National Assessment Governing Board
Reporting and Dissemination Committee

Friday, November 16, 2018
10:30 am – 12:30 pm

AGENDA

10:30 – 10:35 am	Welcome and Information Items *Rebecca Gagnon, Chair*	Attachment A
10:35 – 10:50 am	Developing Messaging for Governing Board Members *Laura LoGerfo, Assistant Director for Reporting and Analysis*	
10:50 – 11:05 am	**ACTION:** Release Plan for 2018 Technology and Engineering Literacy Assessment *Stephaan Harris, Assistant Director for Communications*	Attachment B
11:05 – 11:30 am	What NCES Data Could Work with NAEP Data (SV #2) *Robert Finnegan, ETS* *Dan McGrath, National Center for Education Statistics*	Attachment C
11:30 am – 12:30 pm	Joint Meeting with Committee on Standards, Design and Measurement (COSDAM): Communication and Interpretation of NAEP Achievement Levels (SV #3) *Rebecca Gagnon* *Andrew Ho, Chair, COSDAM*	Attachment D

NAEP Reports for Release in Fall 2018

2015 Student Questionnaires: Classroom Instruction for Mathematics Reading and Science	October 2018
2015 National Indian Education Study: A Closer Look	October 2018
From Algebra I to Zoology: How Well Do Students Report Mathematics and Science Coursetaking?	October 2018
Findings and Recommendations from the National Assessment of Educational Progress (NAEP) 2017 Pilot Study of the Middle School Transcript Study (MSTS)	October 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 // 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	Governing Board staff meets with partners
	Board staff; Communications contractor	Send newsletters to partners	Newsletters opened by recipients; Increased website traffic	October 2016 - ongoing	Higher open rates, fewer bounces
	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 - ongoing	Weekly tracking of what posts elicit attention and shares, now using SalesForce
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 - ongoing	Increases in partners retweeting our work through social media; Hosted chat on NAEP reading w/ International Literacy Association
3. Focused Reporting of NAEP Results	Board staff; CRP contractor; Communications contractor	Four tasks that will produce content to disseminate	Increased traffic to website and social media; Views of artifacts;	October 2016 - ongoing	New graphics introduced biweekly; Inclusion

Strategic Vision – Activities for Reporting and Dissemination Committee					
	Responsibility	**Action**	**Measurable Outcomes**	**Start Date**	**Current Status**
		through partners	Numbers of posts and re-posts		artifacts posted in October
	Board staff; Communications contractor	Produce quick graphics, videos, artifacts for dissemination	Traffic to web page; Views of artifacts; Number of posts and re-posts	January 2018 - ongoing	Graphics and videos based on 2017 data posted and underway
4.	Highlight Contextual Data in Reporting	Board members; Board staff; NCES staff; Communications contractor; HumRRO technical support contract	Review contextual data for messaging / dissemination, including new indicators; Use contextual data in graphics, videos, toolkits	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	HumRRO analyzed all contextual data on reading grade 4 and math grade 8 to learn what variables relate to NAEP scores, which will drive future artifact production
Inform #2: Increase opportunities to connect NAEP to administrative data and state, national, and international student assessments					
5.	Identify Opportunities to Promote Use of 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	November 2018	Discussing this topic at November 2018 meeting of R&D
		Board members; Board staff; NCES staff	Collaborate with COSDAM about connecting	Joint meeting of COSDAM and R&D to develop	August 2019	TBD

Strategic Vision – Activities for Reporting and Dissemination Committee					
		Responsibility	Action	Measurable Outcomes	Start Date	Current Status
			NAEP with other data	decisions to present to Board		
6.	Learn from Reporting of International Assessments (*Also, SV #8*)	Board members; Board staff; NCES staff; Communications contractor	Learn about international assessments			November 2017 Board meeting
		Board members; Board staff; NCES staff	Invite OECD staff to present on reporting approaches	Discussions about what practices to apply to NAEP	2019 (?)	Future R&D meeting focused on international reporting
			Meet with NCES staff to consider crossover of reporting approaches	Board meeting plenary session re: feasible options; Possible incorporation of elements of international work in 2019 Nation's Report Card	2019 (?)	

Inform #3: Expand the availability, utility, and use of NAEP resources, in part by creating new resources to inform education policy and practice					
7.	Add Meaning to NAEP Achievement Levels	Technical support contract with HumRRO (COSDAM lead)	Use findings from HumRRO study to develop guides	Graphic and/or video instructing how to use and interpret achievement levels	October 2017 - ongoing	Met with COSDAM in May 2018 and November 2018 to discuss how to improve understanding and usefulness of NAEP and achievement levels; R&D will help draft and review guide
8.	Research Effective Uses of NAEP	Technical contract with HumRRO;	Learn where and how NAEP is used effectively	Report on best practices— where, what, under what conditions	October 2017 - ongoing	Underway
		Communications contractor	Develop graphics and/or videos to support correct interpretation of NAEP results	Review NAEP mentions in sampling of reports and in media; Fewer reports of mis-NAEPery compared to TBD baseline		
9.	Develop New Tools for Audiences	Board members; Board staff; NCES staff; Communications contractor	Ideas for tailored reports shared with NCES	Uses of new tool on website post-release; User feedback	August 2016; April 2018	

		Board members; Board staff; NCES staff; Communications contractor	Construct custom portals for different subjects and/or types of users	Uses of portals; User feedback	January 2019	
10.	Identify More User-Friendly Approaches to Presenting NAEP Results	Board staff	Invite partners / stakeholders to Board meetings to share needs, interests for using NAEP data	Number of plenary and R&D sessions; Posts of panel summaries; Traffic to social media posts of summaries	November 2016 - ongoing	New Executive Director will be introduced to partners
		Board members; Board staff; Communications contractor	Create "menu of engagement" list of speakers, graphics, videos, artifacts that Board staff can offer partners	Artifacts developed for and posted by partners; Number of requests by partners; Number of activities	January 2018 - ongoing	Graphics and videos shared online and tagged to partners who retweet;
11.	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, two-pagers	Increased social media traffic; Number of "brief case studies" posted and re-posted	January 2018 - ongoing	Tennessee case study disseminated widely in June; Mississippi case study to be released soon

12.	Facilitate Teacher Preparation Program Toolkit to Increase Access and Use of NAEP by Teachers	Board staff; Communications contractor	Meet with teacher educators to learn needs and interests	Develop tools and resources; Use of toolkits; User feedback	September 2018	Met with AACTE Executive Director to initiate this idea
		Communications contractor	Support development of toolkit by partners	Webpage on Governing Board website for teacher educators and preservice teachers	January 2019	
Inform #4: Promote sustained dissemination and use of NAEP information beyond Report Card releases with consideration for multiple audiences and ever-changing multi-media technologies…. *Note: SV #4 permeates throughout the entire list of planned tasks and activities, so is not presented in separate rows.*						
Innovate #6: Continue improving the content, analysis, and reporting of NAEP contextual data by considering the questions' relevance, sensitivity, and potential to provide meaningful context and insights for policy and practice						
13.	Review Contextual Variables	Board members; Board staff	Review contextual variables to ensure relevance and importance	Greater use of contextual data; Updated variables	Ongoing	Reviewed core contextual items at May 2018 R&D meeting; Feedback registered and answered

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

The Nation's Report Card: 2018 Technology and Engineering Literacy

The national results of the 2018 National Assessment of Educational Progress (NAEP) Technology and Engineering Literacy (TEL) Report Card will be released to the general public in Spring 2019 through a release event that will be based in the Research Triangle Park (RTP) area of North Carolina and webcast live for a national audience.

The RTP area (Raleigh-Durham-Chapel Hill) is a thriving hub of innovation in the area of STEM (science, technology, engineering, and mathematics). The event will be held at a location to fit the theme of the subject area and will utilize partners and resources in the region. The program will include a data presentation by the National Center for Education Statistics (NCES) on the national results at grade 8; moderation and comments by at least one Governing Board member; and participation from a diverse set of contributors, including experts in the technology and engineering fields, educators, and students, who can discuss the implications of the findings in the broader world of education and technology. To elevate the release event, the Board will pursue innovative and interactive ideas—which could include the use of video and other multimedia or technology—to demonstrate TEL tasks, to highlight the unique nature of the assessment, and to draw connections to STEM fields generally. This program, slated for 90 minutes, will include a conversational Q&A session with in-person attendees and the livestream audience.

The 2018 NAEP Technology and Engineering Literacy Nation's Report Card presents real-world scenarios involving technology and engineering challenges. Students were asked to respond to questions aimed at assessing their knowledge and skill in understanding technological principles, solving technology and engineering-related problems, and using technology to communicate and collaborate. The report will include student and school survey responses about students' experiences and their opportunities to learn in this subject area.

DATE AND LOCATION

The release events will occur in Spring 2019. The release date will be determined by the

Chair of the Reporting and Dissemination Committee, in accordance with Governing Board policy.

ACTIVITIES BEFORE THE RELEASE

In the months before the release event, the Governing Board will work with its communications contractor to identify a variety of potential technology-related partnerships in the higher-education, community, nonprofit, and private sectors to help promote the event, as well as assist with development of panels and other aspects of the program. Current and former Board members in North Carolina will also assist in terms of venue procurement, event promotion, and program development. National promotion, with a focus on social media efforts that both promote the event and inform the public about the TEL assessment, will be conducted as well.

In the days preceding the release, NCES will offer a conference call for appropriate media, and there will be an embargoed website with results 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 stakeholders with a comprehensive overview of findings to help ensure accurate reporting to the public and deeper understanding of results.

REPORT RELEASE

The 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 2018 NAEP Technology and Engineering Literacy Framework, and related materials will be posted on the Board's web site at 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 a social media chat, major presentation, webinar, a video of the report's contextual variables, infographics, or social media campaigns—to target communities and audiences with an interest in technology and engineering literacy. These efforts will involve identifying and working with stakeholders, and utilizing their channels and resources to reach their members, colleagues, and influencers. The goal of these activities is to extend the life of the results and provide value and relevance to stakeholders.

ies NATIONAL CENTER FOR
EDUCATION STATISTICS
Institute of Education Sciences

**New Methods and Data Sources for Adding Context
to NAEP Achievement Results**

Enhancements to the NAEP questionnaires and greater access to data external to NAEP create opportunities for reporting of contextual variables. The 2017 mathematics and reading report cards featured expanded reporting on school and classroom contexts, as well as students' attitudes toward school work. Recently released web reports that focused on the survey questionnaires have received substantial web traffic, even though the data are from 2015.

In this session NCES will discuss potential new data sources and approaches to expand on reporting of contextual variables in a cohesive and comprehensive manner. The R&D Committee will be asked for comment on the approaches presented.

Communication and Interpretation of Achievement Levels

At the November 2018 Governing Board meeting, COSDAM and the Reporting and Dissemination Committee will hold a joint meeting to discuss the two committees' work on achievement levels for the National Assessment of Educational Progress (NAEP).

Background

From 2014 to 2016, the National Academies of Sciences, Engineering, and Medicine evaluated the NAEP achievement levels in mathematics and reading, which are the responsibility of the Governing Board. In their evaluation, the National Academies noted eight common uses of NAEP achievement levels, specifically:

- Trends or comparisons of successive cohorts, e.g., the percentage of students at or above Proficient in reading has increased over time;
- Comparison to a state assessment;
- Point-in-time comparisons across states, districts, or population groups, e.g., more students in state A who are at or above Proficient in reading compared to state B;
- Rank ordering states or districts;
- Comparison across population groups to examine performance gaps;
- Comparison across subject areas, e.g., more students perform at or above Proficient on mathematics than in reading;
- Comparison of before and after an action or policy implementation; and
- Relationships among achievement results and contextual data.

The evaluation recognized the usefulness and value of the achievement levels but made several important recommendations, most of which focus on the work of COSDAM as well as two that also address the work of the R&D Committee:

RECOMMENDATION 5: Research is needed to articulate the *intended* interpretations and uses of the achievement levels and collect validity evidence to support these interpretations and uses. In addition, research to identify the *actual* interpretations and uses commonly made by NAEP's various audiences and evaluate the validity of each of them. This information should be communicated to users with clear guidance on substantiated and unsubstantiated interpretations.

RECOMMENDATION 6: Guidance is needed to help users determine inferences that are best made with achievement levels and those best made with scale score statistics. Such guidance should be incorporated in every report that includes achievement levels.

Since the release of these recommendations in November 2016, Governing Board staff and COSDAM members have started working to fulfill these recommendations. The draft revision of the Board policy on developing student achievement levels (scheduled for full Board action in November 2018) establishes an

> "interpretative guide [which] shall accompany NAEP reports, including specific examples of appropriate and inappropriate interpretations and uses of the results" (Principle 3h).

This guide is intended for inclusion on the Nation's Report Card website and on specific report card webpages. The guide will target stakeholders, such as media, policy advocates, members of the general public, educators, and policymakers. These groups may be familiar with both NAEP and achievement levels, but their understanding, interpretation, and use of achievement levels could be informed and improved with guidance from the Governing Board.

The Reporting and Dissemination Committee will collaborate with COSDAM on the development of this interpretative guide. The overarching question of the joint meeting will focus on the general approach the interpretative guide should take. This joint meeting also will elicit feedback on several specific features of the guide:

(1) the scope—what should be covered and what should not;
(2) the content—uses of achievement levels, value and usefulness of achievement levels;
(3) the language—non-technical, accessible; and
(4) the delivery—how the guide will be included with report cards.

If there is time, the conversation may extend to initial discussions of a statement on both the uses and usefulness of NAEP generally, not only of achievement levels specifically.

In addition, the committees should deliberate together on how to engage stakeholders on improving their use and interpretation of NAEP and achievement levels beyond the interpretative guide.