

National Assessment Governing Board

Meeting of August 2–3, 2019

Cheyenne, WY

OFFICIAL SUMMARY OF GOVERNING BOARD ACTIONS

Complete Transcript Available

National Assessment Governing Board Members Present

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

Governing Board Members Absent

Alberto Carvalho
Nardi Routten

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

National Center for Education Statistics (NCES)

Lynn Woodworth, Commissioner
Peggy Carr, Associate Commissioner
Enis Dogan
Patricia Etienne
Eunice Greer
Shawn Kline
Daniel McGrath
Holly Spurlock

American Institutes for Research (AIR)

Jack Buckley
Kim Gattis
Cadelle Hemphill

CRP, Inc.

Edward Wofford

Educational Testing Service (ETS)

Jay Campbell
Amy Drescher
Robert Finnegan
Helena Jia
Daniel McCaffrey
Emilie Pooler
Luis Saldivia

Hager Sharp

Joanne Lim
Debra Silimeo

The Hatcher Group

Ann Bradley
Robert Johnston

Human Resources Research Organization (HumRRO)

Emily Dickinson
Monica Gribben
Thanos Patelis

Optimal Solutions Group

Brian Cramer

Pearson

Kevin Baker
Llana Williams

Westat

Chris Averett
Greg Binzer
Rick Rogers
Keith Rust

WestEd

Ann Edwards
Steve Schneider

Other Attendees/Speakers

Myra Best, DigiLearn
Jillian Balow, Superintendent of Public Instruction, Wyoming
Michael Carroll, Wyoming Department of Education
Michael Casserly, Council of the Great City Schools (CGCS)

Cindy DeLancey, President, Wyoming Business Alliance
William Donkersgoed, Wyoming Department of Education
Kari Eakins, Wyoming Department of Public Instruction
Shannon Garrison, Los Angeles Unified School District
Mark Gordon, Governor of Wyoming
Jay Harnack, Superintendent, Sublette County School District #1
Raymond Hart, CGCS
Laurie Hernandez, Wyoming Department of Education
Matt Kaufman, Wyoming Blockchain Taskforce
Andrew Kolstad, P20 Strategies LLC
Barb Marquer, Wyoming Department of Education
Gary New, Operations Section Head, National Center on Atmospheric Research, Wyoming
Supercomputing Center
Scott Norton, Council of Chief State School Officers
Cat Palmer, Wyoming Department of Education
Jessica Steinbrenner, Wyoming Department of Education
Eric Trowbridge, Founder and Executive Director, The Array School of Design and Technology

Call to Order

The August 2, 2019, session of the National Assessment Governing Board (Governing Board) meeting was called to order by Chair Beverly Perdue at 8:27 a.m.

Welcome to Wyoming

Governing Board Chair Beverly Perdue asked Governor Jim Geringer to introduce Mark Gordon, Governor of Wyoming. Following introductions of Board members, Governor Gordon expressed appreciation for NAEP as a standardized set of tests to help assess progress in educating Wyoming youth. He explained that parents complain about too much testing, but tests serve different purposes, noting that NAEP provides information about students' progress over time.

Governor Gordon shared the improvements that Wyoming has experienced in the last few years, which have outpaced other states, and attributed NAEP to helping Wyoming set a higher standard for student achievement. Governor Gordon described what he saw as a pattern in which smaller schools allow greater opportunities for teachers to be creative in how they implement educational opportunities, highlighting a specific Wyoming school district that displayed strong community involvement around an educational program.

Next, he discussed the difficulty of measuring educational improvement. The Governor stated that by focusing on the impact of teachers and administrators on education, we have missed the importance of student peer groups. He then posed the question to the Board: how can we make the classroom a more community-oriented, aspirational environment?

Chair Perdue opened the floor for answers to that question and general reactions from the Board. Board members praised the Governor's focus on peer groups and his understanding of the distinctions between different types of assessment. Cary Sneider complimented the Governor for seeking advice and agreed that peer collaboration makes learning more meaningful to students and facilitating student collaboration falls to the responsibility of the teacher. Paul Gasparini urged the Governor to ask principals in the state the same question. Joe Willhoft described how he studied schools in Japan and found schools there to be structured differently, with more community responsibility for learning; for example, teachers move among classes, and teachers do not have planning periods but team planning in which they decide collectively how to manage issues. Joe Willhoft did not consider school size the only important factor in creating community.

Mark Miller encouraged the Governor to talk to teachers about pursuing National Board certification, a rich program that includes guidance on getting to know students. He encouraged full support, including financial support, and noted the state would see improvements from supporting teachers to pursue certification.

Andrew Ho remarked that the effects of peer groups are well-established and suggested we need to change the target of teaching to the peer group rather than individual students. Dale Nowlin noted that in his experience, when students work in teams, they ask questions like “are we going to get graded on this” a lot less. The focus can be on the work and not just on grades, but teachers require training on how to facilitate working in teams.

Upon conclusion of the discussion, Chair Perdue requested a motion for approval of the May 2019 minutes. Rebecca Gagnon made a motion to accept the minutes and this motion was seconded by Linda Rosen. No discussion ensued and the minutes were approved.

Update from the Institute of Education Sciences Director

Mark Schneider, Director of the Institute of Education Sciences (IES), spoke of attending the International Society for Technology in Education (ISTE) Conference and Expo, during which he conversed with vendors from the multi-billion-dollar education technology industry. He raised concerns that many of the products sold are frequently not used. He asked salespeople if there is evidence of data being used in making purchase decisions.

The salespeople stated that they frequently receive calls near the end of the year when schools have funds they need to spend. School administrators often want to buy “popular” things such as furniture to support experiential learning, without understanding how to use what they purchase. Teachers and administrators then often seek the salesperson’s assistance on what to do with the furniture. The salesperson then sells them a curriculum or a professional development program. Mr. Schneider remarked that “what starts out as a furniture company [selling school desks] moves further up the food chain in terms of influencing what teachers do.” He wondered how to help districts and schools approach purchasing decisions in a more intentional and planful way.

The government and the research community must better communicate what is known and translate that information into actionable plans that schools and districts can implement. IES is commissioning videos and other media to turn research findings into guides about how to enact evidence-based, effective practices in the classroom. He also indicated the need to develop massive open online courses (MOOC) that present lessons learned so those involved in the day-to-day work of education can apply results from research.

Board Chair Beverly Perdue opened the floor for questions and comments. Ken Wagner attributed many of these issues to a crisis of school, district, and state leadership—a paternalistic approach that perpetuates problems. He encouraged the development of shared or distributed leadership where teachers can plan and contribute to decision-making that affects them. He urged current teacher preparation and professional development programs to start over completely; current programs train teachers for the past. Teacher preparation programs should prepare them to work as a community and to solve problems of the future together.

Dana Boyd described how her campus is ridding classrooms of all existing furniture and installing “21st century furniture.” This destroys the work that teachers have invested to make the

classrooms their own. She noted that budget decisions are made regardless of principals' voices, and principals have little influence regarding district-level changes.

Cary Sneider commented that he attends many meetings where experts discuss what students know about engineering education, and the field knows a lot about what works in K–12 education. He has reviewed hundreds of studies that show effective education techniques and offered to help IES ensure this work is not neglected.

Mark Schneider appreciated the Board members' feedback and reiterated that 'translation' is the most important word in the entire conversation. Because the Board operates in a different world from researchers, the Board's responsibility is translational. Tonya Matthews commented that everyone has a different definition of who should make decisions and what expertise is needed at the table. She added that those at the table should be authentic voices.

NAEP Mathematics Framework Update: Policy Discussion (SV #5)

Carol Jago, Chair of the Assessment Development Committee, provided context for the Mathematics Framework update conversation, reminding Board members it is the Governing Board's responsibility to determine NAEP assessment content and the framework communicates what is assessed on NAEP. Ms. Jago described the update process as comprehensive, inclusive, and deliberative. As part of this, the process intentionally engages the active participation of a broad array of stakeholders. She noted the NAEP Mathematics Framework is currently in the stage of obtaining Board review.

Several issues were raised in the public comment period, which ended in June 2019. At the forefront of these issues were policy questions about whether NAEP should address only what is covered in state content standards and how areas of emphasis in NAEP Mathematics should (or could) mirror what is measured across various state assessments, i.e., the proportion of the assessment devoted to the different sub-domains of mathematics.

Lesley Muldoon, Executive Director of the Governing Board, commented that having heard from state participants, it is clear the context in which decisions about how frameworks are updated is now very different than it was in the past. She noted that state standards varied more in the past, whereas now there is largely consensus on what students need to know and be able to do in mathematics across the states. She encouraged the Board to consider how the framework should reflect advances in mathematics and mathematics education.

Members generally agreed the states' perspectives are important to consider, especially in the Board's interest of maintaining the relevance of NAEP. Board members shared ideas on how to move forward.

Cary Sneider commented that NAEP has been referred to as the "Gold Standard" and the "North Star." He noted that these designations have different meanings. "Gold Standard" means that NAEP is the truth-teller and ensures quality of its processes, while "North Star" means that NAEP is aspirational and reflects what students should know and be able to do. He asserted that this "North Star" role is important for NAEP, and NAEP also needs to remain useful to states.

So, if states are saying that NAEP is testing at grade 4 what students start learning in grade 6, then the Governing Board must address this directly. Mr. Sneider described a leap frog process in which states look to the National Research Council and NAEP for guidance when developing their standards, and then they jump ahead. To continue serving as the North Star, the Governing Board needs to catch up and jump further ahead, and so on.

Linda Rosen reminded the group they are preparing a framework for 2025 and beyond, and it is difficult to know with certainty what students are going to need to know and be able to do. She noted it will be a challenge to make a framework relevant to a future that is not yet defined.

Andrew Ho questioned on what basis the Board is making decisions, noting it is part science, part practicality, and part politics. From previous Board discussions, he recalled strong consensus that NAEP and the Governing Board should be informed by, but not determined by, what states are doing. He further stated the Board needs to be forward thinking and keep in mind the variations that might be present in 2025. He wondered what the Board can do to help states and districts answer their own specific questions related to NAEP frameworks.

Ken Wagner stated if the Board wants to foster shared and distributed leadership, then Board decisions on the NAEP Mathematics Framework should reflect this kind of leadership. States and districts have come to the Board to raise issues, and how the Board responds to their concerns will demonstrate the kind of leadership supported by the Board. Mr. Wagner remarked that many states have taken courageous and bold actions built on consensus and aspirational standards. He noted that framework updates could bring technical challenges. He posited, however, that the leadership challenge is more central for the Board's discussions.

Alice Peisch endorsed Ken Wagner's comments, suggesting the Board needs to be careful about NAEP's relevance. She cautioned the Board about appearing to be dismissive of concerns from the field.

Dale Nowlin asked for more information about how the Framework Development Panel considered the various mathematics standards documents from the field, particularly at grade 4. Ann Edwards from WestEd responded the Panel looked closely at state standards and many national reports to understand the landscape, and they found that data literacy is becoming increasingly important. She indicated having some objectives in Data Analysis, Statistics, and Probability included at 4th grade was based on that finding. She stated the Panel is currently discussing how to adjust and modify that decision.

Joseph O'Keefe reminded the Board of its Strategic Vision—that the Governing Board will use assessments from other countries to inform NAEP—and asked where NAEP should be guided by what is being done by other countries. Mark Schneider commented that IES and the National Center for Education Statistics (NCES) are very involved with and have learned lessons from PISA and TIMSS.

Rebecca Gagnon remarked the Board needs to continue to confront the challenge of meeting a high standard, but a great deal of value is lost if NAEP is not reporting on what states have agreed upon as their standards.

Mark Miller noted the NAEP frameworks have not been updated since 2001. He remarked on the opportunity to develop an innovative framework but one that still represents an update rather than a complete overhaul. He stated the Governing Board should honor states' thoughts and comments. In terms of the most important space for NAEP innovation, he offered that NAEP should serve as a strong model of assessment design.

Tonya Matthews asked the group to think about how fast the world is changing. For example, access to data has grown exponentially in recent years. In some areas, gender parity has increased, while in others it has declined. She called for the Board to move the framework forward with shared and distributed leadership, while also acknowledging the speed of changes in the world. Finally, she observed the challenges that have existed in setting standards for all children in an inclusive and universal manner. She noted these challenges are even more salient as students increasingly arrive at schools with very different backgrounds.

Joe Willhoft commented the current consensus across many states is not necessarily correct, and it is not clear that there is a mechanism for this consensus to be revisited to determine needed upgrades and corrections. Where there are indications that certain adjustments are necessary, he suggested that NAEP can address some of these flaws.

Paul Gasparini remarked that assessment and curricula have changed so frequently; his state had four different assessments during a 15-year period. He asserted the Board should not be guided by current political imperatives when making decisions about the future and expressed a lack of confidence that the current consensus across many states will stand in 2025.

Fielding Rolston discussed how the Tennessee mathematics standards were developed. He noted their process involves working with several other states, and they typically update their standards every six years. He stated if NAEP deviates significantly from the consensus across the overwhelming majority of states, the Board will need compelling evidence for taking a different approach.

Update from the Executive Director

Lesley Muldoon, Executive Director of the Governing Board, provided an update on staff activities since the last quarterly meeting in May 2019. She provided an update on the Governing Board's Strategic Vision, noting the current Strategic Vision that guides the Board's work is in its third year of implementation. She recommended a kickoff in 2020 for the next iteration of the Strategic Vision. She discussed the positive feedback on Board initiatives received from various stakeholders. She shared observations from conversations with Board members and external stakeholders, including the need for helping end-users at the state level better understand NAEP and how to use NAEP data. She described next steps to prepare for the new Strategic Vision. Finally, she described upcoming priorities, including NAEP Day 2019, updated NAEP Mathematics and Reading Frameworks, the postsecondary preparedness dashboard, and new member orientation.

Governing Board Chair Perdue noted 30 minutes would be set aside on the following day for unstructured Board activity. At that time, she wanted to have a brief discussion about the Strategic Vision and possibly make a motion to the full Board. She commented on the possibility of forming an ad hoc committee that would communicate with the education committees in Congress. Finally, she remarked on the need to think about how to factor in the exponential pace of change and how to incentivize the field to think beyond mathematics and reading when preparing students for the future.

Committee Meeting Previews

To acknowledge the teamwork across committees, chairs provided the following previews of the committee sessions:

- Carol Jago (Chair, Assessment Development Committee [ADC]) reported the ADC will reflect on the full Board discussion of and public comments on the Mathematics Framework.
- Andrew Ho (Chair, Committee on Standards, Design, and Methodology [COSDAM]) reported COSDAM will focus on the drafts plans of the Achievement Levels Working Group. COSDAM will meet with the Reporting and Dissemination (R&D) Committee in a joint session to discuss a formal plan for implementing the Board's response to the National Academy's evaluation of NAEP achievement levels.
- Rebecca Gagnon (Chair, R&D Committee) informed members that, in addition to their joint session with COSDAM, the R&D Committee would spend time on the postsecondary preparedness dashboard.

Recess for Break

The August 2, 2019, Governing Board meeting recessed at 10:49 a.m. for a break, followed by committee meetings.

Working Lunch: Briefing and Discussion: 2019 NAEP Reading and Mathematics Report Card for Grades 4 and 8 (CLOSED SESSION)

Under the provisions of exemption 9(B) of § 552b of Title 5 U.S.C., on August 2, 2019, the Governing Board met in closed session from 1:15 p.m. to 2:45 p.m. to receive a briefing and discuss the 2019 NAEP Reading and Mathematics Report Card for grades 4 and 8.

Enis Dogan of NCES presented an overview of the assessments and highlights of the 2019 results for the nation, states, and the 27 participating districts in the Trial Urban District Assessment (TUDA). The results were presented for scale scores and achievement levels in 2019

as compared to previous years. Results were also presented for selected student groups and by percentiles (10th, 25th, 50th, 75th and 90th).

Board members engaged in a question and answer session on the briefing. The closed session adjourned at 2:41 pm.

Postsecondary Preparedness Panel: That's WY (SV #10)

Governor Jim Geringer opened the panel session with a brief introduction to NAEP and postsecondary preparedness of our nation's high school seniors. When developing its Strategic Vision in 2016, the Board included the "develop[ment of] new approaches to measure the complex skills required for transition to postsecondary education and career." In creating its Strategic Vision, the Board acknowledged high school graduates need more than academic knowledge for postsecondary endeavors; Mr. Geringer referenced skills such as creativity, problem solving, adaptability, and critical thinking.

Mr. Geringer played a video about Wyoming's history and culture, which included numerous notable achievements such as being home to the nation's first national park and first national monument along with being the first United States territory and the first state to grant voting rights to women. The video highlighted Wyoming's improvement on NAEP 4th grade mathematics and reading from 2009 to 2017. Wyoming requires equity of opportunity in addition to equity of funding for schools. Students across the state have access to the same courses and resources through broadband connectivity to and among all schools and classrooms, including the ten one-room schools across the state.

Mr. Geringer thanked Kari Eakins, Director of Outreach and Communications in the office of the Wyoming Superintendent of Public Instruction, for her assistance in organizing the postsecondary preparedness panel and forum. He then introduced the panelists.

- Jillian Balow, State Superintendent of Public Instruction, is Treasurer of the Education Commission of the States and President-elect of the Council of Chief State School Officers.
- Cindy DeLancey is President of the Wyoming Business Alliance and the Wyoming Heritage Foundation. She served as Public Affairs Director for BP United States, Prosecutor for Carbon County (WY), and Executive Director of the Wyoming County Commissioners' Association.
- Jay Harnack is Superintendent of Sublette County School District #1. He has worked in education for 26 years; 17 years as a superintendent.
- Gary New is Operations Section Head at the National Center for Atmospheric Research at the Wyoming Supercomputing Center in Cheyenne. He serves on the Wyoming Workforce Council and the Cheyenne Regional Medical Center Foundation and is a licensed electrician and an emergency medical technician.

Mr. Geringer noted the panelists represented a wide cross-section of disciplines and perspectives of the postsecondary landscape and then invited them to make opening remarks.

Ms. Balow talked about her tenure as Superintendent and her focus on establishing relationships among business, industry, and education and building a policy framework for education. Through involvement with the Wyoming Business Alliance, Ms. Balow built a relationship between employers and education. Wyoming's new accountability system under the *Every Student Succeeds Act* elevates the status of career and technical education in schools. Wyoming revamped the state-wide Hathaway Scholarship to include career and technical education as a pathway for students to qualify for the award. The state requires computer science education at every grade level beginning in kindergarten.

Ms. DeLancey shared the goal and mission of the Wyoming Business Alliance to make Wyoming better through business. Wyoming has plentiful natural resources, but is looking at ways to diversify its economy, particularly with technology. Working with the Wyoming Governor's Business Forum, the business community works with political, civil, and government stakeholders to bring career and technical education to Wyoming students to prepare them for jobs in the state. She praised the addition of career pathways for receiving Hathaway Scholarships. She described the effort to create a framework for integrating technology into education to help state businesses and industries be efficient, productive, and effective. This framework is a result of partnerships between the business and education communities a.

Mr. Harnack stated his first priority for his district when he became Superintendent ten years ago was to improve academic performance. Data show they have improved in most areas. Several years ago, the district set a goal to identify the characteristics and skills all graduates must have for success after high school based on the needs identified by community members. Stakeholders reported students were not prepared for time management, public speaking, and other skills needed for independent living and professional success. Students and parents wanted increased focus on critical thinking skills, decision making, teamwork and collaboration, adaptability, and trainability. The business community added a need for dependable and reliable employees with skills in customer service, technical writing, and technology. Mr. Harnack spoke of the disconnect between assessments and the postsecondary skills identified by stakeholders. He cited the challenge in incorporating learning opportunities for postsecondary skills without overwhelming teachers.

Mr. New offered his experience as a seasoned professional who began his career without a college degree. After working in numerous fields including construction, healthcare facilities, and information technology, he stated he has learned the most about management from fire rescue service and team sports. In fire rescue, you need inspiration to train people to face unimaginable situations. In team sports, the only way an individual succeeds is when the team wins. He discussed the importance of skilled trades, along with the perspective that this type of work is often seen as second tier. He described the conundrum where tradespeople may not qualify for management positions without degrees, but college graduates with degrees who are

given management opportunities often do not have the technical experience and understanding of the trades. He noted the lines between a college degree and a skilled trade are becoming blurred. Because schools already have a full schedule, it is difficult to incorporate postsecondary skills into the curriculum.

Mr. Geringer began the discussion session with a question for Mr. New about the adequacy of the pipeline of qualified skilled tradespeople. Mr. New noted there are many employees with a lot of years of experience who are ready to retire. There is a need to share their knowledge with the next generation. He noted the challenges with trying to work with districts to provide this type of education within high schools, despite the need.

Mr. Geringer asked Mr. Harnack to comment on how the district has addressed the challenge of expanding the curriculum. Mr. Harnack explained they moved from a 7- to an 8-period day in high school to allow students to take more classes. He shared concerns that providing students with more opportunities to develop postsecondary skills might impact their high-performance on academic measures.

Ms. Balow responded to a request to address Wyoming's adoption of standards related to computer science and computational thinking. She stated these skills are not assessed by a standalone test, but rather they are measured through their integration with other topics. In addition, they anticipate looking at workforce data and other measures in the future.

Mr. Geringer asked Ms. DeLancey to identify major concerns of the business community related to the education system. She responded the business community focuses on mentorship and apprenticeship programs outside of school to escape the challenge of students' full academic schedules. She described the importance of the pipeline for the skilled trades. She also shared that WyoTech, a school in Laramie, is working with the business community to bring professionals to schools rather than take students out of school to learn about different occupations.

Paul Gasparini asked if Wyoming has considered changes to graduation requirements to allow high school seniors to explore postsecondary options during the second half of their senior year, after they have taken most of their high school assessments. Mr. Harnack shared that Sublette #1 district implemented a portfolio presentation as a graduation requirement, which expects students to build a website including a resume, cover letters, and video. They hope to provide feedback on postsecondary skills such as time management (e.g., "you completed your website on time"). They also added a financial literacy and life statistics course for seniors. The business community engages students in realistic previews of different careers. Wyoming offers merit scholarships through the Hathaway Success Curriculum; seniors need to complete requirements throughout their senior year to qualify for the scholarship. This keeps 12th grade students engaged, including those in career and technical education who may qualify for the scholarship. There are similar opportunities for students who have committed to enlist in the military.

Cary Sneider asked about the strategies Wyoming uses to promote engineering and design so that all students have the necessary skills to solve everyday problems. To promote career and technical education, Ms. Balow stated they include it in the state's Carl D. Perkins Plan, and they offer schools additional funding for students who reach a third year in a career pathway. Wyoming offers preference points on grant applications to districts with strong career and technical education programs. Mr. Harnack described two traditional programs in his high school—agriculture and cabinetry. He noted most students in these programs will not be able to make a living in those fields and transitioning to programs better aligned with living wage jobs in the area require difficult conversations.

Dale Nowlin asked if students on academic paths are encouraged to take career courses. Mr. Harnack has a staff position for online learning, to include college preparation and career exploration. The online learning coach helps students identify their interests and assists them in obtaining a well-rounded education.

Tyler Cramer asked for elaboration on the equity funding formulas. Ms. Balow explained the Wyoming Constitution guarantees an adequate and equitable education, so funding follows. They recalibrate the definition of adequate and equitable education every five years. To describe a complex formula in general terms, they recapture funds in excess of the amount established for adequate and equitable education from wealthy districts and redistribute to less-wealthy districts.

Andrew Ho asked the panelists to explain how Wyoming's current approach to career and technical education is different from traditional vocational education, in terms of rigor, breadth of skills taught, and ability for students to move amongst pathways. Ms. Balow responded that career, college, and military are all Plan A. She wants every student to graduate high school with a diploma that certifies their mastery of content as well as skills in a career area. Ms. DeLancey stated that building relationships between the business and education communities has changed the decision making, resulting in more relevant programs. Similarly, Mr. Harnack noted they started asking what skills local employers need in graduates. Mr. New indicated a need for more student engagement in teamwork.

Postsecondary Preparedness Forum: Wyoming Stakeholder Discussions (SV #1)

Vice Chair Tonya Matthews facilitated the afternoon stakeholder forum that featured three speakers who provided stimulating "lightning talks" that were followed by roundtable discussions of Board members with the approximately 100 attendees. The stakeholders represented different experiences and perspectives, including PK–12 education, business, higher education, service organizations, and others from across the state of Wyoming.

The three lightning talk speakers offered the following discussion questions for the small roundtable discussions.

- Kari Eakins, Chief Policy Officer of the Wyoming Department of Public Instruction, asked: *How can we make sure students are prepared without pigeonholing them, given they may decide to change careers, or their career may change due to external factors?*
- Matt Kaufman, attorney and member of the Wyoming Blockchain Taskforce, asked: *What happens when the rate of change exceeds the ability to learn?*
- Eric Trowbridge, founder and Executive Director of the Array School of Design and Technology, asked: *What is the most disruptive change that you see in education?*

Recess

The August 2, 2019, Governing Board meeting recessed at 5:45 p.m. for the day.

Meeting Convened: OPEN SESSION

The Governing Board meeting convened in open session at 8:35 a.m. on August 3, 2019. Governing Board Chair Beverly Perdue thanked Fielding Rolston for his years as Chair of the Nominations Committee. After thanking Jim Geringer for his hospitality, she asked him to provide some final words about Wyoming.

Mr. Geringer acknowledged the work of the Governing Board staff, particularly Lisa Stooksberry, for facilitating the planning of the meeting in Cheyenne. He presented and explained the Code of the West, a set of ten ways of living that embody the cowboy philosophy:

- Live each day with courage;
- Take pride in your work;
- Always finish what you start;
- Do what has to be done;
- Be tough, but fair;
- When you make a promise, keep it;
- Ride for the brand;
- Talk less, say more;
- Remember that some things aren't for sale; and
- Know where to draw the line.

Update from the NCES Commissioner

Lynn Woodworth, Commissioner of NCES, shared a video of the 2019 NAEP summer interns introducing themselves and describing their work. The internship program supports the next generation of researchers and familiarizes them with NAEP data. A number of the interns worked with process data which was prepared by ETS for this express purpose. In January 2020, NCES expects to make available a restricted use data set with process data from a full booklet

with released items. Mr. Woodworth mentioned using process data, specifically time students spend on questions, to understand student engagement with items and provide feedback to the item development process.

Greg Cizek asked if NCES sponsors internships related to innovative methods for communicating NAEP results, noting this is a priority issue for the Board. Mr. Woodworth stated they should be able to do so and will investigate how this may be possible. Terry Mazany suggested adding internships focused on communication design would broaden the pool of individuals entering the large-scale assessment field.

Tyler Cramer asked if there is a list of the interns and their projects posted to the NCES website. A list of the interns and the video is available at <http://naep-research.airprojects.org/Internship/InternshipAlumni>.

NAEP Budget & Assessment Schedule: Briefing and Discussion (CLOSED SESSION)

Under the provisions of exemption 9(B) of § 552b of Title 5 U.S.C., on August 3, 2019, the Governing Board met in closed session from 8:55 a.m. to 9:30 a.m. to receive a briefing and discuss the NAEP Assessment Schedule and budget.

Associate Commissioner Peggy Carr briefed the Board on the NAEP Alliance contracts awarded in July. She referenced the Governing Board's policy guidance and assessment schedule decisions as critical to the successful negotiations of the contracts. Ms. Carr explained the numerous assessment design and operational decisions NCES made in the negotiations for cost savings. Ms. Carr noted that the Board emphasized its commitment to only conduct assessments that can be done well. She discussed the importance of conducting research studies in tandem with design changes to NAEP assessments to identify and understand the impact of those changes.

Board members engaged in a question and answer session and discussion about the material presented by Ms. Carr.

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 Committee

Action: Vice Chair Nomination for October 1, 2019 – September 30, 2020

Cary Sneider reported the unanimous recommendation of the Executive Committee to elect Tonya Matthews to serve as Vice Chair for October 1, 2019 – September 30, 2020. He made a motion for the Board to elect Tonya Matthews as Vice Chair. Joseph O'Keefe seconded the motion, which passed unanimously.

Reporting and Dissemination Committee

Action: NAEP Day Release Plan

Rebecca Gagnon made a motion for the Board to approve the initial release plan for the 2019 Nation's Report Card in Reading and Mathematics for grades 4 and 8. Fielding Rolston seconded the motion. The initial release plan was approved.

Governing Board Open Discussion

Chair Beverly Perdue asked Lesley Muldoon to provide a summary of important topics and next steps for Board staff. Ms. Muldoon suggested creating an advisory group of state policy makers to increase awareness and use of NAEP results. The scope of the advisory group would be to increase engagement and solicit strategic advice about future directions for NAEP and the Board. This group would be less formal than the State Policy and TUDA Policy Task Forces which convene on a regular basis through partnerships with established organizations. The advisory group would include state policy makers, such as state legislators and others. Governing Board staff will work with Chair Perdue to create a formal set of recommendations to present to the Board at the November meeting.

Members recommended including state legislator education staff. Linda Rosen noted the Education Commission of the States has an existing infrastructure for state level policy makers which the Board could tap. Mr. Cramer suggested including Congressional staffers.

Lynn Woodworth described the importance of support for and participation in NAEP. He explained the issues—costs and greater noise in the results—associated with states declining to participate in non-mandated NAEP subjects. Ms. Perdue asked for a list of states that decline to participate beyond the mandatory grades 4 and 8 reading and mathematics assessments.

Members discussed previous suggestions for Board members to engage with their congressional representatives, especially those serving on education committees and “champions” who fully support NAEP. Ms. Muldoon cautioned members against lobbying activities, such as advocating for additional funding for the NAEP program, which are prohibited. Ms. Muldoon will ensure contact with members of Congress is included in the annual ethics training in November.

Dale Nowlin added NAEP State Coordinators as another source for identifying state level policy makers.

Ms. Muldoon provided two recommendations related to the Strategic Vision. First, identify the remaining priorities to complete by the end of the current plan in 2020. Second, propose a timeline for developing the next Strategic Vision. The process, led by the Executive Committee, would begin at the November Board meeting. They would present the plan in May 2020 with a goal to adopt a new Strategic Vision at the August 2020 meeting.

Ms. Rosen suggested looking at the major disruptions the Board can tolerate without negatively impacting its effectiveness, efficiency, and impact. Ms. Gagnon asked that the process examine the changes that have occurred since the Strategic Vision was developed and their impact.

Ms. Perdue asked members to consider a “stretch” goal related to the pace of change in society and how that impacts the Board and education. Carol Jago commented that empowering teachers might be a stretch goal. Members endorsed the usefulness of the Strategic Vision for the Board to think about big issues associated with education and for Board staff to guide their work.

Cary Sneider commented on the relationship between the innovative Technology and Engineering Literacy (TEL) assessment and the skills students will need in the future. The NAEP TEL assessment measures students’ capabilities to formulate and solve new problems, both skills that students will need in the future.

Remarks from Outgoing Members

Dale Nowlin appreciated the opportunity to visit Wyoming and meet the friendly people of Cheyenne. He gave the Board four charges. One, continue outreach to state policy makers. He told a story of his wife meeting the head of the state Senate Education Committee who had not heard of NAEP or the Governing Board. He emphasized the need to inform state leaders, because they are the people who need to understand the data. Two, maintain a strategic plan. He relayed a story about setting goals for hiking the Appalachian Trail and how useful goals are to make progress and move forward. Three, follow a deliberative process to revise the Mathematics Framework. Mr. Nowlin had looked forward to approving the framework at his final meeting, but he is glad the Board slowed the process to ensure a high-quality framework. Four, implement the postsecondary dashboard. He emphasized the importance of the grade 12 assessments as the only measure of what is coming out of our K–12 system. Mr. Nowlin thanked the Board staff for their support and hard work.

Fielding Rolston stated he learned a great deal on all the Board committees on which he served. Most impressive to Mr. Rolston is the quality of the Board members. Having chaired the Nominations Committee, Mr. Rolston encouraged the Board to amplify the nomination and vetting process. Mr. Rolston praised the strategic planning process, stating the real value is in the process, which leads to more engagement among the Board members. He appreciated the comprehensive and meaningful way the Board reviewed the assessment schedule in light of resource constraints and how the Board finally decided the schedule. Finally, he described the Board staff as phenomenal.

Cary Sneider thanked Jim Geringer for hosting a wonderful meeting and experience in Wyoming. He thanked Board members for being remarkable, personable, thoughtful, and engaging. He expressed appreciation for his arguments with Board members, as debate is one of the most important pathways towards deeper understanding.

Mr. Sneider expressed regret at being unable to provide any context for the 2014 TEL achievement gap between black students and white and Asian students. After release of the TEL results, he asked NCES for assistance in exploring the relationship between the achievement gap and poverty. School data on free and reduced lunch accounted for one-third of the variance reported as due to race. With data related to this issue, Mr. Sneider referenced a paper from the

Georgetown University Center on Education in the Workforce, “Born to Win, Schooled to Lose.” The analysis showed students whose mathematics scores were in the bottom quartile in early grades and were from families with high socioeconomic status (SES), tended to earn higher scores in subsequent years. Such students also were more likely to go to college and find good jobs as compared to students whose scores on mathematics assessments in early grades were in the higher quartiles but were born to families in the lower socioeconomic quartile. A portion of the variance in NAEP scores that appears to be due to race may be due to other factors. Mr. Sneider encouraged COSDAM to investigate this issue further by examining how much variance in NAEP data claimed to be due to race is actually due to circumstances into which children are born. He also encouraged the Reporting and Dissemination Committee to consider the value of a composite group variable like SES.

Ken Wagner said that serving on the Board has been a highlight of his professional career in the public sector. The community created by the Board is an asset, and he believes this should be emphasized when recruiting others to serve as Board members. He praised the intellect and dedication of the NCES and Board teams. He praised Lesley Muldoon and deemed her a great addition to the Board staff. Mr. Wagner delineated a path for using NAEP to improve education. To close equity gaps, we need to close the achievement gap. However, there are three other gaps that need to be addressed first and NAEP can contribute to closing them. First, is the belief gap. Schools have cultures, which reflect either the belief or disbelief that students can do things they cannot yet do. NAEP is one of the few tools to communicate the beliefs that teachers and administrators have about students. Second, is the opportunity gap. Students need equitable access to opportunities. Third, is the quality gap. Opportunities must be high quality to be effective. NAEP has rich, contextual data to quantify the extent of opportunity gaps and whether the opportunities suffer quality gaps. Taken together, you can construct a theory of action about how to move equity forward, ending with achievement, but beginning with beliefs, opportunity, and quality.

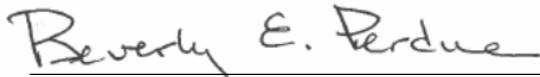
Mr. Wagner closed with a description of the tension between wanting to do everything and doing what is realistic. He described the Board as creating demand for others to go deeper and do the context-driven creative work needed for impactful, sustainable change. He highlighted a two-pronged strategy for NAEP: *What should be preserved?* and *What should be improved?* He stated the Board and NAEP have “a long and bright future ahead” and thanked everyone for allowing him to be a part of it.

Chair Perdue stated the four outgoing Board members will be missed. They brought value and perspective to Board discussions.

Meeting Adjourned

Board Chair Beverly Perdue asked for a motion to adjourn the meeting. Rebecca Gagnon made the motion; Linda Rosen seconded the motion. The August 3, 2019, session of the meeting adjourned at 10:56 a.m.

I certify to the accuracy of the minutes.

A handwritten signature in cursive script that reads "Beverly E. Perdue". The signature is written in dark ink and is positioned above a horizontal line.

Immediate Past Chair

October 18, 2019

Date

National Assessment Governing Board

Executive Committee

Report of Thursday, August 1, 2019

Executive Committee Members: Beverly Perdue (Chair), Rebecca Gagnon, Andrew Ho, Carol Jago, Terry Mazany, Joseph O’Keefe, Fielding Rolston, Cary Sneider, Joe Willhoft.

Other Board Members: Dana Boyd, Tyler Cramer, Paul Gasparini, Mark Miller, Dale Nowlin, Alice Peisch, Linda Rosen.

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,.

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

Other (attending open portion only): AIR: Jack Buckley, Kim Gattis. Council for Economic Education: Kevin Gotchet. DigiLearn: Myra Best. ETS: Jay Campbell, A. Persley, Luis Saldivia. Hager Sharp: Debra Silimeo. Hatcher Group: Ann Bradley, Joanne Lim. P20 Strategies: Andrew Kolstad. Pearson: Kevin Baker, Llana Williams. Wyoming Department of Education: Will Dowkersgoed. Other: Shannon Garrison.

1. Open Session: Welcome and Agenda Overview

Chair Perdue called the Executive Committee meeting to order at 4:30 p.m. She praised the morning’s site visit to the Array School of Design and Technology in downtown Cheyenne, WY. She noted that this meeting would be the last for several Board members and that there would be opportunities for proper farewells.

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

Chair Perdue asked Cary Sneider to report on his effort since May to poll Board members on the recommended Vice Chair for the term of October 1, 2019 – September 30, 2020. Mr. Sneider remarked on the overwhelming support for Tonya Matthews to continue as Vice Chair.

Mr. Sneider moved that the Executive Committee recommend the full Board appoint Tonya Matthews to serve as Vice Chair for the term of October 1, 2019 – September 30, 2020. Rebecca Gagnon seconded the motion. The committee unanimously approved the action.

3. Strategic Vision Implementation Discussion

Executive Director Lesley Muldoon referred the Executive Committee to the annual progress report on the Strategic Vision the meeting materials, noting accomplishments of the past year. She noted the potential opportunity for the Board to increase its stakeholder engagement under its *Inform* priority for the coming year and suggested more engagement with the Board’s state and Trial Urban District Assessment (TUDA) task forces. She also recommended the staff develop a focused list of priority stakeholders to help guide future outreach.

Ms. Muldoon summarized her observations from conversations with all Board members and staff along with consultation with external stakeholders to gather input on how well the strategic vision is working and if a new one should be developed.

Overall among Board members, there is strong support for the elements of the vision, but there is less consensus on the underlying activities that should be conducted. Ms. Muldoon noted that newer Board members were less aware of the Strategic Vision and some members expressed skepticism about having a Strategic Vision at all; yet most Board members feel it is a strong guide to inform priorities and decisions

While partners do not need to be aware of the strategic vision, it is important to understand how they perceive the outcomes of the Board's efforts. Ms. Muldoon said it was encouraging that the stakeholders she has met with so far were aware of the Board's activities relating to Long-Term Trend and postsecondary preparedness. She noted that stakeholders have a deep respect for NAEP and the Governing Board, yet there is sometimes a perception of insularity with NAEP. While NAEP is often valued as an objective measure of state progress, state legislators need help to better understand and use NAEP to inform their decisions.

The Board's Strategic Vision was adopted in 2016 with the intention for implementation through 2020. Therefore, there is approximately one more year of implementation. Ms. Muldoon suggested the Board consider what the foci of its remaining activities should be and also consider the interest in developing a new version of its strategic vision to take effect when the current vision sunsets. If desired, the Executive Committee would initiate the process of developing a new Strategic Vision for Board action in August 2020. Ms. Muldoon invited the committee's input on whether the Board should create a new Strategic Vision and how extensive the desired changes are from the current version.

Joe Willhoft commented that the Strategic Vision's progress report did not account for activities that were not anticipated or were led by NCES, such as the recent issue with the 2017 NAEP writing assessment which requires a special study in lieu of reporting results. He advised the Board focus on better understanding the issues of the 2017 writing assessment, and be sure to include that activity in any revisions to the Strategic Vision. Chair Perdue emphasized the value of any new vision document accounting for unanticipated issues which will inevitably arise.

Andrew Ho noted that he was initially skeptical of the value of the Strategic Vision, but now he finds it invaluable for providing continuity for the Board as members rotate off. He added that it serves as a useful tool for recruiting nominees and onboarding new members. Committee members agreed that the Strategic Vision provides valuable continuity to the Board's work which extends beyond individual members' terms.

Carol Jago advised the Board consider what would necessitate changes to the current Strategic Vision.

Cary Sneider recalled a watershed moment in the vision's development process. Board members met in small cross-committee groups and they all revolted against the draft and reported out similar recommendations to the full Board. This created the buy-in for the resulting revised vision. He advised the Board use small breakout groups again to develop a new vision. Fielding Rolston concurred with Mr. Sneider's recommendation to use a similar development process, noting that the meetings with divergent perspectives helped galvanize the Board's thinking.

Joe O'Keefe expressed the importance of recognizing the fiscal constraints for the program and the need to make hard choices about what activities can be accomplished. He advised the Board spend more time discussing those hard choices instead of merely adding activities.

Rebecca Gagnon emphasized the need to address the program's limited budget with policymakers, as the fiscal constraints hinder innovative activities.

Chair Perdue advised that the process of developing a Strategic Vision should be institutionalized to ensure the Board always has a guiding document and staff are empowered to help the Board develop new versions as necessary.

4. Closed Session: NAEP Budget Update

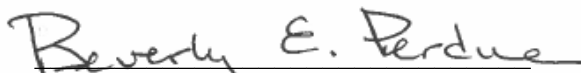
The Executive Committee met in closed session from 5:25 to 6:00 p.m. to discuss the NAEP budget and schedule. This briefing was conducted in closed session because the disclosure of technical and cost data would significantly impede implementation of contract awards and negotiations for awards. Therefore, this discussion is protected by exemption 9(B) of section 552b(C) of Title 5 U.S.C.

Chair Perdue congratulated Associate Commissioner Peggy Carr and the NCES team for awarding the NAEP Alliance contracts in July. Ms. Muldoon briefly noted media coverage and stakeholder feedback from the release of the NAEP Assessment Schedule, which was published on July 24, 2019.

Ms. Carr briefed the Executive Committee on the NAEP Alliance contract negotiations and awards. She commended the Board's guidance as a helpful tool during the negotiations, noting that the assessment design change planned for 2021 and beyond was critical. She explained new cost-saving approaches for NAEP and identified desired activities that were not included in the contract award due to limited funding. She emphasized that fiscal restraint would be necessary for the entire contract cycle and presented funding flow charts through 2029.

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

I certify the accuracy of these minutes.


Beverly Perdue, Immediate Past Chair

October 4, 2019
Date

National Assessment Governing Board

Assessment Development Committee

Report of August 1-2, 2019

August 1, 2019

Assessment Development Committee (ADC) Members: Carol Jago (Chair), Cary Sneider (Vice Chair), Dana Boyd, Paul Gasparini, Mark Miller, Dale Nowlin.

Governing Board Staff: Lesley Muldoon, Lisa Stooksberry, Michelle Blair.

NCES Staff: Associate Commissioner Peggy Carr, Enis Dogan, Eunice Greer, Dan McGrath, Holly Spurlock.

Other Attendees: American Institutes for Research: Jack Buckely, Kim Gattis, Cadelle Hemphill. Educational Testing Service: Jay Campbell, Hilary Perskey, Emilie Pooler, Luis Saldivia. Hager Sharp: Joanne Lim. Pearson: Llana Williams. WestEd: Ann Edwards, Steve Schneider. Wyoming Department of Education: Will Donkersgoed.

Remarks from Outgoing ADC Members

Carol Jago called the meeting to order at 12:31 pm. She remarked that the Board's morning visit to a local school was an important opportunity to learn about the current state of the field. She expressed appreciation for Committee members participating in the visit. She then welcomed remarks from outgoing ADC members Cary Sneider and Dale Nowlin, who were each completing eight years of service to the Board.

Mr. Sneider commented on the evolution of the ADC membership over the years. He asserted the importance of scenario-based tasks as part of NAEP, and he encouraged the Board to communicate relevant lessons learned to the field. Finally, he acknowledged the groundswell of state support for the Next Generation Science Standards (NGSS). Given how NGSS incorporates content from the NAEP Technology and Engineering Literacy (TEL) Assessment, he noted that there may be an opportunity to update the NAEP Science Framework in a way that also incorporates TEL content.

Mr. Nowlin commented on the importance of the framework activities coming to the forefront of the ADC's ongoing work and expressed appreciation for how the Committee's review of NAEP assessment items has been streamlined. He registered disappointment that he would not be on the Board when the NAEP Mathematics Framework Update is completed. Mr. Nowlin noted the

exceptional collaboration among the Board, NCES, and contractors. He closed by affirming the importance of including the “school building” perspective in the Board’s membership.

Closed Session 12:45 – 1:45 p.m.

ADC Members: Carol Jago (Chair), Cary Sneider (Vice Chair), Dana Boyd, Paul Gasparini, Mark Miller, Dale Nowlin.

Governing Board Staff: Lesley Muldoon, Lisa Stooksberry, Michelle Blair.

NCES Staff: Associate Commissioner Peggy Carr, Enis Dogan, Eunice Greer, Dan McGrath, Holly Spurlock.

Other Attendees: American Institutes for Research: Jack Buckely, Kim Gattis, Cadelle Hemphill. Educational Testing Service: Jay Campbell, Hilary Perskey, Emilie Pooler, Luis Saldivia. Hager Sharp: Joanne Lim. Pearson: Llana Williams. WestEd: Ann Edwards, Steve Schneider.

In accordance with the provisions of exception (9)(B) of Section 552b(c) of Title 5 U.S.C., the Assessment Development Committee (ADC) met in closed session on August 1, 2019 from 12:45 p.m. to 1:45 p.m. to receive a briefing on secure item information for NAEP Mathematics that have not yet been released.

Feasibility Considerations for NAEP Mathematics

Chair Carol Jago welcomed Holly Spurlock to brief the Committee on NAEP Mathematics item development.

Ms. Spurlock described item development issues relevant to the NAEP Mathematics Assessment.

Committee members asked questions about student engagement, accessibility, item scaffolding, scenario-based tasks (SBTs), how subscales shape construction of the assessment, and implications for future mathematics assessments.

Open Session

ADC Members: Carol Jago (Chair), Cary Sneider (Vice Chair), Dana Boyd, Paul Gasparini, Mark Miller, Dale Nowlin.

Governing Board Staff: Lesley Muldoon, Lisa Stooksberry, Michelle Blair.

NCES Staff: Associate Commissioner Peggy Carr, Enis Dogan, Eunice Greer, Dan McGrath, Holly Spurlock.

Other Attendees: American Institutes for Research: Jack Buckely, Kim Gattis, Cadelle Hemphill. Educational Testing Service: Jay Campbell, Hilary Perskey, Emilie Pooler, Luis Saldivia. Hager Sharp: Joanne Lim. Pearson: Llana Williams. WestEd: Ann Edwards, Steve Schneider.

Committee Recommendations for the NAEP Mathematics Framework Update

The Committee reviewed major themes in all the comments received on the framework during the public comment process.

Michelle Blair opened the session with a summary of public comment. She noted that the Framework Development Panel is working to produce an interim draft of the mathematics framework that reflects their proposed revisions, based on issues that surfaced in public comment. The ADC will review this draft.

A resounding theme in public comment was the affirmation that mathematical literacy serve as a cornerstone of the framework, though it needs to be articulated more clearly throughout the draft. The ADC agreed.

Several public comments addressed the issue of the percentage of the NAEP item pool devoted to the five content areas in the NAEP Mathematics Assessment (Number Properties and Operations; Geometry; Measurement; Data Analysis, Statistics, and Probability; and Algebra), i.e., the NAEP Mathematics balance of content for grades 4, 8, and 12. Ms. Blair noted that there is also forthcoming research comparing NAEP and state assessment balances and observed several challenges associated with interpreting the results of such comparisons. For instance, the different assessments use different content and sub-content definitions. Further, the research requires a common metric to enable comparisons of the emphasis of the different assessments. Because the research uses score points to characterize NAEP balance, it could present a picture of NAEP balance that differs from what the framework calls for because NAEP balance is not intended to be computed via score points. NAEP frameworks specify balance in terms of the percentage of the item pool. In NAEP Mathematics, each of these percentages is also used to weight the subscales relative to one another when constructing the composite score scale.

Using publicly available state assessment balance information in addition to forthcoming research to determine the appropriate balance of the NAEP Mathematics content areas, the ADC agreed on the importance of reducing the fourth-grade percentage of the NAEP Mathematics Assessment devoted to Data Analysis, Statistics, and Probability to align more closely with state

emphasis at grade 4. At the same time, the Committee discussed that the fourth-grade emphasis on Number Properties and Operations should be increased. For grade 8, the Committee noted that the preponderance of public comments encouraged the Board to maintain the same emphasis on Algebra, rather than decreasing it. Accordingly, the Committee discussed that the emphasis on Algebra should be maintained; the emphasis on Data Analysis, Statistics, and Probability should be increased; and the Framework Development Panel should determine which of the three remaining areas should be decreased (i.e., Geometry, Measurement, or Number Properties and Operations).

Ms. Blair summarized comments from NCES indicating that it is problematic to specify the percentage of the item pool that will be devoted to each of the five NAEP Mathematical Practices in the draft framework; this is difficult to operationalize because exact percentages have the potential to over-specify the assessment, e.g., the more requirements placed on the item pool, the less likely it is that all requirements can be achieved. Ms. Blair noted that it would be helpful to use ranges rather than exact percentages for all of the five NAEP Mathematical Practices. Chair Jago affirmed the need for flexibility given that the Board is designing a framework that needs to retain its relevance for an extended period of time, and there will be new developments that support more scenario-based tasks, for example, that are not necessarily possible today.

The Committee then discussed whether reporting on practices as one subscale was a worthwhile goal. An alternative would be to introduce a subscale for each NAEP Mathematical Practice in addition to the five NAEP Mathematics content area subscales that already exist – resulting in ten subscales. From a measurement perspective, having ten subscales for one assessment is infeasible. NCES Associate Commissioner Peggy Carr noted that a certain number of items would be required to support a stable subscale for each of the ten areas. This would result in the need for a larger item pool and substantial effort in terms of scaling. Ms. Blair noted that the Framework Development Panel is considering which types of special studies can be suggested to support substantive reporting of the practices, eventually. Cary Sneider summarized the consensus of the ADC: continue the existing five content area subscales and conduct a special study to determine what can be reported with respect to the NAEP Mathematical Practices.

Dale Nowlin clarified that researchers will still be able to analyze items according to practices without subscales for the practices, because items will be labeled according to both their NAEP Mathematics content area and their NAEP Mathematical Practice. The online NAEP Questions Tool will also present these labels for released items. This will be useful in helping the nation interpret results from the updated assessment.

The Committee turned to a discussion of whether the five NAEP Mathematical Practices proposed in the draft framework were sufficiently distinct. In particular, there was discussion

about whether the proposed NAEP Mathematical Practice of Representing and the proposed NAEP Mathematical Practice of Mathematical Modeling should be combined. Cary Sneider noted that the two concepts overlap heavily from the perspective of science, technology, and engineering. He also observed that fewer practices would be easier for NAEP reporting. Dale Nowlin noted that there are distinctions between the two practices as proposed, and this is an important space for NAEP because there is not necessarily a clear understanding of the distinctions. For example, combining the two practices could contribute to persistent confusion in the field about what modeling is. Mr. Nowlin suggested requesting the advisement of the Framework Development Panel, given the intentional variety of perspectives represented in the group.

With respect to contextual variables, Ms. Blair summarized that public comments expressed appreciation of opportunity to learn as a focus of contextual variables, while also noting sensitivity around certain topics, such as family engagement. The Committee agreed that family engagement was clearly problematic and should be removed from the questionnaire topics. Given that the Framework Development Panel was just recently provided with information about state concerns regarding NAEP contextual questionnaires, the ADC asked for the Framework Development Panel to review and refocus the remaining questionnaire topic areas with state concerns in mind. Cary Sneider noted that content-oriented activities outside of schools, for example, are an important area for NAEP questionnaires to support interpretation of student achievement. In this regard, Mr. Sneider also suggested engaging professional communities by providing slide decks and other products that NAEP partners can use with their constituents.

ADC Activities in the Strategic Vision

In reviewing projected activities for framework updates given the updated assessment schedule, Lesley Muldoon suggested sharing a timeline visual on our website to help partners understand what it takes to revise a framework and what is involved in launching it as an assessment. As a related resource, Mr. Sneider recalled a recent NCES briefing that described assessment development in great detail.

Looking to future potential ADC agenda topics, Dana Boyd noted her recent NAEP presentation to elementary school principals and asked how these presentations could be more engaging. Lisa Stooksberry noted that lack of familiarity with NAEP could be one reason why NAEP presentations do not fully engage stakeholders.

Paul Gasparini suggested that the ADC take a closer look at the Governing Board Framework Development Policy to ensure that policies and procedures of the Committee are in alignment with the policy. Finally, Mark Miller asked for continued discussion on how to ensure contextual variables are developed and revised in ways that optimize their relevance to the field.

August 1, 2019

Open Session

ADC Members: Carol Jago (Chair), Cary Sneider (Vice Chair), Dana Boyd, Paul Gasparini, Mark Miller, Dale Nowlin.

Governing Board Staff: Lesley Muldoon, Lisa Stooksberry, Michelle Blair.

NCES Staff: Associate Commissioner Peggy Carr, Holly Spurlock.

Other Attendees: American Institutes for Research: Kim Gattis. Council of the Chief State School Officers: Scott Norton. Council of the Great City Schools: Michael Casserly, Ray Hart. Educational Testing Service: Jay Campbell, Hilary Perskey, Emilie Pooler, Luis Saldivia. Human Resources Research Organization: Monica Gribben. Pearson: Llana Williams. WestEd: Ann Edwards, Steve Schneider. Westat: Greg Binzer. Wyoming Department of Education: Michelle Carroll, Will Donkersgoed, Jessica Steinbrenner. Other: Shannon Garrison (Los Angeles Unified School District).

Committee Recommendations for the NAEP Mathematics Framework Update

Picking up on the previous day's discussion, the Committee reflected on the Governing Board plenary discussion about the NAEP Mathematics Framework, earlier in the morning. Dana Boyd was encouraged by how comprehensive the Committee's and the Board's discussion has been. Mark Miller also appreciated the Board's trust in the ADC's leadership with the framework update.

Carol Jago appreciated the way ideas were shared and applauded the range of issues that were addressed. Dale Nowlin observed that the entire Board understands the tension between innovation and relevance and recognizes that finding a middle ground is difficult.

Ms. Blair noted that the largest change of the framework will reside in the NAEP Mathematical Practices. The practices as articulated in the draft framework received much support from public comment, and states have started to assess practices in mathematics. Ms. Blair predicted that introducing practices will prompt bridging research to maintain trend, but according to the panel and the field, this is a necessary change.

Paul Gasparini asked for more information about why maintaining reporting of student achievement trends is a primary factor in Board deliberations. Ms. Blair responded by first noting that the National Assessment of Educational Progress cannot report on progress without

trends. In terms of stakeholders, she said that state assessment programs change much more frequently which is why states look to NAEP as a way to determine whether some level of progress is being made. States have expressed that NAEP trends are critically important to their work. The Committee discussed the central role that NAEP trends serve for the country.

Former Board member Shannon Garrison noted that data and statistics are not emphasized as much in mathematics standards at 4th grade, but it is a part of science and social studies at 4th grade. So, she encouraged the Board to provide an affirmative statement about the importance of data literacy at all grade levels, even though the grade 4 NAEP Mathematics Assessment may be decreasing its emphasis on Data Analysis, Statistics, and Probability. She noted that it might be worth highlighting that data literacy is emphasized as part of the NAEP Science Assessment and the NAEP Technology and Engineering Literacy Assessment.

NAEP Resources and Information for Educators

Chair Jago invited Shannon Garrison to talk with the Committee about uses of NAEP in the real world. Ms. Garrison presented strategies regarding how educators can use NAEP tools to address student achievement gaps and how the Board can increase awareness and use of these tools.

In particular, she focused on insights that can be gained from using the NAEP Questions Tool and the NAEP Data Explorer, which are both online resources. The Questions Tool offers thousands of released NAEP assessment questions by subject, grade, and difficulty, along with customized reports showing how different jurisdictions performed on the released items. The tool also includes exemplars of student responses to constructed response items. The NAEP Data Explorer is less useful for classroom educators than state educators. However, the Data Explorer does enable a deeper look at how various contextual factors relate to student performance on NAEP. Ms. Garrison highlighted two contextual variables relevant to classroom instructional decisions: textbook use and how students are grouped. Though the data are not causal, she noted that this information can be used to spark important conversations.

Mark Miller reported on his recent experience presenting on NAEP to fellow math educators. He commented that having a resource that distinguishes easy and hard questions was very useful. He asserted that the most valuable aspect of the NAEP Questions Tool for the teachers was the quality of the questions, because it is sometimes challenging to find quality questions generally. He echoed Ms. Garrison's observation that having exemplar responses from students was invaluable. He noted, however, that the NAEP Questions Tool is not very user-friendly and suggested that focus groups with teachers could support improvements to the website.

Paul Gasparini noted that when students experience a NAEP administration, they do not necessarily have a message from the Governing Board. Crafting a message that speaks to

principals and school boards about what NAEP is and the service it provides would be useful. Then, perhaps, the slide presentations from Ms. Garrison and Mr. Miller could also be shared.

Cary Sneider suggested that the slide presentations be developed for educators as brief videos. He noted that a strategy should also be developed to ensure that educators become aware of these videos. Dale Nowlin expressed that increasing awareness is the largest challenge. He suggested that leaving a package of NAEP resources with schools that are part of NAEP administrations would be a good place to start.

Dana Boyd highlighted that language is an important part of being accessible and increasing awareness. For example, she noted that “contextual variables” does not resonate with educators. The Committee discussed the implications of these suggestions for the ADC’s elements of the Strategic Vision. Mr. Nowlin suggested that the ADC indicate potential contextual variables that would support informed discussions of best practice. Mr. Sneider said that teacher education programs are a great opportunity to help early career educators view NAEP as an important resource.

Closed Session 11:30 a.m. – 12:30 p.m.

ADC Members: Carol Jago (Chair), Cary Sneider (Vice Chair), Dana Boyd, Paul Gasparini, Mark Miller, Dale Nowlin.

Governing Board Staff: Lesley Muldoon, Lisa Stooksberry, Michelle Blair.

NCES Staff: Associate Commissioner Peggy Carr, Eunice Greer, Holly Spurlock.

Other Attendees: American Institutes for Research: Kim Gattis. Educational Testing Service: Jay Campbell, Hilary Perskey, Emilie Pooler, Luis Saldivia. Hager Sharp: Joanne Lim. Pearson: Llana Williams. WestEd: Ann Edwards, Steve Schneider. Westat: Greg Binzer.

In accordance with the provisions of exception (9)(B) of Section 552b(c) of Title 5 U.S.C., the Assessment Development Committee (ADC) met in closed session on August 2, 2018 from 11:30 a.m. to 12:30 p.m. to receive a briefing on secure item information for NAEP Reading that have not yet been released.

Overview of NAEP Reading Item Pool


Chair Carol Jago welcomed Eunice Greer to brief the Committee on the NAEP Reading item pool.

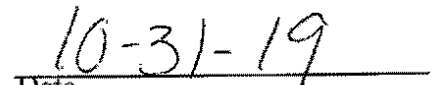
Ms. Greer described item development associated with the NAEP Reading Assessment. She explained how a series of research studies has paved the way for successful administrations of scenario-based tasks in the NAEP Reading Assessment.

Committee members asked various questions around issues relevant to the Reading Framework Update. Carol thanked Eunice for her excellent presentation.

Ms. Jago adjourned the meeting at 12:30 p.m.

I certify the accuracy of these minutes.


Dana Boyd, Chair


Date

National Assessment Governing Board

Committee on Standards, Design and Methodology

Report of August 2, 2019

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 Enis Dogan.

Other Attendees: American Institutes for Research: Jack Buckley. Educational Testing Service: Helena Jia and Daniel McCaffrey. HumRRO: Thanos Patelis. P20 Strategies: Andrew Kolstad. Westat: Keith Rust. Wyoming Department of Education: Will Donkersgoed and Barb Marquer.

Welcome

Chair Andrew Ho welcomed everyone and noted that it was the last COSDAM meeting for Ken Wagner. He recognized the valuable contributions of Mr. Wagner to the Board and to COSDAM in particular. Mr. Wagner praised Mr. Ho for his leadership and expressed sadness about departing the Board. Mr. Wagner also stated that he thought it was very important to have a chief state school officer on COSDAM who understands the technical side of assessment.

Preliminary Ideas for Governing Board Plan to Implement Formal Response to Evaluation of NAEP Achievement Levels

Gregory Cizek, COSDAM member and Chair of the Achievement Levels Working Group, provided an overview of the group's goals and work thus far. The working group was formed in March 2019 and is composed of COSDAM members Gregory Cizek, Linda Rosen, and Joe Willhoft, and Reporting and Dissemination (R&D) Committee members Father Joe O'Keefe and Fielding Rolston. Mr. Cizek described this work as having both micro and macro level goals. The immediate goal is to implement the Board's formal response to the seven recommendations from the most recent evaluation of NAEP achievement levels that was conducted by the National Academies of Sciences, Engineering, and Medicine. The broader goal is for the Board's work in this area to provide evidence to inform a decision to remove the trial status of the NAEP achievement levels, which is at the discretion of the NCES Commissioner.

The working group began by grouping the seven recommendations into four general areas: alignment of frameworks, items, achievement level descriptions (ALDs), and cut scores (Recommendations #1-3); exploring relationships between NAEP achievement levels and external measures (Recommendation #4); appropriate use and communication of NAEP achievement levels and external measures (Recommendations #5-6); and establishing a regular cycle for considering the desirability of conducting a new standard setting (Recommendation #7). The focus of this COSDAM discussion was on the first two categories of recommendations.

To address the first three recommendations, Mr. Cizek described the following proposed activities and tentative deadlines: 1) COSDAM approval of the Achievement Levels Procedures Manual (March 2020); 2) alignment studies between frameworks and item pools to be conducted by NCES in conjunction with the Board (timeline TBD, pending discussions with NCES); 3) revision of the math and reading ALDs (May 2021); and 4) revision of ALDs in other subjects (2022-2024, based on when assessments are next scheduled to be administered). In reference to the second activity, NCES Commissioner Lynn Woodworth stated that he agrees that these alignment studies need to happen for multiple reasons, and that it is not necessary to wait until this larger plan is approved.

Mr. Cizek described the working group's perspective on the fourth recommendation by explaining that the goal of exploring relationships between NAEP achievement levels and external measures is to provide context for NAEP results. To address the fourth recommendation, Mr. Cizek described the following proposed activities and tentative deadlines: 1) production of a technical memo on ideas for synthesizing and communicating findings from NAEP linking studies to further inform this plan (Fall 2019); 2) Governing Board deliberation on whether and how to pursue new links to external measures and indicators (Fall 2020); and 3) communication of NAEP results in the context of other assessments and indicators, in partnership with NCES (timeline TBD). COSDAM members noted that work on the fourth recommendation needs to be tied to explicit claims and intended interpretations, and that the Board need not make any claims about the NAEP achievement levels predicting specific outcomes beyond describing what children know and can do in particular subject areas. On the other hand, achievement on NAEP is correlated with other indicators. The Committee suggested stating that the purpose of addressing this recommendation is to focus on providing context for NAEP achievement levels.

Finally, Mr. Cizek briefly noted that Recommendation #7 (establishing a regular cycle for considering the desirability of conducting a new standard setting) has been addressed by the inclusion of Principle 4 in the recently updated Board policy on NAEP achievement level setting. The Achievement Levels Procedures Manual (currently in development) will include details on how to implement this guidance.

Joint Session with the Reporting and Dissemination Committee

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

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

Governing Board Members: Beverly Perdue.

Governing Board Staff: Lily Clark, Stephaan Harris, Laura LoGerfo, Lesley Muldoon, and Sharyn Rosenberg.

NCES Staff: Pat Etienne, Eunice Greer, and Dan McGrath.

Other Attendees: American Institutes for Research: Cadelle Hemphill. Council of the Great City Schools: Michael Casserly and Ray Hart. CRP: Edward Wofford. Educational Testing Service: Amy Dresher and Robert Finnegan. Hager Sharp: Debra Silimeo. The Hatcher Group: Ann Bradley and Robert Johnston. HumRRO: Emily Dickinson and Thanos Patelis. Institute of Education Sciences: Mark Schneider, ex-officio Board member. Optimal Solutions Group: Brian Cramer. Pearson: Kevin Baker. Westat: Chris Averett and Rick Rogers. Wyoming Department of Education: Michelle Carroll, Will Donkersgoed, Kari Eakins, Laurie Hernandez, Barb Marquer, and Jessica Steinbrenner.

Improving Communication of NAEP Achievement Levels (SV #3)

See Reporting and Dissemination Committee Report.

Ms. Gagnon adjourned the meeting at 1:03 pm.

I certify the accuracy of these minutes.



Andrew Ho, Chair

10/15/2019

Date

National Assessment Governing Board
Reporting and Dissemination Committee Meeting
Report of August 2, 2019

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

Reporting and Dissemination Committee Members Absent: Alberto Carvalho.

Governing Board Members: Beverly Perdue.

National Assessment Governing Board Staff: Stephaan Harris, Laura LoGerfo, Lesley Muldoon.

National Center for Education Statistics Staff: Eunice Greer, Dan McGrath.

Institute of Education Sciences: Mark Schneider.

Wyoming Department of Education: Laurie Hernandez.

Contractors: American Institutes for Research (AIR): Cadelle Hemphill. CRP, Inc.: Edward Wofford. Educational Testing Service (ETS): Amy Dresher, Robert Finnegan. Hager Sharp: Debra Silimeo. The Hatcher Group: Ann Bradley, Robert Johnston. HumRRO: Emily Dickinson, Thanos Patelis. Optimal Solutions Group: Brian Cramer. Pearson: Kevin Baker. Westat: Chris Averett, Rick Rogers.

Reporting and Dissemination Committee Chair Rebecca Gagnon called the committee meeting to order at 11:05 am.

The meeting began with an acknowledgement of Fielding Rolston’s remarkable contributions over his years of service to the Governing Board and the Reporting and Dissemination Committee. His insights will be missed.

Plans for the Initial Release of the 2019 Nation’s Report Card in Reading and Mathematics

The first topic on the agenda focused on the upcoming release of the 2019 Nation’s Report Card in Reading and Mathematics for Grades 4 and 8. Stephaan Harris, the Board’s Assistant Director for Communications, introduced a release plan for a second NAEP Day hosted by the Governing Board to announce the national, state, and district results in Washington, DC. The event will

span approximately 90 minutes and occur on a morning sometime in late October, with simultaneous livestream.

A lively discussion ensued about potential content and possible contributors for NAEP Day #2. General agreement emerged that the event should include teachers and students to connect the results explicitly to education “on the ground and in the field.” As part of this focus, the release should examine issues of equity, particularly innovative solutions to addressing inequity and closing opportunity and achievement gaps by gender, race/ethnicity, and socioeconomic status.

Tyler Cramer recommended bringing NAEP data to bear on these equity issues through the lens of disparate funding to school districts. And, a question, first posited by former Board member Mitchell Chester for the 2015 Nation’s Report Card release, reappeared: Can the Governing Board offer a skilled researcher early access to the data so that analyses on critical issues in the results, like equity, can invigorate the conversation at NAEP Day?

Reporting and Dissemination Committee Vice Chair, Father Joseph O’Keefe, recommended that NAEP Day coincide with the Governing Board’s annual New Member Orientation, both of which could occur directly before the November quarterly meeting. Introducing new members to the Governing Board’s work by including them in the release could set an illuminating context for how the Governing Board and the National Center for Education Statistics (NCES) collaborate. Seeing the final product—a report card—then working backward to learning about item development, assessment administration, achievement levels, and reporting may prove more meaningful than explaining NAEP without that frame of reference. The Governing Board staff will consider this suggestion, while also accounting for resource allocation across NCES, the Governing Board, and the myriad contractors involved in a report card release.

The Governing Board’s priorities emphasize the importance, value, and utility of data from the Trial Urban District Assessment (TUDA). As such, TUDAs will receive special focus with an event in a month subsequent to NAEP Day, through which the Board, in partnership with the Council of the Great City Schools and NCES, will offer deeper district analyses and highlight best practices of TUDAs in a region while keeping with the equity theme. This event could occur in Texas, where the Governing Board will convene in March 2020, and feature the common challenges and best practices among the four TUDA districts in Texas. In addition, the committee discussed extending the life of the Nation’s Report Card by hosting small events highlighting rural results.

At the conclusion of this session, Tonya Matthews made a motion to send the NAEP Day release plan to the full Governing Board for approval on Saturday morning, which Terry Mazany seconded.

Postsecondary Preparedness Conceptual Framework

The committee then turned its attention to the work on postsecondary preparedness. Laura LoGerfo, the Board's Assistant Director of Reporting and Analysis, sent the latest draft of the Postsecondary Preparedness Conceptual Framework to committee members a week before the committee meeting. This is the draft that will be reviewed by a panel of external experts on secondary to postsecondary transitions, workforce issues, higher education, and future directions in these fields. This panel will include an expert from the Frameworks Institute to guide considerations in how to shape the current narrative about postsecondary preparedness. The R&D committee members offered their reactions to the draft.

Members expressed support for the conceptual framework as it stands. Based on feedback gleaned at the meeting, the next version will incorporate hypothetical storylines to clarify how the included skills manifest in postsecondary pathways and to emphasize that a four-year college path does not suit all. Pursuant to this advice, the committee debated if and how the framework should distinguish the skills necessary for success through a trade, a certificate program, a four-year college, or a two-year college. The skills that matter the most may not differ by those categories; indeed, the same skills may apply towards success in all pathways. Committee members cautioned that the framework must not imply that postsecondary pathways end at age 24, but rather should describe lifelong learners and those shifting jobs, careers, and fields at any point in the life course.

Tonya Matthews suggested that the Board's contractor convene a focus group of target users—parents, teachers, principals—sooner rather than later so that their feedback can guide the next iteration of the conceptual framework. Rebecca Gagnon agreed and suggested that the conversations with the focus group happen both early in the process and after input from the expert panel to check how the focus group suggestions were realized.

Postsecondary Preparedness Dashboard

After this session on the conceptual framework, the agenda turned to progress on the Postsecondary Preparedness Dashboard. Robert Finnegan of ETS and Eunice Greer of NCES, the leads on this project, took a unique approach to presenting visions for the dashboard by including colleagues at Forum One via teleconference. Forum One staff led the committee through two concepts for the Postsecondary Preparedness Dashboard and explained the use of color, shapes, icons, and pictorial representations to aid in wayfinding throughout the website.

In both concepts, the designers posed an important policy question in big, bold font to entice the audience to read further. The question's answer immediately follows to demonstrate the utility and value of the site. This exemplifies how the site will provide visitors with practical information clearly and directly. The first concept presents the categories of skills as an incomplete wheel, a purposeful choice to demonstrate how the dashboard may not cover all the

skills needed for success in postsecondary life. This circular metaphor is echoed throughout the site, but icons change to interrupt any potential monotony. The second concept echoes the look of the Nation's Report Card site to maintain brand familiarity.

The current prototypes draw upon relevant analyses from the NAEP Data Explorer, however, plans call for including data from the National Postsecondary Aid Study (NPSAS), Baccalaureate and Beyond (B&B), Beginning Postsecondary Study (BPS), and the High School Longitudinal Study (HSLS).

At the meeting, committee members offered three suggestions. First, NCES should maintain a repository about what users download to refine the evolution of the website. Second, R&D members warned that the website must be careful in communicating the spectrum of preparedness; being prepared is not a binary state. Finally, similar to the framework discussion on seeking and incorporating external input, NCES was advised to elicit feedback from the Governing Board's task force with the Council of Chief State School Officers to learn how this dashboard work mirrors and diverges from similar efforts by states.

The discussion passed too quickly, given the need to join the Committee on Standards, Design and Methodology (COSDAM) promptly at noon. Thus, R&D members received .pdf versions of the draft visual conceptualizations for further review. The committee will reconvene virtually in late August or early September to delve more deeply into the prototypes. The goal is to present a prototype for general Board discussion at the November quarterly meeting.

The meeting took a three-minute recess to seat members from the Committee on Standards, Design and Methodology for the joint meeting.

Joint Meeting with Committee on Standards, Design and Methodology (COSDAM) **12:00 pm – 1:03 pm**

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

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

Reporting and Dissemination Committee Members Absent: Alberto Carvalho.

Governing Board Members: Beverly Perdue.

National Assessment Governing Board Staff: Lily Clark, Stephaan Harris, Laura LoGerfo, Lesley Muldoon, and Sharyn Rosenberg.

National Center for Education Statistics Staff: Pat Etienne, Eunice Greer, Dan McGrath.

Institute of Education Sciences: Mark Schneider.

Wyoming Department of Education: Michelle Carroll, Will Donkersgoed, Kari Eakins, Laurie Hernandez, Barba Marquer, Jessica Steinbrenner.

Council of the Great City Schools: Michael Casserly, Ray Hart.

Contractors: American Institutes for Research (AIR): Jack Buckley, Cadelle Hemphill. CRP, Inc.: Edward Wofford. Educational Testing Service (ETS): Amy Drescher, Robert Finnegan, Helena Jia, Dan McCaffrey. Hager Sharp: Debra Silimeo. The Hatcher Group: Ann Bradley, Robert Johnston. HumRRO: Emily Dickinson, Monica Gribben, Thanos Patelis. Optimal Solutions Group: Brian Cramer. P20 Strategies: Andrew Kolstad. Pearson: Kevin Baker. Westat: Chris Averett, Rick Rogers, Keith Rust.

Rebecca Gagnon, Chair of the Reporting and Dissemination Committee, welcomed members of COSDAM and introduced the topic of the joint meeting. The Achievement Levels Working Group, which comprises members of both R&D and COSDAM, is preparing a comprehensive plan to implement the Board's response to the evaluation of the NAEP achievement levels by the National Academies of Sciences, Engineering, and Medicine. At this stage in the working group's efforts, they are seeking feedback from R&D members on the recommendations relevant to communication of the NAEP achievement levels.

Gregory Cizek, member of COSDAM and Chair of the Achievement Levels Working Group, explained the goals and approach of the working group. The working group has both micro- and macro-level goals. The immediate level goal is to implement the Board's formal response to the recommendations from the most recent evaluation of the NAEP achievement levels conducted by the National Academies of Sciences, Engineering, and Medicine. The broader goal is to gather evidence to support removal of the trial status of the NAEP achievement levels, which is at the discretion of the NCES Commissioner. The working group met three times over the last six months to discuss potential approaches for implementing each recommendation.

The working group proposed activities to improve how the Board communicates appropriate uses of NAEP and accurate interpretations of the achievement levels. These activities include developing an interpretative guide to accompany the 2021 NAEP results. The working group wants this guide to be accessible, dynamic, and posted on the Nation's Report Card website to

illustrate appropriate uses of the data. The guide could include information on interpreting NAEP scores generally in addition to providing guidance on how to interpret the achievement levels.

The working group plans to convene panels of technical and communication experts to discuss how to communicate the NAEP achievement levels most effectively and to conduct focus groups of dedicated NAEP users to learn how draft communication materials (including the interpretative guide) are interpreted. Committee members suggested that the work of the expert panels and focus groups should occur iteratively.

The working group proposes that communication materials should be designed for audiences who are responsible for using NAEP results directly and/or passing information on to others; namely legislators (state and federal), education administrators, researchers who use NAEP data, and media who cover education. Committee members suggested that the working group also consider instructors at teacher colleges and representatives from business and human resources. If these audiences disseminate incorrect information, the inaccuracies accumulate. If they learn and model accurate information, then lessons on appropriate use should spread broadly.

Ken Wagner noted that the Board may wish to build support for NAEP, but avoid widespread attention, thus narrowing the range of influencers to reach. The Board may not need, “to conquer the consciousness.” Other members cautioned that no matter how widely or narrowly the Board circumscribes the intended audiences, given the current generation of stakeholders, multiple modes and strategies should be deployed for conveying interpretative guidance effectively. One communications strategy does not suffice.

To this point, Linda Rosen raised the question of how the Governing Board will define and measure the effectiveness of communicating the NAEP achievement levels. This work necessitates an evaluation plan, which provokes more questions that must be answered: What is the theory of action? What is the baseline? What data does the Board collect now? What metrics would be sensitive to any change that an interpretative guide might influence? What criteria will define success? What strategies will prove most cost-effective?

Terry Mazany expressed concern that the timeline for deploying these strategies was too long. Ideally, exemplars for appropriate use could be posted on the NAEP website now as a starting point, rather than waiting until the interpretative guide is released with the 2021 report card. Integrating this work into existing vehicles, projects, and plans must be considered.

Gregory Cizek synthesized the input from Committee members by stating that the working group should develop strategies for engaging users with NAEP data and achievement level results. Reporting and dissemination are necessary but insufficient for users to find NAEP data interpretable and useful. It would be desirable for COSDAM and R&D to build on the

recommendations of the working group to develop and evaluate engagement strategies that facilitate NAEP use.

The working group will incorporate the feedback from COSDAM and R&D members into the draft plan to be presented and discussed at the November quarterly meeting, with action planned for next March. The working group will update both committees on progress and circle back for further guidance and feedback.

The joint meeting of R&D and COSDAM concluded at 1:03 pm.


Chair

October 16, 2019
Date



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, after the initial release, 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, to be webcast for a national audience, will involve the findings of national, state and TUDA results at an appropriate venue in Washington, D.C. It will include a data presentation by the 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, state or urban district level. The event will include from leaders and educators, who will be discuss in detail challenges, trends and issues concerning school equity. This program, slated to be no longer than 90 minutes, will also include a conversational Q&A session that would include questions from in-person attendees and those submitted via livestream. Full accompanying data for all assessment results will be posted on the Internet at the scheduled time of release.

After the initial release, the second program will be held and livestreamed at a venue in a TUDA school district with a goal of using the urban district findings on NAEP as a springboard to discuss the theme of equity with collaboration from the Council of the Great City Schools, an important partner in the NAEP program. The goal is to foster a focused, value-add discussion to bring NAEP more into the national conversation on these issues and emphasize the relevance of the data to inform stakeholders. The program, slated to be no longer than 90 minutes, will also involve a conversational Q&A session that would include questions submitted via livestream.

DATE AND LOCATION

The initial release event will occur in Fall 2019, with the TUDA-focused event occurring at a later time. 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 initial release event, the Governing Board will work with its communications contractor to begin a social media campaign to build engagement and 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 also host a dedicated page 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 Education Statistics will publicly release the report at the NAEP website—<http://nationsreportcard.gov>—and at the scheduled time of the release event. An online copy of the report, along with data tools, questions, and other resources, will also be available at the time of release on the NAEP site. The Governing Board press release, the 2019 Reading and Mathematics Frameworks, and related materials will be posted on the Board's web site. The site will also feature links to social networking sites and multimedia material related to the event.

ACTIVITIES AFTER THE RELEASE

The Governing Board's communications contractor will work with Board staff to coordinate additional post-release communications efforts—which could include 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 also 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.

National Assessment Governing Board

Nominations Committee

Report of August 3, 2019

Nominations Committee Members: Fielding Rolston (Chair), Dana Boyd, Andrew Ho, Tonya Matthews, Terry Mazany, Joseph O’Keefe, Cary Sneider.

Nominations Committee Member Absent: Jim Geringer.

Other Board Members: Mark Miller, Paul Gasparini.

Invited Guest: Michael Casserly, CGCS.

Board Staff: Stephaan Harris, Donnetta Kennedy, Lesley Muldoon, Munira Mwalimu, Tessa Regis, Lisa Stooksberry.

The National Assessment Governing Board’s Nominations Committee met in open session on August 3, 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, Board members Mark Miller and Paul Gasparini for their continued attendance, and Michael Casserly as an invited guest. He also noted the absence of member Jim Geringer. He then reviewed the agenda.

The first order of business was the committee’s acknowledgement of Mr. Rolston and Cary Sneider for their contributions to this Committee and to the Board. Mr. Rolston and Mr. Sneider will complete two terms of service on September 30, 2019.

Upon concluding remarks for departing members, Lisa Stooksberry informed the committee that there was no update from the Secretary’s office on appointments of new members whose terms begin October 1, 2019.

Next, Tessa Regis provided a timeline for the 2020 nominations campaign. The campaign begins on August 26 and ends October 18, 2019.

Stephaan Harris and Lesley Muldoon briefed the committee on the outreach strategy for the 2020 nominations campaign and the role of the communications contractor, the Hatcher Group, in the effort. Mr. Harris described meetings and calls with stakeholders and key organizations, particularly those targeted to help diversify the nominee pool. He emphasized that relationship mapping among board members and alumni networks will be key to the campaign’s success. Tonya Matthews recommended that Board members would benefit from something to put into stakeholders’ hands, such as a small card or a one-pager. These materials would be best suited for categories such as parent representative, non-public school administrators, and business

representatives. She noted that these materials could focus on Board service, thus could be repurposed for other uses. Mr. Harris reminded the committee that a social media tool kit will be made available to all Board members and alumni as they solicit nominees. Andrew Ho mentioned his concern around the lack of racial and gender diversity, particularly in the Testing and Measurement Expert category.

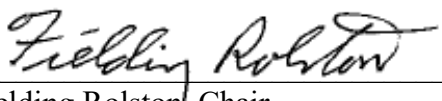
During their discussion, committee members identified opportunities to promote 2020 nominations. Mr. Sneider and Mr. Rolston offered their time and availability for calls and outreach during the campaign. Father Joe O'Keefe referenced the Office of Non-Public Education annual meeting to be held at the U.S. Department of Education on September 25, noting the opportunity to promote this year's campaign among the heads of private schools who will be in attendance.

The Committee discussed current members' terms alongside upcoming vacancies by category. In 2020, the Committee seeks to fill two General Public Representative seats. In one vacancy, the Committee aims to seat a member who brings expertise in parental advocacy and engagement. In the other, the goal is to seat 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.

Finally, Mr. Sneider and Mr. Rolston offered their departing remarks, both noting how they have come to appreciate the essential role the committee plays in the Board's work, particularly as member turnover occurs.

Mr. Rolston thanked the Nominations Committee members for their efforts. He thanked Mr. Harris and Ms. Muldoon on the outreach strategies and work, and commended Ms. Regis and Ms. Stooksberry for facilitating the work of the Committee.

I certify the accuracy of these minutes.


Fielding Rolston, Chair

September 24, 2019
Date