

# National Assessment Governing Board Reporting and Dissemination Committee

Friday, November 17, 2017  
12:45 – 3:15 pm

## AGENDA

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12:45 – 1:05 pm	Welcome Status Update Reflections on International Panel <i>Rebecca Gagnon, Chair</i>	
1:05 – 1:25 pm	<b>ACTION</b> Release Plan for 2017 NAEP Reading and Mathematics Results <i>Stephaan Harris, Assistant Director for Communications</i>	Attachment A
1:25 – 2:00 pm	Strategic Vision Update <ul style="list-style-type: none"><li>• New Communications Contractor</li><li>• Timeline for Strategic Vision Work</li><li>• New Data Visualization Products</li></ul> <i>Stephaan Harris, Assistant Director for Communications</i> <i>Laura LoGerfo, Assistant Director for Reporting and Analysis</i>	Attachment B
2:15 – 3:15 pm	Joint Meeting with Assessment Development Committee: Contextual Variables in the 2017 Reading and Mathematics Release <i>Rebecca Gagnon, Chair</i> <i>Shannon Garrison, Chair, Assessment Development Committee</i> <i>James Deaton, National Center for Education Statistics</i> <i>Ebony Walton, National Center for Education Statistics</i>	Attachment C

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## **RELEASE PLAN FOR THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)**

### ***The Nation's Report Card: 2017 Reading and Mathematics***

The national, state, and urban district results of the 2017 National Assessment of Educational Progress (NAEP) Reading and Mathematics Report Card will be released to the general public in early 2018 through an interactive, “virtual town hall meeting”-style release event that will be based in Washington, D.C. but incorporate several cities across the country via live video simulcast.

The event, to be webcast for a national audience, will involve two separate programs on the same day. The first program will take place that morning and involve the findings of national and state results at an appropriate venue in Washington, D.C. It will include a data presentation by the Acting Commissioner of the National Center for Education Statistics (NCES); moderation and comments by at least one Governing Board member; and comments from other panelists knowledgeable in the reading and mathematics assessments on a national and state level. This program, slated to be no longer than 90 minutes, will also include a conversational Q&A session that would include questions from in-person attendees and those submitted via livestream.

Later the same day, the second program will also be held at a Washington, D.C. venue as a base location and involve the Trial Urban District Assessment (TUDA), a program where 27 large urban school districts from around the country voluntarily participate in NAEP. The event will include a data presentation and comments from experts in urban district assessment. Additionally, there will be town halls convened at up to four other venues in TUDA cities that will be simultaneously broadcast. Leaders from those cities as well as Board members will discuss findings and the local impact of NAEP. The live video and creative use of technology would allow representation and engagement from different parts of the country. The program, slated to be 90 minutes, will also involve a conversational Q&A session that would include questions submitted via livestream. Full accompanying data for all assessment results will be posted on the Internet at the scheduled time of release.

The 2017 NAEP Reading and Mathematics Report Card represents the move from paper-and-pencil to digitally-based assessments, and will present findings from a representative sample of 4<sup>th</sup> and 8<sup>th</sup>-graders by nation, state and 27 large urban districts that participate in TUDA. The report will also include student and school survey responses about students' experiences and their opportunities to learn in these subjects.

## **DATE AND LOCATION**

The release events will occur in early 2018. The release date will be determined by the Chair of the Reporting and Dissemination Committee, in accordance with Governing Board policy, following acceptance of the final report.

## **ACTIVITIES BEFORE THE RELEASE**

In the weeks and months before the release event, the Governing Board will work to inform various audiences and stakeholder groups about digitally-based assessments (DBA) to provide important context and information before results are public. To explain DBA and the timing of the results, NCES has created a video, a statement from the NCES Acting Commissioner, and a frequently asked questions (FAQ) document, and the Board has created a one-pager that will be public October 2017. Those resources will be posted online, shared on social media, and disseminated to stakeholders through other means to assist in promotional efforts of the release.

In the days preceding the release, the Governing Board and NCES will offer a conference call for appropriate media; and an embargoed data website available to Congressional staff, approved senior representatives of the National Governors Association and the Council of Chief State School Officers, and approved media. The goal of these activities is to provide these stakeholders with a comprehensive overview of findings and data to help ensure accurate reporting to the public and deeper understanding of results.

## **REPORT RELEASE**

The Acting Commissioner of Education Statistics will publicly release the report at the NAEP website—<http://nationsreportcard.gov>—and at the scheduled time of the release event. An online copy of the report, along with data tools, questions, and other resources, will also be available at the time of release on the NAEP site. The Governing Board press release, the full and abridged versions of the Reading and Mathematics Frameworks, and related materials will be posted on the Board’s web site at [www.nagb.gov](http://www.nagb.gov). The site will also feature links to social networking sites and multimedia material related to the event.

## **ACTIVITIES AFTER THE RELEASE**

The Governing Board’s communications contractor will work with Board staff to coordinate additional post-release communications efforts—which could include such strategies as a social media chat, major presentation, webinar, multimedia product or social media campaign—to target communities and audiences with an interest in reading and mathematics and assessment in general. The goal of these activities is to extend the life of the results and provide value and relevance to stakeholders.



### Upcoming NAEP Reports as of October 2017

#### Initial Releases

<b><i>Mapping State Proficiency Standards Onto the NAEP Scales: Results From the 2015 NAEP Reading and Mathematics Assessments</i></b>	December 2017
<b><i>2017 Reading and Mathematics Report Card</i></b>	March 2018

#### Other NAEP Reports

<b><i>2015 Student Questionnaires: Student Views</i></b>	December 2017
<b><i>2015 Student Questionnaires: Computer Access and Usage in Mathematics and Reading</i></b>	January 2018
<b><i>2015 Student Questionnaires: Classroom Instruction for Mathematics Reading and Science</i></b>	January 2018

Strategic Vision – Activities for Reporting and Dissemination Committee						
		Responsibility	Action	Measurable Outcomes	Start Date	Current Status
Inform #1: Strengthen and expand partnerships by broadening stakeholders' awareness of NAEP and facilitating their use of NAEP resources						
1.	Develop and Sustain Partnerships to Identify What Partners Need to Expand Use and Utility of NAEP	Board staff	Meet with ongoing and new partners	Increased number of partners and meetings	Summer 2015	Ongoing
		Board staff; Communications contractor	Send newsletters to partners	Newsletters opened by recipients; Increased website traffic	October 2016	Ongoing
		Communications contractor – Client Relationship Management tool (CRM)	Audit and maintain database of contacts	Contact lists of partners current and error free; Increased partnerships	October 2017	Governing Board staff will meet with contractors to learn about CRM use in November 2017
2.	Work with Partners to Increase Awareness and Use of NAEP	Board members; Board staff; NCES staff; Communications contractor	Submit proposals to annual meetings	Increased representation at events/meetings; Increased number of conference presentations	August 2016	Submissions to AERA, NCSL underway
3.	Disseminate Content That Highlights Contextual Data With / Through Partners	Board staff; CRP contractor; Communications contractor	Work on Focused Reporting contract	Increased traffic to website and social media; Views of artifacts; Numbers of posts and re-posts	October 2016	Rural video in November 2017; TUDA task ongoing

Strategic Vision – Activities for Reporting and Dissemination Committee						
		Responsibility	Action	Measurable Outcomes	Start Date	Current Status
		Board members; Board staff; NCES staff; Communications contractor	Discuss contextual data for messaging / dissemination, including new indicators	Increased number of artifacts with contextual data; Increased number of partners posting and re-posting artifacts; Traffic to social media posts with NAEP contextual data	Ongoing	Ongoing
		Board staff; Communications contractor	Produce graphics, videos, artifacts for dissemination	Traffic to web page; Views of artifacts; Number of posts and re-posts	January 2018	
Inform #2: Increase opportunities to connect NAEP to administrative data and state, national, and international student assessments						
4.	Identify Opportunities to Present NAEP Data with Federal Datasets	Board members; Board staff; NCES staff	Determine what data would be feasible, useful, and of similar quality to NAEP to promote	Launch site with NAEP results and connections to other data; Traffic to website	September 2017	Ryan Commission ended September 2017; Next - discuss with NCES
		Board members; Board staff; NCES staff	Collaborate with COSDAM about connecting NAEP with other data	Joint meeting of COSDAM and R&D to develop decisions to present to Board	March 2018	

Strategic Vision – Activities for Reporting and Dissemination Committee						
		Board members; Board staff; NCES staff; Communications contractor	Learn about international assessments	Discussions of what lessons to apply to NAEP	November 2017	November 2017 Board meeting
		Board members; Board staff; NCES staff		Discussions about what reporting practices to apply to NAEP		Future R&D meeting focused on international reporting
in part by creating new resources to inform education policy and practice						
	Improve Understanding of NAEP Achievement Levels	Communications contractor	Develop graphic / video guide on how to use and interpret achievement levels	Fewer reports of mis-NAEPery compared to TBD baseline	October 2017	

Strategic Vision – Activities for Reporting and Dissemination Committee						
	Share Effective Uses of NAEP	Technical support contract with HumRRO (COSDAM lead)	Report where and how NAEP is used effectively	Present best practices—where, what, under what conditions	October 2017	
		Board members; Board staff; NCES staff; Communications contractor		Uses of new tool on website post-release; User feedback		
		Board members; Board staff; Communications contractor		Artifacts developed for and posted by partners; Number of requests by partners; Number of activities		



Strategic Vision – Activities for Reporting and Dissemination Committee						
	Create “Brief Case” Studies	Board staff; Communications contractor	Learn how NAEP used effectively by states and districts to serve as guide via compelling narratives in graphics, videos,	Increased social media traffic; Number of “brief case studies” posted and re-posted	January 2018	
		Board staff; Communications contractor		Develop tools and resources; Use of toolkits; User feedback		
Inform #4: Promote sustained dissemination and use of NAEP information beyond Report Card releases with consideration for						
relevance, sensitivity, and potential to provide meaningful context and insights for policy and practice						
	Review Contextual Variables	Board members; Board staff	Review contextual data for relevance and importance; Recommend changes	Greater use of contextual data; Updated variables	Ongoing	

***National Assessment Governing Board***  
***Strategic Vision – Implementation Activities Report***  
***November 2017***

On November 18, 2016, the National Assessment Governing Board unanimously adopted its Strategic Vision to focus the Board’s work from 2017-2020. This approval marked the beginning of the implementation phase, which is managed by the staff, overseen by the Board, and conducted in partnership with the National Center for Education Statistics (NCES). For each of the four years during the Strategic Vision’s implementation, the staff will provide annual progress reports to the Governing Board at the August Board meetings. This first annual progress report presented in August 2017 was backward-looking, capturing notable work of the past year to implement the Board’s vision.

Beginning with the November 2017 Board meeting, staff are providing the following implementation activities report to identify the things either underway or currently planned to achieve the ten priorities in the Strategic Vision. This report is a living document and will be updated and enhanced based on Board feedback and project decisions; a version of this report will be included in the materials for each quarterly Board meeting for the duration of the Strategic Vision’s implementation. It is included in each standing committee’s materials to provide a snapshot of the entire work plan, to supplement the more detailed committee-specific progress reports created by staff.

## National Assessment Governing Board Strategic Vision Implementation Activities Report\*

Task Name	Start	Finish	Committee
Strategic Vision	August 4, 2016	March 31, 2025	
SV1 Develop and Sustain Partnerships	November 18, 2016	December 31, 2020	
Work with Partners to Increase Awareness and Use of NAEP	August 4, 2016	December 31, 2020	R&D
Maintain Database of Points of Contact	October 12, 2017	December 31, 2020	R&D
Disseminate Content with/through Partners	October 1, 2016	December 31, 2020	R&D
TUDA Task Force	December 1, 2017	October 16, 2020	Executive Committee
State Policy Task Force	August 8, 2016	August 31, 2020	Executive Committee
SV2 Linking Data	November 18, 2016	December 31, 2020	
Incorporate Ongoing Linking Studies and Consider Additional Work	November 18, 2016	December 31, 2020	COSDAM, NCES
Expand NAEP Linkages to Administrative Data	September 8, 2017	September 8, 2017	NCES
Board Considers What Federal Data Presented with NAEP	September 8, 2017	December 5, 2018	R&D
Learn from Reporting of International Assessments	November 17, 2017	November 18, 2017	R&D
SV3 Expand NAEP Resources	November 18, 2016	December 31, 2020	
Create Tools for New Audiences (also SV4)	April 3, 2018	April 3, 2019	R&D
Develop 'Menu of Engagement'	January 1, 2018	December 31, 2020	R&D
Create 'Brief Case' Studies on NAEP Use (also SV4)	January 1, 2018	December 31, 2020	R&D
Build Teacher Prep Toolkit	August 2, 2018	August 9, 2019	R&D
Share Effective Uses of NAEP	March 1, 2018	October 31, 2018	R&D
Research Uses of NAEP by Various Audiences	March 3, 2017	November 16, 2018	COSDAM, R&D
Improve Understanding of NAEP Achievement Levels	October 12, 2017	December 31, 2020	R&D, COSDAM
Develop Statement of Intended and Appropriate Uses of NAEP	November 16, 2018	May 18, 2019	COSDAM
Host Stakeholder Panels at Board Meetings	August 8, 2016	December 31, 2020	
Disseminate Information on NAEP Technical Procedures to Share Expertise	March 1, 2018	December 31, 2020	COSDAM, NCES
Identify NAEP Resources & Information for Practitioners (also SV6)	May 18, 2017	March 18, 2021	ADC, R&D
SV4 Dissemination and Use of NAEP	November 18, 2016	December 31, 2020	
Post-release Stakeholder Events to Extend Life of Results	April 2, 2018	December 31, 2020	R&D
Update Governing Board Website	October 3, 2016	July 24, 2017	R&D
Expand Capability for More Wide-ranging Communications Approaches and Products	October 12, 2017	December 31, 2020	R&D
Identify Advanced and More User-friendly Approaches to Presenting NAEP Results	October 12, 2017	December 31, 2020	R&D
SV5 Update Frameworks	November 18, 2016	December 31, 2020	
Update Framework Development Policy	June 5, 2017	March 3, 2018	ADC

## National Assessment Governing Board Strategic Vision Implementation Activities Report\*

Task Name	Start	Finish	Committee
Update Item Development Policy	March 1, 2018	November 14, 2018	ADC
Explore New Approaches to Framework Update Processes (also SV8)	November 17, 2017	March 1, 2019	ADC
Review & Update Reading Framework (concurrent w/ Math)	October 9, 2017	March 31, 2025	ADC
Review & Update Mathematics Framework (concurrent w/ Reading)	June 30, 2017	March 31, 2025	ADC
Review & Update Civics, Geography, and U.S. History Frameworks	May 1, 2018	May 15, 2020	ADC
Review & Update Economics Framework (Depends on Board Decision on Social Studies)	March 6, 2020	August 6, 2021	ADC
Review & Update Science and TEL Frameworks	September 1, 2020	November 18, 2022	ADC
Review & Update Writing Framework	March 7, 2022	August 4, 2023	ADC
Update Board Policy on Achievement Levels (Including New Approaches to ALDs)	January 2, 2017	August 4, 2018	COSDAM
SV6 Contextual Variables	November 18, 2016	December 31, 2020	
R&D Review	August 4, 2017	December 30, 2019	R&D
SV7 Long-Term Trend	August 8, 2016	May 18, 2018	
Ed Haertel Overview Paper	August 8, 2016	December 9, 2016	COSDAM
Reaction Papers (4)	December 12, 2016	February 17, 2017	COSDAM
Washington DC Symposium	February 20, 2017	February 20, 2017	Full Board
AERA Symposium	February 20, 2017	February 20, 2017	Full Board
Governing Board Discussions	March 3, 2017	May 18, 2018	Full Board
Governing Board Action	May 18, 2018	May 18, 2018	Full Board
SV8 Other Countries	November 17, 2017	November 17, 2017	
International Assessment Expert Panel	November 17, 2017	November 17, 2017	Full Board
SV9 Assessment Schedule	May 19, 2017	September 24, 2018	
Develop Policy Priorities	May 19, 2017	March 2, 2018	Executive Committee
Review Technical Implications of Combining Assessments	November 17, 2017	May 18, 2018	COSDAM
Revise NAEP Assessment Schedule	March 5, 2018	September 24, 2018	Executive Committee
SV10 Postsecondary Preparedness	August 6, 2016	August 31, 2020	
Ad Hoc Committee Develops Recommendations	August 3, 2017	November 17, 2018	Ad Hoc Committee
Implement Approved Recommendations of Ad Hoc Committee	November 19, 2018	August 31, 2020	Full Board
Continue Research to Gather Validity Evidence on Academic Preparedness for College	August 6, 2016	August 31, 2020	COSDAM



**2017 Core, Mathematics, and Reading Contextual Variables**  
***Joint Session of the Reporting and Dissemination and Assessment Development Committees***

The purpose of this joint session is to tap the expertise of the Assessment Development Committee (ADC) in choosing which subject-specific contextual variables would be most promising to highlight in messaging and reporting for the upcoming initial release of the 2017 Nation's Report Card. The subject-specific contextual data may offer more actionable and relevant results for stakeholders than the core contextual data alone.

The core contextual data fall to the Reporting and Dissemination Committee to review and thus may be familiar to Committee members. The subject-specific data lie within ADC's responsibilities. All of the contextual data available through NAEP is designed to put the assessment results into perspective and help policy makers, researchers, and the general public to understand the results.

The figure below provides an overview of the current questionnaire topics included in the "core" and subject-specific questionnaires (including mathematics and reading).

NAEP asks two general types of questions grouped into these two boxes: 1) "noncognitive" student factors describing students' approaches to learning and their attitudes about the subjects being tested, and 2) "opportunities to learn" factors, which describe what learning opportunities students can access, both at school and outside of school.

Some topics can be measured by single questions; other topics are more accurately assessed through indices, which are derived variables for reporting based on multiple questions around a common topic or theme. Index-based reporting was first introduced to the NAEP subject-specific questionnaires in the 2014 NAEP Civics, Geography, and U.S. History reports. The release of the 2014 NAEP Technology & Engineering Literacy results also used index-based reporting.

The 2017 NAEP Mathematics and Reading assessments aimed for a balance of stand-alone single items and indices. Contextual questionnaire development for noncognitive student factors employed an index-based approach to enhance the measurement of these complex topics that cannot be accurately captured with a single question.

NCES is currently evaluating which indices will be featured in the initial release as part of the Nation's Report Card. During the Friday, November 17 joint session with ADC and R&D, NCES will give a brief overview of the core, mathematics, and reading contextual indices expected as part of the NAEP 2017 results.

	Domain-General (“Core”) Questions <sup>1</sup>	Subject-Specific Questions <sup>2</sup>
<i>Contextual Questions Designed to Address “Noncognitive” Student Factors</i>		
Student	<ul style="list-style-type: none"><li>• Perseverance</li><li>• Academic Self-Discipline</li><li>• Enjoyment of Difficult Problems</li></ul>	<ul style="list-style-type: none"><li>• Confidence in Subject-Areas Knowledge and Skills</li><li>• Achievement Goals</li><li>• Interest &amp; Enjoyment</li></ul>
<i>Contextual Questions Designed to Address “Opportunity-to-Learn” Factors</i>		
Student Teacher School	<ul style="list-style-type: none"><li>• Components of SES</li><li>• Technology Use</li><li>• School Climate</li></ul>	<ul style="list-style-type: none"><li>• Out-of-school Activities</li><li>• Resources for Learning &amp; Instruction</li><li>• Organization of Instruction</li><li>• Teacher Preparation</li></ul>

<sup>1</sup>reviewed by R&D

<sup>2</sup>reviewed by ADC