

National Assessment Governing Board

**Meeting of May 17–18, 2019
Arlington, VA**

OFFICIAL SUMMARY OF GOVERNING BOARD ACTIONS

Complete Transcript Available

National Assessment Governing Board Members Present

Beverly Perdue, Chair
Tonya Matthews, Vice Chair
Alberto Carvalho
Gregory Cizek
Tyler Cramer
Rebecca Gagnon
Paul Gasparini
James Geringer
Andrew Ho
Carol Jago
Julia Keleher
Mark Miller
Dale Nowlin
Joseph O’Keefe, S.J.
Alice Peisch
Fielding Rolston
Linda Rosen
Nardi Routten
Cary Sneider
Ken Wagner
Joseph Willhoft
Mark Schneider (ex-officio)

Governing Board Members Absent

Dana Boyd
Terry Mazany

National Assessment Governing Board Staff

Lesley Muldoon, Executive Director
Lisa Stooksberry, Deputy Executive Director
Michelle Blair
Lily Clark
Stephaan Harris
Donnetta Kennedy
Laura LoGerfo
Munira Mwalimu
Tessa Regis
Sharyn Rosenberg
Angela Scott
Anthony White

National Center for Education Statistics (NCES)

Lynn Woodworth, Commissioner
Peggy Carr, Associate Commissioner
Gina Broxterman
Samantha Burg
Jing Chen
Ebony Walton Chester
James Deaton
Alison Deigan
Patricia Etienne
Eunice Greer
Elvira Germino-Hausken
Daniel McGrath
Nadia McLaughlin
Taslina Rahman
Holly Spurlock
William Tirre
William Ward
Grady Wilburn

American Institutes for Research (AIR)

Alka Arora
Markus Broer
Jack Buckley
Mary Ann Fox

Kim Gattis
Cadelle Hemphill
Young Yee Kim
Fran Stancavage

CRP, Inc.

Shamai Carter
Arnold Goldstein
Kathy Smoot
Edward Wofford

Educational Testing Service (ETS)

Gloria Dion
Amy Dresher
Robert Finnegan
John Mazzeo
Emilie Pooler
Karen Wixson

Fulcrum IT

Saira Brenner
Anderson Davis
Scott Ferguson
Kevin Price

Hager Sharp

Joanne Lim
Debra Silimeo

The Hatcher Group

Ann Bradley
Sami Ghani
Robert Johnston

Human Resources Research Organization (HumRRO)

Monica Gribben
Thanos Patelis

Optimal Solutions Group

Regina Caloway
Brian Cramer
Sarah Guile
Nicholas Linnen

Pearson

Jason Clothier
Cathy White

RTI International

Sandra Durden,
Jason Hill
Kevin Jordan
Sarah Larson
Kimberly O'Malley
Sonya Powers
Kirsten Rieth

Westat

Chris Averett
Greg Binzer
Lauren Byrne
Lisa Rodriguez
Marcie Hickman
Rick Rogers

WestEd

Ann Edwards
Mark Loveland
Augustus Mays

Other Attendees/Speakers

Myra Best, DigiLearn

Kristen Carr, Council of Chief State School Officers (CCSSO)

Michael Casserly, Council of the Great City Schools (CGCS)

Fen Chou, CCSSO

Raymond Hart, CGCS

Shelly Loving-Ryder, Virginia Department of Education

Carissa Moffat Miller, CCSSO

Scott Norton, CCSSO

Cornelia Orr, Consultant

Suzanne Wilson, University of Connecticut

Call to Order

The May 17, 2019, session of the National Assessment Governing Board (Governing Board) meeting was called to order by Chair Beverly Perdue at 8:33 a.m.

Welcome

Governing Board Chair Beverly Perdue requested a motion for approval of the March 2019 Board meeting minutes. A motion to accept the minutes was made and seconded. No discussion ensued, and the minutes were approved unanimously. The Chair also requested a motion for approval of the May 2019 Board meeting agenda, which was made, seconded, and approved unanimously.

State and TUDA Policy Task Forces and Partner Organization Updates

Ms. Perdue introduced panelists from the State and Trial Urban District Assessment (TUDA) Policy Task Forces and partner organizations: Michael Casserly (Council of Great City Schools [CGCS]), Ray Hart (CGCS and TUDA Policy Task Force), Carissa Moffat Miller (Council of Chief State School Officers [CCSSO]), and Shelley Loving-Ryder (Chair, State Policy Task Force). Each speaker was asked to talk about their stakeholders and partner organizations and what they need from the National Assessment of Educational Progress (NAEP).

Ms. Loving-Ryder, representing the 12-member State Policy Task Force, described four policy issues of interest to states.

First, Ms. Loving-Ryder indicated support for the Governing Board's review of state mathematics standards in preparation for the NAEP Mathematics Framework Update. She encouraged the Board to look beyond state standards because NAEP's role includes more than merely reflecting what states teach. For instance, states have historically noted a disconnect between the NAEP Mathematics Framework and state content standards. Ms. Loving-Ryder encouraged the Board to consider how the framework update might reflect future workforce needs. Regarding the draft NAEP Mathematics Framework update, she appreciated inclusion in the proposed framework of (a) contextual variables addressing opportunities to learn (OTL) mathematics outside of school, (b) measurement of capacity to do mathematics, (c) scenario-based tasks (SBTs), and (d) mathematical literacy emphasis.

Second, the preparation and support provided to states prior to the release of the 2017 NAEP Reading and Mathematics release were helpful. Third, Virginia is already using the Governing Board's work in addressing postsecondary preparedness. Fourth, states recommend maintaining the current NAEP achievement levels but with clearer, more effective explanations of what *NAEP Proficient* means and how to use the achievement levels appropriately.

Ms. Miller commented on the importance of state input on the utility of NAEP. She commended the Governing Board for its Strategic Vision, highlighting the “inform” features, such as expanding the availability, utility, and use of NAEP resources, as particularly important to states. Ms. Miller shared comments from a recent survey of states on how important NAEP is to states, for example:

“We use NAEP to see if we’re getting results that are similar to our state results. The reading and math NAEP results were used as a point of reference during our standard setting, and as an external reference, we use the frameworks as a resource when we revise our standards.”

States also express concern that NAEP releases results too slowly to be actionable. Ms. Miller noted that states experience backlash for the increasing amount of testing. She suggested continued partnership with the NAEP State Policy Task Force, particularly for troubleshooting difficult issues.

Ms. Miller also spoke on behalf of CCSSO in claiming that the proposed NAEP Mathematics Framework does not sufficiently reflect states’ standards, especially the grade 4 mathematics content. The organization is preparing detailed feedback on the math framework, which they will submit through public comment.

Mr. Hart described the 10-member TUDA Policy Task Force as a source of feedback and recommendations to the Board on NAEP policy and projects. He provided feedback on specific issues: (a) accessing current data in the NAEP Data Explorer; (b) communicating the benefit of NAEP to parents who are mostly interested in how their own child is doing; (c) anchoring achievement levels to postsecondary preparedness as a way to communicate NAEP at a local level; (d) updating the NAEP Mathematics Framework to reflect what TUDA districts are teaching; and (e) understanding NAEP results when greater numbers of students with disabilities and English Language Learners are included in a district’s data.

Mr. Casserly provided a history of how the TUDA program developed and evolved; currently, 27 districts participate, and more would be willing to join if funds were available. Large school districts use TUDA data to guide reforms, gauge strategies, and determine why and how some districts make more progress than others. CGCS is analyzing NAEP data to learn whether urban public schools overcome the various challenges students bring to school. Mr. Casserly echoed others’ concerns that accessing NAEP restricted-use data takes too long and reduces its potential impact.

In response to statements that restricted-use data is not available in a timely manner, NCES Commissioner Lynn Woodworth reported that restricted-use data for 2017 NAEP results were recently released. Mark Schneider, the Director of the Institute of Education Sciences (IES) and ex-officio Governing Board member, indicated that NCES and IES could communicate the availability of data with key stakeholders more effectively and are attempting to release the data more expediently without sacrificing the quality control checks on data accuracy.

At the request of the Governing Board, CGCS surveyed TUDAs on their interest in participating in NAEP Reading and Mathematics at grade 12 and other subjects at grades 4 and 8. Nineteen superintendents of the 27 TUDAs responded. Most were not interested in additional NAEP assessments, in part because of the pressure to reduce overall testing time. Beyond mathematics and reading, states and districts are most interested in science and writing, but due to the amount of testing, interest was not high. Grade 12 NAEP creates tension between the amount of testing and the utility of the assessment.

Following the presentations, Ms. Perdue opened the meeting to questions from Board members. Tyler Cramer asked about the relationship between student mobility and performance—how states interpret NAEP results when there are large numbers of new students in their states, especially students new to the United States who may have interrupted their education to immigrate. Districts are more affected by this than states. Mr. Casserly responded that districts and states have access to this information to use in interpreting NAEP data, but they would not object to a contextual question to collect this information.

Andrew Ho asked about the importance of NAEP trend reporting and how NAEP should reflect the past, present and future. All four panelists expressed the importance of maintaining trend. With respect to the NAEP Mathematics Framework update, Ms. Loving-Ryder agreed that NAEP should be informed by state standards, but not determined by them. She described NAEP as the north star, reflecting what students know and can do as well as the preparedness that students need for the future. Mr. Casserly asserted that it is possible for the framework update to both reflect what states are emphasizing and maintain trend. Ms. Miller cautioned against covering content outside of state standards, as this could be interpreted as an attempt to influence state standards. Mr. Casserly and Ms. Miller agreed that state standards are a more appropriate reference for the NAEP Mathematics Framework update than state assessments.

Joseph Willhoft described the discussion as very compelling and suggested scheduling this panel of speakers as issues arise rather than annually.

Committee Meeting Previews

Committee chairs provided the following previews of the committee sessions:

- Carol Jago (Chair, Assessment Development Committee [ADC]) reported that the ADC will focus on the NAEP Mathematics Framework revision. The ADC will begin with a closed session with the Committee on Standards, Design, and Methodology (COSDAM). If the Committee has time, the ADC will look at applying lessons learned from the revision of the NAEP Mathematics Framework to the revision process for the NAEP Reading Framework.

- Andrew Ho (Chair, COSDAM) reported that COSDAM members look forward to meeting with ADC to discuss special studies on NAEP Mathematics. Following the closed joint session, COSDAM will discuss intended uses and interpretations of NAEP.
- Rebecca Gagnon (Chair, Reporting and Dissemination [R&D] Committee) informed members that the R&D Committee will (a) share reactions to the Technology and Engineering Literacy (TEL) release; (b) review uses of national-only NAEP data to inform the conversation about the assessment schedule; (c) discuss future directions in reporting contextual data; and (d) delve into the postsecondary preparedness dashboard.

Recess for Break

The May 17, 2019, Governing Board meeting recessed at 10:12 a.m. for a break, followed by committee meetings.

Working Lunch: NAEP Assessment Schedule and Budget (CLOSED SESSION)

Under the provisions of exemption 9(B) of § 552b of Title 5 U.S.C., on May 17, 2019, the Governing Board met in closed session from 12:45 p.m. to 3:15 p.m.¹ to receive a briefing and discuss the NAEP Assessment Schedule and budget.

Lesley Muldoon, Executive Director of the Governing Board, and Peggy Carr, Associate Commissioner of the Assessment Division at NCES, led the briefing on the NAEP Assessment Schedule and budget. They presented a joint staff-recommended NAEP Assessment Schedule to the Board and explained the rationale for the proposed amendments. Because the draft NAEP Assessment Schedule was developed based on independent government cost estimates and not actual costs, it was noted that further changes to the schedule may be necessary when the new NAEP Alliance contracts are awarded. In anticipation of that possibility, Ms. Muldoon and Ms. Carr requested the Board consider what additional amendments to the draft schedule they would be willing to make, and in what priority order, to serve as guidance to support the NCES contract negotiations.

Board members engaged in discussion on scheduling options, opportunities for operational efficiencies, and the significant increased costs to conduct assessments in a digital-based environment which necessitates fewer NAEP assessments in the absence of appropriations increases. The Board debated the proposed changes to the NAEP Assessment Schedule and the guidance to NCES through the lens of its established policy priorities of utility, frequency, and efficiency.

¹ The closed session concluded at 3:15 p.m. and not at 2:45 p.m. as announced in the Federal Register due to technical difficulties in the audio recording. The delayed closing time was approved by the Department of Education's Office of General Council and the Federal Register Office.

The closed session adjourned at 3:15 p.m.

Recess for Break

The May 17, 2019, Governing Board meeting recessed at 3:15 p.m. for a break.

Recommendations for Updating the NAEP Mathematics Framework

The May 17, 2019, Governing Board meeting reconvened in open session at 3:24 p.m. to receive a briefing on updating the NAEP Mathematics Framework.

Governing Board Vice Chair Tonya Matthews introduced the session on the proposed mathematics framework and asked Carol Jago to introduce the speakers and moderate the discussion. Ms. Jago introduced the two guests. Suzanne Wilson, endowed professor of teacher education at the University of Connecticut, is chair of the Visioning and Development Panels to update the NAEP Mathematics Framework. Ann Edwards, Director of Learning and Teaching for the Carnegie Math Pathways at WestEd, serves as the mathematics content expert leading the framework update.

Ms. Wilson listed the project milestones and next steps in the schedule. The public comment period runs through June 7. The current timeline calls for a final review by the Development Panel by the end of June in order to submit to the Board on July 1. The three major goals of the project are to revise the current framework to reflect needed updates; to identify contextual variables that will assist in interpreting results from the updated assessment; and to offer details for assessment and item development through a specifications document. Responding to the Governing Board's charge for this framework update, panelists were committed to stable reporting of student achievement and maximizing the value of NAEP to stakeholders, including students, teachers, and policy makers.

The Visioning Panel provided three guidelines for the drafting work led by the Development Panel: expand attention to student reasoning and mathematical practices; incorporate strategic use of technology; and address opportunities to learn and opportunities to demonstrate learning.

Ann Edwards summarized the contents of the proposed 2025 NAEP Mathematics Framework. Panelists looked at the Common Core State Standards, other state standards, and international standards to identify mathematics content to change and keep. They also looked toward the future, identifying the mathematics that will be important in 2025 and beyond.

The five content domains remain the same with some change to the specific content objectives in each domain. Mathematical reasoning objectives have been integrated into existing objectives. Some changes in content are related to the increasing importance of data literacy. The growing

need for spatial skills and reasoning influenced changes in geometry and measurement objectives. Coordination with the mathematics in the Next Generation Science Standards led to some content being moved to earlier grades.

Ms. Edwards described that mathematical complexity from the current framework has been replaced. The proposed framework shows variations in cognitive demand by simultaneously considering the five content domains along with five new mathematical practices: (a) representing, (b) abstracting and generalizing, (c) justifying and proving, (d) mathematical modeling, and (e) collaborative mathematics.

The proposed framework also defines mathematical literacy as the “application of numerical, spatial, or symbolic mathematical information to situations and a person’s life as a consumer, worker, or citizen.” The framework indicates which content objectives lend themselves to developing items related to mathematical literacy, especially in grade 12.

The draft framework includes scenario-based tasks and refers to new technologies to collect and report process data – data generated by students as they work with digital tools in the assessment. Ms. Wilson described the final chapter on reporting. She described that extensive discussion about achievement and OTL led to recommendations for new contextual variables to address OTL on student and teacher questionnaires.

Ms. Wilson concluded by sharing views from the panel that NAEP needs to be more relevant to students to ensure that they are performing their best, and that NAEP must provide more context on OTL to discourage deficit-oriented discourse.

Ms. Jago moderated Board member questions and discussion.

Joseph Willhoft asked what the field of mathematics research says about the effect of digitally-based assessments on visual learners who solve problems by drawing with paper and pencil. Ms. Wilson responded that technology can allow drawing similar to paper and pencil but there are gaps.

Andrew Ho asked for Ms. Wilson and Ms. Edwards to explain the basis for inclusion of data analysis and statistics in grade 4. Ms. Edwards stated the panel came to consensus based on research and teachers in each grade. They have heard that data analysis is not taught in grade 4 in many states, but there is tension between what is taught in classrooms now and what is expected in the future. Mark Miller applauded the forward-looking nature of the framework draft.

Rebecca Gagnon asked how questions of OTL would be collected, noting concerns for trend if questions are changed. Ms. Wilson explained that questions would be included in student subject-specific questionnaires for NAEP Mathematics. She indicated that the panel will be sorting through the newly recommended questionnaire items to determine which current

questions should be replaced. Ken Wagner supported the effort to capture the perspective of opportunities to learn.

Board members asked how the new framework development process worked and how the framework will inform item development. Ms. Wilson reported that the process worked well, especially having a smaller group work on the development of the recommended draft framework. She noted the overlapping membership between the Visioning and Development Panels ensured that the Development Panel was committed to reflecting the voices of the Visioning Panel members. Ms. Wilson stated that the Technical Advisory Committee could have benefitted from observing the Panel discussions and working sessions. Finally, Ms. Wilson noted that there was no clear avenue for documenting suggestions to the Board about issues that extend beyond the framework documents, such as strategies for making NAEP more relevant to students.

Linda Rosen asked for continued discussion on how the Board should grapple with the tensions between maintaining trend, acknowledging opportunity to learn, and remaining the gold standard both psychometrically and in terms of framework objectives that are meaningful to the field.

Institute of Education Sciences Update

Mark Schneider, Director of the Institute of Education Sciences (IES), updated Board members on the activities IES has undertaken during his first year of leadership. First and foremost, IES is concerned with timely, efficient, and effective stakeholder communication. He and his team are working on reducing the time to publish reports and reducing the length of these reports. IES developed Standards in Excellence in Education Research (SEER) to identify cost-effective programs with meaningful and long-term outcomes. Mr. Schneider also informed members of an IES website redesign.

Paul Gasparini asked who uses the What Works Clearinghouse (WWC). Mr. Schneider acknowledged that the WWC has become more research oriented and less useful to district superintendents who are implementing programs to close achievement gaps and improve student success. IES has hired one writer to revise reports to make them more useful for the intended audience and another writer who will rewrite much of the current WWC website.

August 2019 Quarterly Meeting Preview: Cheyenne, Wyoming

In advance of the August Board meeting in Cheyenne, Wyoming, Governor Jim Geringer provided an overview of Wyoming and suggested a variety of activities to do while visiting Cheyenne. Mr. Geringer presented several different maps to illustrate the spaciousness of the state and touted the unique accomplishments of Wyoming, including the fact that it became the first U.S. territory to grant women the right to vote. Mr. Geringer said that Wyoming provides equity of opportunity to students, connecting them to the internet and each other in order to share

resources and opportunities. On the Thursday prior to the official meeting, Board members will be invited to site visits emphasizing teacher development and postsecondary preparedness, including a mobile Science, Technology, Engineering, and Mathematics (STEM) lab. Additionally, there will be a stakeholder forum on Friday centered around preparedness.

Recess

The May 17, 2019, Governing Board meeting recessed at 5:19 p.m. for the day.

Meeting Convened: NAEP Assessment Schedule and Budget: Continued Discussion (CLOSED SESSION)

Under the provisions of exemption 9(B) of § 552b of Title 5 U.S.C., the Governing Board met in closed session on Saturday, May 18, 2019 from 8:30 a.m. to 9:30 a.m. to continue discussion of the NAEP Assessment Schedule and budget. Board members made further refinements to the two items intended for Board action: the NAEP Assessment Schedule and policy guidance to inform the NAEP Alliance contracts.

Chair Perdue noted the potential for misalignment between the NAEP Assessment Schedule to be voted on that day and the NAEP Alliance contracts to be awarded in June, which might necessitate further Board deliberations. Ms. Carr explained that she would brief the Board on the final scope and costs of the NAEP Alliance contracts once the awards are made.

The closed session adjourned at 9:30 a.m.

Meeting Convened: OPEN SESSION

The Governing Board meeting convened in open session at 9:30 a.m. on May 18, 2019.

Action: NAEP Assessment Schedule

Rebecca Gagnon made a motion to approve the NAEP Assessment Schedule as discussed in the closed session, to be published after the award of the NAEP Alliance contracts. Cary Sneider made a second, and the motion passed unanimously.

Action: Policy Guidance to Inform NAEP Alliance Contracts

Andrew Ho made a motion to approve the confidential policy guidance to inform NAEP Alliance contracts. Rebecca Gagnon made a second, and the motion passed.

Planning for NAEP's Future in the Era of Digitally Based Assessments

Alison Deigan (NCES), Director of Technology Systems for NAEP, provided an update on the future of NAEP as a digitally-based assessment (DBA). Ms. Deigan outlined the goals of NAEP DBA, including: support NAEP frameworks, ensure standardization, create engaging and authentic student experiences, and minimize burden on schools and students.

NAEP DBA is conducted by field staff with NAEP-provided tablets containing the eNAEP assessment platform. The student tablets are connected to an assessment administrator tablet, which transmits data to a central server using a NAEP-owned router. Each school must provide a space to conduct the assessment, but the school does not provide any equipment or access to a network. Ms. Deigan listed the advantages of this approach, including standardization and risk mitigation.

NCES conducted two studies to evaluate the feasibility of using school-based equipment for NAEP assessments. In the first study, NAEP Ambassadors—former state chiefs and district superintendents—queried state and TUDA leaders on their opinions of using school-based equipment to administer NAEP assessments. In 2016, most state leaders were pessimistic about using school-based equipment; by 2017, they were more positive. However, in 2018, the education leaders returned to a more pessimistic outlook. Their concerns included incompatibility of NAEP software with school systems, loss of instructional time on computers, burden on schools, and potential damage to NAEP's reputation. All of these factors led the TUDA superintendents to express a clear preference for NAEP-owned equipment.

To determine the feasibility of using school-based equipment, NCES conducted a proof-of-concept study in Virginia, in which three modes of NAEP delivery were offered: eNAEP on NAEP-provided Chromebooks, eNAEP on school-provided Chromebooks using the schools' networks, and Pearson's TestNav platform on existing school devices. NAEP field staff and school staff preferred the NAEP-owned Chromebooks for its consistency and reliability and low burden. When using school equipment, connectivity was unreliable. The condition of school equipment varied widely, with a lot of broken or damaged devices and accessories. Many school devices were not fully charged. Forty percent of school devices did not meet the minimum technology criteria to support the assessment. In sum, using school equipment requires too great a cost at this time in terms of human capital resources, on the part of schools, districts, NAEP staff, and NAEP field staff.

The NAEP Validity Studies Panel will be conducting two studies to explore device effects and the impact of device familiarity on performance. NCES and NAEP Alliance contractors will continue conducting usability studies. NCES will conduct the delivery mode study in additional states and study performance effects when students use school-owned equipment.

Board members praised the study design and accessible presentation, and they suggested disseminating the study results and presentation to states and TUDAs. Greg Cizek observed that Virginia has a solid DBA infrastructure so the results from this proof-of-concept study represent a best-case scenario. Tyler Cramer cautioned against using low-end equipment without built-in redundancies which could produce bit flips and change student answers. Joseph Willhoft commented on states' funding limitations and the impact on item innovation; he suggested that NAEP develop efficient items that could run on lower-end devices. Ken Wagner indicated that states benefit from NAEP's push for more creative items, because the vendors subsequently bring their new knowledge and skills to their work on state assessments.

Paul Gasparini commented on internet security in schools and asked about teachers' reactions to SBTs. Ms. Perdue asked for a future presentation on SBTs. NCES Commissioner Woodworth suggested using the NCES teacher panel to seek teachers' reactions to SBTs.

Governing Board Open Discussion

Ms. Perdue announced a new session for Board members to discuss topics of interest that had not already come up during this meeting. Tyler Cramer thanked staff for the online meeting a week prior to the quarterly meeting. He encouraged more online meetings.

Board members commented on the need to provide assistance to states by disseminating study findings more widely, including NAEP State Coordinators and teacher panels. Members asked to learn more about the NAEP State and TUDA Coordinators and their role and how the system is working.

Board members recommended using the secure member site for receiving read-ahead materials for closed sessions. Being able to see the information prior to the presentation and discussion would allow a more thoughtful conversation. Members would also like to have access to presentation materials immediately following the meeting to review information.

Committee Reports

Vice Chair Tonya Matthews 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.

Executive Director Update

Lesley Muldoon, Governing Board Executive Director, updated Board members on recent activities since she joined the staff five weeks ago. She noted that she has prioritized taking time to build relationships, beginning with staff. They have been talking about organizational culture and mission. In addition to getting to know the staff, Ms. Muldoon has been establishing

relationships with Board members. She has had several in person meetings and phone conversations with Board members, and she is continuing to reach out to all Board members to set up one-on-one conversations. She has also been working closely with NCES staff and partners such as the CGCS and CCSSO. In addition, she has spoken with several former Board members, including Checker Finn and Dave Driscoll.

Ms. Muldoon listed some of the Board initiatives that she has been learning about, from the NAEP Mathematics Framework to the Achievement Levels Working Group to the postsecondary preparedness dashboard. Ms. Muldoon discussed the importance of communication and outreach to NAEP's multiple stakeholders. She mentioned her communications priorities, including NAEP Day in the fall (release of 2019 NAEP Reading and Mathematics results) and the upcoming nominations campaign. She noted that she was inspired by the young women on the student panel at the recent release of the 2018 NAEP Technology and Engineering Literacy (TEL) results in Raleigh.

Looking ahead to the next few months, Ms. Muldoon noted that the assessment schedule is one of the Board's most important responsibilities and that she looks forward to engaging with Board members about communication of the new schedule. She stated that the NAEP Mathematics Framework has gotten a lot of attention, and that it is critical that the Board get this right. In terms of the nominations campaign, she expressed a commitment to getting a diverse pool of applicants so that the Board can continue to reflect the diversity of the nation. Finally, she noted that the Board is heading into its final year of the current Strategic Vision; she has been having conversations with Board members to hear their perspectives on the status of implementation and will report back on what she has heard during the August Board meeting.

Ms. Muldoon closed by expressing appreciation for everyone's input and contributions thus far and by encouraging Board members to contact her at any time.

The session adjourned at 11:08 a.m.

Briefing: Mapping State Proficiency Standards onto the NAEP Scales: Results From the 2017 NAEP Reading and Mathematics Assessments (CLOSED SESSION)

Under the provisions of exemption 9(B) of § 552b of Title 5 U.S.C., the Governing Board met in closed session on Saturday, May 18, 2019 from 11:08 a.m. to 11:45 a.m. to receive a briefing on mapping state proficiency standards onto the NAEP scales using results from the 2017 NAEP Reading and Mathematics Assessments.

Taslina Rahman of NCES began by explaining that this is the seventh edition of the state mapping report that compares state proficiency standards for students at grades 4 and 8 using 2017 NAEP data. NAEP can be used to compare the rigor of state proficiency standards by

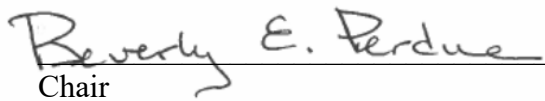
identifying a NAEP score equivalent to each state performance standard. Ms. Rahman shared results from 2017, including comparisons to previous years.

The closed session adjourned at 11:45 a.m. with continued discussion in open session until the close of the meeting.

Meeting Adjourned

The May 18, 2019, session of the meeting adjourned at 11:57 a.m.

I certify to the accuracy of the minutes.


Chair

July 17, 2019
Date

National Assessment Governing Board

Executive Committee

Report of Thursday, May 16, 2019

Executive Committee Members: Beverly Perdue (Chair), Tonya Matthews (Vice Chair), Rebecca Gagnon, Andrew Ho, Carol Jago, Joseph O’Keefe, Fielding Rolston, Cary Snider.

Other Board Members: Tyler Cramer, Jim Geringer, Julia Keleher, Mark Miller, Dale Nowlin, Alice Peisch, Linda Rosen, Nardi Routen.

Governing Board Staff: Lesley Muldoon (Executive Director), Lisa Stooksberry (Deputy Executive Director), Michelle Blair, Lily Clark, Stephaan Harris, Donnetta Kennedy, Laura LoGerfo, Tessa Regis, Sharyn Rosenberg, Angela Scott, Munira Mwalimu.

NCES Staff: Lynn Woodworth (Commissioner), Peggy Carr (Associate Commissioner), Sam Burg, Shawn Kline, Pat Etienne, Dan McGrath, Holly Spurlock.

US Department of Education Staff: Craig Stanton.

Other (attending open portion only): ETS: Jay Campbell, Karen Wixson.

1. Open Session: Welcome and Agenda Overview

Chair Perdue called the Executive Committee meeting to order at 4:30 p.m.

2. Nomination Process for Board Vice Chair for the Term October 1, 2019 – September 30, 2020

Chair Perdue provided an overview of the Board’s process for selecting a Vice Chair. The Board’s longstanding precedent is for the Chair to recuse herself from the selection process and the Board elects its Vice Chair. This entails an outgoing Board member being identified in May to communicate with each Board member to recommend a nominee. Then, in August, the full Board takes action to elect the Vice Chair to serve for the upcoming term. Chair Perdue reported that outgoing Board member Cary Snider agreed to serve this role to identify the Vice Chair for the term of October 1, 2019 – September 30, 2020.

3. Closed Session: Enacted NAEP Assessment Schedule and Budget Briefing and Discussion

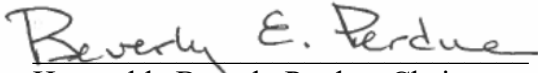
The Executive Committee met in closed session from 4:40 to 5:50 p.m. to discuss the NAEP budget and schedule. This briefing was conducted in closed session because the disclosure of technical and cost data would significantly impede implementation of contract awards and negotiations for awards. Therefore, this discussion is protected by exemption 9(B) of section 552b(C) of Title 5 U.S.C.

Executive Director Lesley Muldoon explained the proposed NAEP Assessment Schedule, as recommended by the joint Board and NCES staff out of consideration for the Board’s priorities and current fiscal and operational constraints. Associate Commissioner Peggy Carr provided

the Executive Committee with updated cost estimates to implement the proposed changes to the NAEP Assessment Schedule through 2030. Ms. Carr explained that NCES is currently reviewing proposals for the next Alliance contracts that will impact the cost estimates. The Executive Committee deliberated on the proposed changes to the NAEP Assessment Schedule.

Chair Perdue adjourned the Executive Committee meeting at 6:00 p.m.

I certify the accuracy of these minutes.


Honorable Beverly Perdue, Chair

July 17, 2019
Date

National Assessment Governing Board

Assessment Development Committee

Report of May 17, 2019

Joint Session with the Committee on Standards Design and Methodology (COSDAM)

ADC Members: Carol Jago (Chair), Cary Sneider (Vice Chair), Paul Gasparini, Julia Keleher, Mark Miller, Dale Nowlin, Nardi Routten.

COSDAM Members: Andrew Ho (Chair), Joe Willhoft (Vice Chair), Gregory Cizek, Jim Geringer, Alice Peisch, Linda Rosen, Ken Wagner.

Governing Board Staff: Lisa Stooksberry, Michelle Blair, Sharyn Rosenberg.

NCES Staff: Commissioner James Lynn Woodworth, Elvie Germino Hausken, Nadia McLaughlin, Holly Spurlock, Bill Tirre, Bill Ward.

Other Attendees: American Institutes for Research: Kim Gattis, Young Yee Kim, Fran Stancavage. Council of the Great City Schools: Michael Casserly, Ray Hart. CRP: Arnold Goldstein. Educational Testing Service: Gloria Dion, Amy Dresher, John Mazzeo, Emilie Pooler, Karen Wixson. Hager Sharp: Joanne Lim. Optimal Solutions Group: Brian Cramer, Sarah Guile. Pearson: Cathy White. Westat: Chris Averett, Lisa Rodriguez, Rick Rogers. WestEd: Ann Edwards, Mark Loveland. Other: Cornelia Orr (Governing Board Consultant), Suzanne Wilson (University of Connecticut).

Special Studies on NAEP Mathematics (Closed Session)

Under the provisions of exemption 9(B) of § 552b(c) of Title 5 of the United States Code, COSDAM and ADC met in closed session from 10:30 – 11:30 a.m. to receive a briefing on special studies on NAEP Mathematics that have not yet been released.

ADC Chair Carol Jago called the meeting to order at 10:30 a.m. and welcomed everyone to the joint session. Ms. Jago noted that the special studies could have implications for the NAEP Mathematics Framework. Ms. Jago introduced Bill Tirre of NCES.

Mr. Tirre described results from two studies that use 2017 NAEP Mathematics data. He also described plans for a forthcoming report on these analyses.

ADC and COSDAM members asked questions and discussed reactions to the special studies.

Open Session

Assessment Development Committee (ADC) Members: Carol Jago (Chair), Cary Sneider (Vice Chair), Paul Gasparini, Julia Keleher, Mark Miller, Dale Nowlin, Nardi Routten.

Governing Board Staff: Lisa Stooksberry, Michelle Blair.

National Center for Education Statistics (NCES) Staff: Elvira Germino-Hausken, Nadia McLaughlin, Holly Spurlock, William Ward.

Other Attendees: AIR: Alka Arora, Kim Gattis, Fran Stancavage. ETS: Gloria Dion, Emily Pooler, Karen Wixson. Hager Sharp: Joanne Lim. Optimal: Sarah Guile. Pearson: Cathy White. WestEd: Ann Edwards, Mark Loveland. Other: Suzanne Wilson (University of Connecticut).

Discussion: NAEP Mathematics Framework Update (SV#5)

The ADC continued discussion of the NAEP Mathematics Framework from previous meetings with feedback specific to the public comment draft of the 2025 NAEP Mathematics Framework. The Committee expressed excitement about the mathematical practices that have been added to the framework. Dale Nowlin commented that they seem to be exceptionally clear and concrete. Mark Miller also noted that seeing the practices embedded in the content is going to be extremely valuable to understanding achievement.

Mr. Nowlin and Mr. Miller affirmed the importance of mathematical literacy as a component of the framework. However, the Committee agreed that mathematical literacy needs to be clarified and elaborated. The Committee also reflected on tensions in how mathematics is conceptualized. For instance, in the morning plenary discussion, state and district representatives discussed mathematical literacy as the mathematics that people need to get through their days, as well as the mathematics that people need to be prepared for any possible career, including STEM careers.

Mr. Miller asked whether the emphasis on algebra in grade 8 should be decreased, as reflected in the draft framework. He also asked about the recommended changes related to graphing calculators and the implications for trend reporting.

The Committee discussed digital-based assessment in mathematics, noting the potential challenges of having students typing out their steps rather than writing them out by hand. There was support for adding scenario-based tasks to the NAEP Mathematics Assessment as a stronger representation of what students should be doing with mathematics.

Cary Sneider noted that the Framework Development Panel will refine the draft framework based on public comments that are received. He noted that direct alignment with states is not the

goal because there may be adjustments for NAEP to better reflect what students are learning. He asserted that the draft framework's articulation of the practices may be an example of this "leapfrog" phenomenon. Ms. Keleher added that the framework should clarify the evolution from mathematical complexity to mathematical practices. Ms. Keleher posited that states should be able to determine how to interpret these mathematical practices in relation to their own state assessments. She also encouraged the Board to consider more broadly which tools and resources will assist the public with making sense of the eventual results from the updated assessment.

The Committee noted the importance of tailoring the framework document to educators and the public. Mr. Sneider encouraged the Framework Development Panel to focus on educators and the public when selecting examples to represent the construct of the framework. The examples need to resonate with a wide audience.

Julia Keleher asserted educators will want to be able to make an informed decision about the content that relates to the content they teach. Ms. Keleher stated that if NAEP is covering content that states do not cover, educators may feel disempowered about the extent to which they can affect change. They may even discount NAEP results altogether, which would be problematic for NAEP to fulfill its role. She concluded that relevance requires connection with what is currently being taught, and the description of opportunity to learn in the framework calls for this connection as well. Nardi Routten added that the content coverage should be cumulative to include grades before the grade in question.

Mr. Nowlin requested information about the Framework Development Panel's rationales for proposed framework objectives that are not in any state standards. Ms. Keleher stated that if NAEP assesses content that is not covered in states, this content should be clearly indicated along with explanations of why this content is important for NAEP to assess. Transparency is paramount. The Board should articulate the premises of the framework and how the Board has chosen to navigate them. Mr. Nowlin asserted that the mathematics content across states is more similar. The framework should acknowledge that states are more aligned than they have ever been, and the Board should be clear about how this similarity is being addressed in the framework.

Ann Edwards, Mathematics Content Expert for the Framework Project, responded that the Panel has already prepared detailed rationales for what is included in the framework – with respect to both content that is in NAEP only and content that is in states only. Ms. Edwards pointed out the tension between NAEP serving as the gold standard while also serving as the North Star. As the gold standard, NAEP might only include content that at least one or more state standards include – reflecting the union of state standards. As the North Star, NAEP might be more forward looking as an aspirational measure. Ms. Edwards claimed there are trends and clear movements in the workplace and postsecondary and other national standards such as Next

Generation Science Standards that stipulate that certain content be in grade levels other than where states may have them. The Panel requires guidance about how to weigh these issues. Framework Project Co-Director Mark Loveland noted that if NAEP's purpose is only to measure what is being taught in schools, the NAEP Technology and Engineering Literacy Framework would not have been developed. Mr. Miller noted that the mathematics framework may be an important leadership opportunity for NAEP to reflect where things are headed rather than merely reflecting what states are doing.

The Committee clarified that as an assessment framework, which is distinct from a curriculum framework, the NAEP Mathematics Framework will not specify how content is to be taught or what content states should teach. Paul Gasparini said the framework should note that its purpose is to reflect the Board's current best thinking about where the nation is headed. This will clarify the aspirational aspect of NAEP, i.e., the Board is attempting to present high quality information for states to use as they will.

Given that this is the first framework process under the Board's Framework Development Policy that adopted last year, Chair Jago asked for lessons learned from the implementation of the Mathematics Framework Update Project. Framework Development Panel Chair Suzanne Wilson asked the ADC to consider how the framework process can collect insights from the Panel that do not relate directly to the framework. Some of the panelists had ideas for other NAEP resources that would be useful to educators, for example.

Chair Jago summarized the Committee's consensus, which reflected agreement that some revision of the draft framework is needed. Realignment and rethinking of framework objectives are also needed. Ms. Jago stated that the ADC is encouraged that the Framework Development Panel will carefully review the Committee's feedback along with public comments.

Ms. Jago adjourned the meeting at 12:16 pm.

I certify the accuracy of these minutes.



Carol Jago, Chair

July 16, 2019

Date

National Assessment Governing Board

Committee on Standards, Design and Methodology

Report of May 17, 2019

Joint Session with the Assessment Development Committee (ADC)

COSDAM Members: Andrew Ho (Chair), Joe Willhoft (Vice Chair), Gregory Cizek, Jim Geringer, Alice Peisch, Linda Rosen, and Ken Wagner.

ADC Members: Carol Jago (Chair), Cary Sneider (Vice Chair), Paul Gasparini, Julia Keleher, Mark Miller, Dale Nowlin, and Nardi Routten.

Governing Board Staff: Michelle Blair, Sharyn Rosenberg and Lisa Stooksberry.

NCES Staff: Commissioner James Lynn Woodworth, Elvie Germino Hausken, Nadia McLaughlin, Holly Spurlock, Bill Tirre, Bill Ward.

Other Attendees: American Institutes for Research: Kim Gattis, Young Yee Kim, and Fran Stancavage. Council of the Great City Schools: Michael Casserly and Ray Hart. CRP: Arnold Goldstein. Educational Testing Service: Gloria Dion, Amy Drescher, John Mazzeo, Emilie Pooler, and Karen Wixson. Hager Sharp: Joanne Lim. Optimal Solutions Group: Brian Cramer and Sarah Guile. Pearson: Cathy White. Westat: Chris Averett, Lisa Rodriguez, and Rick Rogers. WestEd: Ann Edwards and Mark Loveland. Other: Cornelia Orr (Governing Board Consultant) and Suzanne Wilson (University of Connecticut).

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ADC Chair Carol Jago called the meeting to order at 10:30 a.m. and welcomed everyone to the joint session. Ms. Jago noted that the special studies could have implications for the NAEP Mathematics Framework. Ms. Jago introduced Bill Tirre of NCES.

Mr. Tirre described results from two studies that had been conducted using 2017 NAEP mathematics data. He also described plans for a forthcoming report on these analyses.

ADC and COSDAM members asked questions and discussed reactions to the special studies.

Committee on Standards, Design and Methodology

COSDAM Members: Andrew Ho (Chair), Joe Willhoft (Vice Chair), Gregory Cizek, Jim Geringer, Alice Peisch, Linda Rosen, and Ken Wagner.

Governing Board Staff: Sharyn Rosenberg.

NCES Staff: Commissioner James Lynn Woodworth and Bill Tirre.

Other Attendees: American Institutes for Research: Young Yee Kim. Educational Testing Service: Amy Dresher and John Mazzeo. Hager Sharp: David Hoff. HumRRO: Thanos Patelis. Westat: Chris Averett and Rick Rogers. Other: Cornelia Orr (Governing Board Consultant).

Draft Statement on Uses of NAEP (SV #3)

Chair Andrew Ho noted that a draft statement on intended interpretations and uses of NAEP was sent to COSDAM members by email at the beginning of the week. The cover document described three related but distinct possible documents to advance appropriate uses of NAEP results: 1) a statement of intended interpretations and uses of NAEP results; 2) an interpretative guide to accompany achievement level reports; and 3) a document that clarifies how the overarching goals in the Strategic Vision can be realized, such as a “theory of action” for how NAEP can improve education. He noted that the current discussion was focused on the first document and invited Committee members to share their reactions to the draft.

In general, COSDAM members felt that the document was understandable to non-psychometricians but noted several places where the language could be clarified. For example, the document should explicitly state that scores are based on how the content is defined by the frameworks, and in contrast, that NAEP scores are not intended to measure how well students are performing in relation to state and local curricula nor achievement levels on state assessments. Committee members also suggested that the document be divided more clearly into two sections: intended interpretations and intended uses.

Some COSDAM members suggested that this document should be limited to one page, while others argued that it could be a 4-page document with the first page more targeted to a general audience. Another option would be to produce two different versions of the document with varying levels of detail.

There was a brief discussion about the purpose and format of the other two potential documents described in Mr. Ho’s email to the Committee. Some COSDAM members suggested that an interpretative guide should include scale scores in addition to achievement levels, and that the second document could elaborate further on the intended uses and interpretations of NAEP with specific examples. Committee members did not support the idea of creating a “theory of action” to explain how NAEP is intended to improve education but acknowledged that there are a lot of impactful things that people do with NAEP, even if they are not necessarily intended uses. Some COSDAM members did support the notion of a distinct activity to address efforts to increase the impactful uses of NAEP, perhaps in conjunction with a new Strategic Vision

process. This alternative activity would become the third proposed document in place of a theory of action.

Mr. Ho adjourned the meeting at 12:50 pm.

I certify the accuracy of these minutes.



Andrew Ho, Chair

June 21, 2019

Date

National Assessment Governing Board

Reporting and Dissemination Committee Meeting

Report of May 17, 2019

Reporting and Dissemination Committee Members: Rebecca Gagnon (Chair), Father Joseph O’Keefe (Vice Chair), Tyler Cramer, Tonya Matthews, Fielding Rolston.

Reporting and Dissemination Committee Members Absent Alberto Carvalho, Terry Mazany

National Assessment Governing Board Staff: Stephaan Harris, Laura LoGerfo

National Center for Education Statistics Staff: Jamie Deaton, Eunice Greer, Dan McGrath, Ebony Walton, Grady Wilburn.

Institute of Education Sciences: Mark Schneider

CCSSO Task Force: Shelley Loving-Ryder

Contractors: American Institutes for Research (AIR): Markus Broer, Cadelle Hemphill. CRP, Inc.: Arnold Goldstein, Edward Woffrd. Educational Testing Service (ETS): Jan Alegle, Jay Campbell, Robert Finnegan, Lisa Ward. Forum One: Timothy Shaw. Hager Sharp: David Hoff, Debra Silimeo. The Hatcher Group: Ann Bradley, Robert Johnston. HumRRO: Monica Gribben, Thanos Patelis. Optimal Solutions Group: Regina Calloway, Nicholas Linnen. Pearson: Jason Clothies. RTI: Sandra Durden, Jason Hill, Kevin Jordan, Sarah Larson, Kimberly O’Malley, Sonya Powers, Kirsten Rieth. Westat: Greg Binzer, Lauren Byrne, Marcie Hickman. Other: Anderson Davis.

The chair of the Reporting and Dissemination (R&D) Committee, Rebecca Gagnon, called the committee meeting to order at 10:32 am. Chair Gagnon provided an overview of the agenda and reminded committee members that an updated version of the committee’s activities under the Governing Board’s Strategic Vision is included with the materials.

Report on the Release of the 2017 NAEP in Technology and Engineering Literacy

Stephaan Harris, Governing Board Assistant Director of Communications, shared good news from the initial release of the results from the second administration of the Technology and Engineering Literacy (TEL) assessment. Nearly 100 people attended the in-person event on April 30 in Raleigh, North Carolina, and 320 people viewed the event via livestream.

R&D Committee members Tyler Cramer and Fielding Rolston reported that the livestream worked well and looked great. All members agreed that the teacher-student teams who described their experiences taking a released scenario-based task from TEL proved the highlight of the entire event. The duos articulated the unique qualities of the TEL assessment and expressed excitement over a test that held their interest and pushed their thinking.

Governing Board Vice Chair and R&D Committee member Tonya Matthews inquired if anyone had investigated whether an event such as the TEL release in Raleigh leads to more data analysis by researchers and policy advocates. Do these events promote the use of the data or merely the release of the data? Ms. Matthews also reminded the Governing Board staff to tag TEL-related social media posts with high-profile supporters of education in science, technology, engineering, and mathematics (STEM), like actress Amy Poehler, to widen the scope of potential stakeholders.

Impact of the National-Only NAEP Assessments

The committee then shifted attention to a paper that examines who uses results from national-only NAEPs and how HumRRO, the Governing Board's technical support contractor, prepared the paper, which provided empirical evidence about the stakeholder base for the national-only NAEPs. The full paper was included with this meeting's Board materials and may be found on the Governing Board's website.

Laura LoGerfo, Assistant Director for Reporting and Analysis, presented highlights from this research report and invited committee members to react. Vice Chair of the R&D Committee, Father Joseph O'Keefe, commented that the national-only assessments receive less attention than assessments with state and urban district results, but hold immense value in that the national assessments are the only assessments that allow private school comparisons.

Tonya Matthews wondered who the stakeholders are for the national-only NAEP assessments, and how to convert those who may not be invested in these national-only findings. What can make national-only NAEP results meaningful for state- and district-level audiences? If the Board expects state education chiefs to use national-only data, Board members and staff may need to translate the national conversation into a more local conversation. This translation from results to reality should start with asking teachers and district administrators what changes their practice and why.

Committee members suggested hosting releases of two related assessments together, one with national-level data and one with state-level data, to draw connections that entice a more diverse set of stakeholders to join the conversation. For example, releasing results from TEL and from Science at the same time would provide a more complete picture of STEM education in the nation and perhaps resonate more effectively with STEM advocates.

Indeed, different assessments may spark different interests among stakeholders. For example, the TEL assessment has piqued interest in the collection of process data and the development of innovative, engaging items that improve the assessment experience for students. But, if the data, which can be analyzed to address these interests, are not released or released too late, then interest in pursuing these data may wane. In addition, presenting process data may provoke protest among privacy proponents. The Governing Board and staff at the National Center for Education Statistics (NCES) should collaborate on finding ways to accelerate the review of data for release and to assuage fears about violating data privacy.

Considering Contextual Variables

The committee meeting next focused on contextual variables. Dan McGrath of NCES and Jan Alegre and Robert Finnegan of ETS shared ideas on how to organize the contextual data more effectively and discussed the process to improve reporting on the contextual data.

Ms. Alegre presented on organizing contextual data not only from NAEP but also from other federal education data sets to offer a more coherent narrative about what the data show. For example, complementing NAEP data with non-NAEP data on average socioeconomic status of a neighborhood and mobility into and out of that neighborhood could contribute to a deeper understanding of the challenges districts face in educating students. Any additional data to present along with NAEP would adhere to the primary guidelines for any NAEP contextual data: (1) Relate to student performance; and (2) Be valuable and actionable.

Tim Shaw from the NCES contractor Forum One shared highlights from their NAEP website usability studies. For five years, the Forum One team has interviewed a diverse set of NAEP users on their ease in navigating the *Nation's Report Card* website. Mr. Shaw highlighted a few surprising findings, such as the lesson that clever titles for webpages do not actually elicit more views. Instead, simply naming a webpage what it is actually elicits the desired outcome of more “hits.” Users requested more choices in parsing the results to develop their own interpretive narratives—still accurate but perhaps more narrowly focused on their interests and purposes. Users also sought visuals that they could share at minimal inconvenience and effort.

Over the last year, the NCES reporting team produced three stand-alone reports on contextual data, which enjoyed immense popularity, especially when compared with the contextual data webpage on the main report card website. This success raises the question as to whether the Governing Board would accept standalone reporting for contextual data, rather than subsuming contextual data into the *Nation's Report Card* where that contextual information may be lost amidst the vast array of performance data. R&D Committee members did not come to any decision on whether stand-alone reports of contextual data should be implemented for the release of the 2019 *Nation's Report Card*.

Progress on Postsecondary Preparedness

The meeting then turned to the postsecondary preparedness work. At the November 2018 quarterly meeting, the Governing Board approved the final recommendations of the Ad Hoc Committee on Postsecondary Preparedness. This committee recommended utilizing existing measures within NAEP, NCES, and beyond to capture the various skills and abilities that constitute postsecondary preparedness. Ad Hoc committee members urged that these measures should be presented in an online dashboard.

To fulfill this recommendation, the Ad Hoc Committee encouraged the Governing Board and NCES to develop a dashboard prototype to ascertain if a Postsecondary Preparedness Dashboard is feasible and potentially valuable to stakeholders. The committee also requested a conceptual framework to describe the universal skills that represent postsecondary preparedness. The Ad Hoc Committee disbanded in November and passed the responsibilities for this work to the Reporting and Dissemination Committee. At the March meeting of R&D, the committee

reviewed the outline for the conceptual framework, discussed the potential audiences for the dashboard, and elaborated on the project timeline.

For this May session of R&D's work on the Postsecondary Preparedness Dashboard, the committee explored a draft design, structure, and organization for the dashboard. Eunice Greer of NCES led this discussion, along with Robert Finnegan of ETS and Tim Shaw of Forum One.

As part of this discussion, the committee considered potential data sources beyond NAEP to populate the dashboard. Committee members agreed to focus on skills (as opposed to credential attainment) in selecting data to feature and discussed how to marry non-academic and academic data in one dashboard. Robert Finnegan showed an example of placing NAEP data next to data from the Programme for the International Assessment of Adult Competencies (PIAAC) to offer a fuller picture of literacy from childhood through adulthood. The draft design incorporated multiple layers of data, including NAEP achievement levels, percentages of students falling into various categories of numeracy and literacy, and these findings across various age ranges. Within this discussion, the committee wondered if and how the dashboard should flag the maturity of a given indicator, i.e., whether its relative newness as an indicator means less information and/or less reliability.

The committee members agreed that the website must be built to appeal to two primary audiences: (1) people who want this information and know about NAEP and preparedness work; (2) people who want this information and know little to nothing about NAEP. This may necessitate both exploratory and explanatory approaches to the dashboard website, allowing relative neophytes to explore outcomes about which general audiences are curious and providing more experienced users with tools to plumb the data more deeply and to tailor the dashboard to their needs. The August meeting of the R&D Committee will explore a more detailed design of the dashboard website.

The meeting concluded at 12:30 pm.

I certify the accuracy of these minutes.

Respectfully submitted,



Rebecca Gagnon
Chair

July 18, 2019

Date

National Assessment Governing Board

Nominations Committee (Closed Session)

Report of May 18, 2019

Nominations Committee Members: Fielding Rolston (Chair), Andrew Ho, Cary Sneider.

Nominations Committee Members Absent: Dana Boyd, Jim Geringer, Tonya Matthews, Terry Mazany, Joseph O’Keefe, S.J.

Other Board Members: Mark Miller, Paul Gasparini.

Board Staff: Stephaan Harris, Donnetta Kennedy, Lesley Muldoon, Munira Mwalimu, Tessa Regis, 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 May 18, 2019 from 7:30 to 8:15 a.m.

Nominations Committee Chair Fielding Rolston called the meeting to order at 7:30 am. He welcomed committee members and acknowledged Mr. Miller for joining the meeting for the third time and Mr. Gasparini for his first attendance. Mr. Rolston noted the absence of members Dana Boyd, Jim Geringer, Tonya Matthews, Terry Mazany, and Fr. Joseph O’Keefe, and reviewed the agenda.

Ms. Stooksberry updated the committee on a recent meeting with the Secretary’s Chief of Staff, held on Wednesday, April 17, 2019. She reported that the Chief of Staff was provided the slate of finalists for the following open positions on the Governing Board, which are:

1. Business Representative
2. Chief State School Officer
3. Curriculum Specialist (2)
4. Local School Superintendent
5. Twelfth Grade Teacher
6. State School Board Member
7. Testing & Measurement Expert

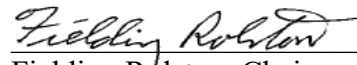
The Committee discussed current members’ terms alongside upcoming vacancies by category. In 2020, the Committee seeks to fill the General Public Representative seat with a member who brings expertise in parental advocacy and engagement. In 2021 the vacancy in this category will be seated by a generalist with expertise in educational advocacy. The goal is to maintain balance in this category moving forward, with two seats held by generalists and two held by parent advocates.

Ms. Muldoon led the committee in discussion on how to identify and implement strategies to increase the diversity of the candidate pool, with a focus on candidates of color. She referenced the NAEP Law which states the Board shall always ensure that the membership reflects regional, racial, gender, and cultural balance and diversity. She suggested that the committee use ethnicity data from years past. Mr. Sneider reminded the committee that it is not just increasing the racial/ethnicity of the candidate pool but to seek specific individuals of color who bring the requisite experience and expertise. Mr. Rolston supported this position, cautioning the committee that the candidates must be qualified. Ms. Mwalimu suggested that staff should reach out to the Department's Diversity and Inclusion Council. Mr. Ho noted the importance of Board members actively seeking candidates who will bring diversity to the Board. Mr. Miller suggested that the Council of Chief State School Officers' initiative in diversifying the teacher workforce should be tapped into as we look to fill seats held by educators and principals. Finally, Mr. Rolston suggested that Ms. Muldoon report to the Board in open session the plans for 2020 recruitment.

Ms. Regis led the discussion on the Procedures Manual that came out of the November 2018 meeting. Minor edits were made, and all members agreed that the document is now final. The Procedures Manual will now serve as an operating historical document for the Committee and can be amended as needed.

Mr. Rolston thanked the Nominations Committee members for their efforts and commended staff for facilitating the work of the Committee.

I certify the accuracy of these minutes.



Fielding Rolston, Chair

July 1, 2019

Date