

Executive Committee

November 14, 2019

Fitzgerald B



AGENDA

| | | |
|----------------|--|---------------------|
| 4:00 – 4:05 pm | Welcome and Agenda Overview <i>Tonya Matthews, Vice Chair</i> | |
| 4:05 – 4:30 pm | Implementation of Strategic Vision 1.0 and Development of Strategic Vision 2.0 <i>Lesley Muldoon, Executive Director</i> <i>Lisa Stooksberry, Deputy Executive Director</i> | <i>Attachment A</i> |
| 4:30 – 6:00 pm | CLOSED: NAEP Assessment Schedule and Budget Briefing and Discussion <i>Lesley Muldoon</i> <i>Peggy Carr, Associate Commissioner, NCES</i> | <i>Attachment B</i> |

Strategic Vision 1.0 – Remaining Priorities through August 2020

The Governing Board's Strategic Vision was adopted in November 2016 and intended to be implemented through 2020. At the August 2019 Board meeting Executive Director Lesley Muldoon provided the Board with its third annual progress report on the Vision implementation. Then, the Board discussed the need to identify the remaining priorities to address during the next year.

Following that recommendation, each committee has allocated some time during this quarterly meeting to discuss how to prioritize the remaining activities over the next nine months. Concurrently, the Executive Committee will begin its work to develop a new Strategic Vision (2.0) for planned action during the August 2020 meeting.

Notable accomplishments to date and remaining priorities are listed below for each committee.

Assessment Development Committee

Notable accomplishments to date:

- SV5: Revised Board policy on Framework Development (approved March 2018)
- SV5: Initiated framework reviews for NAEP Reading and Mathematics Frameworks
- SV5: Implemented a NAEP Mathematics Framework Update (to be presented for full Board action at the November 2019 Board meeting)
- SV5: Streamlined reviews of NAEP assessment items, paving the way for a portfolio of work devoted to NAEP frameworks

Remaining priorities for Strategic Vision 1.0:

- SV3: Develop a set of principles to guide questionnaire revisions in ways that reflect the Board's expectations for how NAEP data should be used (in conjunction with the Reporting and Dissemination Committee)
 - SV5: Implement a NAEP Reading Framework Update (to be presented in August 2020)
 - SV5: Revise the Board's Item Development and Review Policy with additional linkages to framework reviews
 - SV8: Determine how a review of other countries' assessment programs should inform frameworks, framework processes, contextual data, and reporting
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Committee on Standards, Design, and Methodology

Notable accomplishments to date:

- SV2: Conducted several studies to link NAEP to other assessments and indicators of student achievement
- SV3: Developed a draft statement of intended meaning for NAEP (to be presented for full Board discussion at the November 2019 Board meeting)
- SV5: Revised the Board policy on NAEP achievement level setting (approved November 2018)
- SV5: Formed the Achievement Levels Working Group to develop a comprehensive plan for implementing the remaining recommendations from the recent evaluation of NAEP achievement levels (to be presented for full Board discussion at the November 2019 Board meeting)
- SV7: Commissioned white papers, organized a symposium, and presented at conferences on the policy and technical considerations of the NAEP Long-Term Trend (LTT) Assessment; updated Assessment Schedule to include a 2020 administration of LTT after receiving appropriations for this specific purpose (approved March 2019)
- SV9: Explored technical implications of consolidating frameworks and coordinating assessments

Remaining priorities for Strategic Vision 1.0:

- SV2: Determine how to synthesize and report results from NAEP linking studies to provide context for NAEP
 - SV3: Conduct additional research on the appropriate and inappropriate uses of NAEP achievement levels
 - SV3: Disseminate information on technical best practices and NAEP methodologies
 - SV5: Complete Achievement Levels Procedures Manual to describe implementation details of the revised policy statement
 - SV10: Determine how to proceed with the Board's earlier research on academic preparedness for college in light of recent efforts to develop a postsecondary conceptual framework and dashboard
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Reporting and Dissemination Committee

Notable accomplishments to date:

- SV1: Expanded network of partners and colleagues through regular meetings, conference calls, and social media posts with relevant tags
- SV1: Maintain database of meetings and points of contacts among stakeholders and partner organizations (i.e., Salesforce), allowing targeted outreach
- SV1: Promoted work of NCES secondary research grants, i.e., annual poster fair, video
- SV3: Developed social media toolkits for external partners to disseminate messaging about NAEP
- SV3: Innovated motion graphics and short videos highlighting NAEP data analyses, along with infographic featuring multiple data points to convey cohesive message about NAEP results
- SV4: Increased avenues for outreach and dissemination, specifically through emailed newsletters, frequent posts on social media and paid promotions on Facebook and LinkedIn
- SV4: Social media outreach expansion of NAEP data and event promotion that led to a 20% increase in Twitter followers and a nearly 8% increase in Facebook followers, with the latter gain being above the national benchmark
- SV6: Produced graphics for dissemination featuring contextual data at least twice per month
- SV10: Drafted conceptual framework for postsecondary preparedness and collaborated with NCES on prototype for postsecondary preparedness

Remaining priorities for Strategic Vision 1.0:

- SV1: Engage strategically with State Policy Task Force, TUDA Task Force, and membership organizations for state policymakers and district leaders to strengthen relationships with and outreach strategies to state and urban district partners
 - SV3: Create new tools for stakeholders to understand and interpret NAEP data, especially achievement levels
 - SV6: Improve measure of socioeconomic status on NAEP
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Executive Committee

Notable accomplishments to date:

- SV7: Determined to continue LTT with investment to explore feasibility of transadapting to a digital assessment
- SV9: Established policy priorities and approved the NAEP Assessment Schedule
- SV10: Established the Ad Hoc Committee on Measures of Postsecondary Preparedness

Remaining priorities for Strategic Vision 1.0:

- Lead development of Strategic Vision version 2.0 for Board action in August 2020
 - Form State Policymaker Advisory Group to increase state policymaker awareness and use of NAEP resources
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National Assessment Governing Board's **Strategic Vision**

The Nation's Report Card, also known as the National Assessment of Educational Progress (NAEP), was developed in 1969 to answer the important question: "How are our nation's students doing?" The National Assessment Governing Board established this Strategic Vision to not only answer the first question, but also to expand NAEP's impact by addressing a second question: "How can NAEP provide information about how our students are doing in the most innovative, informative, and impactful ways?"

Congress created the independent, bipartisan Governing Board in 1988 to set policy guidelines for The Nation's Report Card, which is the largest nationally representative, continuing evaluation of the condition of education in the United States. In statute Congress charged the Governing Board to identify NAEP subjects to be tested, determine the content and achievement levels for each assessment, approve all test questions, and take steps to improve the form, reporting, and use of results.

The Governing Board partners with the National Center for Education Statistics, which administers the NAEP program, to inform a wide range of stakeholders—including policymakers, educators, researchers, business leaders, the media, and the general public—about what America's students know and can do in various subject areas, and compare achievement data over time and among student demographic groups. This allows the nation to understand where more work must be done to improve learning among all students.

The Governing Board fulfills its statutory mission by continuously reviewing and revising its policies and practices to ensure The Nation's Report Card measures and reports meaningful information to the public.

The educational landscape of the 21st century demands increased academic ambition, greater technological sophistication, improved civic participation, and expanded global perspectives for all students. In this time of rapid and accelerating change, it is essential for The Nation's Report Card to support innovation and address the need to improve student achievement, while maintaining its timeless promise to serve as the constant and unassailable measure of student achievement for our nation. To increase the value of The Nation's Report Card as a resource to impact student achievement, the Governing Board adopted this Strategic Vision with a dual focus on innovating to enhance NAEP's form and content and informing stakeholders to expand NAEP's dissemination and use.



Inform

The National Assessment Governing Board will promote The Nation's Report Card's wealth of information to facilitate the awareness and uses of NAEP in appropriate, timely, new, and meaningful ways. Examples of NAEP resources include: results; trends; test questions and tasks; studies; measurement innovations; frameworks that specify the content and design of NAEP assessments; and contextual variables about student demographics and educational experiences collected from students, teachers, and schools. The Governing Board will:

- Strengthen and expand partnerships by broadening stakeholders' awareness of NAEP and facilitating their use of NAEP resources.
- Increase opportunities to connect NAEP to administrative data and state, national, and international student assessments.
- Expand the availability, utility, and use of NAEP resources, in part by creating new resources to inform education policy and practice.
- Promote sustained dissemination and use of NAEP information beyond Report Card releases with consideration for multiple audiences and ever-changing multi-media technologies.



Innovate

The National Assessment Governing Board will revise the design, form, and content of The Nation's Report Card using advances in technology to keep NAEP at the forefront of measuring and reporting student achievement. The Governing Board will:

- Develop new approaches to update NAEP subject area frameworks to support the Board's responsibility to measure evolving expectations for students, while maintaining rigorous methods that support reporting student achievement trends.
- 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.
- Research policy and technical implications related to the future of NAEP Long-Term Trend assessments in reading and mathematics.
- Research assessments used in other countries to identify new possibilities to innovate the content, design, and reporting of NAEP.
- 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.
- Develop new approaches to measure the complex skills required for transition to postsecondary education and career.

This Strategic Vision will focus the work of the Governing Board through the year 2020. By pursuing these priorities, the Governing Board will ensure that The Nation's Report Card provides the country with valuable data that measure and contribute to the improvement of student progress in achieving important knowledge and skills necessary for success as citizens in our democratic society.

Unanimously approved November 18, 2016

Fiscal Year 2020 Appropriations

Fiscal year (FY) 2020 extends from October 1, 2019 – September 30, 2020. The President signed the continuing resolution to continue federal funding at the FY19 levels through November 21, 2019, providing Congress with more time to conference the House and Senate bills and pass the FY20 appropriations.

While both the House and Senate bills would provide flat funding for the NAEP program (\$151M for NAEP and \$7.745 for NAGB), the Senate version contains directives to NCES and the Governing Board regarding NAEP. Given the possibility that this bill language will be included in the final conferenced/passed appropriations law, the Executive Committee will use its closed session time to review current budget estimates and prepare for the potential response to Congress.

The Committee recommends \$158,745,000 to provide support for the National Assessment of Educational Progress [NAEP], a congressionally mandated assessment created to measure and report the educational achievement of American students in a range of subjects and analyze trends over time. Within the funds appropriated, the Committee recommends \$7,745,000 for the National Assessment Governing Board [NAGB], which is responsible for formulating policy for NAEP. The Committee continues to support assessments for students in United States History, Civics, and Geography. The Committee directs NAGB to continue administering assessments in these three areas, at least every 4 years, in accordance with the current NAEP schedule.

The Committee is concerned with recent and sudden changes to the proposed NAEP schedule, which includes significant changes from the schedule outlined in the President's budget request. The Committee directs the Department and NAGB to provide a briefing to the Committees on Appropriations of the House of Representatives and the Senate within 30 days of enactment on the proposed changes and estimated funding needed to maintain the schedule outlined in the fiscal year 2020 budget request. The Committee expects requested funding levels to align with assessment schedules included in the budget request, and directs the Department and NAGB to coordinate accordingly.

The following pages are:

- most recently approved NAEP Assessment Schedule (*referred to as "proposed" in the above Senate bill language*), approved July 19, 2019; and
- the NAEP Assessment Schedule that was in effect at the time of the President's Budget Request (*referred to as "current" in the above Senate bill language*), approved November 21, 2015.

Note, not included is the NAEP Assessment Schedule approved on March 1, 2019 which was passed for the sole purpose of added the Long-Term Trend assessment to be conducted in 2020, per fiscal year 2019 appropriations; no other changes were made.



National Assessment of Educational Progress

Schedule of Assessments

Approved July 19, 2019

The *National Assessment of Educational Progress (NAEP) Authorization Act* established the National Assessment Governing Board to set policy for NAEP, including determining the schedule of assessments. (P.L. 107-279)

| Year | Subject | National Levels Assessed | State Grades Assessed | TUDA Grades Assessed |
|------|---|--|-----------------------------------|----------------------|
| 2019 | Reading Mathematics Science Transcript Studies | 4, 8, 12 4, 8, 12 4, 8, 12 | 4, 8 4, 8 | 4, 8 4, 8 |
| 2020 | Long-term Trend* | ~ | | |
| 2021 | Reading Mathematics Civics U.S. History | 4, 8 4, 8 8 8 | 4, 8 4, 8 | 4, 8 4, 8 |
| 2022 | | | | |
| 2023 | Reading Mathematics Science Technology and Engineering Literacy Transcript Studies | 4, 8, 12 4, 8, 12 8 8 | 4, 8 4, 8 | 4, 8 4, 8 |
| 2024 | Long-term Trend | ~ | | |
| 2025 | READING MATHEMATICS Civics U.S. History | 4, 8 4, 8 8 8 | 4, 8 4, 8 | 4, 8 4, 8 |
| 2026 | | | | |
| 2027 | Reading Mathematics SCIENCE Technology and Engineering Literacy Transcript Studies | 4, 8, 12 4, 8, 12 4, 8 8 | 4, 8, 12 4, 8, 12 4, 8 8 | 4, 8 4, 8 4, 8 |
| 2028 | Long-term Trend | ~ | | |
| 2029 | Reading Mathematics CIVICS U.S. HISTORY WRITING | 4, 8 4, 8 4, 8, 12 4, 8, 12 4, 8, 12 | 4, 8 4, 8 8 4, 8, 12 | 4, 8 4, 8 4, 8 |

NOTES:

* Long-term Trend (LTT) assessment in 2020 not administered by computer. All other assessments will be digitally based.

~ LTT assessments sample students at ages 9, 13, and 17 and are conducted in reading and mathematics.

BOLD ALL CAPS subjects indicate the assessment year in which a new or updated framework is implemented, if needed.



National Assessment of Educational Progress

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| Year | Subject | National Grades Assessed | State Grades Assessed | TUDA Grades Assessed |
|------|--|--|-----------------------------|----------------------------|
| 2014 | U.S. History* Civics* Geography* TECHNOLOGY AND ENGINEERING LITERACY | 8 8 8 8 | | |
| 2015 | Reading* Mathematics* Science** | 4, 8, 12 4, 8, 12 4, 8, 12 | 4, 8 4, 8 4, 8 | 4, 8 4, 8 |
| 2016 | Arts* | 8 | | |
| 2017 | Reading Mathematics Writing | 4, 8 4, 8 4, 8 | 4, 8 4, 8 | 4, 8 4, 8 |
| 2018 | U.S. History Civics Geography Technology and Engineering Literacy | 8 8 8 8 | | |
| 2019 | Reading Mathematics Science High School Transcript Study | 4, 8, 12 4, 8, 12 4, 8, 12 | 4, 8 4, 8 | 4, 8 4, 8 |
| 2020 | | | | |
| 2021 | Reading Mathematics Writing | 4, 8 4, 8 4, 8, 12 | 4, 8 4, 8 8 | 4, 8 4, 8 |
| 2022 | U.S. HISTORY CIVICS GEOGRAPHY Economics Technology and Engineering Literacy | 8, 12 8, 12 8, 12 12 8, 12 | | |
| 2023 | Reading Mathematics Science High School Transcript Study | 4, 8, 12 4, 8, 12 4, 8, 12 | 4, 8 4, 8 4, 8 | 4, 8 4, 8 4, 8 |
| 2024 | ARTS FOREIGN LANGUAGE Long-term Trend | 8 12 ~ | | |

NOTES:

*Assessments not administered by computer. Beginning in 2017 all operational assessments will be digitally based.

**Science in 2015 consisted of paper-and-pencil and digital-based components.

~Long-term Trend (LTT) assessments sample students at ages 9, 13, and 17 and are conducted in reading and mathematics. Subjects in **BOLD ALL CAPS** indicate the year in which a new framework is implemented or assessment year for which the Governing Board will decide whether a new or updated framework is needed.