

Updates to the NAEP Assessment Schedule

March 5, 2021

At the March 2021 meeting, the Governing Board will take action on the NAEP Assessment Schedule to align with a [waiver](#) provided by Congress in late 2020 (see Attachment A). Through the waiver, Congress acknowledged the operational limitations of administering NAEP in 2021 during COVID-19, allowing the Governing Board and the National Center for Educational Statistics (NCES) to postpone the legislatively mandated 2021 administration of NAEP Mathematics and Reading in Grades 4 and 8 to 2022. Subsequently, administration of these Congressionally mandated assessments will shift to 2024, 2026, and so on, maintaining the required two-year periodicity in these subject areas and grade levels. The waiver also allows for postponing NAEP Mathematics and Reading in Grade 12 to 2024, with administration to follow at least every four years, thereafter.

Throughout 2020, the Governing Board and NCES monitored the evolving conditions related to the pandemic and the consequences for states, districts, schools, and students. After exploring all avenues to attempt to conduct the 2021 assessments, in November 2020 it was clear that NAEP would not be operationally feasible in 2021. After its November meeting, the Board submitted letters to Congress (see Attachment B) that supported postponing 2021 administration to 2022.

Following the November 2020 Board meeting, Congress passed an omnibus appropriations bill that included funding for Fiscal Year 2021 (FY 21) as well as emergency supplemental funding for COVID-related support and relief. For FY 21, NAEP received an increase in annual appropriations of \$12M, for a total of \$165M annually. In the emergency supplemental funding provisions, NAEP was provided with a one-time appropriation of \$28M to cover increased costs due to the pandemic. In closed session, the Board will receive a budget briefing from NCES and will discuss any anticipated implications.

The Governing Board's action at the March Quarterly Board Meeting is to officially align the NAEP Assessment Schedule (see Attachment C) with the Congressional waiver.

**FY21 and COVID Aid
Omnibus Appropriations Act (H.R. 133) Excerpt**

See [H.R. 133](#), Division FF, Sec. 104, p. 2539

RESCHEDULING OF THE NAEP MANDATED BIENNIAL 4TH AND 8TH GRADE ASSESSMENT AND ALIGNMENT OF THE MANDATED QUADRENNIAL 12TH GRADE ASSESSMENT

(a) **CURRENT ASSESSMENT ADMINISTRATION RESCHEDULING.**—Notwithstanding any other provision of law and due to the public health emergency declared by the Secretary of Health and Human Services under section 319 of the Public Health Service Act (42 U.S.C. 247d) on January 31, 2020, with respect to COVID–19—

(1) the biennial 4th and 8th grade reading and mathematics assessments scheduled to be conducted during the 2020–2021 school year in accordance with paragraphs (2)(B) and (3)(A)(i) of section 303(b) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)) and, as practicable and subject to the discretion of the National Assessment Governing Board, the Trial Urban District Assessment, shall be conducted during the 2021–2022 school year; and

(2) the next quadrennial 12th grade reading and mathematics assessments carried out in accordance with section 303(b)(2)(C) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(2)(C)) after the date of enactment of this section, shall be conducted during the 2023–2024 school year.

(b) **FUTURE ASSESSMENT ADMINISTRATION.**—In accordance with section 303(b)(2)(B) of the National Assessment of Educational Progress Authorization Act (20U.S.C. 9622(b)(2)(B)), the next biennial assessments following the 2021–2022 administration, as authorized under subsection (a), shall occur in the 2023–2024 school year and, as practicable and subject to the discretion of the National Assessment Governing Board, the next Trial Urban District Assessment following the 2021–2022 administration, as authorized under subsection (a), shall occur in the 2023–2024 school year.

FISCAL YEAR 2021 APPROPRIATIONS

See Division H [Explanatory Statement](#) for H.R. 133, p. 193

COVID-RELATED SUPPLEMENTAL APPROPRIATIONS

See [H.R. 133](#), Division M, p. 1887

For an additional amount for “Institute of Education Sciences”, \$28,000,000, to remain available through September 30, 2022, to prevent, prepare for and respond to coronavirus, domestically or internationally, for carrying out the National Assessment of Educational Progress Authorization Act: Provided, That such amount is designated by the Congress as being for an emergency requirement pursuant to section 251(b)(2)(A)(i) of the Balanced Budget and Emergency Deficit Control Act of 1985.



November 24, 2020

The Honorable Lamar Alexander
Chair, Senate Committee on Health,
Education, Labor & Pensions
455 Dirksen Senate Office Building
Washington, DC 20515

The Honorable Bobby Scott
Chair, House Committee on Education
and Labor
1201 Longworth House Office Building
Washington, DC 20515

The Honorable Patty Murray
Ranking Member, Senate Committee on
Health, Education, Labor & Pensions
154 Russell Senate Office Building
Washington, D.C. 20510

The Honorable Virginia Foxx
Ranking Member, House Committee on
Education and Labor
2462 Rayburn House Office Building
Washington DC 20515

Dear Senator Alexander, Representative Scott, Senator Murray, and Representative Foxx:

The National Assessment Governing Board, which is charged by the U.S. Congress to set policy for the National Assessment of Educational Progress (NAEP), convened for its quarterly meeting on November 19-20, 2020. At that time, the National Center for Education Statistics (NCES) updated Governing Board members on progress in planning for a 2021 administration of NAEP in reading and mathematics for grades 4 and 8. This biennial administration of NAEP is mandated by Congress under the NAEP Authorization Act, Pub. L 107-279 Title III, §303, and the Governing Board is committed to maintaining this assessment schedule.

As you know, NAEP is the largest nationally representative and continuing assessment of what our nation's elementary and secondary school students know and can do; it has provided critical insights into the status and progress of American education for more than 50 years.

Reflecting the Governing Board and NCES' shared commitment to producing The Nation's Report Card in accordance with the law and the needs of education stakeholders, over the last year NCES invested significant effort and resources to prepare for the NAEP 2021 administration despite the impact of the global pandemic on the operating status of American schools. All avenues to support the administration of NAEP in 2021 were explored. However, COVID-related challenges prohibit fulfilling the mandate to assess reading and mathematics in 2021 given NAEP's unique design and methodology.

November 24, 2020

Over the last year, the Governing Board has been briefed by NCES regularly and thoroughly on these efforts and has supported their work to prepare for NAEP in 2021. At the Governing Board's meeting November 19-20, Board members were convinced by data presented by NCES that current COVID-related conditions preclude the possibility of (1) administering NAEP safely to a sufficient and representative sample, and (2) reporting results in a valid and reliable manner consistent with NCES' statistical standards and the NAEP Authorization Act.

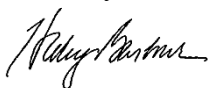
The timing of this determination will allow NCES to begin preparations to conduct NAEP in the next possible year (2022), when it should be feasible to collect and report valid and reliable data. Because NCES explored all possible paths to conduct NAEP 2021 safely, they have incurred additional costs. As a result, NCES will require additional resources to ensure a full and complete administration in 2022—with results for the nation, all 50 states, and the 27 large urban districts that participate in the Trial Urban District Assessment program. There is a need to collect reliable and valid data as soon as it is safe and technically feasible to measure and compare student achievement across the nation, states, and select large urban districts. A 2022 NAEP administration would be more likely to provide valuable data about student achievement in the wake of COVID-19 to support effective policy, research, and resource allocation.

Thus, in accordance with §303(a) of Pub. L. 107-279, the Governing Board has advised the NCES Commissioner to cease all resource allocation to NAEP 2021 as soon as practicable and to reschedule the assessment to 2022. The Board also wishes to emphasize the urgent need to secure sufficient funding to ensure that there is valid and reliable assessment of reading and mathematics for the nation, states, and trial urban districts at grades 4 and 8 in 2022 and every two years thereafter. The Board proposes that NCES and the Governing Board hold a joint briefing with Congressional staff to communicate these critical points about NAEP's future and answer any questions Congress may have about this decision.

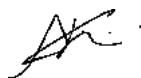
Finally, the Governing Board is committed to working with NCES to communicate with stakeholders about changes to the NAEP Assessment Schedule. As you know, the Nation's Report Card is a unique and valuable resource for education stakeholders, and decisions about NAEP 2021 are unrelated to decisions about other assessments given NAEP's unique design and methodology.

If you have any questions, please do not hesitate to contact us through the Governing Board's executive director Lesley Muldoon at 202-357-6943 or lesley.muldoon@ed.gov.

Sincerely,



Governor Haley Barbour
Chair



Representative Alice H. Peisch
Vice Chair

United States Senate and House of Representatives

Page 3

November 24, 2020

CC:

Mark Schneider, Director, Institute for Education Sciences

James “Lynn” Woodworth, Commissioner, National Center for Education Statistics

Peggy Carr, Associate Commissioner, National Center for Education Statistics

Lesley Muldoon, Executive Director, National Assessment Governing Board



November 24, 2020

The Honorable Roy Blunt
 Chair, Senate Appropriations
 Subcommittee, Labor, Health and Human
 Services, and Education
 260 Russell Senate Office Building
 Washington, D.C. 20510

The Honorable Rosa DeLauro
 Chair, House Appropriations
 Subcommittee, Labor, Health and Human
 Services, and Education
 2413 Rayburn House Office Building
 Washington, D.C. 20515

The Honorable Patty Murray
 Ranking Member, Senate Appropriations
 Subcommittee, Labor, Health and Human
 Services, and Education
 154 Russell Senate Office Building
 Washington D.C. 20510

The Honorable Tom Cole
 Ranking Member, House Appropriations
 Subcommittee, Labor, Health and Human
 Services, and Education
 2207 Rayburn House Office Building
 Washington D.C. 20515

Dear Senator Blunt, Representative DeLauro, Senator Murray, and Representative Cole:

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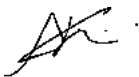
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Sincerely,



Governor Haley Barbour
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Vice Chair

Letter to Senate and House of Representatives

Page 3

November 24, 2020

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Mark Schneider, Director, Institute for Education Sciences

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Peggy Carr, Associate Commissioner, National Center for Education Statistics

Lesley Muldoon, Executive Director, National Assessment Governing Board

DRAFT FOR BOARD DELIBERATION



National Assessment of Educational Progress Schedule of Assessments

Draft February 2021

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

Year	Subject	National Levels Assessed	State Grades Assessed	TUDA Grades Assessed
2020	Long-term Trend*	9-year-olds 13-year-olds		
2021				
2022	Reading Mathematics Civics U.S. History Long-term Trend*	4, 8 4, 8 8 8 17-year-olds	4, 8 4, 8	4, 8 4, 8
2023				
2024	Reading Mathematics Science Technology and Engineering Literacy Transcript Studies	4, 8, 12 4, 8, 12 8 8	4, 8 4, 8	4, 8 4, 8
2025	Long-term Trend	~		
2026	READING MATHEMATICS Civics U.S. History	4, 8 4, 8 8 8	4, 8 4, 8	4, 8 4, 8
2027				
2028	Reading Mathematics SCIENCE Technology and Engineering Literacy Transcript Studies	4, 8, 12 4, 8, 12 4, 8 8	4, 8, 12 4, 8, 12 4, 8 8	4, 8 4, 8 4, 8
2029	Long-term Trend	~		
2030	Reading Mathematics CIVICS U.S. HISTORY WRITING	4, 8 4, 8 4, 8, 12 4, 8, 12 4, 8, 12	4, 8 4, 8 8 4, 8, 12	4, 8 4, 8 4, 8

NOTES:

* Long-term Trend (LTT) assessment not administered by computer until 2024. All other assessments will be digitally based.

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

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