

National Assessment Governing Board

**Meeting of August 4–5, 2017
Washington, DC**

OFFICIAL SUMMARY OF GOVERNING BOARD ACTIONS

Complete Transcript Available

National Assessment Governing Board Members Present

Terry Mazany, Chairman
Alberto Carvalho
Frank Fernandes
Rebecca Gagnon
Shannon Garrison
James E. Geringer
Andrew Ho
Carol Jago
Tonya Matthews
Tonya Miles
Ronnie Musgrove
Dale Nowlin
Jeanette Nuñez
Joseph O’Keefe, S.J.
Alice Peisch
James Popham
Fielding Rolston
Cary Sneider
Chasidy White
Joseph Willhoft
Thomas Brock (ex-officio)

Governing Board Members Absent

Lucille Davy, Vice Chair
Doris Hicks
Linda Rosen
Ken Wagner

National Assessment Governing Board Staff

William (Bill) Bushaw, Executive Director
Lisa Stooksberry, Deputy Executive Director
Michelle Blair

Lily Clark
Dora Drumgold
Stephaan Harris
Laura LoGerfo
Munira Mwalimu
Tessa Regis
Sharyn Rosenberg
Angela Scott
Anthony White

National Center for Education Statistics (NCES)

Peggy Carr, Acting Commissioner
Patricia Etienne
Linda Hamilton
Dan McGrath
Holly Spurlock

District Communications Group (DCG)

Meredith Davis
Amanda Horn
Chelsea Radler

Educational Testing Service (ETS)

Jay Campbell

Westat

Keith Rust
Dianne Walsh

Speakers

Lillian Lowery, Vice President of PreK–12 Policy, Research, and Practice, The Education Trust
Carmel Martin, Executive Vice President, Center for American Progress
Michael J. Petrilli, President, Thomas B. Fordham Institute

Call to Order

The August 4, 2017, session of the National Assessment Governing Board meeting was called to order by Chair Terry Mazany at 8:29 a.m.

Opening Remarks

Chair Mazany recognized the passing of Mitchell Chester, noting that both his presence and insights will be missed deeply.

Chair Mazany congratulated the following on their recent accomplishments:

- Dale Nowlin was honored as the Columbus North Alumni Association's Outstanding Teacher of the Year.
- Alberto Carvalho was recognized for his leadership, given that for the first time since Florida implemented grade-based accountability, no schools in Miami-Dade County Public Schools were graded as failing.
- Andrew Ho was a featured panelist at the National Conference on Student Assessment.
- Chasidy White participated in Alabama's state superintendents meeting.
- Peggy Carr arranged very successful poster sessions of NAEP secondary research on the Thursday of this Board meeting.

Chair Mazany requested a motion for approval of the August 2017 agenda. Ms. Gagnon moved for approval. The motion was seconded by Ronnie Musgrove and passed unanimously.

Chair Mazany requested a motion for approval of the May 2017 minutes. Joe Willhoft moved the motion. Cary Sneider seconded the motion which then passed unanimously.

Resolution in Memory of the Honorable Mitchell D. Chester

Chair Mazany read a resolution honoring Mitchell Chester's life, work, and passion for education, and resolved that it be entered into the record of the National Assessment Governing Board. All members of the Board moved and seconded the motion unanimously. The approved resolution is appended to these minutes.

Chair Mazany noted Mr. Chester's dedication to education, as well as his grace, dignity, and geniality. He then invited others to share their thoughts.

- Andrew Ho remembered Mr. Chester's generosity, his ongoing desire to learn and improve, and his ability to always ask the right questions.
- Alice Peisch remarked on Mr. Chester's tenacious advocacy for children; she stated that his passing leaves a large void in the Massachusetts education community.
- Joseph O'Keefe talked about his and Mr. Chester's time spent as classmates, shared history in education, and Mr. Chester's warmth and sense of humor.
- Jim Geringer commended Mr. Chester's contributions and earned legacy in impacting education and student achievement.
- Peggy Carr shared stories and reiterated others' praise. She added that NCES will miss Mr. Chester and his insight.
- Joe Willhoft praised Mr. Chester's dedication to constant improvement and his mentoring of state commissioners around the country.
- Alberto Carvalho noted that Mr. Chester was always informed, interested, and that his constant striving for best practices will be missed.

Chair Mazany thanked members for their remarks and called for a moment of silence.

Executive Director's Report – Strategic Vision

Executive Director Bill Bushaw presented the progress report that showcased accomplishments from the first year of the Strategic Vision's implementation; the annual progress report was included in the Board materials. Mr. Bushaw highlighted the impact of the Strategic Vision on the staff by noting how it has:

- organized the Governing Board's work, especially in enhancing collaboration across various committees and staff members;
- confirmed the intentionality of the Board's work, underlying the importance and value of the Board's activities as they connect to the Strategic Vision's goals to inform and innovate;
- enabled more deliberative long-term planning; and
- helped the staff and Board be accountable to themselves and each other.

In addition to annual progress reports, he explained that the Board's committees will have more frequent discussions of various activities included in the Strategic Vision. The impact and success of activities in the Strategic Vision are not always easily measured. Mr. Bushaw expects to have more concrete metrics on Inform-related activities next year, pending the award of a new communications contract which will include new tracking and reporting tools. However, he noted that upon the conclusion of the Strategic Vision in 2020, it is expected that the Board will not know the full impact of its work, as the direct impact might not be evident until years after the Vision is implemented.

Chair Mazany opened the floor to questions.

Board members commented on the value of annual progress reports during the implementation phase and the importance of measuring the progress of the Board's efforts. Alberto Carvalho emphasized that while the Strategic Vision's direct impact on student achievement may not be measurable during the tenure of current Board members, it is worthwhile to measure short-term and mid-term impacts resulting from the work, such as policies and best practices adopted by states.

Joe Willhoft expressed concern that some of the Governing Board's responsibilities are not included in the Strategic Vision. Mr. Bushaw confirmed that there are numerous Governing Board activities that are critical to the Board's mission and are not reflected in the Strategic Vision; he emphasized the importance of project management to ensure all of the Board's responsibilities are fulfilled.

In closing, Mr. Bushaw emphasized that the Strategic Vision has already proven itself to be valuable to the Board's work. He advised that the Board should always have a vision document such as this to propel its work forward.

NCES Update

NCES Acting Commissioner Peggy Carr summarized five categories of statistical data at NCES relevant to the Governing Board's deliberations on postsecondary preparedness:

1. Longitudinal studies on high school and post-secondary education, as well as a new middle school longitudinal study beginning in 2018.
2. Post-secondary studies, such as the National Post-Secondary Student Aid Study, which includes information about college retention, remediation, and course-taking.
3. Adult studies and surveys, such as the Program for the International Assessment of Adult Competencies (PIAAC), a basic skills assessment that also focuses on workplace outcomes, and the National Household Education Surveys (NHES) which focus on vocational training, certificates, and licenses.
4. Transcript studies, including the NAEP High School Transcript Study.
5. Linking studies between the Programme for International Student Assessment (PISA) and PIAAC, and linking 12th grade math between NAEP and longitudinal studies.

After the presentation, several Board members expressed appreciation for the longitudinal and remediation information available from these data sources. Ms. Carr noted that the secondary and post-secondary longitudinal studies relate directly to the Board's interests, as they include assessments and in some cases use NAEP items.

In responding to questions, Ms. Carr clarified that the high school, middle school, and post-secondary studies measure some aspects of engagement, social skills, and collaboration, including aspirations for college and career. Ms. Carr also acknowledged that the transcript studies provide information for researchers to evaluate various aspects of remedial course-taking in higher education. Additionally, PIAAC and PISA have been effective tools to inform best practices in high schools, as they deal with literacy.

Recess for Committee Meetings

The first session of the August 4, 2017 Governing Board meeting recessed at 10:01 a.m. for committee meetings.

Meeting Reconvened

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

Overview of the High School Transcript Study (SV #9)

Linda Hamilton, Statistician at NCES, provided a brief overview of the suite of NCES transcript studies that have been conducted since the 1980's, noting the difference between the longitudinal and cross-sectional studies. NCES uses the School Courses for the Exchange of Data (SCED) as

a standard course coding system for transcripts, which are student level records containing information on demographics, grades, and credits earned.

The NAEP High School Transcript Study (HSTS) is a nationally representative sample of public and private high school graduates. NCES's target is to collect transcripts of all graduates in schools selected for NAEP, whether or not the graduate actually took the NAEP assessment. Data collection for the HSTS is currently a manual process, requiring staff to go to the schools across the nation and collect paper transcripts after the end of the school year.

The NAEP HSTS includes the following components:

- Course catalogs are reviewed for courses, titles, descriptions, and rigor;
- A school information survey is administered to review diploma types, graduation requirements, and grading scales;
- The NAEP 12th grade assessments scores are linked to students' transcripts, for those students who participated in the assessment, and the contextual information gathered from questionnaires;
- Transcripts are reviewed for courses, grades, credits earned, and standardized test scores.

All the information collected, including courses, credits, and grade point averages, are categorized and standardized for analysis. For example, the average course credits earned are translated to Carnegie Units (one Carnegie Unit is equal to one year-long course).

Ms. Hamilton presented findings from NAEP HSTS, noting that students engaged with rigorous mathematics curricula score higher on NAEP. Over time, the rigor of curricula has increased, although the gap between white and black students' access to more rigorous curricula has widened.

Ms. Hamilton described work being done to expand and innovate the HSTS, which includes studies on the feasibility of collecting transcripts electronically, and reporting results for middle schools and large urban districts that participate in the Trial Urban District Assessment (TUDA). She explained the benefits of moving to electronic collection of transcripts, including potentially eliminating the need for separate data sharing agreements with each state (which are difficult to obtain) and estimated cost savings up to 30 percent.

Chair Mazany opened the floor to questions.

Andrew Ho noted the power of reporting district level HSTS results, and urged NCES to explore the feasibility of reporting state level results to enable benchmarking and to help build a national understanding of what course rigor, grade point averages, and credits earned are, as they relate to academic achievement.

Alberto Carvalho explained that his district, Miami-Dade, is participating in the feasibility study for district level HSTS data to provide a better understanding of the differences across the country between classrooms, schools, zip codes, and urban vs. rural locations. He noted the movement in his district towards standards-based policies for grading, the purposeful efforts to

increase equity in academic offerings to all students, and parents increasingly understanding the value of a rigorous course over an inflated grade in an unchallenging course.

Board members discussed how to best interpret the HSTS results, noting concern with the prevalence of grade inflation, course titles sounding more rigorous than the curriculum's content, and the disconnect between students' standardized test performance and grades. The Board engaged in a discussion of how best to categorize and interpret the rigor of high school courses, given the known variance across the nation.

- Joe Willhoft requested an analysis that addresses the varying levels of course rigor within schools, with a reasonable norm for schools to compare themselves to.
- Tonya Matthews asked how the Board could translate the studies' findings into actionable communications to schools, given there is no real standardized definition of course rigor.
- Chair Mazany agreed that there needs to be better consensus on the levels of rigor and what they mean.

Board members discussed their concerns regarding equity in opportunity for students to access rigorous coursework.

- Rebecca Gagnon stated that it is critical to make visible the inequitable access to rigorous courses young students have depending on their school or district. She expressed support for the middle school transcript study, as courses taken in middle school impact the options students have when they enter high school.
- Mr. Carvalho asserted that these inequities are driven by the opportunities adults do or do not provide to students (rather than the notion that students choose not to take the rigorous courses).
- Jim Geringer observed the opportunity gap experienced by many students in smaller or rural schools, noting that as a result more students are completing high school online to access more diverse and rigorous course offerings. He noted that online learning opportunities are available to all students, and this presents a challenge to NCES to include these students in transcript studies.

Tonya Miles asked if studies of middle school coursework could help explain gaps seen in later grades. Ms. Hamilton said that NCES is able to do that, as they increasingly receive transcript information from middle schools.

Joseph O'Keefe asked if there is any information from the study related to students with limited English proficiency. Ms. Hamilton affirmed that there is a flag for limited English proficiency.

Recess for Break

The August 4, 2017 Governing Board meeting recessed at 1:43 p.m.

Meeting Reconvened

The Governing Board reconvened in open session at 2:00 p.m.

Priorities for the NAEP Assessment Schedule: Panel Discussion (SV #9)

Chair Mazany highlighted the Governing Board's well-established practice of gaining input and guidance early in its deliberative process to inform its policies. He observed that when he began his term on the Board, the NAEP budget was experiencing severe cuts and the Board was in a defensive posture to preserve the essence of the schedule and its integrity. Today, the Board is in a much different position as it considers its foundational responsibility to set the NAEP Schedule of Assessments with a restored budget and a Strategic Vision in place.

Carol Jago served as moderator of the session and began by introducing the following panelists of education policy experts:

- Lillian Lowery, Vice President of PreK–12 Policy, Research, and Practice, The Education Trust;
- Carmel Martin, Executive Vice President, Center for American Progress; and
- Michael J. Petrilli, President, Thomas B. Fordham Institute and Research Fellow at Stanford University's Hoover Institute.

Ms. Jago reviewed the following discussion questions to frame the panel and Board discussions:

1. What is the value of providing NAEP national-only results, as compared to providing state and TUDA results?
2. What is an ideal interval between assessments (i.e., two years, three years, four years)?
3. Are there other domains of knowledge and skills the Governing Board should consider assessing than the ones already scheduled? In addition to, or in place of?
4. Should the administration of some assessments be restructured, possibly providing subscale scores, i.e., science, technology and engineering literacy, and mathematics (STEM); reading and writing (ELA); civics, geography, U.S. History and economics (social studies)?

Ms. Jago then invited the panelists to make brief introductory remarks.

Ms. Lowery emphasized the value NAEP provides policymakers, educators, and the public as a comparable measure of student academic progress over time and across the states. She emphasized that NAEP's role in providing this comparable data is ever-more critical as states continue to utilize varied standards and assessments; she encouraged the Board to prioritize frequent NAEP assessments.

Ms. Martin championed the critical role NAEP plays in informing education policy and reform at the national level, state, and community levels. She urged the Board to continue investing in state and district level assessments to provide comparability data and also to serve as an external barometer of student progress. She advised the Board to ensure the NAEP assessments stay

current with common curricular standards being used in states, cautioning that the more NAEP deviates from what and when students are being taught, the less policy relevant NAEP will be. Finally, she encouraged the Board to explore assessing skills and competences for career readiness, defined broadly, as well as the impact of social emotional development in the context of learning.

Mr. Petrilli advised the Board to protect NAEP's unique asset—the Long-Term Trend (LTT) assessment, which no other institution or research program has or can have. He agreed with the other panelists that NAEP does provide a valuable check on state assessments, but argued that less frequent reading and mathematics assessments at the state level would be appropriate and result in resources for other important NAEP assessments. He advocated for more NAEP assessments at grade 12, such as state level reading, mathematics and writing scores to provide insights into student academic achievement and preparedness at the end of secondary school.

Ms. Lowery agreed with Mr. Petrilli's recommendation to have grade 12 assessments every four years, noting that it aligns nicely with the four-year cohort graduation rates that states are required to report. She advocated for maintaining the biennial NAEP assessments in grades 4 and 8 in reading and mathematics for the time-being, arguing that there is still a need in the short-term for more frequent checks on the states. Ms. Martin agreed that it was too soon to decrease the frequency of testing, but thought it would be compelling to do so in the future in order to conduct state level NAEP assessments in other subjects.

Ms. Jago asked if there were any important domains that NAEP is not addressing. Ms. Martin said that it is important to assess problem-solving, adaptive reasoning, and communication skills and to update NAEP to reflect the common standards being used in many states. Ms. Lowery argued that the NAEP student questionnaires could be improved to provide more meaningful contextual data by revising the questions asked and keeping them unchanged over time to provide trend data. Mr. Petrilli suggested that the domains suggested by the other panelists are already adequately assessed by the Programme for International Student Assessment (PISA), and therefore advocated for NAEP to prioritize its traditional focus on academic progress and expand state level results in subjects beyond reading and mathematics.

Ms. Jago asked for input on the value of combining assessments of related subjects. The panelists generally thought this was worth exploring for various subjects, such as reading and writing. Ms. Lowery cautioned against increasing testing time which the volunteering schools might object to, noting the already low numbers of states that volunteered to participate in NAEP grade 12.

Mr. Petrilli restated the need for 12th grade state-level assessments, noting the large increases in high school graduation rates and the role NAEP could provide to verify the postsecondary preparedness of those students. Ms. Martin agreed, and suggested that civics and technological literacy should also be included in grade 12 NAEP.

Ms. Jago opened the floor to questions.

Board members and the panelists continued the discussion about changing the periodicity of the reading and mathematics NAEP assessments to every three or four years, noting that less frequent NAEP results would provide fewer opportunities to validate states' changes in assessments and proficiency levels inform changes in practice. Ms. Lowery lauded states for building expertise in assessments and noted that as state assessments stabilize, NAEP results every three years might be sufficient.

Joseph O'Keefe asked which subjects beyond reading and mathematics the panelists would prioritize.

- Ms. Martin responded that incorporating technology and engineering literacy (TEL) into science and the civics assessments in grade 12 should be priorities. She encouraged the Board to consider what other domains are critical for students' postsecondary success that are not being well-measured by states, as well as how NAEP could explore assessing other constructs through its reading and writing assessments.
- Ms. Lowery emphasized the need for economics for developing financial literacy and advocated for NAEP to focus on assessing the portable skills students need to be successful, regardless of their pursuits after high school.
- Mr. Petrilli stated that civics and history focused around citizenship is critical for 12th grade students. He observed that the current NAEP Assessment Schedule conveys a value of inclusion by assessing a wide breadth of subjects, but suggested that with limited resources the Board should focus on assessing subjects that have an impact on policy discussions.

Tonya Miles asked for the panel's thoughts on assessing the arts, especially as it relates to the TEL assessment and student achievement. Mr. Petrilli believes in the importance of arts but expressed doubt that arts assessments have had impact in policy making. Ms. Martin noted there is no consensus across the country regarding competency in the arts.

Jim Geringer asked the panelists to reflect on the potentially conflicting efforts to preserve data trends versus changing the NAEP assessments to correlate with credentials or degrees that indicate college and career readiness. The panelists indicated there is value in linking NAEP with international surveys, but noted the limitations of NAEP's power to answer certain policy research questions given it does not have student level longitudinal data.

Bill Bushaw asked the panelists for their input on the advantages and disadvantages of the Long-Term Trend (LTT) assessment. Ms. Lowery replied that policymakers and other decision makers value the LTT assessment for information on how the nation's students are performing, and how effectively schools are providing equity in academic and student activities. Mr. Petrilli stated that the LTT holds people accountable; students' performance over decades can be observed in a consistent and standardized manner. Ms. Martin observed the tension between preserving the trend and updating the assessments to maintain their relevance and usefulness, but expressed confidence that it could be done.

Mr. Carvalho asked the panelists if NAEP's analyses of middle school transcripts would be more powerful than reviewing high school transcripts after students have graduated, given the potential opportunity to identify interventions for students entering high school. Mr. Petrilli agreed that this type of research is valuable and can be done with state data, but advised that NAEP is not the best vehicle for this type of analysis. Ms. Martin agreed that NAEP does not tell how to improve, but rather identifies where problems exist.

Ms. Jago thanked the panel for their candor and expertise.

Priorities for the NAEP Assessment Schedule: Overview of Breakout Session Goals (SV #9)

Chair Mazany explained that the Board would meet in small groups to consider the panelists' comments in relation to the NAEP Assessment Schedule, noting that Board action to extend the NAEP Assessment Schedule through the year 2028 is expected to occur in 2018. He thanked Alberto Carvalho, Jim Geringer, Jeanette Nuñez, and Fielding Rolston for agreeing to serve as facilitators of the breakout sessions.

To ground this discussion with realistic expectations regarding the timeline associated with NAEP assessment changes, Chair Mazany invited Peggy Carr to briefly outline the steps involved in modifying existing assessments or developing new ones. Ms. Carr explained that after a framework is revised it requires approximately four years to develop and pilot items before the revised assessment can be operational; if developing a new framework then an additional 18 months is required before the assessment can be operational. Therefore, Chair Mazany reminded the Board that any bold changes to the NAEP Assessment Schedule would not likely be operational in the short term. He advised that while their tenure as members may expire before the results of this effort are realized, careful deliberations are critical to NAEP's future success.

Recess for Breakout Sessions

The August 4, 2017 Governing Board meeting recessed at 3:23 p.m. for Board members to participate in breakout sessions.

Meeting Adjourned

The August 4, 2017 Governing Board meeting adjourned upon the conclusion of the breakout sessions.

Meeting Convened: OPEN SESSION

The August 5, 2017 Governing Board meeting convened at 8:30 a.m. in open session.

Breakout Session Summaries and Discussion: Priorities for the NAEP Assessment Schedule (SV #9)

Chair Mazany welcomed members and asked for reports from the breakout group facilitators.

Alberto Carvalho summarized that his group suggested prioritizing NAEP's grade 12 assessments, reporting state level results for grade 12, and expanding the Trial Urban District Assessment (TUDA). The group emphasized the need for actionable data and encouraged the Board to consider how it can use NAEP to glean best practices from districts, within its role as defined under law. The group advocated for fewer content areas on the NAEP Assessment Schedule, with a lower priority for the arts and foreign language assessments. Finally, the group suggested that all NAEP assessments should be scheduled to occur with a periodicity of no longer than every four years.

Jim Geringer reported that his group was unanimous in expressing the need to include state and TUDA reporting in the NAEP Assessment Schedule whenever possible. The group discussed the increased support among states for state-level NAEP results, with some states using NAEP as a part of their Every Student Succeeds Act (ESSA) plans, as an asset in pursuing increased NAEP funding. Joe Willhoft noted that grade 12 NAEP could be considered an audit of state ESSA plans, similarly to how grades 4 and 8 reading and mathematics assessments were required at the state level to audit proficiency under the No Child Left Behind Act. Mr. Geringer noted that the group preferred maintaining biennial assessments of reading and mathematics, but was open to less frequent administrations to enable state-level reporting of other subjects. The group discussed the possibilities of combining assessments with similar domains into a singular assessment, but felt that they needed a deeper understanding of how this would be approached and what would be reported as a result. Finally, this group also wanted to explore how NAEP might report results for rural regions, similar to how it reports TUDA for urban districts.

Jeanette Nuñez noted that her group also recommended the NAEP Assessment Schedule prioritize more state and TUDA level data, though cautioned about concerns of testing fatigue. The group debated the ideal frequency for the districts to receive TUDA results as checks on their progress, and also advocated to no longer refer to the TUDA program as "trial". The group did see value in consolidating multiple subjects into single assessments, and also emphasized the importance of NAEP assessing and reporting writing skills in a meaningful way. Ms. Nuñez explained that the group had differentiating opinions about the value of grade 12 assessments. While some individuals wanted to prioritize grade 12 NAEP, others expressed concerns that the results are not as actionable at grades 4 and 8, and changes in secondary school enrollment might make end-of-grade testing in grade 12 obsolete. The group also discussed its opinion that LTT would eventually need to be retired.

Fielding Rolston reported the group's consensus that state and TUDA assessment results are critical, as the data can be used to improve standards and curricula in ways that national NAEP results cannot. This group advocated maintaining the current biennial assessments in reading and

mathematics, noting that a number of states have established benchmarks based on the two-year timeframe. The group suggested that the Board prioritize NAEP assessments in grades 4 and 8, and rely on resources such as the ACT and SAT to measure high school performance. Arts and foreign language assessments were not considered a priority for the NAEP Assessment Schedule by this group. They recommended combining subjects to result in four NAEP assessments:

1. Mathematics;
2. Reading and writing;
3. Science and TEL; and
4. Social studies, to include civics, history, geography and economics.

Mr. Rolston then asked Cary Sneider to elaborate on the group's proposal. Mr. Sneider presented a mock NAEP Assessment Schedule to illustrate the group's vision of assessing fewer subjects, at regular and frequent intervals, with more granular reporting levels. The recommendation to consolidate assessments was driven by the assumption that doing so would free up sufficient resources to achieve the Board's priorities to report more state and TUDA data. The group was open to assessing reading and mathematics less frequently to help achieve these other priorities. Mr. Sneider noted that while the Board will amend the NAEP Assessment Schedule to better reflect its priorities, it may not have the resources to fully implement what the Board would consider the ideal approach and will likely require compromises to the suggested frequency and granularity of reporting.

Chair Mazany opened the floor to comments.

Mr. Geringer suggested that the Board needs to decide what subjects need to be assessed based on which are the best predictors of future success.

Andrew Ho cautioned that schedule changes risk breaking the NAEP's long-standing trend lines, which would be a considerable loss and should be weighed in the Board's decision-making.

Joseph O'Keefe stated that the purpose of American education is to prepare students for citizenship. While the other NAEP assessment subjects are important, he argued that there is a great national need for civics education that NAEP can inform. He urged the Board to consider this as it determines when civics should next be assessed.

Tonya Matthews posited that civics could be integrated into the TEL assessment, given the evolution of technology and the impact it has on civic society today.

Chair Mazany concluded the session by explaining that the Board would continue its discussion on this topic over the next few Board meetings, with action to amend the NAEP Assessment Schedule to occur as early as May 2018. He noted the importance of NCES and Board staff in exploring the feasibility of the Board's suggestions to help guide future Board conversations towards realistic solutions. Board members supported this approach and requested more

information about what the impact of combining multiple subjects into a single assessment would be, primarily as it relates to reporting subscales and trends.

Framework Policy Discussion (SV #5)

Mr. Sneider began by explaining that every NAEP assessment has a framework adopted by the Board, outlining what should be measured, how the content is most appropriately measured, and how much students should know at the *Basic*, *Proficient* and *Advanced* levels. When a framework is presented for Board adoption, several documents are included:

- The framework itself;
- A specifications document prescribing details for item development;
- Recommendations for special studies to refine the assessment over time;
- Recommendations for contextual variables to understand achievement in the subject; and
- Subject-specific achievement level descriptors (ALDs).

Earlier this year, a working group comprised of Board members from the Committee on Standards, Design and Methodology (COSDAM) and the Assessment Development Committee (ADC) concluded that the Board's Framework Development Policy for NAEP assessments should be revised to include more details about the framework updating process. Mr. Sneider explained the proposed changes to the policy under consideration by ADC.

One proposed new aspect of the policy is a Board commitment to conduct a framework review at least once every 10 years for each framework. When a framework is due for review, the ADC would bring together a small group of relevant subject matter experts to analyze the framework and provide feedback with reflections on recent advancements in the field. After discussions with these experts, the ADC would then craft a recommendation to the Board regarding whether minor or major changes are needed to the framework. Within these two possibilities:

- *If minor framework changes are needed:* a group of content experts would be consulted to update the framework with the necessary clarifications.
- *If major framework changes are needed:* the process would be similar to that of developing a new framework. The ADC would charge a Visioning Panel of nearly three dozen experts and stakeholders to develop the overall vision and plans for updates. A subset of these individuals would then develop the new framework.

Mr. Sneider emphasized that the Board makes the final decisions on what should be included in each framework.

Mr. Sneider also noted that postponing updates for the NAEP Reading and Mathematics frameworks have supported content stability and trend reporting. Item reviews also helped the ADC monitor how the framework has lined up with the digital-based assessment.

Chair Mazany opened the floor to questions and comments.

Jim Popham suggested that the Board consider whether upcoming framework projects could expand beyond the goal of monitoring student achievement, to develop NAEP assessments that provide educators with cues on how to improve student achievement.

Peggy Carr praised the presentation, noting her support of the new draft framework policy. She suggested that data scientists may be a useful addition to the Visioning Panel.

Tonya Matthews noted that psychologists would also be valuable members of the Visioning Panel, especially with the differences between previous paper and pencil assessments and the new scenario-based tasks used in digital-based assessments. She commented on the importance of hands-on problem-based learning for today's students and noted the opportunity for NAEP to provide needed leadership on how to assess these types of activities and skills.

Joe Willhoft praised the proposed iterative process and the ways in which the Board and various groups are engaged. He noted that the new draft policy could help states improve their work in developing test specifications. Chasidy White added that many states are now intentionally placing NAEP at the forefront of their assessment plans.

Recess for Break

The August 5, 2017 Governing Board meeting recessed at 9:46 a.m.

Meeting Reconvened

The Governing Board reconvened in open session at 10:00 a.m.

Achievement Level Setting Policy Discussion (SV #5)

Andrew Ho began by acknowledging that the preceding discussion on the Board's framework development policy is relevant to thinking about achievement levels, given the critical role of assessment design in analysis and reporting. He stated that there is no such thing as *Basic*, *Proficient*, and *Advanced* until there is a scale in reading or mathematics or science that is defensible and provides meaning. Mr. Ho also noted that just as the existing framework development policy came about at a time when the Board's work focused on creating new assessments rather than updating existing assessments, the Board's existing achievement levels policy was developed to set standards on new assessments rather than to update, revise, and/or improve achievement levels for existing assessments.

The achievement levels policy was first created in 1990 and last updated in 1995, and the Board's policy and practice in this area have served as an exemplar to those in the field for how to set standards. However, the Board now needs to update the policy to address issues raised in the evaluation of NAEP achievement levels, to ensure that the policy reflects current best practices in standard setting, and perhaps even to extend beyond that by looking forward.

Mr. Ho reviewed the policy definitions for *Basic*, *Proficient*, and *Advanced* which are used to develop specific achievement level descriptions for each grade and subject. He recommended that the policy definitions not be changed, but that the revised policy should more clearly articulate the process for setting future achievement levels and aligning them to existing NAEP scales.

Mr. Ho classified potential areas of revision to the policy into three categories: first, minor edits that are fairly straightforward and technical, such as reconsidering the response probability criterion for exemplar items; second, a major addition to the policy to address how the Board will evaluate and revise if necessary the cut scores and achievement level descriptions over time; and third, reconsidering whether the achievement levels should be the initial and primary means of reporting NAEP results.

Board discussion focused on the policy definitions and the challenge of communicating to various stakeholders the difference between NAEP *Basic*, *Proficient*, and *Advanced* and other common uses of the terms basic, proficient, and advanced (including achievement levels on state assessments). In particular, there is a lot of confusion about the difference between NAEP *Proficient* and grade-level performance. Board members discussed the importance of more clearly articulating the meaning and intended uses of the NAEP achievement levels.

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.

Remarks from Outgoing Board Members

Lucille Davy provided remarks to be shared in her absence, in which she emphasized that in light of significant changes in education and policy, NAEP should continue to be the gold standard, a universal and reliable measure against which the progress of all of our nation's children is determined.

Doris Hicks provided remarks to be shared in her absence, in which she urged the Board to keep moving forward, and expressed admiration for fellow members and her colleagues on the ADC committee. Serving on the Board has been one of the most rewarding and valuable experiences of her life.

Tonya Miles emphasized that the work that the Board does is critical to help increase achievement and close whatever gaps there may be. She described her tenure as a delightful journey and expressed admiration for the Board's strength, leadership, and inspiration. Ronnie Musgrove noted the Governing Board's exceptional level of competence, capability, and breadth of knowledge. He thanked Chair Mazany for his leadership and guidance. NAEP is a

critical tool to help children gain the knowledge and skills they need to pursue the American Dream.

Jim Popham expressed gratitude for serving alongside such bright, insightful, and constructive people. He praised the extraordinary competence of the staff, including NCES. He urged the Board to use every opportunity within bounds to aim to improve student progress.

Chair Mazany thanked the five outgoing members, and praised the character and commitment that they demonstrated through their service. He then recognized the staff's efforts in coordinating the meeting.

In recognition of the possibility that this may be the last Board meeting under the chairmanship of Terry Mazany, Andrew Ho led the Board in praising Chair Mazany's leadership and in developing the Strategic Vision.

Meeting Adjourned

The August 5, 2017 session of the meeting adjourned at 11:51 a.m.

I certify to the accuracy of the minutes.



Immediate Past Chair

October 24, 2017

Date



National Assessment Governing Board

Resolution in Memory of the Honorable Mitchell D. Chester

Whereas, Mitchell D. Chester began his service on the National Assessment Governing Board in October 2014;

Whereas, Mitchell Chester's life as a trailblazing educator began early in a childhood home that greatly valued the importance of education and led to his first teaching job in a Connecticut elementary school and eventually to his roles as middle school assistant principal, district curriculum coordinator, director of curriculum and instructional programs for Connecticut, and senior leadership positions in Philadelphia and in the Ohio Department of Education;

Whereas, Mitchell Chester moved from Ohio to serve as Commissioner of the Massachusetts Department of Elementary & Secondary Education in May 2008, and he earned such respect and accolades for his work both in and beyond the Commonwealth of Massachusetts that he became the longest-serving chief state school officer in the country in June 2017;

Whereas, Commissioner Chester showed an unwavering commitment to narrow Massachusetts' achievement gaps between disadvantaged and advantaged students and worked to fulfill this promise, leading to a decade of increasing four-year high school graduation rates and top scores for Massachusetts on the National Assessment of Educational Progress, the Nation's Report Card;

Whereas, Commissioner Chester's success in Massachusetts garnered him well-deserved national acclaim, manifested in positions of leadership in the Council of Chief State School Officers (CCSSO), the board of the Partnership for the Assessment of Readiness for College and Careers (PARCC), and his term on the National Assessment Governing Board;

Whereas, Commissioner Chester engaged deeply and thoughtfully in his work for the National Assessment Governing Board, including his contributions to the Committee on Standards, Design and Methodology, where he stood out as an eloquent and influential leader in helping states use findings from the National Assessment of Educational Progress and advocating passionately for linking the Nation's Report Card to the valuable set of international assessments as a means to advance education in America;

Whereas, Commissioner Chester posed incisive questions to presenters and Board members in order to ensure that the Governing Board fulfilled its potential as a policy-setting body for the country's only nationally representative assessment of student learning and always infused discussions with engaging wit, lively curiosity, expert insight from decades of experience, an openness to diverse opinions, and a strong desire to hear perspectives from teachers and school administrators about assessments and issues in schools first and foremost;

Whereas, Commissioner Chester was highly esteemed as an insightful, inquisitive, thoughtful, measured, and trusted colleague among his fellow Board members, earning him their respect, admiration, and friendship;

Therefore, be it resolved that the National Assessment Governing Board expresses its grateful recognition of the important contributions to National Assessment of Educational Progress and our nation's children made by Commissioner Mitchell D. Chester, and that the Board conveys to his family the deep sorrow and sincere sympathy felt upon his untimely death; and

Be it further resolved that a copy of this resolution be entered permanently into the minutes of the National Assessment Governing Board.

Signed on this Fourth day of August, Two-Thousand and Seventeen

A handwritten signature in dark ink, appearing to read "Terry Mazany", is written over a horizontal line.

Terry Mazany, Chair
National Assessment Governing Board

Resolution: The Executive Committee's Charge to the Committee on Measures of Postsecondary Preparedness

Whereas, on November 18, 2016, the National Assessment Governing Board unanimously approved the Strategic Vision to guide its work through the year 2020; and

Whereas, the Strategic Vision established a Board priority (SV#10) to “*Develop new approaches to measure the complex skills required for transition to postsecondary education and career*”; and

Whereas, on August 3, 2017, the Governing Board Chair created the ad hoc Committee on Measures of Postsecondary Preparedness to pursue this priority; and

Whereas, the Governing Board Chair tasked the Executive Committee to establish the charge to guide the ad hoc Committee on Measures of Postsecondary Preparedness;

Therefore, the Executive Committee resolves that:

- 1. The Committee on Measures of Postsecondary Preparedness shall review existing research, collect expert testimony, and prepare recommendations for the Governing Board's consideration to achieve Strategic Vision priority #10.**
- 2. While the current legislation guiding the National Assessment of Educational Progress (P.L. 107-279) should provide parameters for the approaches to accomplish this priority, the Committee on Measures of Postsecondary Preparedness may consider options that could require amendments to current legislation.**
- 3. The Committee on Measures of Postsecondary Preparedness will report its recommendations to the Governing Board no later than the November 2018 Board meeting.**

National Assessment Governing Board

Executive Committee

Report of Thursday, August 3, 2017

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

Other Board Members: Alberto Carvalho, Frank Fernandes, Jim Geringer, Carol Jago, Tonya Matthews, Alice Peisch, Fielding Rolston.

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

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

Other Attendees: AIR: Kim Gattis, Fran Stancavage. ETS: Jay Campbell, Amy Dresher, Andreas Oranje, Karen Wixson. Hager Sharp: Debra Silimeo. HumRRO: Hillary Michaels, Thanos Patelis. Pearson: Pat Stearns. Other: Harold Miles

1. Welcome and Agenda Overview

Chair Mazany called the meeting to order at 4:30 p.m. He commended Acting Commissioner Peggy Carr on her efforts to revive the NAEP fellowships grants to support graduate student interns; he complimented the students’ research and posters on display at the Board meeting. He observed the sudden and unexpected passing of Board member Mitchell Chester before commencing the Committee’s business.

2. Governing Board Updates

Follow-up to Board Meeting Structure Options

Executive Director Bill Bushaw provided an update on the options being considered by the Board to restructure its meetings to better support implementation of the Strategic Vision. In May, the Executive Committee expressed consensus around the ideas of scheduling smaller group discussions with cross-committee representation; organizing Board meetings around themes related to the Strategic Vision when feasible; and experimenting with videoconferencing to reduce the in-person meeting time required of committees. He noted that the August Board meeting agenda includes the small, cross-committee group discussions and that the November 2017 Board meeting will focus on international assessment issues aligned with the Strategic Vision (items #2 and #8). The Assessment Development Committee recently met via a

videoconference for the first time and it was a success. He believes that in certain circumstances the Board will be able to utilize videoconferences as a cost-effective and time-saving approach.

The staff conducted an informal poll of Board members on potential modifications to the Board meetings. Of those who responded, Board members overwhelmingly favored maintaining a schedule of four meetings a year (instead of three) with the same duration (i.e., starting/ending days and times). Mr. Bushaw reported that Board members have expressed openness to changing the dates and months of when quarterly meetings occur. He reviewed the various staff-generated proposals to more evenly space the meetings throughout the year and to avoid the conflicts with graduations that often affects participation in the May meeting. However, he noted that while moving the quarterly meeting dates may reduce conflicts for some, it inevitably creates challenges for others given school and legislative calendars, etc.

In response, the Committee members noted that some Board members will always have conflicts with the meetings, regardless of when they occur. There was support for adopting a Board meeting schedule that works best for the staff to aid their preparation for each meeting. Ms. Carr expressed concerns for any schedule which would result in a Board meeting occurring during the NAEP testing window.

In closing, Chair Mazany stated that it is worthwhile to periodically reassess our procedures and practices, even if we end up determining that the current meeting schedule is the ideal one to accomplish the Board's work. He stressed the importance of the Board meeting schedule to continue to account for when policy, operational, and budgetary decisions need to be made.

Policy Updates

Lily Clark provided an overview of the Governing Board and NAEP program's appropriations status. She reminded the Committee that the fiscal year 2017 appropriations were finalized on May 5, 2017—NAEP received level funding at \$149 million and the Governing Board received a modest reduction in its appropriations amount of \$7.745 million. The fiscal year 2018 budget (October 1, 2017 – September 30, 2018) is still under consideration by Congress. The U.S. House of Representatives passed its 2018 funding bill, which proposes continuing to fund NAEP and the Governing Board at its current fiscal year 2017 levels. The Senate is expected to consider its funding bill in September.

The legislation that authorizes NAEP and the Governing Board has been considered overdue for years. A bill to reauthorize the Education Sciences Reform Act, which includes the NAEP Authorization Act, has not been introduced yet in this Congressional session. However, on June 28, 2017 the U.S. House of Representatives' Subcommittee on Early Childhood, Elementary, and Secondary Education held a hearing on this topic, titled "Exploring Opportunities to Strengthen Education Research While Protecting Student Privacy."

Ms. Clark also noted that on August 3, 2017, the Senate confirmed Peter Oppenheim to serve as Assistant Secretary of the Office of Legislative and Congressional Affairs at the U.S. Department of Education. Mr. Oppenheim was serving as senior staff to Senator Alexander, Chairman of the Senate's Health, Education, Labor and Pensions Committee.

3. Nomination of Board Vice Chair for the Term October 1, 2017 – September 30, 2018

Chair Mazany explained that because Vice Chair Lucille Davy decided to not seek a second term after her first term ends this fall, she was not under consideration to continue her well-regarded leadership as Vice Chair. At the May 2017 meeting, he asked outgoing member Ronnie Musgrove to poll the Board to determine a new nominee for Vice Chair. Mr. Musgrove was asked to present the findings of his efforts.

Mr. Musgrove reported that he had communicated with each Board member, and was pleased to announce the Board's unanimous support for Tonya Matthews to serve as Vice Chair. He complimented Ms. Matthews's vision, commitment, and knowledge as assets to the Board.

ACTION: Mr. Musgrove motioned for the Executive Committee to vote to recommend Tonya Matthews as the nominee for Vice Chair for the term October 1, 2017 – September 30, 2018, for the full Board's consideration. The motion was seconded by Rebecca Gagnon and passed unanimously by the Committee.

Chair Mazany congratulated Ms. Matthews on her nomination and thanked Mr. Musgrove for carrying out this duty.

4. Strategic Vision #10 – Establish the Charge for the Ad Hoc Committee on Postsecondary Preparedness

Chair Mazany noted that the Governing Board and Executive Committee have already engaged in substantial deliberations on the topic of innovation and assessment, with an interest in better understanding measures of preparedness that reflect the expectations of the rapidly changing world. To fulfill this goal set forth in the Strategic Vision, he announced the creation of the ad hoc Committee on Measures of Postsecondary Preparedness.

In this session, Chair Mazany impaneled the ad hoc committee by announcing the following members to serve: Alberto Carvalho, Jim Geringer, Carol Jago, Tonya Matthews, Dale Nowlin, Alice Peisch, Fielding Rolston, Linda Rosen, Ken Wagner, Chasidy White, noting that he would serve as Chair of the ad hoc committee. He commended the overwhelming response of Board members volunteering to serve on the ad hoc committee, and explained that the membership of the committee was limited so as not to constitute a quorum of the full Board. Chair Mazany thanked the Board members for their commitment to this work, noting that this new committee will be continuing the substantial work on preparedness already accomplished by the Board.

At the May 2017 Board meeting, Chair Mazany tasked the Executive Committee to consider the Board's discussions on this Strategic Vision topic and to develop the charge to this ad hoc committee. He read the resolution of the Executive Committee's charge to the Committee on Measures of Postsecondary Preparedness aloud then asked for a motion.

ACTION: Consideration of the resolution was motioned by Joe Willhoft and seconded by Rebecca Gagnon. The “Resolution: The Executive Committee’s Charge to the Committee on Measures of Postsecondary Preparedness” was unanimously approved.

5. Long-Term Trend Discussion

Joe Willhoft provided a brief synopsis of the Board’s deliberations on the options for the NAEP Long-Term Trend (LTT) assessment, including white papers commissioned by experts along with their discussion of those papers at a symposium in March 2017 and at a session at the American Educational Research Association Conference in April 2017.

As a result of this work and collaboration with NCES, the Board has coalesced around three options for LTT:

1. Transadapt LTT from paper-and-pencil to DBA, produce assessment frameworks, perform a bridge study for each age group, and keep the assessments in their existing administration windows.
2. Ask Congress to remove the legislative requirement and cease administration of LTT.
3. Ask Congress to remove the legislative requirement but perform a special study where LTT is administered one last time in an attempt to connect future Main NAEP results with the long-standing LTT trend lines.

Mr. Willhoft presented some of the pros and cons associated with each of the three options. He also shared the results from an informal straw poll of Board members conducted in July 2017 which revealed that there is currently no consensus on the Board. Members are split between their preferences for options 1 and 3, and in their reasoning why. He suggested further exploration of the technical and political feasibility of these options.

Shannon Garrison observed that the pros and cons identified with the options in Mr. Willhoft’s presentation did not have equal weighting. Some of the things identified as a “pro” for keeping LTT were not considered compelling by the Board in their reasoning (e.g., LTT provides an “audit of an audit” for how Main NAEP is used with state assessment results). One of the “cons” of continuing LTT is that the assessment items are considered outdated. Ms. Garrison emphasized the magnitude of this concern and stated her belief that Board members need the opportunity to review LTT items and compare those to Main NAEP items to inform their decision. She raised further concerns about the difficulty in creating a framework for LTT, if it were to be transadapted, and the importance of the Board to be able to stand behind the quality of all of its assessments.

The Executive Committee engaged in a discussion about the expectations for students when LTT was created, noting that it measures “fundamental” skills which is different from Main NAEP’s “*Basic*” achievement level. A discussion ensued about possibly changing the title of LTT to more accurately convey its contents and value (as Main NAEP also provides long-term trend results, but based on grades, not ages). Ms. Gagnon suggested that the LTT results would

be more meaningful if they were reported in a way that explained to the general public how the expectations of students have changed from the 1970's to today.

The Committee expressed a need to better understand the technical aspects of options 1 and 3, including if the process of transadapting LTT would involve simply changing the mode of administration or would also include significant changes to the assessment's design.

The Committee raised concerns about the resources and tradeoffs to be made with its LTT decision in relation to other priorities. Ms. Carr responded that those tradeoffs with other assessments are not yet clear.

Chair Mazany raised the importance of the Board's thoughtful deliberations on this complex topic, while also needing to expeditiously arrive at a decision with confidence that it is the right one for The Nation's Report Card. He suggested a Board decision in the spring might be feasible. Ms. Carr noted that the Board signaling its likely direction is important to inform the scope of the next NAEP Alliance contracts that will be awarded in 2018.

In closing, Chair Mazany advised that to make a final decision regarding LTT, the Board will need to better understand the costs involved, the content of the assessment, the technical requirements of transadapting, and to consider the future branding of LTT.

Chair Mazany adjourned the Executive Committee meeting at 5:53 p.m.

I certify the accuracy of these minutes.



Terry Mazany, Chair

September 4, 2017

Date

National Assessment Governing Board
Assessment Development Committee
Report of August 3-4, 2017

August 3, 2017

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

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

National Center for Education Statistics (NCES) Staff: Elvira Germino-Hausken and Nadia McLaughlin.

Other Attendees: AIR: Kim Gattis. ETS: Jay Campbell. HumRRO: Sheila Schultz. Pearson: Pat Stearns.

Welcome and Introductions

ADC Chair Shannon Garrison called the meeting to order at 8:30 a.m. and welcomed all attendees.

ADC Priorities for NAEP Assessments: “Blue Sky” Discussion (SV #3)

Chair Garrison asked the Committee to consider whether NAEP is assessing all areas it should assess and whether there are areas in which NAEP should play more of a leadership role in the assessment landscape. The Committee acknowledged the challenge of balancing NAEP leadership in the field, while addressing the current state of the field. With the lead time needed for assessment development, however, some level of prediction is required.

The Committee discussed possibilities for merging assessments and noted that there were many reasons to maintain mathematics as a standalone subject, even if Science and Technology and Engineering Literacy (TEL) are eventually assessed as one domain. It would be helpful to look across NAEP assessments to identify related sub-areas. For example, across Science, TEL, Civics, U.S. History, and Geography there are subtopics relating to society and the environment. Writing could also be a subcomponent of several subjects, which is another path toward a cross-curricular focus. The ADC will need to determine how prospective merging of assessments can be done thoughtfully, taking advantage of synergies in respective content and process areas.

The Committee agreed to continue discussing how NAEP can be intentional about the overlap between different assessments and how assessments relate to statutory requirements, e.g., the mandate for reading and mathematics every two years.

The Committee also agreed with a major sentiment arising in full Board discussions about the NAEP schedule: it is preferable to have fewer NAEP subject area assessments that are also providing state level results, as opposed to many NAEP assessments with national results only. The Committee discussed that fewer assessments may enable more frequent NAEP reporting, which can better support policymakers, educators, and students.

In setting priorities, the Committee noted that innovation does not require doing something new. Focusing on and improving how assessments are configured and administered can pave the way for more content to be assessed. To identify an optimal configuration of content, the Committee will have to weigh whether NAEP should more deeply assess an existing content area versus adding new content areas.

The Committee also agreed that the best configuration of NAEP assessment areas will prioritize what students know, as well as students' ability to apply their knowledge. From this perspective, integrating NAEP subject areas and highlighting cognitive processes can potentially better reflect current instructional practices and ways in which students learn. The Committee is pleased that the Board's Strategic Vision encourages partnerships for engaging stakeholders with NAEP results. Released items, the Committee noted, can help partners see how NAEP data are actionable. Chair Garrison invited the Committee to continue to think about how these partnerships can be successful, how future NAEP items will support the field, and how ADC priorities should be reflected in upcoming framework updates.

Discussion of NAEP Reading Framework

The ADC considered how the current NAEP Reading Framework relates to ideas and priorities raised in the previous session about blue-sky ideas, as well as issues from recent Committee deliberations on the NAEP framework development policy.

The Committee noted that the current NAEP Reading Framework reflects a time when best practices shifted for reading – a unique point in history. The Committee considered how a framework review for reading would start and agreed that the first step would be to identify experts to speak to the full Board. The experts would provide an overview on the current state of the field and share reflections on how it relates to the existing framework.

The Committee anticipates that some updates are needed for NAEP Reading because of the transition to digital based assessment. More broadly, framework updates will need to address other factors connected to teaching and learning in reading and how these have evolved over time. For example, extensive recent discussion in the field has addressed reading digitally and visual literacy.

After the Board determines the level of updates required based on expert input, the ADC suggested that collecting public comment may be timely. This would be an opportunity for stakeholders to articulate which aspects of the Framework they believe should be changed and why. Compilation of this public comment could then be a resource for the panels convened to articulate the vision of the framework and to draft the revised framework. The Committee noted that the revisions being considered for the new Framework Development Policy are flexible enough to accommodate convening experts and collecting public comment when needed.

Framework Development Policy for NAEP Assessments

The ADC opened discussion about revising the Framework Development Policy at the May 2017 Board meeting, noting that the current policy is geared toward creating new frameworks rather than revising existing ones. At this Board meeting, the Committee continued discussion, building on initial revisions to the policy that the ADC drafted via video conference on July 25, 2017. With 11 frameworks in place and several updates on the horizon, the Committee's revisions added guidance on the processes for monitoring and updating frameworks.

One addition to the policy is a commitment to conduct a review of each framework at least once every 10 years. In the short-term, the Committee anticipates that frameworks will be reviewed at a quicker pace with the intention to review all frameworks, but generally, each November the Board would invite experts for a panel discussion on a framework, with a deeper follow-up discussion in the ADC meeting. Based on expert input and Board discussion, the ADC will either affirm that no changes are required or recommend minor or substantial updates be pursued. Minor updates include clarifications that do not affect the construct of the assessment.

Developing and updating frameworks will always be done through a deliberative and inclusive process, pulling in a wide cross-section of stakeholders, e.g., teachers, curriculum experts, and leaders in the discipline. In this model, substantial framework updates would involve convening a *Visioning Panel* with about 30 members. This is typically done via a contractor. The ADC will receive regular updates. Before sharing the draft framework for public comment, the visioning panel and the ADC will have an opportunity to review a preliminary draft.

The Visioning Panel will formulate high-level guidance about how the framework update can be done. Visioning Panel members will be leaders in the field, including educators at the state and district level, representatives from the business and policy sectors, as well as parents and members of the general public. In the current policy, this group is called the Steering Committee.

Half of the Visioning Panel members will continue on as the *Development Panel* to create the draft that will be recommended to the Board. In the current policy, this group is called the Planning Committee. The current policy also enlists these individuals as a separate group with different members, but the ADC suggests that there be substantial membership overlap among the visioning and development panels for a more integrated approach. The ADC agrees that the

current policy's text can be streamlined, e.g., moving discussion of the achievement level descriptions to the explanation of what is in each framework.

The ADC has also affirmed that the revised policy should:

- Add more details about the development process with flexibility to cover the updating process;
- Add a new principle that describes a monitoring process, while removing the current policy's principle that is focused on stability; and
- Explore incremental updating, bridging studies, and other research to maintain trend, when feasible.

Newly developed frameworks and revisions to existing frameworks are subject to Board approval. When taking action, the Board will vote on a revised framework and its specifications document. The Board will also consider whether the content revisions in these documents impact contextual variables and how they relate to the current achievement level descriptors.

The Committee's discussion provided several clarifications to a working draft of the revised policy. This work aligns with the Strategic Vision's call to pursue innovative approaches for updating frameworks. Chair Shannon Garrison noted that in the Saturday session of the August 2017 Board meeting the ADC will share an overview of the revisions discussed so far, and the Committee will collect initial feedback and questions from the full Board. In November 2017, the Board will review a draft of the revised policy. Board action is slated for March 2017.

Review of NAEP Items: 2021 NAEP Mathematics, Reading, and Writing Questionnaires

The ADC reviewed 250 previously administered questionnaire items in preparation for the 2021 NAEP Reading, Mathematics, and Writing assessments, noting several updates and additions for the future questionnaire item development. Questions addressed students, teachers, and schools, and spanned grades 4, 8, and 12. These questions are not automatically re-administered. Simultaneously, the R&D committee is conducting a similar review of 2017 items from the core questionnaires.

The ADC determined that several questions still address useful topics, but asked that all items be reviewed with an eye toward the modern day and beyond. Many items are phrased in antiquated ways and list examples that do not resonate today. The Committee also requested that answer choices include an option of zero or never as an exclusive response category because knowing whether something never occurs is extremely useful.

The Committee suggested it would be useful to revise or add resource-related questions to shift emphasis from availability to focus instead on what students are doing with available resources. For example, many students may be using ebooks, digital devices, and apps only to access the class textbook, and this usage should be distinguished somehow from other uses of digital technology.

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, reading, and writing at grades 4, 8, and 12 with changes to be communicated in writing to NCES.

Closed Session 2:00 p.m. - 4:00 p.m.

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

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

National Center for Education Statistics (NCES) Staff: James Deaton, Elvira Germino-Hausken, and Nadia McLaughlin.

Other Attendees: AIR: Kim Gattis. ETS: Jonas Bertling, Jay Campbell, James Capps, Mary Lauko, Karen Wixson. HumRRO: Sheila Schultz. Pearson: Pat Stearns.

In accordance with the provisions of exemption (9)(B) of Section 552b(c) of Title 5 U.S.C., the Assessment Development Committee (ADC) met in closed session on August 3, 2017 from 2:00 p.m. to 4:00 p.m. to review secure NAEP test questions in science. This session included review and discussion of secure NAEP test items that have not yet been publicly released.

Review of NAEP Items: 2019 NAEP Science

The ADC met in closed session to review final builds of 8 interactive computer tasks for the 2019 NAEP Science assessment at grades 4, 8, and 12. The Committee also reviewed final builds of 6 hybrid hands-on tasks for 2019 NAEP Science. Hands-on tasks require that students work with NAEP-provided lab kits to perform investigations, but students receive instructions, record results, and respond to questions via a tablet computer — hence, the term “hybrid.”

The ADC commended NCES and the contractors on their extensive and impressive work on the tasks and items. The hybrid hands-on task instructions were clear and concise. All tasks were also learning opportunities for students, which will be a great message to share when results are ready to be released.

The ADC cautioned that in several cases context was used to determine whether an item mapped to a framework objective. Context alone should not be used to determine whether an item maps to the framework objective, since this creates a communication challenge when performance results are eventually reported. On the other hand, the ADC also noted that it is acceptable for some questions to be devoted to context, given that tasks involve many steps and some items serve as a helpful interim check of student understanding. These items can perhaps receive a special label to avoid confusion.

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 science at grades 4, 8, and 12 with changes to be communicated in writing to NCES.

August 4, 2017

Closed Session 10:10 p.m. - 12:15 p.m.

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

Governing Board Staff: Michelle Blair.

National Center for Education Statistics (NCES) Staff: Eunice Greer, Elvira Germino-Hausken, Shawn Kline, Nadia McLaughlin, and Holly Spurlock.

Other Attendees: AIR: Kim Gattis. ETS: Jay Campbell, Emily Pooler, and Alexandra Walrath. Hager Sharp: Cailin Jason and Joanne Lim. HumRRO: Sheila Schultz. Optimal Solutions Group: Nana Dompheh.

In accordance with the provisions of exemption (9)(B) of Section 552b(c) of Title 5 U.S.C., the Assessment Development Committee (ADC) met in closed session on August 4, 2017 from 10:15 a.m. to 11:45 p.m. to review secure NAEP test questions in civics, geography, and reading. This session included review and discussion of secure NAEP test items that have not yet been publicly released.

Review of NAEP Items: Civics, Geography, and Reading

ADC Chair Shannon Garrison called the meeting to order at 10:15 a.m. and welcomed all attendees. The ADC completed its review of existing questionnaire items for grade 12 and met in closed session to review 6 items for the 2018 Civics and Geography operational assessments at grade 8. The ADC flagged these items for a post-pilot review based on the nature of the Committee's pre-pilot comments. This post-pilot review allows the Committee to evaluate items using results from the pilot. Items for the 2018 U.S. History assessment at grade 8 were also flagged for post-pilot review, but NCES did not recommend any of those items for the operational NAEP assessment.

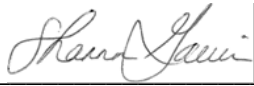
The ADC also reviewed one scenario based task and one concept sketch for 2019 and 2021 NAEP Reading assessments, respectively.

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

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

The session was adjourned at 11:45 a.m.

I certify the accuracy of these minutes.



Shannon Garrison, Chair

September 8, 2017

Date

National Assessment Governing Board

Committee on Standards, Design and Methodology

Report of August 4, 2017

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

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

NCES Staff: Acting Commissioner Peggy Carr, Enis Dogan, Pat Etienne, Lauren Harrell, and Taslima Rahman.

Other Attendees: American Institutes for Research: Tanisha Beverly, Markus Broer, Andrew Iverson, Young Yee Kim, Eva Li, Fran Stancavage, Lianjing Zheng. Educational Testing Service: Amy Drescher, Kadriye Ercikan, and Andreas Oranje. Fulcrum: Anderson Davis and Kevin Price. Hager Sharp: David Hoff. HumRRO: Thanos Patelis. Optimal Solutions Group: Rukayat Akinbiyi. Pearson: Marc Johnson and Tim O’Neil. Westat: Greg Binzer, Lisa Rodriguez, Rick Rogers, Keith Rust, and Dianne Walsh.

Welcome and Review of Agenda

Chair Andrew Ho called the meeting to order at 10:15 am and began by noting Mitchell Chester’s contributions to COSDAM, including his advocacy for linking studies in particular. He reiterated Jim Geringer’s metaphor from the earlier general session, that Mitchell himself was the gold standard. Mr. Ho reviewed 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, opportunities for potential linking studies, and the grade 4 writing achievement levels setting. He also acknowledged that Lucille Davy and Linda Rosen were unable to attend this board meeting, and that both Jim Popham and Lucille Davy would be ending their terms on September 30th.

Next Steps for Implementing Strategic Vision

Sharyn Rosenberg provided an overview of Strategic Vision activities that COSDAM would lead, and she requested feedback on the proposed plans. Several activities were discussed related to Strategic Vision goals #2 (Increase opportunities to connect NAEP to administrative data and state, national, and international student assessments); #3 (Expand the availability, utility, and use of NAEP resources, in part by creating new resources to inform education policy and practice); #5 (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); #7 (Research policy and technical implications related to the future of NAEP Long-Term Trend assessments in reading and mathematics; #9 (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); and #10 (Develop new approaches to measure the complex skills required for transition to postsecondary education and career.

Joe Willhoft suggested that expanding the availability, use, and utility of NAEP resources (goal #3) could also include dissemination efforts on NAEP methodologies. For example, states could learn much from NAEP in terms of technical best practices such as training item writers and setting achievement levels. Jim Geringer suggested that new approaches to the assessment schedule (goal #9) should focus additionally on optimization and efficiency in how we conduct the assessments, such as reconfiguring testing windows or daily schedules to cover more subject areas with the same students.

Potential NAEP Linking Studies

Mr. Ho introduced the topic of NAEP linking studies and noted that COSDAM members should consider what they would like to see accomplished over the next three years in terms of using linking studies to improve the usefulness and interpretability of the NAEP scale.

Enis Dogan of NCES presented a review of NAEP linking studies and the questions that linkages can answer. The following questions were discussed: 1) How does state academic achievement compare to other countries; 2) What longitudinal, long-term outcomes can NAEP performance predict; 3) What longitudinal, long-term outcomes can performance at particular score levels, such as NAEP *Proficient*, predict; 4) What nonacademic measures correlate with academic achievement at the school or district level; and 5) What nonacademic measures correlate with academic achievement at the individual student level.

Jim Popham stressed that linking studies should provide actionable information rather than being used to judge whether one assessment is better than another or one state is better than some country. That is, linking studies should be pursued that are actionable, not merely interesting. There was general support for longitudinal student-level linkages that could enable early childhood predictors of NAEP performance, as well as linkages that enable NAEP performance to predict later outcomes beyond school. Alice Peisch and Jim Geringer noted that international linkages are useful for benchmarking and setting high expectations.

Peggy Carr noted that research grants from the Institute for Education Sciences have funded some previous NAEP linking efforts, while other linking studies have been funded by NCES and the Governing Board. In addition, the process of connecting NAEP to institutional surveys is often much more straightforward than linking NAEP performance to other surveys and assessments at the individual student level. The Commission on Evidence-Based Policymaking will issue a report in September 2017 on recommendations for increasing the availability and use of data in order to build evidence about government programs, while protecting privacy and confidentiality.

Writing Grade 4 Achievement Levels Setting Project Update

Tim O'Neil of Pearson provided a brief update on the grade 4 writing achievement levels setting project. A field trial was held in San Antonio, Texas in early June to try out the Moodle standard setting software, which functioned well overall. He described several lessons learned, including the following issues: a few panelists were confused about the overall goal of the meeting upon arrival; the NAEP tablets used for the sample assessment did not function as intended; there was insufficient time planned for several activities; there was some confusion about the ordering of the bodies of work; and some panelists expressed concern about whether grade 4 students had prior experience writing on computer. Mr. O'Neil described how each lesson learned will inform plans for the upcoming pilot study, to be held in Atlanta in early November.

Joe Willhoft noted that it is extremely common for a few panelists to express confusion upon arrival about their role at the achievement levels setting meeting. Mr. Willhoft suggested acknowledging upfront that panelists will be confused. In response to Mr. O'Neil's comment that Pearson plans to produce a short video to introduce panelists to their charge prior to their arrival at the achievement levels setting meeting, Jim Popham asked that they consider adding the role of impact data to the video.

Information Items

Ms. Rosenberg noted one information item, 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. The contract is expected to be awarded by the end of the month, and additional information will be shared with COSDAM during the November board meeting.

Mr. Ho adjourned the COSDAM meeting at 12:15 pm.

I certify the accuracy of these minutes.



Andrew Ho, Chair

9-12-2017

Date

Reporting and Dissemination Committee

August 4, 2017

10:10 am – 12:15 pm

Washington Marriott Georgetown

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

Governing Board Staff: Bill Bushaw, Stephaan Harris, Laura LoGerfo, Lisa Stooksberry

National Center for Education Statistics Staff: Halima Adenegan, Gina Broxterman, Samantha Burg, Jamie Deaton, Dan McGrath, Taslima Rahman, Ebony Walton, Bill Ward

Contractors: Paris Adkins-Jackson, Cadille Hemphill, Juliet Holmes, Yan Wang (AIR); Carolyn Rudd, Edward Wofford (CRP); Meredith Davis, Amanda Horn, Chelsea Radler (DCG); Jan Alegre, Jonas Bertling, Robert Finnegan, Lisa Ward (ETS); Debra Silimeo, Kelle Wyatt (Hager Sharp); Hillary Michaels (HumRRO); Brian Cramer (Optimal Solutions Group); Pat Stearns (Pearson); Chris Averett (Westat)

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

The committee meeting began with a progress update on implementing the Strategic Vision, specifically **Strategic Vision #4:** Promoting sustained dissemination and use of NAEP information beyond Report Card releases with consideration for multiple audiences and ever-changing multi-media technologies. The Governing Board staff shared that the Focused Reporting team will release graphics later this month on NAEP contextual data among schools in rural areas. The team behind the same Focused Reporting contract has commenced analyses of contextual data among Trial Urban District Assessment (TUDA) districts. Both these tasks will produce video and/or graphic artifacts amenable to sharing on social media.

In early July, the Governing Board collaborated with the National Endowment for the Arts and the League of American Orchestras to feature the 2016 NAEP Arts results in a presentation on Capitol Hill. A sizable crowd of Congressional staffers and arts advocates gathered to learn about this assessment and the results. And as part of the Board’s continued messaging on the NAEP Arts results, the Board will release graphics based on the arts data in mid-August.

Finally, by late September, the Board will award a new communications contract that will help fulfill major goals of the Strategic Vision, especially expanding partnerships and outreach.

The Reporting and Dissemination (R&D) Committee then heard a presentation by Ebony Walton of the National Center for Education Statistics (NCES) and Robert Finnegan of ETS about an innovative new series of reports using the contextual data from the 2015 NAEP Reading and Mathematics assessments. This presentation addressed **Strategic Vision #3**—expand the availability, utility, and use of NAEP resources in part by creating new resources to inform education policy and practice. The three reports in this new series focus on (1) student views; (2) computer access and use; and (3) classroom instruction. All three reports are due for release by NCES this fall.

The reports present an overarching narrative, then disaggregate the data by NAEP performance, by state and by district, by student subgroup, by engagement in learning opportunities, and across assessment years. Together the reports showcase the wealth and value of contextual data and offer new ways to visualize data. Each report's site will feature sortable charts, interactive graphs, and easily accessible information as well as links to the NAEP Data Explorer for deeper analysis.

Some of the more interesting findings from these reports include the high percentages of grade 4 students in Mississippi and in the District of Columbia who report that math is their favorite subject. Another report highlights the wide range of frequency in use of a computer during mathematics class, with 15% of students in California using a computer every day in math class compared to 47% of students in the District of Columbia and in Department of Defense schools. Many of the reports' findings may seem ostensibly obvious, however, the reports prove critically valuable in providing quantitative evidence for what may otherwise pass as intuition or assumption.

In discussing these new reports, committee members suggested looking beneath sometimes misleading course titles like algebra and breaking down gender differences further by race/ethnicity. Findings about gender differences in mathematics interest and confidence stimulated conversation among the committee about single sex schools and classes. The committee wondered if, in the reporting, computer access could be recast as digital connectivity, and if computer and internet access is the modern equivalent of number of books in the home as a marker of socioeconomic status. Reporting and Dissemination Committee member Tonya Matthews cautioned NCES to avoid any implication in the reports that the featured data can explain achievement gaps.

After this presentation, the committee members delved into **Strategic Vision #6**—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. Governing Board staff asked R&D members to review hundreds of contextual variables to decide what information to highlight in the messaging of the 2017 NAEP results.

Committee member Tonya Miles recommended analyzing teachers' responses to how they use assessment in their classroom planning and instruction and focusing on data that can be shared as best instructional practices, that is, practices linked to stronger performance on NAEP.

Reporting and Dissemination Committee Vice Chair Father Joseph O'Keefe noted that any choice of variables to analyze and disseminate should be sensitive to the current political climate. Committee members concurred with Chair Gagnon's interest to learn from focus groups of teachers and school administrators about the survey questions they find most relevant and useful as a way for the Board to target messaging more directly.

R&D members then debated which of the subject-specific contextual data should be featured in the 2017 messaging and reporting. This discussion led Chair Rebecca Gagnon to propose inviting the Assessment Development Committee (ADC), which is responsible for reviewing those subject-specific contextual variables, to a joint meeting with R&D where the ADC members could share which subject-specific contextual data they deem most valuable to analyze, report, and disseminate.

This session segued seamlessly into the review of the core contextual variables for the 2021 operational NAEP administration. The committee discussed the phrasing and meaning of several items, including parental work and teachers' professional development. The Reporting and Dissemination Committee members suggested new items on teachers' participation in teacher-to-teacher mentoring programs and students' thoughts about the postsecondary pathway for which their education is preparing them.

At this initial stage in the core contextual questionnaire review process, the committee members can make bold recommendations; NCES staff will return to the R&D Committee at a future point to share what ideas are feasible or infeasible to pilot for NAEP. In answering this call to think boldly, the Committee wished NCES to consider if and how to capture students' insecurity—food insecurity, family instability, home insecurity, emotional safety (or lack thereof), immigration status—which affects their performance in school. Perhaps a simple question to students—how safe do you feel when walking to school?—can start addressing these critical issues. Governing Board staff member Laura LoGerfo promised to send the committee's feedback on the core contextual questionnaires to NCES.

Thus concluded the Reporting and Dissemination Committee meeting, which also represented the last meeting for outgoing Board members Governor Musgrove and Tonya Miles. They and their contributions will be dearly missed.

I certify the accuracy of these minutes.

A handwritten signature in black ink, appearing to read 'Rebecca', followed by a long, sweeping horizontal line that extends to the right.

Rebecca Gagnon
Chair

August 28, 2017

Date

National Assessment Governing Board

Nominations Committee

Report of August 5, 2017

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

Governing Board Staff: Bill Bushaw, Munira Mwalimu, Lisa Stooksberry

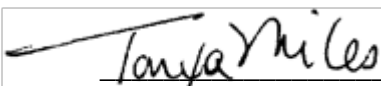
In accordance with the provisions of exemptions 2 and 6 of Section 552b(c) of Title 5 U.S.C., the National Assessment Governing Board’s Nominations Committee met in closed session on August 5, 2017 from 7:30 a.m. to 8:15 a.m.

Nominations Committee Chair Tonya Miles called the meeting to order and provided an overview of the meeting agenda. Nominations Committee members received two updates from staff. First, the Committee was apprised of the status of finalists for Board terms that begin October 1, 2017. Next, the Committee received the latest information regarding the 2018 nominations cycle, including outreach activities and the new electronic submission process. Committee members offered suggestions for the submission system and eagerly await their chance to participate in usability testing later in August.

Given that the 2017 nominations cycle included an augmented slate of candidates in the General Public Representative category, the Committee used this instance to revisit the qualifications of candidates in this category.

Ms. Miles thanked members of the Committee for their ongoing contributions to the nominations process. Ms. Miles also expressed appreciation to Governing Board staff for supporting the work of the Committee. To conclude the meeting, Ms. Miles recognized the service of departing Nominations Committee members Lucille Davy and Doris Hicks. As this was also the final meeting for Ms. Miles, she was recognized for her service to and leadership of the Nominations Committee.

I certify the accuracy of these minutes.



Tonya Miles, Chair

August 28, 2017

Date