

**National Assessment Governing Board**

**Meeting of May 19–20, 2017  
Minneapolis, MN**

**OFFICIAL SUMMARY OF GOVERNING BOARD ACTIONS**

**Complete Transcript Available**

**National Assessment Governing Board Members Present**

Terry Mazany, Chair  
Frank Fernandes  
Rebecca Gagnon  
Shannon Garrison  
James E. Geringer  
Doris R. Hicks  
Andrew Ho  
Carol Jago  
Ronnie Musgrove  
Dale Nowlin  
Jeanette Nuñez  
Alice Peisch  
James Popham  
Linda Rosen  
Cary Sneider  
Ken Wagner  
Chasidy White  
Joe Willhoft

**Governing Board Members Absent**

Thomas Brock (ex-officio)  
Alberto Carvalho  
Mitchell Chester  
Lucille Davy, Vice Chair  
Tonya Matthews  
Tonya Miles  
Joseph O’Keefe  
B. Fielding Rolston

**National Assessment Governing Board Staff**

William 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

**National Center for Education Statistics (NCES)**

Peggy Carr, Acting Commissioner  
Jamie Deaton  
Dan McGrath  
Michael Moles  
Taslina Rahman  
Holly Spurlock  
William Tirre

**American Institutes for Research (AIR) Staff**

Victor Bandeira de Mello  
George Bohrnstedt  
Kim Gattis  
Cadelle Hemphill

**CRP, Inc.**

Monica Duda  
Kathy Smoot

**District Communications Group (DCG)**

Meredith Davis  
Chelsea Radler

**Educational Testing Service (ETS) Staff**

Jonas Bertling  
Jay Campbell  
Amy Dresher  
Robert Finnegan  
John Mazzeo

**Fulcrum IT**

Saira Brenner  
Anderson Davis  
Scott Ferguson  
Kevin Price

**Hager Sharp**

David Hoff  
Debra Silimeo

**Human Resources Research Organization (HumRRO)**

Hillary Michaels  
Sheila Schultz  
Thanos Patelis

**Optimal Solutions Group**

Brian Cramer  
Shamekka Kuykendall

**Pearson Educational Measurement**

Cathy White

**Westat**

Greg Binzer  
Lisa Rodriquez  
Dianne Walsh

**Council of Chief State School Officers Policy Task Force**

Nate Olson

**Speakers**

Ed Graff, Superintendent, Minneapolis Public Schools (MPS)  
Eric Moore, Chief of Accountability, Innovation and Research, MPS  
Taslina Rahman, NCES  
Julie Young-Burns, Social Emotional Learning Team Coordinator, MPS

**Other Attendees**

Mark Benson Principal, Red Lake Middle School

**Others/Attendees**

Jennifer Cain, Minnesota Department of Education  
Jagir Patel, U.S. Department of Education  
Michael Rodriguez, University of Minnesota

**Call to Order**

The May 19, 2017, session of the National Assessment Governing Board meeting was called to order by Chair Terry Mazany at 8:30 a.m.

## **Approval of May 2017 Agenda and March 2017 Governing Board Meeting Minutes**

Chair Mazany reviewed the May 2017 agenda and requested a motion for approval. Rebecca Gagnon moved for Board approval. The motion was seconded by Ronnie Musgrove and passed unanimously.

Chair Mazany requested a motion for approval of the March 2017 minutes. Joe Willhoft moved for approval. The motion was seconded by Ms. Gagnon and passed unanimously.

### **Opening Remarks**

Chair Terry Mazany opened with remarks on preparedness, citing an article in the Chicago Tribune, “College Prep Courses Not Preparing Kids for College,” which highlighted the misalignment between current course content in Illinois and the new essential skills for postsecondary endeavors.

Chair Mazany encouraged the Governing Board to think differently about postsecondary preparedness, especially as it relates to the frameworks and metrics used by the National Assessment of Educational Progress (NAEP), because technology is rapidly changing and already dramatically impacting the skills needed for today’s workforce. He recalled that at the Board’s outreach event with Minnesota educators and leaders the previous day, participants emphasized the importance of students’ capacity to learn, adapt, adjust, and be creative, which connects with the shifting set of requisite skills for postsecondary success. Entire industries are currently being upended by technological advances and automation. For example, while the sharing economy with application-based personal driving services is destroying the taxicab industry, simultaneously the self-driving car industry is destroying these personal driving services.

As the ethical debate around technology’s impact on the labor force and society continues, conversation around universal basic income has been gaining momentum. Chair Mazany commended Andreas Schleicher’s work at the Organization for Economic Cooperation and Development (OECD) to shape the role of Program for International Student Assessment (PISA) results in informing policy conversations. Chair Mazany highlighted a recent presentation by Mr. Schleicher as well as a study from the Royal Society of Arts, Commerce, and Manufacturing. The study explores using inclusive economic growth principles to measure society’s success. By incorporating metrics beyond gross domestic product—such as skills, employment, and living standards—investment in education becomes imperative for societal success. OECD’s recent PISA reporting uses contextual variables to identify where countries performing well on PISA have made such investments.

Chair Mazany stated that as the digital revolution changes education and the economy and other parts of the world explore new metrics for success, NAEP needs to change as well. With rampant technology shifts come dramatic changes in the type of skills that will be critically necessary in the future. Chair Mazany remarked that as educators, we have a responsibility to prepare students for their future, not our past. He encouraged Board members to consider and anticipate how

these issues and challenges can spark ideas for how NAEP can measure and inform preparedness.

### **Minneapolis District Leaders Panel: Social Emotional Learning and the Relationship to Traditional Academic Variables**

Chair Mazany introduced the following panelists from the Minneapolis Public Schools (MPS) leadership—Ed Graff, Superintendent; Eric Moore, Chief Accountability and Innovation Officer; and Julie Young-Burns, Social Emotional Learning (SEL) Team Coordinator. Chair Mazany noted that Ms. Gagnon, the chair of the Minneapolis Public School board, would moderate the panel discussion.

Ms. Young-Burns introduced herself and noted that she has a holistic public health approach to education. Mr. Moore said his role is new but that he has been in this field for about 20 years, with interests in equity, measurement, and removing barriers to student success. Mr. Graff shared that he spent 25 years as an educator in public schools. He explained that during his interview process in Minneapolis, he was asked to describe how he would approach narrowing one of the largest achievement gaps in the country between white students and students of color. He began with SEL, which he said is imperative for equity as a means to understand students' contexts and needs. Ms. Gagnon asked Mr. Moore to discuss data he is collecting about social emotional learning in Minneapolis.

Two years ago, Mr. Moore and his team began collecting survey data on persistence from roughly 17,000 students in grades 5 through 12. The results showed more variation within a group of students of the same race than between different races, although Somali students were rated as more persevering than European American students. Mr. Moore explained that persistence is malleable and varies by context, i.e., a student might persevere at tasks outside the classroom, but not inside the classroom. Mr. Moore realized that this measure was about persistence within the school system; students may persist in other contexts and environments. This malleability suggests opportunities to improve students' persistence, a critical component of social emotional learning.

Mr. Moore reported that he had asked 166,000 students to participate in the Minnesota Student Survey. He shared findings about students' high commitment to learning and the relationships among persistence, suspensions, grade-point average, and academic growth. Mr. Moore noted that his team is using the data to help adults in MPS support students' development of social emotional skills. The metrics place the responsibility on adults to facilitate positive outcomes and consider how to create environments that support students.

Ms. Gagnon asked Ms. Young-Burns and Mr. Graff how they are working to change systems to benefit students.

Ms. Young-Burns responded with her three-prong approach:

1. Honing students' SEL through instruction involving social skills, aspirations for students, how students manage their emotions, awareness, and decision-making;

2. Enhancing the SEL of adult staff: managing adults' emotions and their effects on students; and
3. Offering more chances for students to share their opinions.

Mr. Graff emphasized individualized learning, such as adding a course or extracurricular activity. He highlighted the importance of Mr. Moore's work, as well as one-on-one discussions, to incorporating student voices. He said while technical skills are essential, so are social and emotional skills, especially for communities and employers.

Ms. Gagnon asked how schools are gaining a different understanding of the roles of families and communities. Ms. Young-Burns said her approach to SEL invites the family to assume a partnership role. Outreach can be furthered with student-led parent-teacher conferences and collaboration with local nonprofits, a claim Mr. Graff echoed and supported. Centering schools in their communities holistically draws families in as partners. Referencing Ron Ferguson's research on the imperative role of relationships in the learning of African American and Latino students, Mr. Moore's approach has been to expand that concept to relationships with families. Educators' lack of willingness to have uncomfortable conversations could be another barrier that contributes to achievement gaps.

Ms. Gagnon said negative experiences certain groups may have had with the public school system must be considered part of these communications and context. Mr. Moore pointed to the need for continuous engagement with families to make sure their voices are captured accurately. He cautioned against measuring students' participation in school against norms and advocated for focused research through surveys. For example, he presented specific examples of how his SEL research directly affects schools, such as showing teachers and administrators how Indian American students value language learning and revealing teachers' perceptions of assertiveness in African-American girls. The better a teacher's SEL skills, the more likely they are to close the achievement gap. Measurement changes instruction, which then improves lives.

Ms. Gagnon opened the floor to questions.

Mr. Popham commented on creating something inexpensive to test for social emotional skills to be sure teachers were focusing on those skills, too. Mr. Graff said the focus areas are the ones that prove successful and emphasizing SEL district-wide assures that all students' needs are met throughout the year. In response to a question from Mr. Popham, Mr. Moore said that there is a need to steer clear of over-testing because instructional strategies are necessary to act on the data and what is being measured must be perceived as valuable. Doing otherwise can contribute to achievement gaps.

Ms. Rosen asked why the district leadership thinks SEL is gaining popularity now. Mr. Graff said MPS is approaching SEL methodically and echoed Mr. Moore's point about communicating with stakeholders.

Ronnie Musgrove asked if the MPS is considered a leader in SEL, and if so, when would they have enough data to recommend approaches to other school systems. Mr. Graff noted that the

school system where he previously worked—Anchorage, Alaska—has been focusing on SEL for decades and it is critical for MPS to remain committed to its focus on SEL to be considered a leader.

Ms. Jago asked how these ideas are working in changing curricula and classrooms. Ms. Young-Burns responded by explaining how she and her team choose texts, tools, resources, and assignments that better incorporate SEL into literacy courses from kindergarten through fifth grade. She and her team also create teacher toolkits that integrate student self-regulation skills into lesson plans.

Mr. Moore stated his belief that addressing SEL skills can facilitate equity; he affirmed the value of best practices to help all teachers do this. He emphasized the need for professional development for teachers to provide them with the right tools to incorporate SEL into instruction. Ms. Gagnon shared an example of a school with a high turnover rate where, in partnership with the University of Minnesota, mental health support was added for the teachers. Mr. Graff commented that these changes are based on brave conversations, and that process begins with new administrative hires who are committed to SEL.

Ms. Hicks discussed the successes her school in New Orleans has achieved since implementing SEL. Currently, the program is being assessed so that findings can be shared district-wide. Mr. Moore discussed students' negative feelings about standardized testing; however, SEL suggests standardized tests can celebrate what students know and how teachers are effective. Ms. Hicks added that in New Orleans, parent choice means students may switch schools several times, so her school was looking for an effective way to help students handle emotions arising from these transitions.

Ken Wagner expressed concern that failure and struggle are valuable learning tools and emphasized the importance of narrative to implementing SEL. Mr. Moore agreed and noted the tension between SEL and equity. Mr. Graff noted that in his time with Collaborative for Academic, Social, and Emotional Learning (CASEL), they struggled with avoiding the term “social emotional learning” so it could maintain its relevance and not accumulate unfortunate or biased connotations.

Mr. Wagner stated that Chair Mazany's ideas in his opening statement should be layered onto what the Board is already measuring.

Andrew Ho asked about the research infrastructure with SEL, especially longitudinal data systems, and how the data follow and help individual students as they grow. Mr. Moore acknowledged the work of Michael Rodriguez, from the University of Minnesota, who created a SEL survey that recurs every three years and produces data on SEL linked to student ID numbers.

Jeanette Nuñez asked how discipline plays into SEL. Ms. Young-Burns explained they changed their discipline policy to integrate skills coaching, emphasizing how to react—rather than how *not* to react. This holds students accountable for behavior.

Chasidy White shared that in her state of Alabama “social emotional learning” already is a contentious term and that a bill promoting it failed by a wide margin in part because the path to certification is unclear.

Chair Mazany thanked the panelists and noted that convening Board meetings outside of DC allows the Board to learn new ideas and best practices from local leaders which is a tremendous benefit to the Board.

### **Recess for Committee Meetings**

The first session of the May 19, 2017, Governing Board meeting recessed at 10:40 a.m. for committee meetings and a closed session working lunch.

### **Closed Working Lunch Session: Mapping State Proficiency Standards onto the 2015 NAEP Reading and Mathematics Scales 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 1:00 to 2:15 p.m. Taslima Rahman from NCES provided a briefing on Mapping State Proficiency Standards onto NAEP Scales.

The state mapping study uses NAEP to provide a common metric to compare state standards, which is valuable as each state designs its assessment and sets performance standards independently. Placing all state standards on a common scale allows comparison of the relative stringency of state standards for proficiency in those grades and subjects (grades 4 and 8 reading and mathematics).

Ms. Rahman provided a brief history on prior NCES mapping studies that were conducted with NAEP data from 2003, 2005, 2007, 2009, 2011, and 2013. She then explained the methodology used for the embargoed 2015 study. The 2015 analysis includes the three testing programs most commonly used in states: ACT Aspire, the Partnership for Assessment and Readiness for College and Careers (PARCC), and Smarter Balanced Assessment Consortium (SBAC).

The results from the 2015 mapping study state and NAEP assessments were presented.

Board members engaged in a question and answer session during the presentation.

Ms. Rahman concluded the briefing by noting that the report is currently under review by NCES and is planned for release in summer 2017.

### **Meeting Reconvened**

The Governing Board reconvened in open session at 2:30 p.m.



## **Executive Director's Report**

Executive Director Bill Bushaw reported on the success of the NAEP 2016 Arts release held on April 25, 2017. He said three factors led to the positive experience, namely heightened engagement with partners for several months prior to the release, a focus on actionable data, and national event exposure through online streaming.

The release profiled arts education programs in four schools: Red Lake Middle School in Red Lake, Minnesota; Hilltop Artists in Tacoma, Washington; Orchard Lake Gardens in Roxbury, Massachusetts; and the Arts Based School in Winston-Salem, North Carolina. Mr. Bushaw shared a video with highlights from the four programs, and noted that the lessons learned from this release will be used to inform the release plans for the 2017 NAEP Mathematics and Reading results.

In a recap of other key conversations and milestones since the Board last met in March, he reviewed that he and Deputy Executive Director Lisa Stooksberry met with Kris Amundson of the National Association of State Boards of Education. They also met with Andreas Schleicher and discussed OECD's program Education 2030 and the Governing Board's Strategic Vision.

Mr. Bushaw provided an update on the following presentations and events:

- Laura LoGerfo participated in an American Educational Research Association (AERA) focus group on how to increase the use of their educational and psychological standards.
- The AERA conference featured NCES Acting Commissioner Peggy Carr in multiple sessions, a Board-hosted symposium on Long-Term Trend moderated by Joe Willhoft, and a presentation by Ms. Rosenberg, among others.
- Sharyn Rosenberg presented at the National Council on Measurement in Education (NCME) conference, in a session organized by the National Association of Assessment Directors.
- Board members Cary Sneider and Linda Rosen presented recently in national forums promoting NAEP, the Technology and Engineering Literacy (TEL) assessment, and scenario-based tasks.

Looking forward, Mr. Bushaw noted that Michelle Blair is organizing a Board hosted session at the annual National Conference of Student Assessment (NCSA) in June. The NCSA is organized by the Council of Chief State School Officers (CCSSO). Mr. Bushaw recognized Nate Olson, the Governing Board's CCSSO Policy Task Force Vice Chair, who was in attendance at the Board meeting on behalf of the Task Force.

## **National Center for Education Statistics Update**

Chair Mazany noted the significance of the NAEP program completing its 2017 administration of digital-based assessments (DBA) in reading and math. He emphasized the complexity of this work operationally, including the transadapting studies, as a significant chapter in the history of

the NAEP program. He heralded Peggy Carr’s leadership in providing the vision and continuity to see the program through this transition to DBA. He commemorated the moment by presenting Ms. Carr with a monogrammed NAEP bag used in the 2017 DBA administrations.

Ms. Carr began her update on behalf of NCES by noting that the PISA financial literacy assessment would be released the following week on May 24<sup>th</sup>. She stated that two states, Massachusetts and North Carolina, participated in the assessment at the state level. Ms. Carr stated her belief that there is some overlap between this assessment and the NAEP Economics assessment.

Ms. Carr focused her update on selected information from AERA/NCME presentations that aligned with the Strategic Vision. The session “Using 2015 TIMSS Advanced Math and Physics Results to Explore College and Career Readiness,” was described in detail. She shared information from three out of four papers that were prepared for this session:

- (1) A TIMSS Advanced study comparing advanced students outcomes in mathematics:
  - Of 10 samples, the U.S. sample (consisting of students who took AP or IB courses that contain similar content to TIMSS Advanced) scored on par with the Russian Federation and Portugal; however, the U.S. scored significantly lower than Lebanon.
  - The U.S. scored lower than the Russian Federation in advanced mathematics.
  - The U.S. sample represents about 10 percent of 12th graders who took advanced coursework, whereas the Russian Federation samples (they had two) represented about 2 percent of students taking advanced coursework.
- (2) A paper focused on content alignment between TIMSS Advanced and NAEP items and assessment frameworks in mathematics had these key points:
  - The greatest coverage of the TIMSS Advanced content in the NAEP Mathematics Framework is in algebra and geometry.
  - There was no coverage of the TIMSS Advanced content in the area of calculus on the NAEP Mathematics Framework. This does not mean that the NAEP framework does not include calculus, but rather that there are no advanced subjects or topics in calculus on NAEP.
  - Although NAEP is more general and TIMSS Advanced is aimed at measuring top students, findings from this study could be used to tweak the NAEP frameworks.
  - About 58 percent of the TIMSS Advanced items could be mapped to the NAEP framework.
- (3) A paper delving into course-taking patterns of U.S. students who take the most advanced (AP or IB) mathematics courses had these takeaways:
  - A survey asked teachers what is taught in less advanced mathematics. The content areas were divided into categories based on what percentage of students had an opportunity to learn topics in each subject area: high, moderate, and low.

- Students in the high exposure group in a given content area responded correctly to 50 percent or more items; students in the moderate exposure group responded correctly to between 30 and 49 percent of items; and students in the low exposure group responded correctly to 33 percent or fewer items.

Ms. Carr concluded that NAEP does not give a complete picture for the most advanced students in mathematics. TIMSS Advanced can provide more information since not everything that students are learning in this country can be found on the NAEP assessment. These studies can help inform conversations about revising the NAEP mathematics framework.

Chair Mazany opened the floor for questions. Dale Nowlin asked about functions showing up multiple times in subcategories. Ms. Carr said they would be clarified in the paper. She offered to send the papers to Board members.

### **Policy Approaches to Revise the NAEP Assessment Subjects and Schedule (SV #9)**

Chair Mazany reminded the Board that one of the Governing Board's core responsibilities is to set the NAEP Assessment Schedule. In recent years the Board modified the Assessment Schedule in response to budgetary constraints, forcing reductions in the schedule. However, the Board now has the opportunity to proactively consider what an optimal Assessment Schedule would be. He explained that the Governing Board would meet in small groups for the remainder of the afternoon to discuss the Strategic Vision priority to revise the assessment subjects and schedule, followed by a full Board plenary discussion on Saturday, May 20.

He encouraged the groups to explore in their discussions what the nation's evolving needs are and how to make the assessment schedule aspirational while also being realistic. He emphasized that the Board is not currently considering action on the Assessment Schedule. He thanked Board members Carol Jago, Alice Peisch, and Dale Nowlin for serving as the small group facilitators.

### **Meeting Adjourned**

The May 19, 2017 Governing Board meeting adjourned after the cross-committee discussions concluded.

### **Meeting Reconvened: OPEN SESSION**

The May 20, 2017 Governing Board meeting reconvened at 8:30 a.m. in open session.

### **Breakout Session Summaries and Discussion: Policy Approaches to Revise the NAEP Assessment Subjects and Schedule (SV #9)**

Chair Mazany requested breakout session representatives provide summaries from each of the three small groups convened the prior day.

Ms. Gagnon stated that her group was impressed by the Chairman’s opening remarks on Friday, May 19 about anticipating the changing careers and currently unknown future careers, with rapidly changing technology, and how that future should inform the Governing Board’s work for NAEP and the Assessment Schedule. Her group had three key takeaways:

- The value of testing fewer subjects more consistently with larger samples to provide state and trial urban district assessment (TUDA) results;
- Interest in integrating assessments to have four main report cards (e.g. TEL and science combined, social studies, reading, and mathematics); and
- Creating NAEP frameworks to support the aforementioned integrated assessments by 2022-23.

Carol Jago summarized the following key outcomes from her group:

- Desire for more state-level data results generally as the ability to compare NAEP results garners the most interest—she noted the heightened desire for state level results for grade 8 civics specifically;
- Importance of finding efficiencies and recognizing that NAEP is not always the best tool to promote the importance of certain subjects (such as arts and foreign language skills); and
- Interest in redeveloping NAEP’s grade 12 assessments into a single, integrated measure of readiness.

Dale Nowlin reported that his group’s discussion resulted in the following recommendations for the Governing Board:

- Always report state-level NAEP results, and no longer report only national-level results;
- Expand TUDA, possibly by collapsing metropolitan areas or changing the eligibility requirements for TUDA; and
- Explore domains that NAEP does not currently assess but are necessary for future jobs, such as computer science and social emotional skills.

In addition, Mr. Nowlin’s group had two questions for the Board’s consideration: (1) Should the Board provide actionable or informative data? He noted that some of this data can be from studies rather than assessments, like the High School Transcript Study and 2013 math curriculum study. (2) If NAEP and the Governing Board were created today, what would they look like?

Chair Mazany opened the floor to discussion.

Cary Sneider posited that it would be valuable for NAEP to have a Science, Technology, Engineering, and Math (STEM) framework, in addition to subject-specific frameworks as that is the direction the country is moving towards. He suggested that trend reporting could be continued with subscales for each of STEM disciplines. He advised the Board to take a broad approach to integrating frameworks given the cross-disciplinary nature of items (a reading assessment item may also include science, for example), with consideration for how and when things are typically taught in classrooms. Mr. Sneider further noted that while some content would necessarily be eliminated with integrating assessments, it would still be worthwhile to do, if combined with the approach of providing more state and TUDA level results.

Jim Geringer observed that the competency-based education model is moving to K-12, and there are resulting implications for assessments, including NAEP, regarding the measure of competency versus content exposure. In addition, the concept of postsecondary readiness needs to be more inclusive of careers, as there are high paying fields for high school graduates that do not require a college degree. He pushed the Board to be bolder in its thinking to offer assessments that reflect how today's students learn.

Ms. Gagnon noted the importance of assessing the future skills needed by students. Her group had suggested the Board consult college and career centers for the skills they are seeking. Then NAEP assessments could be integrated to reflect those skills, which would also be more reflective of the integrated way students are learning. By doing fewer assessments, she expressed optimism that there would be cost savings to afford larger sample sizes for more state and TUDA reporting.

Linda Rosen emphasized that with any bold changes to NAEP, the Governing Board must be prepared to provide a clear explanation to the public. Ms. Jago noted that her group discussed the risk of a perceived loss of difficulty in NAEP as the result of integrating assessments.

Joe Willhoft voiced concern that each NAEP assessment must be clear in the construct it is measuring, and the risk of integrating assessments is that it becomes more difficult to report meaningful results. Andrew Ho added that results of combined assessments would also be hard to act on.

Ms. Rosen suggested NAEP be especially innovative with its grade 12 assessments, which could serve as a culmination of K-12.

Chasidy White observed the changing nature of grade 12, with dual enrollment with colleges. She mentioned that many high performing Alabama students, due to early graduation options, graduate from high school before NAEP is administered to 12<sup>th</sup> graders.

Chair Mazany asked Peggy Carr for her thoughts regarding the discussion. Ms. Carr expressed support for pursuing integrated assessments (including combining language arts and reading,

which Board members had not yet mentioned in this discussion), and support for a potential shift in focus to state, rather than national, assessments.

### **New Approaches to Measuring the Complex Skills Required for Postsecondary Education and Career (SV #10)**

The session began with a video featuring a student sharing a spoken word piece about her experiences of racial stigmatization and the importance of nurturing students' potential to excel despite the stigmas and challenges of low expectations. Chair Mazany offered this video as context for considering the bigger picture of what it means for students to be prepared. He provided a brief overview of the Governing Board's work on preparedness. While the Board initially pursued using NAEP to provide estimates of preparedness for college, job training, and the military, the Board's research currently only supports reporting a measure of academic preparedness for college. The military research was infeasible and the job training research was inconclusive. The academic preparedness measure for NAEP provides evidence that a majority of students are still not prepared for college at a time when more jobs require postsecondary education.

Chair Mazany urged the Governing Board to contemplate developing a new research program to develop a stronger metric for academic preparedness for postsecondary careers. He suggested creating an ad hoc committee comprised of Board members to pursue the Strategic Vision priority to "develop new approaches to measure the complex skills required for transition to postsecondary education and career." He advised that the Executive Committee would return to the August Board meeting with a recommendation based on this plenary session discussion; he then invited Board members to share comments.

Carol Jago suggested the Board strive to have a single measure of preparedness that encompasses all the possibilities of life after 12th grade.

Joe Willhoft cited research from the University of Washington that students' perceptions, such as feeling prepared and being able to act, influence action and preparedness as well.

Shannon Garrison advised the Board to proceed with caution given the results of the Board's original preparedness work and to fully consider the research already conducted by the Board and the field more broadly before engaging in new research.

Ken Wagner suggested inviting input from nontraditional partners, such as employers, to help figure out whether students are prepared and to inform the ad hoc committee's recommendations on how to proceed. He emphasized the value of seeking this input early in the process to help shape the direction of the Board's work. Chair Mazany noted that this approach would also strengthen the Board's Strategic Vision work to expand partnerships.

Ronnie Musgrove warned the Board that this process would likely take several years, and because of the rapid pace of innovation, the findings may be obsolete by the time they are available. For example, the expansion of technology is increasingly replacing workers.

Chair Mazany suggested that the ad hoc group could establish technical panels to help predict the future of work, which would inform the Board's decisions.

Dale Nowlin expressed skepticism of tests that claim to measure college and career preparedness. He echoed Joe Willhoft's comments and noted that some attributes of preparedness are likely to be non-academic, such as social and emotional skills, which would be better measured outside of an assessment.

Jeanette Nuñez shared that she's observing a growing movement to focus on classic education, especially reading, writing, and critical thinking, rather than "chasing" the latest technology. Chasidy White concurred that her state is also grappling with the tension between classical education and global competitiveness.

Ken Wagner emphasized that to be successful people must have both experiential and academic learning, and it is an important time to integrate both traditions in education as historically we have done students a disservice by tracking them to have only have one or the other.

Rebecca Gagnon expressed concern that the NAEP grade 12 assessment design does not reflect the modern high school, as the results do not include the increasing number of high-achieving students who graduate from high school early. Further, the design does not capture the college-level coursework that many students engage in before entering 12<sup>th</sup> grade. She suggested exploration of transcript studies to aid in creating a more complete picture of preparedness and encouraged the Board to challenge the assumption that those who are "successful" after high school would all score well on a preparedness measure.

Jim Geringer suggested that to pursue a measure of preparedness, the Board needs to define what students are being prepared for and what postsecondary success is. He concurred with Mr. Wagner's suggestion to consult with the industries hiring recent high school graduates to help identify the trends that would be relevant to a preparedness measure. Finally, he posited that learning on-demand, particularly for advanced and ambitious students, has the potential to disrupt the field of education and the Board needs to anticipate this.

Ms. Jago said that while students may excel in college, they may be unprepared for a job.

Cary Sneider urged the Board not to focus solely on high-performing students, as some service jobs will never be automated or off-shored and the requisite skills, however "low-level", will still be important to measure. He recommended that the ad hoc committee's initial explorations not be limited to 12<sup>th</sup> grade, as there is much to learn about why students exit high school early and there could be insights for the non-cognitive data collections NAEP is authorized to collect.

Andrew Ho expressed support for the Board pursuing this Strategic Vision priority, but advised the Board to not presume that a NAEP assessment will ultimately be the best method to measure preparedness. He suggested that the Board's research question should be framed more broadly, as there may be relationships between numerous data sources, including but not limited to NAEP, that provide the strongest measure of preparedness.

Jim Popham shared Mr. Ho's worries that the desired goal may not be achievable, based on the Governing Board's previous substantial and unsuccessful effort in measuring career preparedness.

Dale Nowlin noted that the NAEP 12<sup>th</sup> grade assessments would be more useful if state results were reported. He noted the importance of having NAEP results in 12<sup>th</sup> grade for the end of the K-12 system.

Ronnie Musgrove said measuring preparedness is a difficult but worthy pursuit.

Peggy Carr noted that NCES has other data collections, beyond NAEP, that partially address preparedness. In addition to learning from those other collections, she suggested considering how the NAEP high school transcript studies could be best utilized to answer more questions about preparedness.

Linda Rosen said the focus should be on how, not whether, the Board will tackle preparedness.

Chair Mazany said if it took the Board five years to come to a conclusion, it would likely be a decade before changes were implemented. He then asked Bill Bushaw for his perspective.

Mr. Bushaw said the Board has struggled with how to handle preparedness since its beginnings. He said it was important to tell Americans what education achieves by the 12th grade and he was encouraged by the Board member's comments and ideas to pursue this topic in innovative ways.

Mr. Willhoft expressed support for the use of transcript studies and statewide longitudinal databases to provide broader information to this work, noting that exploration of the resources may not occur in the first phase of the work.

Mr. Wagner suggested the NCES and Governing Board staff jumpstart the process by developing a list of activities already underway by NCES and the Governing Board that would support this effort.

Chair Mazany summarized the discussion by noting that the Board has affirmed that there is public value to informing citizens about preparedness. The Board acknowledged that an exploratory phase is needed to develop the proper research questions and process. Finally, he tasked the Executive Committee to consider the formation of an ad hoc committee, including its goals and timeline, and to provide recommendations at the August Board meeting.

Chair Mazany requested that Board members share their interest in serving on the ad hoc committee and ideas for potential partners with him or the Governing Board staff. It was noted that Lily Clark would serve as staff to support the ad hoc committee.

### **Recess**

The first session of the May 20, 2017, Governing Board meeting recessed at 10:11 a.m.



## **Meeting Reconvened**

The Governing Board reconvened in open session at 10:26 a.m.

## **Committee Reports and Governing Board Actions**

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

## **Long-Term Trend Discussion (SV #7)**

COSDAM Vice Chair Joe Willhoft provided a brief overview of the Board's previous discussions related to the NAEP Long-Term Trend (LTT) assessments. The primary differences between main NAEP and LTT NAEP in reading and math include the year of first administration (early 1990s versus early 1970s); content (frameworks versus basic content objectives); samples (grade-based versus age-based); reporting (national, state, and TUDA versus national only); and the periodicity (every two years versus every four or more years).

Preceding the March board meeting, Mr. Willhoft moderated a symposium with panel members Ed Haertel, Jack Jennings, Lou Fabrizio, Ina Mullis, Andy Kolstad, and Peggy Carr. Panelists discussed white papers that they had prepared on various aspects of LTT. A follow-up presentation took place at the AERA annual meeting in San Antonio at the end of April.

Mr. Willhoft described the three options that were included in the board materials:

1. Move LTT to DBA and proceed digitally. Some support this option as a failsafe for main NAEP. This would likely be costly, and is technically feasible but challenging.
2. Stop using LTT, which would require Congress to remove its legislative requirement. Some NAEP users would like this, as they do not find long-term trend useful. This could upset some researchers. This is technically feasible.
3. Administer LTT a final time to see if a connection can be made between the two main NAEP and LTT NAEP trend lines. Establishing a link may not be technically feasible. After doing so, ask Congress to remove the legislative requirement in order to discontinue future administrations of LTT.

Board members engaged in extensive discussion on the potential value of maintaining LTT versus preserving limited resources for other priorities. The following arguments were made in favor of transitioning LTT to a digital-based assessment (option 1):

- showing educational progress since the 1970s and 1980s counteracts negative narratives of schools, since LTT data show that students and schools are making progress;
- there is a strong constituency that believes basic skills are foundational and should be measured;
- LTT provides an audit for main NAEP and can help to inform unusual findings, such as the declines in main NAEP mathematics from 2013-15; and

- as the composition of different grade levels changes over time, it is useful to have age-based trends of student achievement.

On the other hand, some Board members argued that the long trend lines are irrelevant if there is not much value in what is being measured. The Assessment Development Committee review of the LTT item pool during the March 2017 Board meeting suggested that the assessments measure basic but not foundational skills, and that the content of these items is largely irrelevant to today's classrooms. In terms of the value of age-based trends, one suggestion made was to add an age-based component to the main NAEP assessments.

Some Board members suggested asking Congress for additional funds to transition the LTT assessments to DBA, stating that LTT would need to be discontinued if such funds were not available. Others noted that Congress could respond that no additional funds were available, but that the Board must cut other priorities and continue administering the LTT assessments. There was some skepticism about the feasibility of requesting additional funds at this time.

One Board member suggested an additional option of further delaying the next LTT administration beyond 2024. Mr. Willhoft responded that the gap between the last administration in 2012 and the next planned administration is already equivalent to a cohort's entire schooling career. In addition, the process of transadapting from paper-and-pencil to digital-based assessments would need to happen before NCES loses the capacity to administer paper-and-pencil assessments.

A few Board members asked that, if the Board does decide to request removal of the legislative requirement to administer LTT, efforts be made to connect the results from the 1970s and 1980s to the main NAEP trends (option 3). There was recognition that this is technically challenging and may turn out to be infeasible.

Ms. Carr noted that the LTT Reading assessment faces an additional challenge. The last time this assessment was administered in 2012, there were challenges in scoring, particularly for the highest level responses. Students were giving long, elaborate responses that were not in the scoring rubric, which presented difficulty to the scorers. Because of issues such as this, it might be that differences in how students are learning and responding to questions could threaten the integrity of maintaining trend lines, at least for reading.

Mr. Willhoft thanked Sharyn Rosenberg and the rest of the Board staff for the hard work, coordination, and quality of the approach taken to explore the future of LTT.

To conclude the discussion, Chair Mazany noted that what was still needed was a statement about the value of each option, rather than merely focusing on technical feasibility. He suggested that the Board needs to either reassert the value of LTT or provide a rationale that it does not have much value or feasibility going forward. Such a statement would be needed to justify whatever the Board's decision is regarding the future of LTT. Mr. Mazany suggested that the August meeting might be too early to make a decision on how to proceed, but that the Board might formalize some recommendations that could be voted on at the November meeting.

**Meeting Adjourned**

Chair Mazany recognized Angela Scott, Tessa Regis, Munira Mwalimu, and Dora Drumgold for their efforts in making the Board meeting in Minneapolis a success.

The meeting adjourned at 11:52 a.m.

I certify the accuracy of these minutes.

  
\_\_\_\_\_  
Terry Mazany, Chair

7/23/2017  
Date

# **National Assessment Governing Board**

## **Executive Committee**

### **Report of Thursday, May 18, 2017**

**Executive Committee Members:** Terry Mazany (Chair), Rebecca Gagnon, Shannon Garrison, Andrew Ho, Cary Sneider, Joseph Willhoft.

**Other Board Members:** Frank Fernandes, Jim Geringer, Doris Hicks, Carol Jago, Dale Nowlin, Alice Peisch, Jim Popham, 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, Tessa Regis, Sharyn Rosenberg, Angela Scott.

**NCES Staff:** Peggy Carr (Acting Commissioner), Jamie Deaton, Dan McGrath, Michael Moles, Bill Tirre.

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

**Other Attendees:** AIR: George Bohrnstedt, Victor Bandeira de Mello, Kim Gattis. ETS: Jay Campbell, Amy Drescher, John Mazzeo. Hager Sharp: David Hoff, Debra Silimeo. HumRRO: Hillary Michaels. Optimal Solutions Group: Brian Cramer. Pearson: Cathy White.

#### **1. Welcome and Agenda Overview**

Chair Mazany called the meeting to order at 4:00 p.m. He provided an overview of the agenda, noting that an hour of the Executive Committee meeting would be conducted in closed session for a briefing on the Governing Board and NAEP budgets.

#### **2. Nomination Process for Board Vice Chair**

Chair Mazany informed the Committee that Vice Chair Lucille Davy's first term on the Governing Board ends on September 30, 2017 and she has decided to not seek a second term at this time. He praised Vice Chair Davy for her substantive role in guiding the Board's development of its Strategic Vision.

Chair Mazany began the Governing Board's nomination process for its Vice Chair for the term extending from October 1, 2017 – September 30, 2018. He provided the Committee with an overview of the Vice Chair nomination process, which is conducted annually. Per Board tradition, he recused himself from the selection process and appointed outgoing member Ronnie Musgrove to poll members individually to determine the nominee. Chair Mazany requested that this informal polling be completed in time for the Governing Board to vote on the nominee at the August 2017 Board meeting.

### **3. Strategic Vision Implementation – Board Meeting Structure Options**

As a result of Board member comments at the March 2017 Board meeting, Executive Director Bill Bushaw presented possible modifications to the Board meeting structure to better support the Board’s work and implementation of the Strategic Vision. These suggestions included (1) routinizing the practice of conducting small group discussions with cross-committee representation at each Board meeting, (2) creating thematic Board meeting agendas to enable the Board to delve deeply and thoroughly into topics, and (3) revisiting the Board’s meeting schedule to enable more productive in-person meeting time (such as changing the number and timing of Board meetings each year, adjusting the duration of Board meetings, conducting more Board work through conference calls in between meetings). He explained that the options presented were not mutually exclusive or exhaustive of the possibilities and no decisions were expected at the meeting.

Committee members were generally supportive of the suggestions presented by Mr. Bushaw. Several members highlighted the value of continuing to incorporate small group discussions into Board meetings to facilitate collaboration across committees as necessitated by the Strategic Vision.

Numerous Committee members expressed interest in changing the timing and number of Board meeting each year. Several members commented that the March and May Board meetings are too close together, particularly with the other commitments many members have in the spring such as the American Educational Research Association conference. Shannon Garrison and Dale Nowlin discussed the value in having a Board meeting scheduled for a time that does not conflict with the school year—especially avoiding the first and last weeks of school—though school calendars vary so some conflicts may be unavoidable.

In particular, members were interested in moving to three in-person Board meetings each year instead of four. However, several commented that the Board’s current workload could not be achieved in three meetings annually without extending the meeting time or conducting more virtual committee meetings in between the Board meetings. Cary Sneider mentioned that the Assessment Development Committee has already been discussing ways to improve its item review process to be more efficient and effective with their committee meeting time. Joe Willhoft suggested the Board accelerate its current work by conducting more conference calls, which could inform the long-term feasibility of doing more virtual meetings to reduce the number of the in-person Board meetings. He noted that the technology exists to safely and securely transmit embargoed materials to aid virtual meetings.

The Committee recommended that a revised Board meeting schedule be deliberate to support the various work timelines of the standing committees, synchronize with policy decision timelines for federal budget requests and NCES implementation, and avoid conflicts with major conferences that Board members and staff typically partake in.

#### **4. Briefing and Discussion on the Federal Budget Process, the NAEP Budget and Assessment Schedule, and the Governing Board's Planned Procurements to Implement the Strategic Vision**

##### **CLOSED SESSION**

**Executive Committee Members:** Terry Mazany (Chair), Rebecca Gagnon, Shannon Garrison, Andrew Ho, Cary Sneider, Joseph Willhoft.

**Other Board Members:** Frank Fernandes, Jim Geringer, Doris Hicks, Carol Jago, Dale Nowlin, Alice Peisch, Jim Popham, 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, Tessa Regis, Sharyn Rosenberg, Angela Scott.

**NCES Staff:** Peggy Carr (Acting Commissioner), Jamie Deaton, Dan McGrath, Michael Moles, Bill Tirre.

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

The Executive Committee met in closed session from 4:30 p.m. to 5:30 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.

Mr. Bill Bushaw presented the Executive Committee with the final fiscal year 2017 appropriations, which was signed by the President on May 5, 2017. Importantly, NAEP received level funding at \$149 million which enables the program to continue its important work as planned. He noted that the Governing Board received a modest reduction in its appropriations amount of \$7.745 million, but that this cut was anticipated and planned for by the staff.

Jagir Patel, Budget Analyst at the US Department of Education, provided the Committee with an overview of the budget request process. The typical budget development cycle occurs over the course of a year and results in Congress enacting a budget by the start of a new fiscal year (October 1). However, Congress often does not adhere to the standard cycle. Mr. Patel noted that during fiscal year 2017, the government operated under three continuing resolutions until the budget was passed on May 5, 2017.

Mr. Patel explained that the administration's forthcoming fiscal year 2018 budget request was developed under a condensed timeline and without the benefit of final 2017 funding amounts. He advised that the President's 2018 budget request for education utilized the budget blueprint published in March 2017 and a 13% reduction (\$9 billion) below the 2017 annualized continuing resolution level. The funding levels used to develop budget requests are set by the Office of Management and Budget and laws set by Congress (e.g. the Budget Control Act sets discretionary spending levels). Mr. Patel noted that priorities are evident based on which programs are proposed to have increased or decreased funding and, in this context, level

funding is often a good outcome. The proposed education budget for fiscal year 2018 will prioritize refocusing the Department's mission to support state and local district decision-making. Mr. Patel reminded the Committee that Congress ultimately determines appropriations.

In response to a question from Jim Geringer, Mr. Patel explained that the fiscal year 2018 budget will not include any language that will impact the authorizing language for NAEP and the Governing Board. He explained that NAEP is authorized annually through appropriations bills rather than the authorizing statute because the Education Sciences Reform Act expired in 2008.

Peggy Carr, NCES Acting Commissioner, mentioned the Presidential Executive Order on a Comprehensive Plan for Reorganizing the Executive Branch and the potential impact that it will have on reducing the Department's staffing and scope of work. Mr. Patel responded that the outcome of that effort will be included in the fiscal year 2019 budget request.

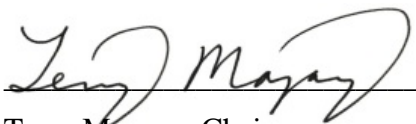
Mr. Patel advised the Board to keep him apprised of any policy decisions that impact the funding needs for the Board and NAEP program, so that it can be considered in the budget request process. The Committee discussed the lagged timeline between Board deliberations and decisions and getting the funding to support those decisions into the following year's budget request.

Deputy Executive Director Lisa Stooksberry provided the Executive Committee with an overview of the Governing Board's budget, noting that it is separate from the NAEP program budget operated by NCES. She described the breakdown of the Board's funding allocations into five categories: program work, salaries and expenses, office operations, central support, and information technology. She reiterated Mr. Bushaw's comment that the Board's modest appropriations reduction of \$490,000 was anticipated and planned for by the staff. Importantly, she advised the Committee that the Board has adequate funding to implement its Strategic Vision. Ms. Stooksberry presented the current and planned procurements to facilitate the Board's implementation of the Strategic Vision.

Peggy Carr, NCES Acting Commissioner, discussed actual and estimated costs for the NAEP Assessment Schedule. The presentation identified the assumptions used to project future costs, including the budgetary impacts of NAEP continuing to provide the technology for the digital-based assessments versus some reliance on school equipment. Ms. Carr noted that the actual costs will be affected by the new NAEP contracts to be awarded in fiscal year 2018 and by Governing Board decisions. Ms. Carr also presented the costs estimates associated with several different options for proceeding with the Long-Term Trend assessment's transition to a digitally-based assessment.

Chair Mazany adjourned the Executive Committee meeting at 5:30 p.m.

I certify the accuracy of these minutes.

  
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Terry Mazany, Chair

6/2/2017  
\_\_\_\_\_

Date

**National Assessment Governing Board**  
**Assessment Development Committee**  
**Report of May 18-19, 2017**

**May 18, 2017**

**Closed Session 12:30 p.m. - 3:30 p.m.**

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

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

**NCES Staff:** Holly Spurlock.

**Other Attendees:** American Institutes for Research: Kim Gattis. Educational Testing Service: Jay Campbell, James Capps, and Luis Saldivia. HumRRO: Thanos Patelis and 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 May 18, 2017 from 12:30 p.m. to 3:30 p.m. to review secure NAEP test questions in reading, mathematics, and science. This session included review and discussion of secure NAEP test items that have not yet been publicly released.

**Welcome and Introductions**

ADC Chair Shannon Garrison called the meeting to order at 12:35 p.m. and welcomed all attendees.

**Review of NAEP Cognitive Items in Mathematics and Science**

The Committee met in closed session to review over 300 discrete items for pre-pilot items for the 2019 grade 12 NAEP assessment in mathematics and the 2019 NAEP science assessment at grades 4, 8, and 12.

The ADC was impressed with the items overall, noting concise and clear language in thoughtfully presented assessment questions. The Committee applauded how video and pictures were included for several items, which is important for accessibility. At the same time, the Committee requested carefully reviewing whether videos in items are prompting students to respond in ways that interfere with the cognitive targets to be measured. The Committee also asked NCES to avoid contexts and tasks that may appear anachronistic, given technology and other advancements.



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. The Committee also discussed possible process changes for future item reviews and prioritized ADC reviews for pre-pilot items because items cannot be changed after they are piloted. The item review session concluded at 3:30 p.m.

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

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

**May 19, 2017**

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

**Governing Board Staff:** Bill Bushaw (Executive Director) and Michelle Blair.

**National Center for Education Statistics (NCES) Staff:** Holly Spurlock.

**Other Attendees:** AIR: Kim Gattis. ETS: Jay Campbell and Luis Saldivia. HumRRO: Sheila Schultz. Westat: Lisa Rodriguez.

**NAEP Items and Outreach to Educators (SV #3)**

ADC Chair Shannon Garrison called the meeting to order at 10:35 a.m. and welcomed all attendees. Ms. Garrison invited Dan McGrath of NCES and Robert Finnegan of ETS to give an overview of the NAEP Questions Tool, which will support Committee discussion about the ways in which the tool should be used in outreach with educators. Ms. Garrison noted that this is responsive to the ADC's March 2017 discussion about outreach to educators addressing the Board's Strategic Vision of expanding the availability, utility, and use of NAEP, via resources that inform education policy and practice (SV #3).

Mr. McGrath and Mr. Finnegan overviewed the NAEP Questions Tool, which includes all NAEP released items, and a create-your-own-test feature showing student performance relative to the state and the nation. Collectively, released NAEP items do not necessarily represent the NAEP construct for a given subject comprehensively, e.g., it may or may not be possible to assess the NAEP Reading construct comprehensively based solely on the items in the questions tool.

Mr. Finnegan noted that the number of online users is cyclical and driven by timing of NAEP administrations, NAEP releases, high profile news articles, and state or regional professional development initiatives.

The Committee noted important benefits of the questions tool for educators, such as having lower and higher level sample student responses to constructed response items and scoring rubrics showing criteria for each performance level, e.g., extensive, acceptable, partial, etc. Seeing how student performance aligns with achievement levels is also useful in helping educators communicate with their peers and with their students about which types of performance reflect mastery. Educators in some content areas, such as social studies, will place a higher value on the NAEP Questions Tool as a resource, because similar resources are not as readily accessible in their field.

The Committee suggested that NAEP outreach to educators with the questions tool should focus on transparency and awareness about NAEP's role in education. This awareness will help educators see the utility of the questions tool. To streamline outreach, teachers are the preferred audience compared with principals, and the Committee suggested leveraging staff and Board members' routine attendance at conferences and building on previous related presentations. The Committee also noted one important caveat: the tool must be more user-friendly before it is used in major outreach.

Toward the goal of creating more user-friendly tools, Mr. McGrath noted that NCES is exploring a new feature that enables users to save preferences for future log-ins. The Committee also suggested that a series of small video tutorials focused on specific features of the questions tool will be more helpful than a longer condensed tutorial.

### **NAEP Frameworks (SV #5)**

Chair Shannon Garrison invited the ADC to discuss NAEP framework update processes generally, and the framework update projects on the horizon. Ms. Garrison mentioned that the working group on Framework Update Processes began meeting shortly after the March 2017 Board meeting. The group has met twice since the March Board meeting, and discussions are led by ADC member Dale Nowlin.

Mr. Nowlin summarized that the group started because of discussions regarding updates that may be needed in some NAEP frameworks. For the most recent working group teleconference held on May 11, 2017, Mr. Nowlin provided an overview of the group's discussion. He noted that one question the group has started grappling with is: How do you know a priori which revisions will result in a small change that will not disrupt reporting of NAEP trends versus revisions that will result in a bigger change?

Through discussion, it has become apparent that the Framework Development Policy is more focused on creating new frameworks, as opposed to updating frameworks. Therefore, the working group has noted that the policy should be changed to include more details about processes for revision and monitoring of frameworks. The group also discussed how extensive the framework policy revision might be, with several members affirming that a full review of the policy would best support prospective framework updates.

Chair Garrison highlighted that these working group and Committee discussions are connected to the Board's Strategic Vision, which focuses on new approaches to framework updates that

contribute to accurate measures of what students know and can do while maintaining rigorous methods for reporting student achievement trends. The full Board will also grapple with several of these issues, and Ms. Garrison noted that the ADC's role in these deliberations is substantial: the Committee must identify priorities for updating frameworks and consider how these priorities will support NAEP innovation and leadership.

In considering possible priorities, the Committee noted that evolving expectations for students, particularly for grade 12, are not discipline-specific, as highlighted in recent Board meetings. While separate subject area assessments for grades 4 and 8 have compelling rationales, grade 12 may warrant a different approach with an integrated framework addressing a broad conception of post-secondary readiness and incorporating several subject areas in one assessment, rather than the currently separate grade 12 assessments. The Committee's discussion acknowledged revision may be appropriate for some assessment areas, while replacing current frameworks with new frameworks may be warranted in other areas. Determining the best path forward will involve extensive research, outreach, and deliberation. Hence, the Committee agreed discussions should begin sooner, rather than later.

The ADC also discussed indications of whether existing frameworks and assessments have stood the test of time. While reading and mathematics frameworks have remained stable, the ADC's extensive item reviews for digitally based assessment (DBA) items have been especially important. In these item reviews, the ADC has observed that frameworks have generally been robust enough to support NCES item development for DBA, but framework updates will provide more explicit guidance for the DBA context.

For ADC discussions on the framework policy revision as well as upcoming framework update projects, the Committee noted it will be important to identify Board consensus about whether NAEP should focus primarily on sharing information about the condition and progress of student achievement or whether NAEP should focus on sharing information to inspire action that supports progress in student achievement. Engaging the full Board in discussions will ensure that ADC deliberations regarding frameworks are appropriately focused and also aligned with the Board's other initiatives in the Strategic Vision.

The ADC noted three components of the Committee's upcoming work:

1. revising the Framework Development Policy and considering the principles that should drive framework updates;
2. engaging in "blue sky" discussions to collect new ideas and determine priorities; and
3. overseeing projects to identify and conduct needed framework revisions.

The Committee will explore summer meeting options, in order to present a draft Framework Development Policy revision for full Board feedback at the August 2017 Board meeting. This will facilitate upcoming framework update projects.

**Closed Session 11:50 a.m. - 12:20 p.m.**

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

**Governing Board Staff:** Michelle Blair.

**NCES Staff:** Holly Spurlock.

**Other Attendees:** American Institutes for Research: Kim Gattis. Educational Testing Service: Jay Campbell and Luis Saldivia. HumRRO: Sheila Schultz. Westat: Lisa Rodriguez.

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 May 19, 2017 from 11:50 a.m. to 12:20 p.m. to review secure NAEP test questions and tasks in mathematics and reading. This session included review and discussion of secure NAEP test items that have not yet been publicly released.

### **Review of NAEP Cognitive Items in Mathematics and Reading**

The Committee met in closed session to discuss pre-pilot builds of secure scenario-based tasks for the 2019 grade 12 NAEP assessments in mathematics and reading – two tasks for each subject. Compared with earlier ADC reviews of these scenario-based tasks, the Committee agreed that they have progressed to a final product that was even better than anticipated. The tasks are authentic and challenging with staged scaffolding that helps students engage with the assessment. The ADC was impressed with the four scenario-based tasks, and noted that the tasks and their items measure understanding more deeply than isolated computational problems, for example.

Under its delegated authority from the Board, the Committee approved these items with comments to NCES.

**ACTION: The Assessment Development Committee approves NAEP items and tasks in mathematics and reading at grade 12 with changes to be communicated in writing to NCES.**

The session was adjourned at 12:20 p.m.

I certify the accuracy of these minutes.

  
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Shannon Garrison, Chair

June 16, 2017  
\_\_\_\_\_

Date

# **National Assessment Governing Board**

## **Committee on Standards, Design and Methodology**

### **Report of May 19, 2017**

**COSDAM Members:** Andrew Ho (Chair), Joe Willhoft (Vice Chair), Alice Peisch, Jim Popham, and Linda Rosen.

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

**NCES Staff:** Acting Commissioner Peggy Carr and William Tirre.

**Other Attendees:** American Institutes for Research: Victor Bandeira de Mello and George Bohrnstedt. Educational Testing Service: Amy Drescher and John Mazzeo. Hager Sharp: David Hoff. HumRRO: Thanos Patelis. Optimal Solutions Group: Shamekka Kuykendall. University of Minnesota: Michael Rodriguez. Westat: Dianne Walsh.

#### **Welcome and Review of Agenda**

Chair Andrew Ho called the meeting to order at 10:40 am and noted that Mitchell Chester, Lucille Davy, and Jim Geringer were not able to be present. Mr. Ho reiterated his three priorities as COSDAM chair: maintaining relevant trends, establishing linkages, and building partnerships, particularly that with NCES. He noted that the Committee's work at this meeting was related to the Strategic Vision and the Board's response to the evaluation of NAEP achievement levels.

#### **Revision of Board Policy on Achievement Levels**

Mr. Ho noted that COSDAM will be working on a revision of the Board policy on setting achievement levels over the next year. Since the Committee discussion at the March board meeting, Sharyn Rosenberg spoke with seven standard setting experts to elicit feedback on potential revisions to the policy. Ms. Rosenberg gave a short presentation summarizing key takeaways from those expert conversations and proposed next steps for revising the policy.

Ms. Rosenberg summarized the process used to collect feedback from the standard setting experts. The seven participants agreed to participate in individual calls lasting 30-60 minutes and were sent the current Board policy in advance, with the question, "Given that the Board will be undertaking a revision of this policy, what aspects of the policy should be revisited? Are there elements of the policy that are outdated or not in alignment with current best practices in standard setting?" The expert conversations affirmed that the policy contains a lot of

information that is still useful and relevant but also identified several areas in need of updates and reconsiderations, such as: publication references; descriptions of achievement-level setting processes and use of feedback; response probability (RP) criterion for exemplar items; development and use of achievement level descriptions (ALDs); public comment; validation and uses of achievement levels; and several other issues.

Ms. Rosenberg proposed the following next steps be conducted over the next 15 months: initial full Board discussion about potential elements of the policy revision (August 2017); literature review of best practices for creating and updating the ALDs (November 2017); a technical advisory panel meeting (late 2017/early 2018); review of draft revised policy (March 2018); public comment of revised policy (April 2018); discussion of further revised policy (May 2018); and Board action on revised policy statement (August 2018).

COSDAM members reiterated the role of empirical data (including task data and impact data) and emphasized the importance of providing information that is useful and actionable (or can be made useful and actionable by partners). There was also discussion about distinguishing between the ALDs and the achievement levels setting process itself within the policy. In terms of the proposed schedule of activities, COSDAM members suggested that the literature review be somewhat broader than best practices for creating and updating ALDs (e.g., also including information about best practices for use of empirical data). The Committee agreed that the proposed schedule of activities seemed reasonable, and that it would be useful to have a full Board discussion about the policy revision at the August 2017 Board meeting.

### **Discussion and Next Steps for NAEP Linking Studies**

Mr. Ho introduced the topic of NAEP linking studies and noted that the fourth recommendation from the evaluation of NAEP achievement levels was to conduct additional research to better understand the relationship between the NAEP achievement levels and external measures of concurrent or future performance. During the March 2017 COSDAM discussion, the proposed first step was to synthesize existing findings from previous and ongoing NAEP linking studies.

Bill Tirre of NCES and Sharyn Rosenberg presented graphical representations of how findings from previous and ongoing linking studies (conducted since 2007) can be used to place external measures of performance on the NAEP scale. For example, for NAEP grade 8 mathematics, the graphic depicted results from linking studies with TIMSS (2011) and ACT Explore (2013) placed on the NAEP scale and shown in reference to the NAEP achievement levels. Graphical representations were created for grade 4 reading; grade 8 reading, mathematics, and science; and grade 12 reading and mathematics.

COSDAM members stated that this was a helpful first step but noted that the graphics were best for a technical audience and may not be accessible to a general audience. They also noted that the external indicators are helpful only if they are already familiar to people. For example, the linking of TIMSS and its countries to the NAEP scales (grade 8 reading and math) generated more interest than the mapping of Lexiles to the NAEP scale in grade 8 reading. Suggestions included adding the percent of students in each category, the administration years, and historical

trends. In addition, a question was raised about whether it is meaningful to know that a student has a 50 percent chance of some outcome at a given NAEP scale score. More work would be needed before these findings could be disseminated to a general audience.

### **Working Group on Framework Update Processes**

Mr. Ho gave a brief update on the status of the working group on framework update processes. Two conference calls were held since the March 2017 joint session of COSDAM and the Assessment Development Committee (ADC). Those conversations led the working group to conclude that the Board policy on framework development needs to be updated to address more clearly the process of monitoring and revising frameworks, not just creating them from scratch. ADC will take the lead on revising the policy, with input from the full board. The working group will reconvene at a later time as appropriate.

### **Information Items**

Ms. Rosenberg noted three information items. She provided a brief update on the 2017 Writing grade 4 achievement levels setting, noting that the field trial would take place in early June. She updated the Committee on a procurement for a new Technical Support contract to achieve some of the goals of the Strategic Vision and to help implement the Board's response to the evaluation of NAEP achievement levels. Finally, Ms. Rosenberg reviewed the next steps for implementing the activities of the Strategic Vision that COSDAM will lead. There was a request to send the Strategic Vision attachment to Committee members as a Word document to solicit comments electronically.

Mr. Ho adjourned the COSDAM meeting at 12:45 pm.

I certify the accuracy of these minutes.



Andrew Ho, Chair

June 7, 2017  
Date

# **Reporting and Dissemination Committee**

**Report of Thursday, May 19, 2017**

**10:30 am – 12:45 pm**

**The Commons Hotel, Minneapolis, Minnesota**

Reporting and Dissemination Committee Members: Rebecca Gagnon (Chair), Terry Mazany, Governor Ronnie Musgrove, Jeanette Nuñez, Ken Wagner

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

National Center for Education Statistics Staff: Jamie Deaton, Dan McGrath

Contractors: Cadille Hemphill (AIR); Meredith Davis, Chelsea Radler (DCG); Jonas Bertling, Robert Finnegan (ETS); Debra Silimeo (Hager Sharp); Hillary Michaels (HumRRO); Brian Cramer (Optimal Solutions Group); Cathy White (Pearson); Greg Binzer (Westat)

Other: Nathan Olson (CCSSO Task Force)

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Chair Rebecca Gagnon called the Reporting and Dissemination Committee to order at 10:30am.

## **Arts Release**

Governing Board Assistant Director for Communications Stephaan Harris began the meeting by recounting the successful release of the 2016 NAEP Arts assessment results on April 25, 2017. Mr. Harris attributed the effective release event to the Board's partners in this endeavor. The Board solicited commitments and guidance early and often from partners in the arts who are the most ardent stakeholders in publicizing and using these NAEP data. In addition, the approach taken to this release, specifically videos of schools that embody the centrality of arts to a well-rounded education, made for appealing posts to social media. Highlights from the recorded vignettes of each school will be edited together for follow-up posts by the Governing Board and our partners.

In the discussion which ensued after this update, Ms. Nuñez noted that there is a need to promote arts widely and that Miami is well-positioned to do so, with its strong emphasis on the arts, capping off with an alumna from Miami-Dade County Public Schools' New World School of the Arts winning an Oscar for *Moonlight*. Mr. Wagner inquired whether the approach taken for the Arts release—dynamic in nature and closely linked with partners—will be the protocol for



future releases in other subjects. Mr. Harris replied in the affirmative, which was echoed and confirmed by the Reporting and Dissemination Committee members.

### **Strategic Vision**

At the March meeting of the Reporting and Dissemination (R&D) Committee, members requested a deep analysis about defining what the R&D outcomes for the Strategic Vision should be. They set forth the following next steps:

- Tighten the list of activities;
- 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.

Governing Board Assistant Director for Reporting and Analysis, Laura LoGerfo, updated the committee about the progress on these tasks. Ms. LoGerfo condensed and reframed the list of activities, with which the Committee members present agreed, but the timeline must wait until the new communications procurement is awarded. The August meeting will address the timeline and solidify priorities and next steps. Reporting and Dissemination Committee members were invited to share any comments or feedback on these planned activities by June 23<sup>rd</sup> with Ms. LoGerfo.

The Focused Reporting work, part of the Strategic Vision, looks at NAEP data in rural locations and examines NAEP data on charter schools and private schools. The first product from the rural analysis should be ready for release by late July or early August.

### **2017 Questionnaires**

The Committee then turned to the main theme of the meeting: the NAEP questionnaire data, which provide meaningful context for understanding NAEP results.

Dan McGrath of NCES and Jonas Bertling of ETS introduced the core and subject-specific contextual questionnaires and explained the new indices which will be available for reporting. The indices aggregate results from multiple questions on the same topic. Indices summarize responses on complex topics of interest that cannot be captured well with a single question. The ETS team subjects each component of the index to qualitative and quantitative pre-testing, then conducts factor analyses on the indices, examines subgroup variation, checks content validity, and determines what additional value (e.g., greater reliability, stronger validity) emerges from each additional question included in the index. After indices clear these tests, the NAEP Design and Analysis Committee and the NAEP Questionnaire Standing Committee review the data. The Design and Analysis Committee recommended that no index include fewer than four variables.

The core indices from the 2017 student questionnaire are: (1) Perseverance; (2) Academic self-discipline; (3) Enjoyment of difficult problems; (4) Socioeconomic status (SES); (5) Technology use; and (6) School climate. The first three are new, and the SES, technology use, and school climate indices are updated from previous years. In addition, students in the 2017 NAEP administration responded to reading and math specific questions which will form subject-specific indices in reporting: (1) Confidence in subject-area knowledge and skills; (2) Subject-specific interest and enjoyment. Within the 2017 school administrator and teacher data, indices will emerge from survey questions about the “opportunity to learn,” specifically: (1) Out-of-school activities; (2) Resources; (3) Organization of instruction; and (4) Teacher preparation.

R&D Committee members asked a few questions about some of the items. For example, Mr. Wagner noticed that the items’ stems refer to ‘describe a person like you’, but the responses are phrased in terms of “I”. Mr. McGrath concurred, noting that NCES had received the same feedback from NAEP State Coordinators, the Governing Board’s Assessment Development Committee, and R&D itself in prior iterations. The survey team understands that the stem and item are not consistent but have not seen any problem in the data attributable to that inconsistency. In 2019, the NCES team will compare different stems and approaches to these questions.

### **2017 Reporting**

For the development of the 2017 Nation’s Report Card, Ms. LoGerfo shared with R&D members the complete list of contextual questions asked of students, teachers, and school administrators to prompt initial thoughts about messaging. She encouraged R&D Committee members to peruse the items and determine which variables may merit pursuit as potentially relevant and important data to highlight in the release and reporting of the 2017 NAEP results. What R&D members decide is of potential value will be discussed at the August 2017 meeting.

The Reporting and Dissemination Committee then turned to the 2015 Nation’s Report Card to inspire thoughts on what worked and what could be improved. Robert Finnegan of ETS and Dan McGrath described plans already underway to improve the Report Card site, including fewer numbers on the home page so as to avoid overwhelming the audience with data. Future report cards will offer ways to engage with the main findings in 30-second, 5-minute, and much longer increments. Additionally, graphs now will plot variation around average values to underline that there is no causation implied in the text or visuals.

Mr. McGrath and Mr. Finnegan explained that a consistent look to report cards across years facilitates quick comprehension but that they are open to further feedback. In response to prior conversations among R&D members, the NAEP Reporting Team is exploring different ways and tools to allow different audiences to access different data. All the data tools will be brought to the Nation’s Report Card website, including a new district profile tool and the state profile tool.

The “Build Your Own Report” approach, suggested by Reporting and Dissemination Committee member Mr. Wagner, is in process, but not for 2017. Some of the elements to this approach may be ready by the 2017 release, such as filter options to select the desired amount of information (not overwhelming, yet not scant).

Both the NCES team and the Reporting and Dissemination Committee vowed to draw more concrete links between the Governing Board’s site and the Nation’s Report Card site. The engaging materials (e.g., the Red Lake Middle School profile for the NAEP Arts assessment) that the Governing Board posts to entice educators, parents, and other stakeholders to learn about NAEP results should clearly send viewers to the Nation’s Report Card site, and the Report Card should include complementary links to the Board.

R&D members recommended adding home language as a drop down option for building graphs, because a second or third language presents an asset, not a detriment or deficit. The English Language Learner option suggests the deficit model, but the home language indicates an asset-based model.

Committee members also suggested cross-tabulating different variables with each other to remind stakeholders that contextual data are not only related to scale scores.

Mr. Wagner cautioned everyone not to “chase ghosts” in the data (i.e., ephemeral ideas that may not merit attention), but to engage in directed pursuit of relationships in the data based on literature reviews, expertise, a priori theories about relationships, etc. NCES reciprocated that caution with a warning that there can be no disaggregation by values on the perseverance index, because that would stray too close to setting up inappropriate and invalid accountability analyses for these non-cognitive indices. Both R&D members and the presenters from ETS and NCES agreed that a more effective approach hews to the PISA approach to reporting—comparing strengths of relationships by subgroup.

The R&D members requested that Ms. LoGerfo map the indices to the list of contextual items that she distributed. This will help all Committee members in thinking through what variables will be of potential interest to highlight in 2017 reporting.

### **Review of Proposed Changes to Core Contextual Questionnaire**

In the last session of the R&D Committee meeting, Jamie Deaton of NCES presented the core contextual items under review. Debate centered on the proposed parent occupation questions for Grade 12 students. These questions were cleared by R&D and piloted for Grades 4 and 8 in 2016, but did not work for those students. The same questions will be posed to Grade 12 students in the 2018 pilot study for potential inclusion in 2019 operational assessments. The occupation list seems arbitrary and narrow, but cognitive interviews as well as the “other, please specify” category are designed to refine the list choices. R&D members asked if there could be

broad categories for this variable, rather than the specific occupations. The Questionnaire Standing Committee experts are trying to determine what level of complexity is required to produce the socioeconomic scale. Mr. Deaton will provide the data source for this list of occupations.

In their review of these ten core contextual items, R&D members asked additional questions about (1) whether the list of private school associations in the school type variable is inclusive; and (2) if/how online charter schools, which are expanding their presence, can be included in NAEP. Ms. Nuñez asked how changes to items impact trend, to which Mr. Finnegan and Mr. McGrath replied that trend is reported only if the wording remains exactly the same. However, the index approach allows more flexibility in reporting trend, because one or two items could be switched in an index, but still be equated to the previous year for trend analysis.

Ms. Gagnon adjourned the Reporting and Dissemination Committee meeting at 12:45 pm.

I certify the accuracy of these minutes.



Rebecca Gagnon  
Chair

June 11, 2017  
Date

# National Assessment Governing Board

## Nominations Committee

### Report of May 20, 2017

**Nominations Committee Members:** Acting Chair Doris Hicks, Shannon Garrison, Andrew Ho, Cary Sneider.

**Governing Board Staff:** Bill Bushaw, Munira Mwalimu, 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 May 20, 2017 from 7:30 a.m. to 8:15 a.m.

Nominations Committee Acting Chair Doris Hicks called the meeting to order and provided an overview of the meeting agenda. Nominations Committee members then received a briefing from staff on a proposed process to augment the slate of candidates in the General Public Representative category, per the Secretary's request, for the 2016-17 nominations cycle. There are two open seats in this category with no incumbents. Board terms in this and other categories will begin October 1, 2017.

Committee members recommended minor changes to the process presented by staff, agreeing on the need for an expedited timeline that will result in delivering the augmented slate of candidates to the Secretary by June 30, 2017. Even with an expedited timeline, the Committee members were unanimous in their recommendation that the process for soliciting and reviewing candidates for Board consideration be consistent with past practice.

Ms. Hicks thanked members of the Committee for their ongoing contributions to the nominations process. Ms. Hicks also expressed appreciation to Governing Board staff for supporting the work of the Committee.

I certify the accuracy of these minutes.



Doris Hicks, Acting Chair

June 1, 2017

Date