair Mazany concurred with this approach.

Joseph Willhoft expressed concern about the Governing Board’s staff resources and the constraints of implementing the Strategic Vision on top of a large amount of pre-existing responsibilities. In response, Mr. Bushaw noted the critical involvement of NCES to help accomplish the work and Chair Mazany noted that the Board can leverage additional resources when necessary.

Tonya Miles noted the importance of collaborating with partners to carry out the Strategic Vision with those partners, citing the March meeting’s LTT symposium and career education expert panel as evidence that this work will continue. Rebecca Gagnon agreed and emphasized the importance of internal collaboration as well, noting the ongoing need for conversation across the committees’ leadership to implement the Strategic Vision.

Jim Geringer asked if the Strategic Vision sufficiently addresses career readiness, particularly in light of the insights offered by the career education expert panel on March 3. Chair Mazany responded that the vision has a priority directed to this topic, but there is much work to be done to explore the worthy endeavor of attempting to link career readiness to NAEP to provide value to students, schools and employers.

Frank Fernandes cautioned that the character traits cited as critical for career success go beyond the academic knowledge and skills that NAEP can measure.

Andrew Ho reminded the Board that it is charged with measuring student academic achievement, not career readiness. He stated that caution should be used in claiming to measure career readiness directly, rather, the Board should be exploring the relationship between student academic achievement and career readiness.

Mitchell Chester stated that making sure education is meeting the demands of employers is critical, but that the varied and very specific requirements for different jobs are impossible for NAEP to measure.

Mr. Geringer added that less than 50 percent of high school graduates will pursue an academic track and that what *blue-collar* means is changing dramatically. He believes the Board has an obligation to understand what should be measured and how to structure achievement level descriptors accordingly.

Tonya Matthews stated that the employability skills the Board is contemplating are needed by all youth, regardless of their pathway after high school. She noted that employability skills are not taught by colleges either, so there is not a chasm between the readiness of youth who go to college and those who do not. She posited that NAEP's innovated approaches to assessment, as evidenced by the Technology and Engineering Literacy (TEL) assessment, are likely to be the best way to assess if and how students can apply their learning in ways that correlate to job readiness.

Ken Wagner commented that colleges also have to work on making students career ready, and that as they do so, the Board will need to adjust its standards for college readiness accordingly. He reminded the Board that constructs are constantly changing.

Mr. Fernandes added that NAEP does a good job of reflecting the thinking and skills that are rooted in problem-solving and decision-making and that these skills also involve character.

Mr. Willhoft asked if there are cognitive science features related to thinking and problem-solving that the Board and the R&D Committee might explore.

Dale Nowlin agreed with Mr. Ho's view that the Board's mission is restricted to measuring academic progress. He suggested the Board pursue opportunities to grouping contextual variables into larger categories to measure problem-solving skills, and expand on the use of scenario-based tasks which can measure some of these skills, like those used in the TEL

assessment, to other subjects. Finally, the noted that more state participation in the 12th grade assessments is critical for these results to be useful for states.

Chair Mazany asked long-standing members how the assessment of TEL was received by the Board when it first surfaced. Mr. Sneider noted the influence of former Board member Alan Friedman in convincing the Board that measuring TEL was possible and necessary. Peggy Carr added that the idea was initially greeted with much skepticism.

Mr. Sneider expressed appreciation for the Board members who cautioned against straying from NAEP's purpose of measuring student academic achievement; however, he pointed to the possibility of the Board encouraging outside experts to take the lead on pursuing beneficial paths that fall outside of the mandate of the Governing Board and NAEP.

Committee Reports and Governing Board Actions

Chair Mazany asked the committee leadership to report on their meetings. The committee reports were accepted unanimously by the Board and are appended to these minutes.

ACTION: Guidelines for Releasing, Reporting, and Disseminating NAEP Results

Ms. Gagnon moved that the Board take action on the Guidelines for Releasing, Reporting, and Disseminating NAEP Results policy statement (appended to the R&D committee meeting minutes). Tonya Miles seconded the motion which passed unanimously.

Overview of the May 2017 Board meeting in Minneapolis

Ms. Gagnon provided the Board with highlights and a history of Minneapolis where the May 2017 Board meeting will be held. She emphasized Minneapolis' diversity, which has many large refugee populations.

Recessed and Reconvened: CLOSED SESSION

The Board meeting recessed at 10:28 a.m. for break and reconvened in closed session at 10:40 a.m.

Briefing on the 2016 NAEP Arts Assessment Report

Under the provisions of exemption 9(B) of § 552b of Title 5 U.S.C., the Governing Board met in closed session on from 10:40 a.m. to 11:20 a.m.

Ebony Walton, Statistician with NCES, provided an overview of the NAEP Grade 8 Arts Assessment administered in 2016, and illustrated sample questions for music and visual arts. Ms. Walton provided a briefing on the 2016 Arts Report Card as follows:

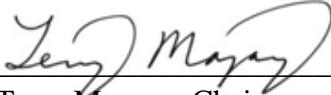
- The national sample included 4,300 students who responded to music questions and tasks and 4,400 students for visual arts.
- Major findings were highlighted for both music and visual arts, with changes in scores from 2008 to 2016. Results were also presented by race, ethnicity, gender, and eligibility for the National School Lunch Program.
- Contextual variables that highlighted access and opportunities for students were presented, with factors that included availability of visual arts instructors, music classes, and exposure to the arts outside of school. Opportunity differences by region were also highlighted.

Several Board members expressed enthusiasm for the report's release event that included plans to profile various school-based arts programs across the country. Members expressed a desire for the schools chosen to participate in the release to represent geographical and racial diversity.

Meeting Adjourned

Chair Mazany adjourned the meeting at 11:24 a.m.

I certify the accuracy of these minutes.



Terry Mazany, Chair

May 5, 2017

Date

National Assessment Governing Board

Executive Committee

Report of March 2, 2017

Executive Committee Members: Terry Mazany (Chair), Lucille Davy (Vice Chair), Rebecca Gagnon, Andrew Ho, Tonya Miles, Joseph O’Keefe, Cary Sneider, Joseph Willhoft.

Other Board Members: Mitchell Chester, Frank Fernandes, Jim Geringer, Carol Jago, Jeanette Nuñez, Alice Peisch, Jim Popham, Fielding Rolston, Linda Rosen, Chasidy White.

Governing Board Staff: Bill Bushaw (Executive Director), Lisa Stooksberry (Deputy Executive Director), Michelle Blair, Lily Clark, Dora Drumgold, Stephaan Harris, Laura LoGerfo, Munira Mwalimu, Tessa Regis, Sharyn Rosenberg, Tony White.

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

U.S. Department of Education Staff: Jagir Patel.

Other Attendees: AIR: Sami Kitmitto, Kim Gatti. CRP: Arnold Goldstein. ETS: Jay Campbell, Amy Drescher, John Mazzeo. Hager Sharp: Joanne Lim, Debra Silimeo. HumRRO: Arthur Thacker. P20 Strategies, LLC: Andrew Kolstad. Pearson: Cathy White.

1. Welcome and Agenda Overview

Chair Mazany called the meeting to order at 4:30 p.m. He began by complimenting the Board’s symposium on Long-Term Trend held earlier in the day and thanked Joe Willhoft for his role in facilitating the event. He welcomed new Board member Jeanette Nuñez and Deputy Executive Director Lisa Stooksberry. He then 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, particularly as it relates to the Long-Term Trend assessment.

2. Governing Board and Policy Updates

Bill Bushaw, Executive Director, briefed the Executive Committee on a meeting that several Governing Board staff had with the “landing team” of the new administration at the U.S. Department of Education. The meeting occurred in December 2016 with landing team members Jim Manning and Bill Evers, prior to the appointment of Secretary DeVos. Mr. Bushaw observed that both Mr. Manning and Mr. Evers are former Department staff and expressed general familiarity with NAEP. In the landing team meeting, Governing Board staff spoke of the Board’s Strategic Vision, NAEP’s transition to digital-based assessments, the Board’s continued commitment to the Trial Urban District Assessment (TUDA) program and state level data, the Assessment Schedule, the recent evaluation of NAEP achievement levels, and the independence of the Governing Board as set by statute and through memorandums with the Department.

Mr. Bushaw noted that on Friday, March 3, 2017 the Board would hear remarks from Chris Minnich, Executive Director of the Council of Chief State School Officers (CCSSO) and Shelley Loving-Ryder, the Chair of the Board's joint Policy Task Force with CCSSO. Finally, Mr. Bushaw noted that the staff have engaged in preliminary conversations with the Council of the Great City Schools to explore creating a task force for TUDA, similar to the Board's task force with CCSSO.

Lily Clark, Assistant Director for Policy and Research, provided the Executive Committee with a review of political leadership changes since the November 2016 committee meeting. These included the confirmation of Secretary DeVos on February 7, 2017 and Representative Foxx (NC-R) serving as Chair of the House of Representatives Committee on Education and the Workforce.

Ms. Clark provided an update on the appropriations status for NAEP and the Governing Board for the current fiscal year (FY) 2017 (which ends September 30, 2017) and for FY 2018. The federal government is operating under a continuing resolution that is set to expire on April 28, 2017. It is unclear what Congress will do regarding final appropriations for FY 2017. For FY 2017, the Senate appropriations bill would keep both NAEP and the Governing Board at the FY 2016 levels, whereas the House appropriations bill would reduce NAEP by \$20 million to \$129 million. Ms. Clark noted that the Governing Board's funding is a separate appropriations line from the NAEP program. The Governing Board has sufficient funds for its current work and to implement the Strategic Vision, therefore the concern about appropriations levels lies with the NAEP budget to maintain the NAEP Assessment Schedule and support the costs to implement digital-based assessments.

The blueprint for the President's FY 2018 budget request will be released in mid-March, with the details of the budget request to be public by early May. Given these timelines, the Governing Board should expect to have more detailed budget information for NAEP by the May 2017 Board meeting. Therefore, the Governing Board staff and NCES will work to provide this committee with an in-depth closed session briefing on the NAEP budget at the May Board meeting.

3. Strategic Vision Implementation

Chair Mazany heralded the final Strategic Vision as the culmination of an impressive effort on behalf of the entire Board. He thanked Vice Chair Lucille Davy and Ms. Clark for their work on the initiative. He noted that the Board's role now is to provide oversight to the staff as they implement the plan. The Executive Committee held an in-person meeting in February 2017 to provide feedback to staff on their draft of proposed activities and committee assignments.

Chair Mazany provided an overview of the planned discussions at the March meeting related to the Strategic Vision's implementation. He noted that the staff-prepared document of draft activities incorporates input from the Executive Committee and will be discussed by the Assessment Development Committee (ADC), the Committee on Standards, Design and Methodology (COSDAM,) and the Reporting and Dissemination Committee (R&D) on Friday, March 3. The Saturday, March 4 plenary session will focus broadly on the implementation plans and timelines.

Chair Mazany emphasized the importance of knowing that things will change over time and recognizing the Board's need to adapt its implementation accordingly. He asked the Executive Committee to consider what its role should be moving forward, as well as the role of the other committees in implementation. Finally, he asked the committee to consider what the Board hopes to accomplish by 2020.

Ms. Davy highlighted the importance of the Board's partnership with NCES to shape the vision and implement it. She stated that the Executive Committee's role is to monitor progress of implementation and suggested that the next day's committee discussions focus on prioritizing activities.

The committee then engaged in discussion. Members reflected on the in-person meeting in February, which revealed the interconnectedness of the committees' work as well as the interdependencies of many planned activities. Given these interdependencies, Joseph Willhoft urged the Board to be mindful of the impact of current actions on future work, for both planned activities and new ideas that will be introduced during the implementation phase.

Committee members supported Joseph O'Keefe's suggestion that the Board consider restructuring its meetings to better support the various initiatives that are cross-cutting. He noted that Board members may want to engage in the work more frequently than the quarterly Board meetings and that the fundamental responsibilities of the standing committees remain important.

Peggy Carr commented that the Board's Strategic Vision is well-crafted to avoid redundancy with NCES's Future of NAEP and will be instrumental in improving the program. She noted the approval of the vision is timely to influence the next NAEP contract awards.

Chair Mazany emphasized the value of Ms. Carr's continued briefings to the Executive Committee on the Future of NAEP and the importance of the Governing Board supporting, not supplanting, the work of NCES. He noted that the Strategic Vision will serve as a frame for the Board to evaluate whether or not to pursue new endeavors. He advised committees to continue refining the priorities of their work to turn their aspirations into action. In closing, Chair Mazany advised that as the country's policy direction shifts, it is the responsibility of the Board to think about NAEP's role to inform in the new policy environment.

4. NAEP Budget and Assessment Schedule – Long-Term Trend Considerations

CLOSED SESSION

Executive Committee Members: Terry Mazany (Chair), Lucille Davy (Vice Chair), Rebecca Gagnon, Andrew Ho, Tonya Miles, Joseph O'Keefe, Cary Sneider, Joseph Willhoft.

Other Board Members: Mitchell Chester, Frank Fernandes, Jim Geringer, Carol Jago, Jeanette Nuñez, Alice Peisch, Jim Popham, Fielding Rolston, Linda Rosen, Chasidy White.

Governing Board Staff: Bill Bushaw (Executive Director), Lisa Stooksberry (Deputy Executive Director), Michelle Blair, Lily Clark, Dora Drumgold, Stephaan Harris, Laura LoGerfo, Munira Mwalimu, Tessa Regis, Sharyn Rosenberg, Tony White.

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

U.S. Department of Education Staff: Jagir Patel.

The Executive Committee met in closed session from 5:15 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.

Peggy Carr, NCES Acting Commissioner, discussed actual and estimated costs for the NAEP Assessment Schedule through fiscal year (FY) 2024. The presentation identified the assumptions used to project future costs, including the expectation that NAEP will continue to provide the technology for the digital-based assessments rather than relying on school equipment. Ms. Carr noted that the actual costs will be affected by the new NAEP contracts to be awarded in FY 2018 and Governing Board decisions (such as adopting new frameworks).

Beginning in 2017 all main NAEP assessments will be digitally-based; therefore, it is important to identify the best way to proceed with the Long-Term Trend (LTT) assessment which is scheduled to be conducted in 2024. Ms. Carr advised that the LTT should be transitioned from a paper-based to a digital-based assessment. While this transition would require bridge studies to measure the impact of the assessment mode on the results, it would also create opportunities to further enhance the LTT assessment.

Experts have suggested several possible approaches to redesign the LTT, as identified in the position papers prepared for and discussed at the Board's symposium on LTT earlier in the day. Ms. Carr provided an analysis of the estimated costs of these various methodological approaches. She advised that further research is needed to explore the technical feasibility of the options.

The committee engaged in discussion with Ms. Carr.

Chair Mazany closed the session by highlighting the importance of preserving the historical value of LTT results in our future work, regardless of its design.

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

I certify the accuracy of these minutes.



Terry Mazany, Chair

March 27, 2017

Date

National Assessment Governing Board
Assessment Development Committee
Report of March 2-3, 2017

March 2, 2017

Closed Session 1:00 p.m. - 4:00 p.m.

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

Governing Board Staff: Lisa Stooksberry (Deputy Executive Director), Michelle Blair, and Lily Clark.

NCES Staff: Elvira Germino-Hausken, Eunice Greer, Nadia McLaughlin, Holly Spurlock, and Grady Willburn.

Other Attendees: American Institutes for Research: Kim Gattis and Sami Kitmitto. Boston College: Ina Mullis. Educational Testing Service: Jeff Ackley, Jay Campbell, Gloria Dion, Karen Parker, Luis Saldivia, and Karen Wixson. HumRRO: Sheila Schultz.

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 March 2, 2017 from 1:00 p.m. to 4:00 p.m. to review secure NAEP test questions and task sketches in reading, mathematics, and science, as well as secure items from the NAEP Long Term Trend (LTT) assessment. This session included review and discussion of secure NAEP test items that have not yet been publicly released.

Welcome and Introductions

ADC Vice Chair Cary Sneider called the meeting to order at 1:00 p.m. and welcomed all attendees. He announced that ADC Chair Shannon Garrison was unable to attend this meeting, and extended best wishes to both her and ADC member Doris Hicks, who also could not attend. Mr. Sneider then introduced Lisa Stooksberry as the new Governing Board Deputy Executive Director and Michelle Blair as the new lead staff for ADC.

Review of NAEP Long Term Trend Items

Continuing from the November 2016 Committee discussion of the history, design, and content of the Long Term Trend (LTT) assessments, the ADC met in closed session to discuss secure items from the 2012 LTT administration with expert Ina Mullis. Ms. Mullis, an expert in the LTT assessment, is a Professor of Educational Research, Measurement, and Evaluation at Boston College, where she directs the Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS) International Study Center. The

focus of the discussion was on the quality and relevance of the LTT assessment, as outlined in the paper she authored for symposium held earlier in the day.

Given certain aspects of the LTT assessment and the requirement to conduct LTT mandated by law, Ms. Mullis suggested that the Governing Board examine whether there is a worthwhile model allowing for a merged administration of both main NAEP and LTT NAEP, rather than only considering whether or not LTT assessments should be continued. Further, LTT items address some content not directly targeted by main NAEP, and so the contrast between LTT NAEP and main NAEP assessment results can provide a larger context on student achievement trends.

Before any sort of merging can be pursued, the ADC noted that a thorough understanding each assessment's content is needed. The ADC acknowledged that budget implications may also determine the feasibility of some options.

Review of NAEP Cognitive Items in Reading, Mathematics, and Science

The Committee met in closed session to review:

- One draft build of a grade 12 interactive computer task (ICT) for the 2018 pilot for the 2019 NAEP Science Assessment;
- Six sketches for scenario-based tasks (SBTs) for the 2019 pilot at grades 4 and 8 for the 2021 NAEP Mathematics Assessment; and
- Eight sketches for SBTs for the 2019 pilot at grades 4 and 8 for the 2021 NAEP Reading Assessment. Task sketches also included proposed passages.

The ADC was impressed by the rich set of passages and the way that passages were complementary within each task sketch. The Committee also appreciated seeing a variety in the formats for proposed scenario-based tasks. With so many high quality contexts, the ADC evaluated several as having equal merits and asked for item developers to evaluate which task sketch context allows for the most robust and rich questions relative to NAEP Reading framework measurement objectives.

For mathematics, the Committee also appreciated the variety and richness of task contexts. The Committee noted that a few contexts appeared contrived and encouraged NCES to select contexts that are meaningful. The Committee also voiced support for contexts that allow for items that address a range of achievement covering the NAEP scale.

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 for each task. The item review session concluded at 4:00 p.m.

Under its delegated authority from the Board, the Committee approved the task, items, task sketches, and passages with comments to NCES.

ACTION: The Assessment Development Committee approves NAEP items in reading, mathematics, and science at grades 4, 8, and 12 with changes to be communicated in writing to NCES.

March 3, 2017

Joint Session of the Assessment Development Committee and the Committee on Standards, Design and Methodology

Assessment Development Committee (ADC) and Committee on Standards, Design and Methodology (COSDAM) Members: Cary Sneider (ADC, Vice Chair), Andrew Ho (COSDAM, Chair), Joe Willhoft (COSDAM, Vice Chair), Mitchell Chester, Lucille Davy, Frank Fernandes, Jim Geringer, Carol Jago, Dale Nowlin, Alice Peisch, Jim Popham, Linda Rosen, and Chasidy White.

Governing Board Staff: Bill Bushaw (Executive Director), Michelle Blair, Lily Clark and Sharyn Rosenberg.

NCES Staff: Acting Commissioner Peggy Carr, Jing Chen, Pat Etienne, Elvie Germino-Hausken, Eunice Greer, Shawn Kline, Nadia McLaughlin, Holly Spurlock, William Tirre and Bill Ward.

Other Attendees: American Institutes for Research: Markus Broer, Kim Gattis, Young Yee Kim and Sami Kitmitto. BI: Nicolette Driggers. CCSSO Policy Task Force: Shelly Loving-Ryder. CRP: Arnold Goldstein. Educational Testing Service: Jay Campbell, Gloria Dion, Amy Dresher, Steve Lazer, John Mazzeo and Karen Wixson. Fulcrum: Saira Brenner and Anderson Davis. Hager Sharp: Joanne Lim. HumRRO: Deirdre Knapp, Sheila Schultz and Art Thacker. Optimal Solutions Group: Brian Cramer. P20 Strategies: Andrew Kolstad. Pearson: Marc Johnson, Tim O’Neil, Cathy White and Llana Williams. Westat: Greg Binzer.

Joint Session with the Committee on Standards, Design and Methodology (COSDAM) on Dynamic Frameworks

ADC and COSDAM met in joint session, continuing the discussion on “dynamic frameworks” from the November 2016 board meeting. ADC Vice Chair Cary Sneider began the meeting by proposing that a subset of members from ADC and COSDAM be convened to explore how to move forward with a new process for updating assessment frameworks while maintaining trend, one of the goals identified in the Board’s Strategic Vision. The discussion focused on defining both processes and goals for establishing a working group that would meet about once per month with staff by teleconference in between Board meetings.

There was consensus that “dynamic frameworks” is not the most appropriate terminology for this effort because it implies that the frameworks would constantly be in flux, and such fluidity could have unintended consequences. The Board has a Framework Development policy for creating and reviewing frameworks, which notes that frameworks should remain stable for at least 10

years. The framework development process is extensive and takes several years, engaging several committees of experts and reviews by hundreds of people. However, there is no established process for making a series of smaller, more incremental changes on a faster schedule.

The committees agreed that the charge of the working group should be to explore new processes for updating frameworks that would enable the Board to ensure that the NAEP assessments remain relevant while maintaining trend. The goal of this effort is not to initiate any changes to current practices for updating frameworks, but rather, to develop a proposal for new approaches to updating frameworks for the entire Board's consideration. The committees recognized that one hour every few months (joint sessions during Board meetings) is not sufficient to make a lot of progress on this issue. A smaller group, participating in monthly calls, can help move this effort forward and identify issues that can be brought to the respective committees for feedback using an iterative process. ADC will have primary responsibility for identifying what content should be updated to ensure that assessments remain relevant, while COSDAM will explore the extent to which content changes can be made while maintaining trends.

The committees identified questions for the working group to consider, including a suggestion to explore how other assessment programs (including states) approach the issue of updating their frameworks. Also under discussion was whether the Board should think about NAEP as helping to spur progress in education, or simply documenting what the nation's students know and can do. Such considerations may affect which model to pursue for updating frameworks.

There was unanimous agreement that a working group should be established, and the following Board members volunteered to participate: Lucille Davy, Andrew Ho, Dale Nowlin, Linda Rosen, Cary Sneider, Chasidy White, and Joe Willhoft. Mr. Sneider and Mr. Ho asked that Michelle Blair and Sharyn Rosenberg determine the agendas and schedule working group meetings.

Assessment Development Committee

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

Governing Board Staff: Lisa Stooksberry (Deputy Executive Director) and Michelle Blair.

National Center for Education Statistics (NCES) Staff: Alison Deigan, Eunice Greer, Elvira Germino Hausken, Nadia McLaughlin, Michael Moles, Holly Spurlock, and Bill Ward.

Other Attendees: AIR: Kim Gattis. ETS: Jay Campbell, Gloria Dion, Karen Wixson. Hager Sharp: Joanne Lim Ogawa. HumRRO: Sheila Schultz. Optimal Solutions Group: Brian Cramer. Pearson: Cathy White.

ADC's Role in Implementing the Strategic Vision

As a prelude to discussing the Strategic Vision, the ADC reflected that the great majority of the Committee's work has been to review items. However, in moving forward to work with staff to implement the Strategic Vision, the Committee agreed that it will be important to consider that the greater purpose of the ADC is to ensure the right content is reflected in NAEP, relative to the states and internationally.

ADC Vice Chair Cary Sneider encouraged the Committee to identify the top priorities in the Strategic Vision, from the individual roles and perspectives of each member. The Committee also discussed the significance of all activities assigned to be led by ADC. The discussion addressed four clusters of work.

First, gathering stakeholder input on combining assessments is critically important as the Board is challenged to consider how NAEP assessments can do more with less, and how NAEP assessments can be more meaningful. For instance, there could be an examination of how the NAEP Reading, Civics, and U.S. History assessments could be combined into one assessment. This would be an opportunity to assess reading knowledge and skills as students pull information from primary documents. The Committee noted that in some cases there are items in NAEP Civics that would be great for the NAEP Technology and Engineering Literacy (TEL) assessment. There are also natural connections between the content of the NAEP Science and the NAEP TEL assessments.

Second, increasing classroom teachers' access of released NAEP items was considered valuable, but this work must not be presented as a NAEP advertisement or as test prep. Further, NAEP law prohibits NAEP influence on state and local standards, tests, and curricula, and Board policy provides additional guidance on this important issue. Most members prioritized this highly because it could expand teachers' awareness of NAEP in a helpful way and provide context on student performance relative to the nation. Many teachers have never heard of NAEP. National conferences and training sessions at these conferences could be vehicles for this important outreach. These national forums are also opportunities to help educators see that NAEP includes many items that are not multiple choice questions, for example.

More outreach to the educators can also help NAEP results to be more relevant teachers' needs, and engage principals and teachers in communicating with their peers. Even though NAEP does not provide information pertinent to particular schools, the Committee noted that NAEP can provide information that is helpful to schools in their work. For example, it is useful for a principal to see how after school programs correlate to student performance, and this information is available via NAEP contextual variables.

Third, the Committee discussed the importance of identifying user-friendly approaches to presenting NAEP results and supported the creation of case studies on how states and others have used NAEP. This work is represented in two of the Strategic Vision's "Inform" activities and is connected to ADC work, although not specifically assigned to be led by ADC. Having principals and teachers presenting to their peers helps to make NAEP information more relatable. This in itself should be considered one of the user-friendly approaches to presenting NAEP

information. Also, case studies may suggest helpful ways to engage with NAEP contextual data, avoiding a more pedantic approach to modeling uses of NAEP data.

Fourth, reviewing state standards and looking at how to best measure relevant progress will be discussed by the new working group focused on framework update processes. Part of this work should also consider how other countries think about changing what they assess. The larger context of what countries are doing relative to assessment supports ideas for contextual variables and indicators which supports identifying helpful ways to engage teachers around NAEP data and items.

In summary, the Committee valued all of the activities proposed for ADC leadership, while noting that a couple of the inform activities are important supports to this ADC work. Mr. Sneider encouraged Committee members to individually consider how NAEP informs educators and others.

Mr. Sneider noted that Board staff and NCES partners will be helpful in noting areas where work has already been done and thinking about how to accomplish the new work. Finally, to realize the Strategic Vision, Mr. Sneider and several ADC members noted that the Committee may need to set future Committee meeting agenda topics more proactively.

The session was adjourned at 12:00 p.m.

I certify the accuracy of these minutes.



Cary Sneider, Vice Chair

March 22, 2017

Date

National Assessment Governing Board
Committee on Standards, Design and Methodology
Report of March 2, 2017

COSDAM Members: Andrew Ho (Chair), Joe Willhoft (Vice Chair), Mitchell Chester, Lucille Davy, Jim Geringer, Alice Peisch, Jim Popham, and Linda Rosen.

Governing Board Staff: Bill Bushaw, Lisa Stooksberry, Lily Clark, Munira Mwalimu and Sharyn Rosenberg.

NCES Staff: Acting Commissioner Peggy Carr, Samantha Burg, Jing Chen, Enis Dogan, Dan McGrath, Grady Wilburn and Amy Yamashiro.

Other Attendees: American Institutes for Research: Sami Kitmitto. Boston College: Ina Mullis. Educational Testing Service: Amy Dresher and John Mazzeo. Fulcrum: Kevin Price. Hager Sharp: Joanne Lim. P20 Strategies: Andrew Kolstad. Pearson: Marc Johnson, Tim O’Neil and Cathy White.

Welcome, Introductions, and Agenda Overview

Chair Andrew Ho called the meeting to order at 1:32 p.m. and noted that the Committee’s work of the day centered on three longstanding objectives: 1) maintaining relevant trends; 2) setting achievement levels; and 3) validation, which includes articulating intended uses and interpretations of NAEP.

2017 Writing Grade 4 Achievement Levels Setting Project Update

Tim O’Neil of Pearson, the project director for the Writing achievement levels setting at grade 4, provided a brief update on the status of the project. The Design Document, which includes discussion of the methodology, procedures, and documentation of the entire project, was distributed for public comment from January 10th through February 10th, 2017. Pearson set up a website and implemented a comprehensive outreach plan that focused on content experts, measurement experts, and education-related organizations known to use data on NAEP achievement levels. In particular, individuals who made presentations about standard setting at the annual meetings of the National Council on Measurement in Education (NCME) or the American Educational Research Association (AERA) conferences during the past 10 years were contacted.

Several comments were received from three individuals, and these comments were included in the COSDAM briefing materials. Comments were reviewed and discussed with the Technical Advisory Committee on Standard Setting (TACSS) during a webinar on February 16th. Pearson is making edits to the Design Document to address some of the comments received. COSDAM members requested that Pearson include a summary of the comments received and how they were addressed as part of the project documentation.

Mr. O’Neil also described plans for the upcoming field trial meeting, to take place in San Antonio, Texas on June 5-6, 2017, to test logistics and the standard setting software. The TACSS will be meeting in Washington, DC on April 20-21 to review and discuss the materials and procedures for the field trial. Mr. O’Neil offered to conduct a webinar prior to the May 2017 board meeting to demonstrate the standard setting software to any interested board members.

Uses of NAEP

Ina Mullis of Boston College, a longstanding member of the NAEP Validity Studies (NVS) Panel, discussed initial plans for an NVS white paper to help NCES and the Governing Board develop a statement of intended uses and interpretations of NAEP. Ms. Mullis noted that her initial thoughts about how NAEP is used includes: the current NAEP legislation; NCES reports; other uses by NCES and/or the Governing Board, such as academic preparedness for college; independent evaluations of NAEP and the achievement levels; state uses of NAEP data; media uses of NAEP data; and uses by other stakeholders, including Congress, local districts, researchers, and users of the NAEP data explorer. She noted the need to clarify the audience for the white paper and to narrow the focus to primary uses of NAEP data.

COSDAM members engaged in extensive discussion with Ms. Mullis in an attempt to narrow the scope of what could be a very expansive project. Discussion topics included: 1) the importance of defining the intended audiences; 2) asking how NAEP has made an impact and how it has been actionable; 3) a focus on states and Trial Urban District Assessment (TUDA) districts as primary users of NAEP data; 4) how to go about collecting input from various types of state users; and 5) whether the focus should be on all subjects or primarily reading and math with state data. It was clear that the work needed to articulate —let alone validate— intended uses of NAEP is extensive. The committee looked forward to the white paper offering the Governing Board and NCES a framework for possibilities for articulating NAEP uses, similar to how Ed Haertel’s white paper helped lay out the issues around the Long-Term Trend assessments in the symposium that took place that morning.

Follow up to Evaluation of NAEP Achievement Levels

Mr. Ho began by noting that COSDAM and the Executive Committee (via a joint delegation of authority) held a teleconference on December 19, 2016 to discuss and approve a formal response to the evaluation of NAEP achievement levels in math and reading. The formal response (which was sent to Secretary John King and Congress on December 20, 2016) is fairly

high level and involves a large body of work for the Governing Board and NCES over both the short-term and long-term. The goal of performing this work is to improve processes for setting and communicating the NAEP achievement levels. In parallel, this work is expected to provide information for the possible removal of the trial status of the achievement levels that is the decision for the NCES Commissioner for Education Statistics.

Sharyn Rosenberg, the Governing Board's Assistant Director for Psychometrics, reviewed each recommendation and proposed next steps. In addition, NCES Acting Commissioner Peggy Carr shared her own response to the evaluation, which was sent to Secretary DeVos on March 1, 2017. Ms. Carr noted that the NAEP legislation is explicit that a new evaluation of any additional work performed by the Governing Board in response to this recent evaluation would be necessary before the Commissioner could consider removing the trial status of the achievement levels.

COSDAM members engaged in extensive discussion of the following topics: 1) issuing a procurement to review (and potentially revise) the achievement level descriptors in mathematics and reading at grades 4, 8, and 12; 2) having an initial COSDAM discussion of potential revisions of the achievement levels policy at the May 2017 meeting, with plans to seek input from multiple stakeholders throughout the process; 3) synthesizing previous and existing NCES and Governing Board efforts to link NAEP to external measures so that COSDAM can consider what new studies to undertake; 4) a need for additional research to understand how the NAEP achievement levels have been used by various stakeholders; 5) the possibility of including external benchmarks in the standard setting process; 6) the importance of working closely with NCES on many of the activities; and 7) an acknowledgment that this is a large body of work that will be accomplished over several years.

Information Item: Update on Transition to Digital Based Assessments

Mr. Ho emphasized the importance of NAEP being able to provide an answer to the question of whether students have made progress between 2015 and 2017.

Mr. Ho adjourned the COSDAM meeting at 3:55 p.m.

Report of March 3, 2016

Assessment Development Committee (ADC) and Committee on Standards, Design and Methodology (COSDAM) Members: Cary Sneider (ADC, Vice Chair), Andrew Ho (COSDAM, Chair), Joe Willhoft (COSDAM, Vice Chair), Mitchell Chester, Lucille Davy, Frank Fernandes, Jim Geringer, Carol Jago, Dale Nowlin, Alice Peisch, Jim Popham, Linda Rosen, and Chasidy White.

Governing Board Staff: Bill Bushaw, Lily Clark and Sharyn Rosenberg.

NCES Staff: Acting Commissioner Peggy Carr, Jing Chen, Pat Etienne, Elvie Germino-Hausken, Eunice Greer, Shawn Kline, Nadia McLaughlin, Holly Spurlock, William Tirre and Bill Ward.

Other Attendees: American Institutes for Research: Markus Broer, Kim Gattis, Young Yee Kim and Sami Kitmitto. BI: Nicolette Driggers. CCSSO Policy Task Force: Shelly Loving-Ryder. CRP: Arnold Goldstein. Educational Testing Service: Jay Campbell, Gloria Dion, Amy Dresher, Steve Lazer, John Mazzeo and Karen Wixson. Fulcrum: Saira Brenner and Anderson Davis. Hager Sharp: Joanne Lim. HumRRO: Deirdre Knapp, Sheila Schultz and Art Thacker. Optimal Solutions Group: Brian Cramer. P20 Strategies: Andrew Kolstad. Pearson: Marc Johnson, Tim O’Neil, Cathy White and Llana Williams. Westat: Greg Binzer.

Joint Session with the Assessment Development Committee (ADC) on Dynamic Frameworks

ADC and COSDAM met in joint session, continuing the discussion on “dynamic frameworks” from the November 2016 board meeting. ADC Vice Chair Cary Sneider began the meeting by proposing that a subset of members from ADC and COSDAM be convened to explore how to move forward with a new process for updating assessment frameworks while maintaining trend, one of the goals identified in the Board’s Strategic Vision. The discussion focused on defining both processes and goals for establishing a working group that would meet about once per month with staff by teleconference in between Board meetings.

There was consensus that “dynamic frameworks” is not the most appropriate terminology for this effort because it implies that the frameworks would constantly be in flux, and such fluidity could have unintended consequences. The Board has a Framework Development policy for creating and reviewing frameworks, which notes that frameworks should remain stable for at least 10 years. The framework development process is extensive and takes several years, engaging several committees of experts and reviews by hundreds of people. However, there is no established process for making a series of smaller, more incremental changes on a faster schedule.

The committees agreed that the charge of the working group should be to explore new processes for updating frameworks that would enable the Board to ensure that the NAEP assessments remain relevant while maintaining trend. The goal of this effort is not to initiate

any changes to current practices for updating frameworks, but rather, to develop a proposal for new approaches to updating frameworks for the entire Board's consideration. The committees recognized that one hour every few months (joint sessions during Board meetings) is not sufficient to make a lot of progress on this issue. A smaller group, participating in monthly calls, can help move this effort forward and identify issues that can be brought to the respective committees for feedback using an iterative process. ADC will have primary responsibility for identifying what content should be updated to ensure that assessments remain relevant, while COSDAM will explore the extent to which content changes can be made while maintaining trends.

The committees identified questions for the working group to consider, including a suggestion to explore how other assessment programs (including states) approach the issue of updating their frameworks. Also under discussion was whether the Board should think about NAEP as helping to spur progress in education, or simply documenting what the nation's students know and can do. Such considerations may affect which model to pursue for updating frameworks.

There was unanimous agreement that a working group should be established, and the following Board members volunteered to participate: Lucille Davy, Andrew Ho, Dale Nowlin, Linda Rosen, Cary Sneider, Chasidy White, and Joe Willhoft. Mr. Sneider and Mr. Ho asked that Michelle Blair and Sharyn Rosenberg determine the agendas and schedule working group meetings.

COSDAM Members: Andrew Ho (Chair), Joe Willhoft (Vice Chair), Mitchell Chester, Lucille Davy, Jim Geringer, Alice Peisch, Jim Popham, and Linda Rosen.

Governing Board Staff: Lily Clark and Sharyn Rosenberg.

NCES Staff: Jing Chen, Pat Etienne, William Tirre and Amy Yamashiro.

Other Attendees: American Institutes for Research: Markus Broer, Sami Kitmitto and Young Yee Kim. Educational Testing Service: Amy Dresher and John Mazzeo. Fulcrum: Saira Brenner and Anderson Davis. Hager Sharp: David Hoff. HumRRO: Arthur Thacker. P20 Strategies: Andrew Kolstad. Pearson: Marc Johnson, Tim O'Neil and Llana Williams. Westat: Greg Binzer, Keith Rust and Dianne Walsh.

COSDAM Role in Implementing the Strategic Vision

Mr. Ho noted that he attended the Executive Committee retreat held a few weeks prior to the Board meeting, which focused on the implementation of the Strategic Vision. Although Joe Willhoft and Lucille Davy were unable to attend, their feedback on a previous draft of the proposed activities was incorporated into the current version of the document. Mr. Ho asked COSDAM members to consider whether the proposed activities capture the essence of the Strategic Vision goals, in addition to how the activities should be prioritized.

The discussion included the following points: 1) a need for a visual representation of what work we have done, are currently doing, and should be doing next; 2) differing opinions about the value of revisiting efforts to address preparedness for careers; 3) recognition that almost all of these projects are underway in some form; 4) an idea to hold off on releasing items for a couple of years after an assessment is administered and to give states an opportunity to embed them in state assessments while they are still secure; and 5) enthusiasm for the effort to increase access and use of the released items by classroom teachers, currently assigned primarily to the Assessment Development Committee and secondarily to the Reporting and Dissemination Committee. There was general consensus that the proposed activities seemed reasonable and worth revisiting.

Mr. Ho adjourned the COSDAM meeting at 12:00 p.m.

I certify the accuracy of these minutes.

A handwritten signature in black ink, appearing to read 'Andrew Ho', written over a horizontal line.

Andrew Ho, Chair

March 21, 2017

Date

National Assessment Governing Board

Reporting and Dissemination Committee

Report of March 2-3, 2017

March 2nd, 2017; 1:30 – 3:00 pm

Reporting and Dissemination Committee Members: Rebecca Gagnon (Chair), Father Joseph O’Keefe (Vice Chair), Alberto Carvalho, Tonya Miles, Governor Ronnie Musgrove, Jeanette Nuñez, Fielding Rolston, Ken Wagner.

Governing Board Staff: Stephaan Harris, Laura LoGerfo, Tony White.

Contractors: Cadille Hemphill (AIR); Arnold Goldstein, Subin Hona (CRP); Meredith Davis, Chelsea Radler (DCG); Robert Finnegan, Lisa Ward (ETS); Lisa Matthews, Debra Silimeo (Hager Sharp); Brian Cramer (Optimal Solutions Group); Mark Custer (Reingold).

Other: Patte Barth (National School Boards Association).

On Thursday afternoon, the Reporting and Dissemination Committee hosted a panel on developing more effective outreach to NAEP and Governing Board stakeholders. The panel included Thomas Gentzel, Executive Director of the National School Boards Association, Robert Mahaffey, Executive Director of the Rural School and Community Trust, Joseph McTighe, Executive Director of the Council for American Private Education (CAPE), and Nathan Monell, Executive Director of the National PTA.

Moderated by Reporting and Dissemination Committee Chair, Rebecca Gagnon, and Vice Chair, Father Joseph O’Keefe, the panel shared several insights critical to optimizing the Governing Board’s outreach efforts. The panelists all agreed that they appreciate using NAEP results in their own messaging, but shared that most of their members do not know what NAEP is. The panelists recommended that the Governing Board work through their organizations’ networks to disseminate the Governing Board’s materials, reports, event invitations, and infographics.

Joe McTighe discussed how CAPE supports NAEP in the field, by sending letters to encourage private schools to participate. At least 70% of the private schools sampled for NAEP must participate to allow for subgroup reporting of results for private schools. Catholic schools tend to participate at the required rate, but that does not hold among other private schools. Participation is voluntary for private schools, and schools do not reap tangible benefits from NAEP to their students, to their teachers, to their curriculum, instruction, or management.

Thus, CAPE's work to bolster private school participation is difficult, but necessary, to ensure that private school results on NAEP can be analyzed separately.

Robert Mahaffey, who directs the Rural School and Community Trust, announced that his organization is releasing their annual "Why Rural Matters?" report in early April, which relies heavily on NAEP data. Mr. Mahaffey explained that rural areas have higher levels of mobility, which can impact testing. In addition, the rural student population represents a wide range of diversity, which complicates the assessment of progress for rural schools. He invited the Governing Board to piggyback on his organization's promotional efforts for this report.

Nathan Monell from the National PTA described his work as educating parents to become responsible consumers of school information. Mr. Monell spoke honestly, noting that parents are not using NAEP, because they do not know it exists. And among the parents who do know NAEP, there is a real lack of access to the data, because they do not know what they should be seeking in the report or data. Thomas Gentzel of the National School Boards Association concurred and elaborated; there is an overwhelming amount of NAEP data available, so the task of parsing through the data to find relevant results becomes a very real challenge.

Mr. Gentzel also suggested that the Governing Board should help demystify NAEP, making NAEP (and the achievement levels specifically) more comprehensible in general, more accessible to the typical educator, and even more understandable to the researcher who chooses to delve into the data more fully. The Governing Board can help direct users to what the real meaning of these data are. The panelists claimed that the current communications strategy fails to indicate what can be done with the data. The Governing Board needs a clear, simple description of what NAEP's impact is.

The panelists continued. Data need not be presented for every state. Every detail of data need not be offered. But there should be easily accessible links for those who do want to pursue further detail. Simplicity may not be the statistician's strong suit, but it is a fundamental need in any communications for these organizations' members and outreach efforts. The public, the panelists, their stakeholders want digestible, actionable information, based on real evidence, that helps, not hurts, the education system.

And the panelists confessed: they did not know anything about the NAEP contextual variables.

As for the Governing Board's outreach efforts, the panelists welcomed partnerships and joint activities. For example, Mr. Monell of the National PTA suggested another Parent Education Summit, which his organization and its members found helpful, productive, and positive. All four panelists invited Governing Board members and/or staff to attend their organizations' national conventions and conferences and to take advantage of other meetings led by the federal government that include them, like the Private Schools Study meeting NCES convenes. The panelists extended offers to co-brand, i.e., the Governing Board provides data and graphics to the National PTA, and the National PTA posts those materials to their community. This

allows the National PTA to determine the important message from the data for their own stakeholders.

All four panelists thanked the Governing Board for arranging this productive and insightful meeting and agreed that the Governing Board should solicit feedback from them and similar stakeholders on an ongoing basis.

March 3rd, 2017; 10:15 am – 12:05 pm

Reporting and Dissemination Committee Members: Rebecca Gagnon (Chair), Father Joseph O’Keefe (Vice Chair), Alberto Carvalho, Tonya Matthews, Terry Mazany, Tonya Miles, Governor Ronnie Musgrove, Jeanette Nuñez, Fielding Rolston, Ken Wagner.

Governing Board Staff: Bill Bushaw, Stephaan Harris, Laura LoGerfo, Tony White.

National Center for Education Statistics Staff: Halima Adenegan, Gina Broxterman, Jamie Deaton, Linda Hamilton, Dan McGrath, Emmanuel Sikali, Ebony Walton, Grady Wilburn, Aimee Winchester.

Contractors: Cadille Hemphill (AIR); Arnold Goldstein, Subin Hona (CRP); Meredith Davis, Greg Orrison, Chelsea Radler (DCG); Jonas Bertling, Robert Finnegan, Lisa Ward (ETS); Cedric Brown, David Hoff (Hager Sharp); Hillary Michaels (HumRRO); Melissa Ward (Optimal Solutions Group); Chris Averett (Westat).

Other: Shelley Loving-Ryder, Scott Norton (Council of Chief State School Officers).

Reporting and Dissemination Committee chair Rebecca Gagnon called the meeting to order at **10:17 am**. Committee meetings started slightly late on Friday, but the Reporting and Dissemination Committee efficiently moved through the first three items on the agenda to realign to the planned schedule. The Committee welcomed its newest member, Jeanette Nuñez, who expressed her anticipation of engaging with this work.

The Committee then shifted its attention to the action on the Reporting, Release, and Dissemination of NAEP Results policy statement. The policy statement was not changed from the full Governing Board's last review at the November Board meeting and does not conflict with or contradict any extant Board policies. The Chair asked a member to make a motion to move the policy statement to the full Board for approval.

ACTION: R&D Member Fielding Rolston moved the Reporting, Release, and Dissemination of NAEP Results policy statement for action by the full Governing Board, which Tonya Miles seconded. The Committee unanimously approved the motion and recommended approval to the full Board on Saturday, March 4, 2016.

After the action on the Guidelines, the committee moved into a wide-ranging session intended to prioritize the Strategic Vision activities under R&D’s aegis. Chair Rebecca Gagnon and Vice Chair Father Joseph O’Keefe opened a discussion about the Strategic Vision and updated the R&D members on what occurred at the Executive Committee retreat. Ms. Gagnon started with outlining the overall goals for the Reporting and Dissemination (R&D) Committee: (1) build and sustain audience; (2) increase and strengthen users of NAEP data and findings; (3) disseminate

appropriate uses of NAEP. She then invited members to react to the list of activities that correspond with the Strategic Vision's goals.

Jeanette Nuñez noted that this list of activities assigns a lot of work to R&D, an evaluation of the workload with which the entire committee concurred. Among the Committee members, agreement emerged around first determining how NAEP can enter ongoing conversations about career and citizen readiness. The current education system is preparing youth for jobs that do not yet exist, so whether a credential is needed now may not matter in the years ahead. But skills like critical thinking and problem solving remain perennially necessary, and findings from the NAEP contextual variables can speak to their prevalence and relationship to NAEP performance.

The right graphics and packaging to showcase these relationships—and specifically any positive practices that can be replicated in schools and classrooms—can influence how decision-makers shape policy. Though data inherently convey a message, by providing data to partners, who can serve as the vehicle through which messages are developed and disseminated, the Board can preserve its neutrality in the policy arena. Given this discussion, Reporting and Dissemination Committee members requested a session to learn which contextual variables across the different NAEP subjects show positive relationships with NAEP performance.

In addition, the Committee converged upon several primary activities to address the goals of the Strategic Vision:

- Improve, expand, and elaborate the database of current and potential partners, contacts, and Board-member affiliated organizations. Use the Governing Board's Nominations database. Follow up with established partners to ensure that valuable relationships and avenues for dissemination do not wither and disappear. Forge new partnerships in areas where the Board currently lacks connections. For example, hosting another Parent Summit, which the National PTA really appreciated. In another, Rock the Vote, iCivics, and Center for Civic Education participated in the 2010 release of civics; the Board should re-contact those groups.
- Tonya Matthews suggested developing a Menu of Engagement, i.e., provide partners with three or four options that the Governing Board can create to support and/or supplement partners' outreach efforts, especially videos on how to read and interpret NAEP results, as well as graphics, toolkits, speakers/panelists, a help desk.
- Develop a schedule of events, conferences, promotional tours, etc. with which the Governing Board can align activities with partners. For example, Rob Mahaffey from Rural School and Community Trust will be promoting their annual report that relies heavily on NAEP data; how can the Governing Board join that campaign?
- Create a tool to "Build Your Own Report", suggested by Ken Wagner, which would empower the user, help the Board and NCES learn what data interest users, and reduce

the overwhelming quantity of NAEP results, echoing the idea of a “light report” floated by Dan McGrath of NCES, in which not all data from a report would be presented at once, but users could select which data they wish to see presented.

- Construct custom portals for different subjects and/or different types of users for web-based reporting, e.g., portals for data wonks, the data curious, and data tyros, or portals organized around what problems users want to solve, or portals with “intensified” reporting (lots of data, lots of precise language) and with “light” reporting, which would be more succinct and selective in presented data.

Alberto Carvalho inquired about how R&D will know if, when, and how desired outcomes from the Strategic Vision are achieved. He suggested first aligning these activities in priorities, then bucketing them by the desired objective results. This led to a spirited line of inquiry. Is one meeting with a stakeholder group sufficient to bill as an achieved outcome? Or is evidence of change deeper, such as web traffic from those stakeholders back to the Governing Board or NAEP website? A balance must be struck between self-congratulating the Board for goals too easy to attain and creating goals too complicated to reach.

For May, the staff will need to engage in some deep analysis about defining what the R&D outcomes for the Strategic Vision should be, then take the following next steps:

- Tighten the list of activities, prioritizing the aforementioned;
- Construct a logical three-year timeline for R&D’s work on the Strategic Vision, incorporating internal and external factors that may influence the timeline’s progress;
- Organize activities in terms of objective, measurable outcomes;
- Align these outcomes with desired activities.

The meeting concluded with an update on the Arts release planning and the news that the State Mapping Report, which equates state accountability tests to NAEP, will be released by April.

Ms. Gagnon adjourned the Reporting and Dissemination Committee meeting at 12:05 p.m.

I certify the accuracy of these minutes.


Rebecca Gagnon
Chair

March 24, 2017
Date

National Assessment Governing Board

Reporting, Release, and Dissemination of NAEP Results Policy Statement

Adopted March 4, 2017

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.

National Assessment Governing Board

Nominations Committee

Report of March 4, 2017

Nominations Committee Members: Chair Tonya Miles, Lucille Davy, Andrew Ho, Joseph O’Keefe, Fielding Rolston, Cary Sneider.

Governing Board Staff: Bill Bushaw, Lisa Stooksberry.

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 March 4, 2017 from 7:30 a.m. to 8:15 a.m.

Nominations Committee Chair Tonya Miles called the meeting to order, welcomed new staff member Lisa Stooksberry, and provided an overview of the meeting agenda. Ms. Miles thanked members of the Committee for reviewing the large number of nominations during the last several months. Ms. Miles also expressed appreciation to Governing Board staff for supporting the work of the Committee. Nominations Committee members then received a briefing from staff on the status and demographics of the 2017 finalists, which Ms. Miles will present at the closed Board plenary session at 8:30 a.m. on March 4, 2017.

For Board terms beginning on October 1, 2017, there are six openings in four categories:

1. Elementary School Principal
2. General Public Representative (2)
3. Governor (Democrat)
4. Governor (Republican)
5. Testing and Measurement Expert

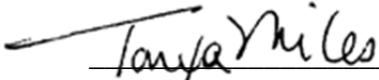
For 2017 there are incumbents in the following two positions: General Public Representative and Governor (Republican). There are no incumbents for the other categories.

In mid-January, the Nominations Committee held a teleconference to discuss the large pool of nominees for this cycle and to recommend a slate of finalists for each category other than that of sitting or former Governor. Board staff are working separately with the National Governors Association to identify candidates for the governor positions. Pending Board approval, the slates of finalists will be delivered to Secretary Betsy DeVos in April 2017.

The committee discussed the high quality and diverse numbers of nominees in the various positions for 2017. The committee commended staff for their widespread outreach efforts with organizations and individuals, noting this contributed to the diverse candidate pool. The committee discussed the forthcoming 2018 cycle, expressing interest in continuing to increase the number of nominees across a range of diversities including race/ethnicity and geography, among others. Finally, the committee agreed that the existing application package, which includes candidates' personal statements along with a curriculum vitae or resume, should be used again in 2018. The committee encouraged staff to consider uses of technology that might streamline the nominations process in the future.

ACTION: The Nominations Committee unanimously recommended the slates of 2017 finalists to the Governing Board for approval at the March 4, 2017 meeting.

I certify the accuracy of these minutes.



Tonya Miles, Chair

March 23, 2017

Date