

National Assessment Governing Board

Executive Committee

Thursday, August 2, 2019

4:30 – 6:00 pm

AGENDA

4:30 – 4:35 pm Welcome and Agenda Overview
Honorable Beverly Perdue, Chair

4:35 – 4:40 pm ACTION: Nomination of Board Vice Chair for the
Term October 1, 2019 – September 30, 2020
Cary Sneider

4:40 – 5:25 pm Strategic Vision Implementation Discussion *Attachment*
Lesley Muldoon, Executive Director

5:25 – 6:00 pm **CLOSED: NAEP Budget Update**
Lesley Muldoon
Peggy Carr, Associate Commissioner

National Assessment Governing Board

Strategic Vision – Progress Report

August 2019

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

This progress report is backward-looking, capturing notable work of the past year to implement the Board’s vision. It is important to note, however, that not all of the activities undertaken lend themselves to obvious measures of progress that can be reported, and efforts for some priorities will be focused in other years of implementation. The progress made on the Governing Board’s Strategic Vision is the result of the important contributions of and collaborations among the Board members, Board staff, NCES, and contractors.

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

- The Governing Board hosted the release of the 2018 NAEP Technology and Engineering Literacy Assessment in Raleigh, North Carolina in April 2019. This not only brought NAEP to new audiences but also strengthened our partnerships with STEM-related organizations and advocates. The report generated more than 15 original news stories with the hashtag for this event reaching more than 287,000 people on social media.
- Encouraged by the Governing Board’s communications contractor, the Board has increased its profile on social media over the last several years. Comparing social media engagement between July 2015-June 2017, and July 2017-June 2019, growth included:
 - Twitter engagement increasing 417%, Twitter followers increasing by 49%, and total retweets increasing by 170%; and
 - Facebook fans increased by 16% (with a 61% growth in Facebook engagement just over the past year).

The Board’s investment in paid social media on Facebook and LinkedIn for various campaigns generated thousands of new views of posted content, often with an average cost of pennies per each view.

- The Governing Board continues to host at least one of its quarterly meetings in a different location in the country to expand its outreach efforts. At the Governing

Board's quarterly meeting in Montgomery Alabama in May 2018, the Board coordinated visits to school campuses—including a flight school—and an outreach dinner that hosted more than 100 local and state leaders, who received information on NAEP and the Board, and also shared perspectives on assessment.

- The joint task force of the Governing Board and the Council of the Great City Schools has now convened three times. Each meeting has led to improvements in the Board's communications approach, to thoughtful discussions on changes to the assessment schedule and the postsecondary preparedness work, and to critical partnerships in planning NAEP releases.
- The partnership with the Council of the Chief State School Officers (CCSSO) continues, including supporting the CCSSO/Governing Board NAEP State Policy Task Force, which has provided critical insights on a variety of policy issues under development by the Board.
- The newly-appointed Executive Director engaged in direct stakeholder outreach, by conducting more than 60 meetings and conference calls within 3 months with individual Board members, Board alumni and top leaders of important stakeholder organizations.

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

- The Board and staff (in conjunction with NCES) has continued its work on a national NAEP-ACT linking study (draft report was discussed during the March 2019 COSDAM meeting and is currently being finalized).
- NCES has continued its work on linking studies with NAEP and:
 - High School Longitudinal Study (HSLs);
 - Early Childhood Longitudinal Study – Kindergarten (ECLS-K); and
 - selected state assessments.
- The Board designated responsibility for exploring the creation of a postsecondary preparedness dashboard to the Reporting and Dissemination Committee. The prototype dashboard, guided by the Governing Board and currently in development by a team at NCES, will include data from both national and international student assessments.

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

- In the last 12 months, Board and staff presented at professional conferences including the annual meetings of the American Educational Research Association, the National Conference on Student Assessment, the Conference Board of the Mathematical Sciences, and the Northeast Educational Research Association conference.

- The Board commissioned papers to review how different types of NAEP results have been used by various audiences to inform the Board’s “uses of NAEP” document currently being developed; some of this work was used to inform the Board’s deliberations on the NAEP Assessment Schedule.
- The Committee on Standards, Design and Methodology has engaged in several discussions this year to develop a draft statement of the intended interpretations and uses of NAEP.

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

- The staff, in collaboration with the communications contractor, have steadily increased the number of social media postings that feature new data visualizations of NAEP data and that link to individual and organizational stakeholders in the NAEP program. The Board staff have recently produced more complex infographics with multiple data points in one visualization, which allow for more interesting narratives that should elicit deeper engagement among a broader swath of stakeholder groups. On average, the Board has created a dozen graphics and four videos each year that promote NAEP data.
- The staff and the communications contractor have created a series of full-color narratives that have shown how states have directly used NAEP findings to inform academic improvements that have often resulted in long-term gains in NAEP.

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

- The process to update the NAEP Mathematics Framework began in Fall 2018 and revisions to the draft framework are still underway, with Board action planned for November 2019.
- During the March 2019 meeting, the Board adopted a charge to update the NAEP Reading Framework, beginning in summer 2019.
- In August 2018, the ADC began discussing goals for revising the Board policy on Item Development and Review. In August 2019, an expert panel will be convened to gather insights regarding best practices in assessment development and review.
- The Board adopted an updated policy on Developing Student Achievement Levels for NAEP at the November 2018 meeting, which includes new approaches to reviewing and revising the content achievement level descriptions.
- The Achievement Levels Working Group was established in March 2019 to develop a comprehensive plan (including a list of activities for the Governing Board to pursue in

conjunction with NCES) to fully respond to the National Academies of Sciences, Engineering, and Medicine (NAS) evaluation of NAEP achievement levels.

SV #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.

- In March 2019, the ADC discussed the development of a set of principles to guide questionnaire revisions in ways that make the data actionable.
- In August 2019, the ADC invited former Board member and teacher leader Shannon Garrison to share insights on how educators can use NAEP data.
- The NAEP Mathematics Framework update (currently underway) includes considerable focus on updated contextual variables to support deeper understanding of student achievement in mathematics.
- The Reporting and Dissemination Committee is exploring new approaches to reporting contextual data, such as releasing contextual results apart from the initial release, so the initial release does not overshadow the importance of contextual data. The committee discussed options at the May 2019 meeting and will continue to do so.

SV #7 — Research policy and technical implications related to the future of NAEP Long-Term Trend assessments reading and mathematics.

- At the March 2019 meeting, the Board adopted an updated NAEP Assessment Schedule to add a 2020 administration of the NAEP Long-Term Trend assessment, following a \$2M increase in appropriations in fiscal year 2019 for this purpose.

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

- To assist in exploring new constructs for NAEP and potential innovations for how NAEP assessment updates are implemented, Board staff commissioned a review of assessment systems in other countries, which was discussed during the November 2018 Assessment Development Committee meeting; a paper will be finalized by Fall 2019.

SV #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.

- At the March 2019 Board meeting, the Governing Board hosted a panel of the Senate and House education committees’ policy directors to provide insights on Congress’ legislative priorities and funding realities and inform the Board’s work on behalf of NAEP.

- Staff utilized the Board’s partnerships with CCSSO and CGCS to informally gauge the states’ and TUDAs’ interest in participating in voluntary NAEP assessments to inform the Board’s revisions to the NAEP Assessment Schedule.
- Following the March 2018 approval of the Board’s policy priorities, the Board engaged in extensive deliberations and budget briefings at each of its quarterly meetings and approved a preliminary schedule and accompanying policy guidance in May 2019. This effort culminated with the adoption of an updated NAEP Assessment Schedule for publication in July 2019.

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

- The Reporting and Dissemination Committee is developing a conceptual framework of postsecondary preparedness following the Board’s November 2018 action adopting the recommendations of the Ad Hoc Committee on Measures of Postsecondary Preparedness.
- In November 2018, the Ad Hoc Committee on Measures of Postsecondary Preparedness fulfilled its charge by reporting its recommendations to the Board, with the report including the findings of the five expert panels and three accompanying literature reviews conducted by the ad hoc committee.
- On November 17, 2018 the Governing Board unanimously approved the Ad Hoc Committee on Measures of Postsecondary Preparedness’s recommendation to develop a conceptual framework and explore the feasibility of creating a postsecondary preparedness dashboard.
- The Board and staff continued its research to gather validity evidence for using the 12th grade NAEP reading and math results to estimate the percentage of grade 12 students academically prepared for college.