

***National Assessment Governing Board***  
***Strategic Vision – Progress Report***  
***August 2017***

On November 18, 2016, the National Assessment Governing Board unanimously adopted its Strategic Vision to focus the Board’s work from 2017-2020. This approval marked the beginning of the implementation phase, which is managed by the staff, overseen by the Board, and conducted in partnership with the National Center for Education Statistics (NCES). For each of the four years during the Strategic Vision’s implementation, the staff will provide annual progress reports to the Governing Board. The following report captures the Governing Board’s first year of progress in pursuing the Strategic Vision priorities.

This first year progress report is backward-looking capturing notable work of the past year to implement the Board’s vision. It is important to note, however, that not all of the activities undertaken lend themselves to obvious measures of progress that can be reported at this time and efforts for some priorities will be focused in later years of implementation. For instance, the staff intends to work closely under its forthcoming communications contract to identify improved means to quantify the initiatives listed under the inform category. In addition, the new technical support contract is anticipated to support numerous activities, particularly in the innovate category.

**#1 Inform — Strengthen and expand partnerships by broadening stakeholders’ awareness of NAEP and facilitating their use of NAEP resources.**

- Staff, with Board and NCES support, planned and held two highly successful Report Card releases, which were enhanced by the involvement of partners, including the 2015 NAEP science release at the National Air and Space Museum and 2016 NAEP arts release at the John F. Kennedy Center for the Performing Arts.
- The partnership with the Council of the Chief State School Officers (CCSSO) continues, including supporting the CCSSO/Governing Board NAEP Policy Task Force.
- The staff is extending the Board’s partnership with the Council of the Great City Schools by establishing a NAEP Policy Task Force focused on TUDA, expected to begin in Fall 2017.
- The new Governing Board multiyear communications contract, to be awarded by Fall 2017, will incorporate an improved outreach tracking system based on approaches used in the private sector.
- The Board continues to host stakeholder panel sessions during Governing Board meetings including: a job training panel in March 2017, a social emotional learning panel in May 2017, and a policy expert panel in August 2017 to aid the Board in resetting NAEP assessment schedule priorities.
- The Board held a quarterly meeting in Minneapolis, MN in May 2017, and is scheduling its May 2018 meeting in Montgomery, AL. Further, the Board may schedule a second Board meeting away from Washington, DC in 2018.

- The Governing Board supported NCES in their efforts to re-establish a secondary research grant program for NAEP by the Board suggesting priorities for the research program and staff presenting them to the expert panel advising on the program's design.

**#2 Inform — Increase opportunities to connect NAEP to administrative data and state, national, and international student assessments.**

- The Board and staff has continued its work on:
  - a national NAEP-ACT linking study;
  - longitudinal studies following students who took grade 8 NAEP in 2013 into high school and first year of college in North Carolina and Tennessee;
  - longitudinal studies following students who took grade 12 NAEP in 2013 into college in Massachusetts, Michigan, and Tennessee.

**#3 Inform — Expand the availability, utility, and use of NAEP resources, in part by creating new resources to inform education policy and practice.**

- In partnership with NCES, Board and staff presented at the statewide conference of district leaders in support of the Alabama State Department of Education's "Year of NAEP" initiative.
- In partnership with the CCSSO NAEP Policy Task Force, Board and staff hosted a panel at the National Student Assessment Conference (NCSA) in June 2017 focused on "State Uses of NAEP." Staff also addressed state assessment directors at their annual dinner at NCSA.
- In October 2016, the Board and staff hosted a panel at the Council of the Great City Schools Annual Meeting focused on "District Uses of NAEP Urban District Results."
- In the last 12 months, Board and staff provided over 20 presentations at education related events.
- Staff created videos and infographics for the NAEP science and arts releases highlighting findings related to opportunity gaps and other insights gleaned from the contextual variables.
- Board and staff created a video and infographics using NAEP results to highlight how parent and educator support can improve achievement in science, technology, engineering and mathematics (STEM) for all students, especially young black women.

**#4 Inform — Promote sustained dissemination and use of NAEP information beyond Report Card releases with consideration for multiple audiences and ever-changing multi-media technologies.**

- Staff issued a request for proposals to begin a new Communications contract to help develop a more strategic approach in identifying and delivering the NAEP resources to stakeholders and expand the Board's capability for more wide-ranging communications approaches.
- In partnership with the Congressional Arts Caucus, the National Endowment for the Arts, and other arts education groups, staff assisted NCES in presenting the 2016 NAEP arts

results on Capitol Hill and showcased a Board-created video documenting how arts education is related to student growth and achievement.

- The Board's *Black Girls in STEM* video connecting NAEP STEM results to the popular movie about mathematicians, *Hidden Figures*, received significant attention via social media.
- Board and staff conducted an Internet media tour in November 2016 highlighting the NAEP Science and TEL results.
- The staff launched the redesigned Governing Board website emphasizing connections between social media and other NAEP web content.
- Staff developed focused analyses, videos, and infographics of NAEP results that explore findings and variables not traditionally highlighted in initial releases.

**#5 Innovate — Develop new approaches to update NAEP subject area frameworks to support the Board’s responsibility to measure evolving expectations for students, while maintaining rigorous methods that support reporting student achievement trends.**

- Revisions are underway for the Governing Board's Framework Development Policy.
- The staff is beginning its outreach with stakeholders to prepare for forthcoming framework revisions in mathematics and reading, and initiated a procurement to comprehensively review the relationship between state mathematics standards and NAEP.
- Plans are underway to update the Board's Achievement Levels Policy in response to the Achievement Levels Evaluation conducted by the National Academies of Sciences.

**#6 Innovate — Continue improving the content, analysis, and reporting of NAEP contextual variables by considering the questions’ relevance, sensitivity, and potential to provide meaningful context and insights for policy and practice.**

- The staff continued collaboration with NCES, participating in the process to innovate and improve contextual variables.
- NCES has plans underway to update the household composition variable, prompted by the Board's review of contextual variables.
- Revisions are underway for the Board's Framework Development Policy to add guidance on changes to subject-area contextual variables when frameworks are updated.

**#7 Innovate — Research policy and technical implications related to the future of NAEP Long-Term Trend (LT) assessments in reading and mathematics.**

- The Board supported the development and publication of multiple policy and technical papers to inform the LTT discussions.
- The Board and staff hosted two symposia to engage researchers and policymakers in providing stakeholder input into the Board's deliberations about LTT.

- The Board held numerous discussions at Board meetings to better understand the technical, policy, operational, and budgetary issues related to the options for LTT as NAEP transitions to DBA.

**#8 Innovate — Research assessments used in other countries to identify new possibilities to innovate the content, design, and reporting of NAEP.**

- Initial activities related to international assessment have been planned by staff for the November 2017 board meeting.
- Staff have met with NCES and international assessment partners to learn about possible innovations for NAEP.

**#9 Innovate — Develop policy approaches to revise the NAEP assessment subjects and schedule based on the nation's evolving needs, the Board's priorities, and NAEP funding.**

- The Board has engaged in discussions at the May and August 2017 meetings (including with expert panelists to offer advice) to explore future priorities for the Assessment Schedule.

**#10 Innovate — Develop new approaches to measure the complex skills required for transition to postsecondary education and career.**

- The Board and staff continued its research to gather validity evidence for using 12<sup>th</sup> grade NAEP reading and math results to estimate the percentage of grade 12 students academically prepared for college.
- The Chair intends to create an ad hoc Committee on Measures of Postsecondary Preparedness at the August 2017 meeting to evaluate what new approaches exist and would be appropriate for NAEP to use in pursuing this priority.