

# Executive Committee

November 16, 2020

4:00 – 6:00 pm ET

Join via WebEx



## AGENDA

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| <b>4:00 – 4:05 pm</b> | <b>Agenda Overview and Opening Remarks</b><br><i>Haley Barbour, Chair</i>   |
| <b>4:05 – 4:30 pm</b> | <b>NAEP Budget and Operations: Status Update (CLOSED)</b><br><i>Peggy Carr, Associate Commissioner, National Center for Education Statistics</i>                                      |
| <b>4:30 – 5:15 pm</b> | <b>Discussion: Implications for the NAEP Assessment Schedule (CLOSED)</b><br><i>Haley Barbour</i><br><i>Lesley Muldoon, Executive Director</i>  |
| <b>5:15 – 5:20 pm</b> | <b>Transition to Open Session</b>   |
| <b>5:20 – 5:45 pm</b> | <b>NAEP Reading Framework: Status and Next Steps</b><br><i>Dana Boyd, Chair, Assessment Development Committee</i><br><i>Mark Miller, Vice Chair, Assessment Development Committee</i> |
| <b>5:45 – 6:00 pm</b> | <b>Strategic Vision 2025: Next Steps</b><br><i>Lesley Muldoon</i>   |
| <b>6:00 pm</b>        | <b>Adjourn</b>  |

## NAEP Reading Framework – Status & Next Steps

### Background

Because of the important role NAEP plays as “The Nation’s Report Card,” it’s essential that it remains a valid, reliable, and relevant instrument. To do that, the framework must reflect current research and knowledge in reading comprehension.

The current NAEP reading framework was last updated almost two decades ago. In that time, education has experienced significant changes—in technology, curricular standards, and research. This requires the Board evaluate what framework changes are necessary to ensure NAEP remains a relevant and useful instrument for measuring reading progress and achievement now and in the future.

At the same time, stable reporting of student achievement trends is an important part of NAEP. The Board must carefully consider the impact of framework changes to trend alongside the need to ensure the framework accurately reflects what students should be able to know and do.

### Status & Next Steps

Since the July 30-31 Quarterly Governing Board Meeting, the Assessment Development Committee (ADC) and Board staff have worked with the Development Panel for the NAEP Reading Framework on two key priorities:

- 1) Completing the review of public comment received on the draft framework this summer and making initial recommendations for reconciling those comments in the next draft of the framework; and
- 2) Further explicating the key policy questions for the Governing Board’s input so that you can give the Development Panel sufficient guidance on priorities for the next draft of the framework.

The advanced material for the Friday, November 20, 2020 Board plenary discussion includes a memo with a detailed progress update. The purpose of this November 16, 2020 Executive Committee Session is to discuss key aspects of this project’s status. Most notably:

- The ADC has been carefully reviewing the necessity of the different framework update recommendations. Overall, the ADC affirms that a framework update is needed—for several of the reasons articulated in the “Background” section above. For the November 20 Board plenary session, the ADC will share their consensus views on central issues and collect full Board feedback to support the Framework Development Panel in finalizing

revisions to the draft framework update. (Note, ADC is meeting on Friday, November 13, 2020 to finalize their consensus views.)

- Preliminary analysis by NCES indicates that at least 90 percent of the current item pool can be considered as consistent with update recommendations in the draft 2025 Framework – with some modifications. This is in contrast with the 2004 Board adoption of the current reading framework, which resulted in using 0 percent of the then-current item pool. Trend was maintained under that more dramatic framework change. A bridge study was used to support trend maintenance for that framework replacement, and a bridge study is planned to support trend maintenance for this framework update.
- In response to Board feedback, the Development Panel has worked to clarify what they recommend continuing from the current framework so that it is clearer what from the current assessment would be built upon in a new framework.
- In response to public comment, the Panel has a revision plan to remove the claim that there is a sociocultural model of reading comprehension and instead clarify that the Framework update recommendations are based upon consensus findings from developments in theory, research, policy, and practices about reading comprehension and its assessment. This may better reflect the consensus across the field.
- The project timeline is extended to accommodate careful review of extensive public comment and more time for Board deliberation. Board action on the framework is now scheduled for May 2021. To accommodate this extension and the needed time for NCES assessment development, the earliest implementation year for an updated NAEP Reading Framework is 2026. At some point in the future, the NAEP Assessment Schedule will need to reflect this shift. Currently, an updated NAEP Reading Framework is planned for 2025 in the NAEP Assessment Schedule.

# Strategic Vision 2025

## Status and Next Steps

### Background

In August 2019, the National Assessment Governing Board embarked upon a year-long endeavor to develop the next iteration of its Strategic Vision. In September 2020, the Board unanimously adopted Strategic Vision 2025, intended to guide the Board's efforts over the next four years.

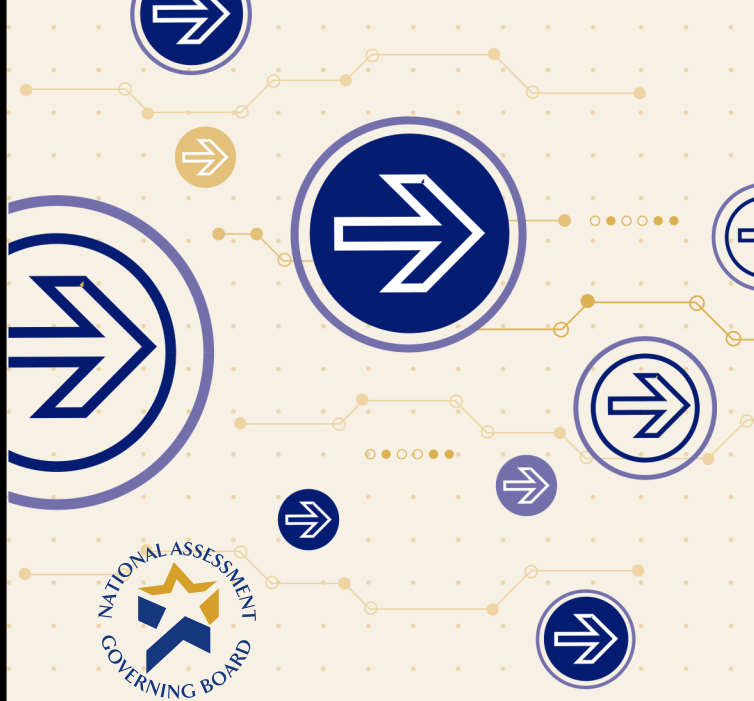
Led by the Executive Committee, the process engaged Board members in "sprint teams" to develop and distill initial ideas, leading to full Board and committee discussions as the vision evolved. External stakeholders provided feedback in the later stages of the process, sharing useful, informative ideas to complement and complete the Board's vision.

The Board's first-ever Strategic Vision, adopted in 2016, was organized by two goals: Inform and Innovate. Strategic Vision 2025 adds a third goal: Engage. This goal reflects the evolution of the Board's aims to serve as a catalyst for action to improve student achievement.

### Next Steps

The next step in the Strategic Vision process is to develop implementation plans that set the Board on a path to achieve its priorities over the next four years. In standing committee meetings, Board members will provide initial guidance that staff, in turn, will use to create work plans and metrics to measure success. The goal is to create plans that are cross-functional in nature, ensuring that cross-committee input drives implementation. The work plans will also establish a process by which staff will work cross-functionally. The Executive Committee will continuously monitor the Board's progress and provide oversight in implementation.

At its November 2020 meeting, the Executive Committee will receive an update on next steps, including a proposed timeline and recommendations for how the Board and staff might proceed.



# 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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