

National Assessment Governing Board Reporting and Dissemination Committee

Friday, August 2, 2019

11:00 am – 1:00 pm

AGENDA

11:00 – 11:15 am	Release Plan for the 2019 <i>Nation's Report Card</i> in Reading and Mathematics: ACTION <i>Stephaan Harris, Assistant Director for Communications</i>	Attachment A
11:15 – 11:30 am	Discussion of Postsecondary Preparedness Conceptual Framework <i>Emily Dickinson, HumRRO</i>	Attachment B (sent under separate cover)
11:30 am – 12:00 pm	Discussion of Postsecondary Preparedness Dashboard (SV #10) <i>Robert Finnegan, ETS</i> <i>Eunice Greer, National Center for Education Statistics</i>	Attachment C
12:00 – 1:00 pm	Joint Meeting with Committee on Standards, Design and Methodology: Improving Communication of NAEP Achievement Levels <i>Greg Cizek, Achievement Levels Working Group Chair</i> <i>Rebecca Gagnon, Chair</i> <i>Andrew Ho, Chair, COSDAM</i>	Attachment D
	Information Items	Attachment E



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

The Nation’s Report Card: 2019 Reading and Mathematics

The national, state, and urban district results of the 2019 National Assessment of Educational Progress (NAEP) Reading and Mathematics Report Card will be released to the general public in Fall 2019 through an interactive release event that will include activities both in Washington, D.C. and in a city that is part of the Trial Urban District Assessment (TUDA), a program where 27 large urban school districts from around the country voluntarily participate in NAEP.

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

Later the same day, the second program will be held and livestreamed at a venue in a TUDA school district to highlight TUDA results as a springboard to discuss the theme of equity. This program will be planned and held in collaboration from the Council of the Great City Schools, an important partner in the NAEP program. The event will include a data presentation as well as comments from urban district leaders and educators, who will discuss challenges, trends and issues concerning school equity. The goal is to foster a focused, valuable discussion that emphasizes the relevance of TUDA data to inform stakeholders. The program, slated to be no longer than 90 minutes, will involve a conversational Q&A session with questions submitted by participants at the venue and via livestream. Full accompanying data for all assessment results will be posted on the Internet at the scheduled time of release.

DATE AND LOCATION

The release events will occur in Fall 2019. 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 months and weeks before the release event, the Governing Board will work with its communications contractor to begin a social media campaign to build interest in the release, with special focus on stakeholders involved in reading, mathematics, and urban education. The Board's website at www.nagb.gov will dedicate a webpage to release events. The Board will also coordinate outreach and promotion efforts with Council of the Great City Schools, with the goal of using creative methods to reach stakeholders and audiences in the host TUDA district as well as other districts.

In the days preceding the release, NCES will offer a conference call for appropriate media. NCES will also oversee an embargoed website with results available to select stakeholders approved for access by NCES, including Congressional staff, senior representatives of the National Governors Association, Council of Chief State School Officers, and Council of the Great City Schools; and media. The goal of these activities is to provide 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 Commissioner of the National Center for Education Statistics will release the report card at the NAEP website—<http://nationsreportcard.gov>—at 12:01am the day of the release event. The Governing Board press release, the full and abridged versions of the 2019 Reading and Mathematics Frameworks, and related materials will be posted on the Board's web site. The site will 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. Video clips of both events will be promoted on social media. The goal of these activities is to extend the life of the results and provide value and relevance to stakeholders.



Postsecondary Preparedness Dashboard: August Update

The National Assessment Governing Board is collaborating with the National Center for Education Statistics (NCES) to develop a Postsecondary Preparedness Dashboard. This work was called for and described in the final report of the Governing Board’s Ad Hoc Committee on Measures of Postsecondary Preparedness. In this report, the Committee specified that the Postsecondary Preparedness Dashboard would present

“...a system of indicators derived from a variety of data sources (including but not limited to NAEP) to report, to the extent possible given the limits of the existing data and the NAEP Authorization Act, the academic knowledge, literacies, cross-cutting cognitive skills, and intra- and inter-personal skills that are essential abilities for all students graduating high school to be prepared for postsecondary endeavors.”

The Ad Hoc Committee recommended that the Governing Board and NCES develop a prototype of the proposed Postsecondary Preparedness Dashboard to provide information about whether implementing this recommendation is feasible and would be valuable for stakeholders.

To develop this prototype, at the March 2019 quarterly board meeting, staff from NCES queried the Governing Board’s Reporting and Dissemination Committee (R&D) about potential users of the dashboard. At the May 2019 meeting, the committee discussed the proposed timeline, work plan, and draft wire frame, providing feedback and clarifying potential users’ needs, interests, and capacities. In addition, R&D members offered several examples of what questions the dashboard should address and recommended data sources for the dashboard.

The August meeting will further the discussion of what data should capture each indicator and will seek reactions to the proposed visual design for the dashboard. Committee members also will share what they expect should be presented and achieved at the November 2019 meeting.

At the November Board meeting, Governing Board members will review and discuss the prototype of the Postsecondary Preparedness Dashboard. At that point, the prototype will reflect the conceptual framework drafted by the Board and will be populated with existing data from NAEP (including contextual data and transcript studies data) and other sources (including TIMSS, PISA, and PIRLS).

Responding to the 2016 National Academies' Evaluation of NAEP Achievement Levels

At the March 2019 Board meeting, Governing Board Chair Beverly Perdue established an Achievement Levels Working Group. The Working Group¹ was tasked with responding to the [National Academies' evaluation of NAEP achievement levels](#). The Board issued an initial response to the evaluation in December 2016 (*to read this response, please see COSDAM Board Materials tab*), but more detailed work remains. The Working Group will draft a detailed, comprehensive plan that proposes actions to address each of the seven recommendations from the National Academies' evaluation (including a list of activities for the Governing Board to pursue in conjunction with the National Center for Education Statistics).

Of the seven recommendations, three directly pertain to R&D, with less emphasis on #4:

- #4 Exploring relationships between NAEP achievement levels and external measures
- #5 Appropriately interpreting and using NAEP achievement levels
- #6 Articulating accurate inferences from achievement levels and from scale scores

At the August 2019 joint meeting of COSDAM and R&D, Gregory Cizek, chair of the Achievement Levels Working Group, will share the group's progress and request feedback from R&D on preliminary ideas. This feedback will inform the document that will be presented to the full Board for review at the November 2019 meeting and will be proposed for action at the March 2020 meeting. Once adopted, COSDAM will direct the work and consult other committees as necessary (e.g., R&D for issues related to communication of achievement levels).

Summary of Working Group Activities

Date	Activity
March 22	Gregory Cizek and Sharyn Rosenberg met in Chapel Hill, NC to discuss initial ideas.
April 22	The Working Group discussed how to approach the work, including planning for the May 2019 in-person meeting.
May 3	The Working Group convened in Washington, DC to discuss preliminary ideas and potential timelines for addressing each recommendation.
May 29	Governing Board staff met with NCES Commissioner Lynn Woodworth and Associate Commissioner Peggy Carr to seek their input.
June 12	In a teleconference, the Working Group discussed NCES' input, a summary of proposed plans, and planned next steps.
July 23	Gregory Cizek and Governing Board staff will meet with Lynn Woodworth and Peggy Carr in Washington, DC to discuss their reactions to the Working Group's preliminary plans.
August 2	Joint meeting of COSDAM and R&D will focus on Working Group's preliminary ideas.

¹ The Working Group comprises Gregory Cizek (Chair), Father Joseph O'Keefe, Fielding Rolston, Linda Rosen, and Joe Willhoft.



Upcoming NAEP Reports as of August 2019

Initial NAEP Releases

2019 NAEP Mathematics and Reading Report Cards – Grades 4 and 8	October 2019
--	--------------

NAEP Reports

2015 NAEP Student Questionnaires: Classroom Instruction for Mathematics Reading and Science	July 2019
Mapping State Proficiency Standards onto the NAEP Scales: Results from the 2017 NAEP Reading and Mathematics Assessment	August 2019

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
3.	Focused Reporting of NAEP Results	Board staff; CRP contractor; Communications contractor	Four tasks that will produce content to disseminate through partners	Increased traffic to website and social media; Views of artifacts; Numbers of posts and re-posts	October 2016 - ongoing	New graphics introduced biweekly; Motion graphics will be released soon
		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	

Strategic Vision – Activities for Reporting and Dissemination Committee						
		Responsibility	Action	Measurable Outcomes	Start Date	Current Status
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	Hatcher producing graphics with contextual data monthly; Process underway for second focused reporting contract, emphasizing data visualization
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	Discussed at November 2018 meeting of R&D and May 2019 R&D meeting
		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	August 2019	TBD
6.	Learn from Reporting of International Assessments (<i>Also, SV #8</i>)	Board members; Board staff; NCES staff; Communications contractor	Learn about international assessments			
		Board members; Board staff; NCES staff	Invite OECD staff to present on reporting approaches	Discussions about what practices to apply to NAEP	2020 (?)	Future R&D meeting focused on international reporting

Strategic Vision – Activities for Reporting and Dissemination Committee						
		Responsibility	Action	Measurable Outcomes	Start Date	Current Status
			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	Meeting with COSDAM in August 2019 to discuss progress of Achievement Levels Working Group
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	Results of paper used to inform decisions on assessment schedule
		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	Discussed at May 2019 R&D Committee meeting
10.	Identify More User-Friendly Approaches to Presenting NAEP Results	Board staff	Invite partners / stakeholders to Board meetings	Number of plenary and R&D sessions; Posts of	November 2016 - ongoing	New Executive Director meeting with partners;

11.			to share needs, interests for using NAEP data	panel summaries; Traffic to social media posts of summaries		Partners personally informed re: schedule changes
		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
	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	Wyoming case study released in time for August 2019 meeting; Arizona narrative receiving lots of engagement on social media

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.... <i>Note: SV #4 permeates throughout the entire list of planned tasks and activities, so is not presented in separate rows.</i> 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	