

**National Assessment Governing Board**

**Special Meeting of September 29, 2020**

**Virtual**

**OFFICIAL SUMMARY OF GOVERNING BOARD ACTIONS**

**Complete Transcript Available**

**National Assessment Governing Board Members Present**

Haley Barbour, Chair  
Tonya Matthews, Vice Chair  
Dana Boyd  
Tyler Cramer  
Christine Cunningham  
Frank Edelblut  
Rebecca Gagnon  
Paul Gasparini  
James (Jim) Geringer  
Eric (Rick) Hanushek  
Andrew Ho  
Patrick Kelly  
Terry Mazany  
Mark Miller  
Reginald McGregor  
Alice Peisch  
Beverly (Bev) Perdue  
Martin (Marty) West  
Grover (Russ) Whitehurst  
Carey Wright  
Mark Schneider (ex-officio)

**Governing Board Members Absent**

Alberto Carvalho  
Gregory Cizek  
Joseph O'Keefe  
Nardi Routten

**National Assessment Governing Board Staff**

Lesley Muldoon, Executive Director  
Lisa Stooksberry, Deputy Executive Director  
Michelle Blair

Stephaan Harris  
Donnetta Kennedy  
Laura LoGerfo  
Munira Mwalimu  
Tessa Regis  
Sharyn Rosenberg  
Angela Scott  
Anthony White

**National Center for Education Statistics (NCES)**

Lynn Woodworth, Commissioner  
Peggy Carr, Associate Commissioner  
Gina Broxterman  
Jing Chen  
Brian Cramer  
Alison Deigan  
Enis Dogan  
Patricia Etienne  
Elvira Germino Hausken  
Eunice Greer  
Shawn Kline  
Daniel McGrath  
Nadia McLaughlin  
Taslina Rahman  
Eddie Rivers  
Bill Tirre  
Ebony Walton  
Bill Ward  
Angela Woodard

**American Institutes for Research (AIR)**

Kim Gattis  
Sami Kitmitto  
Young Yee Kim  
Gabrielle Merken

**CRP, Inc.**

Subin Hona  
Anthony Velez

**Educational Testing Service (ETS)**

Marc Berger

Jay Campbell  
Peter Ciemins  
Gloria Dion  
Patricia Donahue  
Amy Dresher  
Robert Finnegan  
Janel Gill  
Helena Jia  
Edward Kulick  
John Mazzeo  
Hilary Persky  
Emily Pooler  
Sarah Rodgers  
Karen Wixson

**Hager Sharp**

Crystal Brown  
David Hoff  
Joanne Lim

**The Hatcher Group**

Jenny Beard  
Ann Bradley  
Robert Johnston  
David Loewenberg  
Devin Simpson  
Juan Tirado

**Optimal Solutions Group**

Imer Arnautovic  
Sadaf Asrar  
Charlotte Notaras

**Pearson**

Scott Becker  
Stanley Rabinowitz  
Cathy White  
Llana Williams

## **Westat**

Chris Averett  
Keith Rust

## **WestEd**

Sonya Powers

## **Other Attendees/Speakers**

James Forester, Department of Education  
Brandon Dart, Management Strategies  
Ron Reynolds, California Association of Private School Organizations (CAPSO)  
Debra Silimeo, The Silimeo Group  
Michael Slattery, Huntington Ingalls Industries (HII)  
Anand Vaishnav, Education First

## **Welcome**

On September 29, 2020, the National Assessment Governing Board (Governing Board) held a special meeting to receive a briefing on the 2019 NAEP Reading and Mathematics results at grade 12, to continue discussing the impact of COVID-19 on the administration of NAEP assessments in 2021, and to take action on the Board's Strategic Vision. Haley Barbour, Chair, called the meeting to order at 4:32 p.m. and welcomed attendees to the closed session of the meeting held by webinar.

## **The 2019 Nation's Report Card in Reading and Mathematics: Grade 12**

Under the provisions of exemption 9(B) of § 552b of Title 5 U.S.C., the Governing Board met in closed session from 4:32 p.m. to 5:15 p.m. to receive a briefing and discuss the 2019 NAEP Reading and Mathematics Report Card for grade 12.

Ebony Walton of NCES introduced the session and noted that her colleague Grady Wilburn had pre-recorded a video describing the results. The video described the embargoed results for the grade 12 assessments, which were conducted from late January through early March in 2019. The national sample included approximately 25,000 students for the reading assessment, and an additional 25,000 students for the mathematics assessment. Some students participated in a paper and pencil version of the assessment, and some students received a digital-based assessment; results are based on both versions of the assessment.

Wilburn described the framework content areas measured by each assessment and included a few sample items. The 2019 results were compared to results from 2015 and previous years, both overall, by percentile, and for each NAEP achievement level. Results for student groups were also presented.

Board members asked questions and engaged in discussion about the embargoed results. Lesley Muldoon indicated that the release event for these results would take place on Wednesday, October 28<sup>th</sup> at 1:30 pm Eastern time.

### **Policy and Operational Updates for NAEP 2021**

Under the provisions of exemption 9(B) of § 552b of Title 5 U.S.C., the Governing Board met in closed session from 5:15 p.m. to 6:15 p.m. to discuss the status of NAEP appropriations and budget and its potential impact on assessments in 2021 and beyond.

NCES Associate Commissioner Peggy Carr described potential impacts on the program under different scenarios, i.e., whether or not NAEP receives a one-time appropriation as part of a stimulus package and whether or not NAEP receives additional funds for Fiscal Year 2021 as requested in the President’s budget request. Carr described the impact on planned activities under the different scenarios and emphasized that the program could only implement all of the activities on the current NAEP Assessment Schedule if both the one-time appropriation and the additional funds requested in the President’s budget request were received.

NCES is continuing to spend money to prepare for a 2021 NAEP administration in Reading and Mathematics at grades 4 and 8, as required by the NAEP legislation. Carr described the criteria that NCES is monitoring to inform the Commissioner’s determination about whether he will be able to fulfill his legislative obligation to “conduct a national assessment and collect and report assessment data, including achievement data trends...in a valid and reliable manner” (U.S. Code 9622). In late November or early December the Commissioner will be able to inform the Secretary of Education and Congress about whether it is possible to fulfill this legislative obligation. Commissioner Lynn Woodworth emphasized that his role is to advise Congress about this determination, but that the ultimate decision about whether to proceed will be in the hands of Congress.

### **Recess for Break**

The Governing Board meeting recessed at 6:15 p.m. for a break.

### **Meeting Reconvened: OPEN SESSION**

The Governing Board meeting reconvened at 6:30 p.m. in open session.

### **Strategic Vision 2025**

Governing Board Vice Chair Tonya Matthews introduced the session and noted that the purpose is to review and take action on Strategic Vision 2025, which includes eight strategic priorities. Matthews reviewed the timeline to develop the Strategic Vision, beginning with an Executive Committee retreat in January 2020; Board discussions at the March and May quarterly meetings; and committee discussions in July. Board members and staff participated in “sprint teams” to move the work forward, and stakeholder feedback was sought.

Matthews described the three pillars of Strategic Vision 2025: Inform, Innovate, and Engage. Matthews noted that the existing Strategic Vision, adopted in 2016, includes the first two pillars, and the Board was particularly interested in increasing efforts related to stakeholder engagement in the next iteration of the vision. Matthews then reviewed the 8 strategic priorities subsumed under the 3 pillars.

Board members asked a few clarification questions about some of the strategic priorities. In response to a question about the meaning of “validity evidence,” Andrew Ho suggested that the word “validity” was redundant and should be removed. With that edit, Matthews asked for a motion to approve the Strategic Vision. Terry Mazany made a motion, seconded by Mark Miller. There was no additional discussion, and the Strategic Vision was unanimously adopted. The approved Strategic Vision is appended to these minutes.

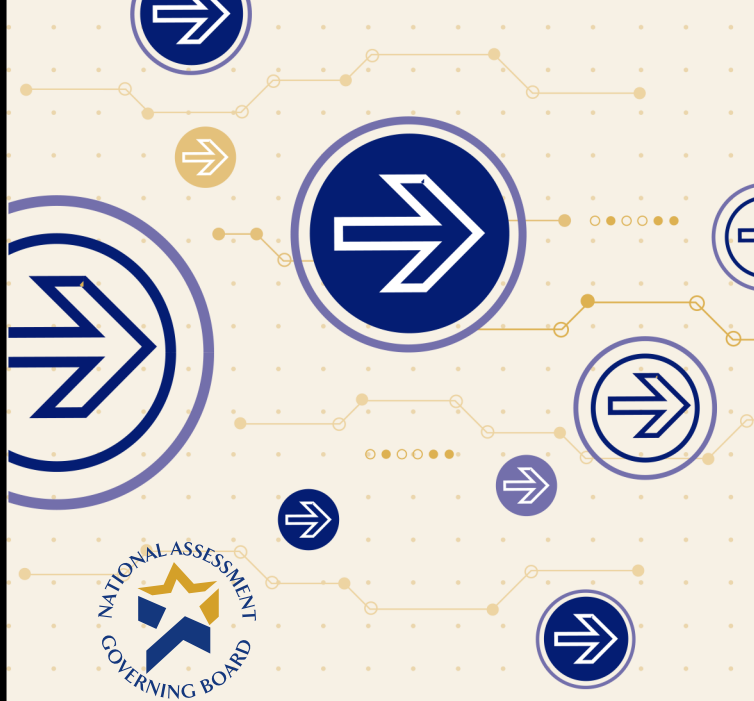
**Meeting Adjourned**

Barbour adjourned the meeting at 6:58 p.m.

I certify to the accuracy of the minutes.

  
Chairman

November 5, 2020  
Date



# Strategic Vision 2025



The National Assessment of Educational Progress (NAEP), also known as The Nation's Report Card, was developed in 1969 to answer the important question: "How are our nation's students doing?" In 1988, Congress created the independent, bipartisan National Assessment Governing Board to set policy for The Nation's Report Card, that is, deciding what subjects to assess, approving test and survey questions, determining achievement levels, and improving the reporting and use of results. Since that time, the Governing Board and its partner, the National Center for Education Statistics (NCES), have worked to safeguard NAEP as the "gold standard" assessment of educational achievement in the United States.

The Governing Board established its first Strategic Vision in 2016 with two major goals – to inform and to innovate – for the Board's work on behalf of policymakers, educators, researchers, business leaders, and the general public. The Governing Board's second Strategic Vision, which will guide the Board's efforts through 2024, adds a third goal, "to engage." This new goal in the Board's vision highlights the importance of not only reporting results accurately, but also in promoting their use:

- To serve as a catalyst for action to improve student achievement;
- To inspire improvement in the quality of assessments and standards; and
- To tell the stories of American achievement for all, over time and in context.



The Governing Board's new Strategic Vision comes at a time of worldwide disruption in education, with the COVID-19 pandemic forcing educators to rethink long-held practices in teaching, learning, and assessment. Educators and policymakers alike are focused on educational equity with renewed commitment. The Governing Board will continue to partner with NCES to ensure NAEP remains the gold standard in assessment, providing objective information about the status and progress of American education at a time of significant disruption to our nation's schools and students.

The pandemic has heightened the need for the Governing Board to adopt a Strategic Vision that fulfills its Congressional mandate and preserves NAEP as a trusted, valuable resource that endures over time. Over the next four years, the Strategic Vision will guide the Governing Board as it strives to inform efforts to improve our nation's schools, innovate in carrying out its mandate, and engage stakeholders in understanding and using the results of The Nation's Report Card.



## INFORM

The National Assessment Governing Board will disseminate NAEP resources to inform the work of numerous education stakeholders and to promote high-quality uses of The Nation's Report Card that support improvements in policy and practice. NAEP resources include results; focused studies; assessment questions and tasks; assessment innovations; and contextual variables about the educational experiences of students, teachers, and schools. The Governing Board will:

- **Identify** the needs of stakeholders and refine resources to promote sustained use of NAEP data, enabling educators, researchers, advocates, and policymakers to understand and improve student achievement.
- **Elevate** high-quality uses of NAEP resources to demonstrate NAEP's utility and to highlight the unique value of the Nation's Report Card to inform education policy and practice.
- **Link** NAEP resources with external data sources and disseminate what is learned from these sources so that NAEP can inform policy and practice in understandable and actionable ways.



## INNOVATE

The National Assessment Governing Board will ensure The Nation's Report Card remains at the forefront of assessment design and technology by refining design, content, and reporting, increasing relevancy for NAEP users and inspiring action to improve achievement for all. The Governing Board will:

- **Optimize** the utility, relevance, and timing of NAEP subject-area frameworks and assessment updates to measure expectations valued by the public.
- **Monitor** and make decisions about the NAEP assessment schedule based on the Board's policy priorities of utility, frequency, and efficiency to ensure NAEP results are policy-relevant.
- **Develop** a body of evidence to improve the interpretation and communication of NAEP achievement levels to ensure that they are reasonable, valid, and informative to the public.



## ENGAGE

The National Assessment Governing Board will strengthen partnerships and communications with stakeholder organizations, building capacity to understand and harness the resources of The Nation's Report Card to advance policy and practice. The Governing Board will:

- **Develop**, sustain, and deepen strategic partnerships to ensure that NAEP remains a trusted, relevant, and useful resource.
- **Help** stakeholders understand how the Governing Board and NAEP can illuminate important skills for postsecondary education pathways.

### National Assessment Governing Board

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