

Executive Committee

August 5, 2021

10:30 am – 12:00 pm ET

Salon I & II, 5th level and via Zoom



AGENDA

10:30 – 10:35 am **Agenda Overview and Opening Remarks**

Haley Barbour, Chair

10:35 – 10:45 am **ACTION: Change to Long-Term Trend Administration 2022**

Attachment A

Haley Barbour

Marty West, Vice Chair, Reporting & Dissemination Committee

10:45 – 10:55 am **ACTION: Nomination for Board Vice Chair for the Term October 1, 2021 – September 30, 2022**

Haley Barbour

10:55 – 11:30 am **National Academies of Science, Engineering, and Medicine: NAEP Study**

Attachment B

Karen Mitchell, Panel Chair

Stuart Elliot, Study Director

11:30 am – 12:00 pm **Budget and Assessment Schedule (CLOSED)**

Lesley Muldoon, Executive Director

Peggy Carr, Acting Commissioner, National Center for Education Statistics

12:30 pm **Adjourn**

Haley Barbour

Information Item **Strategic Vision 2025 Update**

Attachment C

Change to Long-Term Trend Assessment Administration in 2022

During the May 2021 Board meeting, there was discussion about amending the NAEP Assessment Schedule to replace the age-17 LTT with age-9 LTT assessment in 2022.

Since age-9 LTT was the last NAEP assessment administered before COVID, the rationale behind the proposed change is that repeating age-9 would provide valuable data of “learning loss” to researchers that want to analyze a comparison of 2020 to 2022 results.

NCES has confirmed that they would be able to operationalize this change and is already preparing to do so, in anticipating of potential action by the Board at this August Board meeting.

In addition, NCES has reported no additional impacts to the NAEP budget as a result of making this change to the assessment schedule.

Please see the amended Assessment Schedule that reflects this change.



National Assessment of Educational Progress

Schedule of Assessments

Approved March 5, 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 9-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.

The National Academies of
SCIENCES • ENGINEERING • MEDICINE

**OPPORTUNITIES FOR NAEP IN AN AGE OF AI AND PERVASIVE COMPUTATION:
 A PRAGMATIC VISION**

NASEM Project Discussion with the NAGB Executive Committee: August 5, 2021

NASEM discussants

- Karen J. Mitchell, Chair, NASEM Panel

Karen recently retired as senior director of the Medical College Admission Test (MCAT) at the Association of American Medical Colleges (AAMC). At AAMC, Karen oversaw the work of her colleagues on test development and scoring, test administration and reporting, test preparation services, testing research, and outreach and communication. She directed the redesign and 2015 launch of the current version of the MCAT exam and directed its continued administration during COVID-19.

- Stuart W. Elliott, Study Director, NASEM Panel

Stuart is a scholar at NASEM where he has directed numerous studies related to testing and assessment. For 10 years he served as the director of NASEM's Board on Testing and Assessment. He also spent three years at the OECD working on the PIAAC assessment of adults.

Discussion questions

- NAGB's 2025 strategic vision includes an aim to innovate to achieve your policy priorities of utility, frequency, and efficiency. How should the panel think about the relative importance of cost cutting, as emphasized in our Statement of Task (see below), from the perspective of NAGB's priorities?
- The panel hopes to make its recommendations clear and actionable, in terms of decision-making authority, cooperation between organizations, and realistic expectations about costs, cost savings, and timelines. Do you have any suggestions about the things we should think about in making recommendations that will be clear and actionable?

NASEM Project Statement of Task

The National Academies of Sciences, Engineering, and Medicine will appoint an ad hoc panel to consider several innovations that could substantially reduce the cost structure of NAEP while maintaining its technical quality and value in informing the public about education progress. The panel will review the major cost components of NAEP and related assessment programs and consider the following possible changes to the NAEP program: 1) automatic item generation; 2) remote test administration; 3) computer adaptive testing; and 4) consolidation and elimination of substantive overlaps between NAEP assessments and between NAEP and other assessments, such as PISA, TIMSS, and PIRLS. The panel will also solicit and consider suggestions of other major changes that reflect modern methods of assessment and that could substantially reduce NAEP costs while largely preserving its technical quality and informative value. The panel will review relevant research and industry practice to draw conclusions about the likely effects of these potential changes on the cost, technical quality, and informative value of NAEP.

The panel will produce a short and broadly accessible report that summarizes its findings and conclusions about these potential changes to NAEP and recommends potential assessment or programmatic changes and research needed for NAEP to explore innovations while balancing the competing objectives of cost reduction, technical quality and informative value.

Panel Members

- Karen J. Mitchell, Chair, Association of American Medical Colleges (retired)
- Isaac I. Bejar, Educational Testing Service (retired)
- Sean P. (Jack) Buckley, Roblox
- Brian Gong, Center for Assessment
- Andrew D. Ho, Harvard Graduate School of Education
- Stephen Lazer, Questar Assessment
- Susan M. Lottridge, Cambium Assessment, Inc.
- Richard M. Luecht, University of North Carolina at Greensboro
- Rochelle S. Michel, Curriculum Associates
- Scott Norton, Council of Chief State School Officers
- John Whitmer, Federation of American Scientists

Strategic Vision 2025 Update

August 2021

Since October 2020, the National Assessment Governing Board has been engaged in designing and implementing its legislatively-mandated body of work under the auspices of [Strategic Vision 2025](#). Managed at the staff level, implementation of the vision is overseen by the Executive Committee. Staff provide quarterly updates in March, May, and August and will produce a comprehensive annual progress report every November.¹

Strategic Vision 2025 is organized by three pillars: *Inform, Innovate, and Engage*. Housed under the three pillars are eight strategic priorities. One of the underlying functions of the strategic vision is to bridge work across committees. Staff continue down the path of creating committee-level work plans that identify collaborative opportunities. Current staff-developed work plans focus on activities through September 30, 2022.

Since the May 2021 Quarterly Board Meeting, a number of activities have taken place that address strategic priorities led by the Executive Committee; Assessment Development Committee (ADC); the Committee on Standards, Design and Methodology (COSDAM); and the Reporting and Dissemination Committee (R&D). Below is a brief summary of those activities by committee.

Executive Committee

INNOVATE: 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. (SV 5)²

The Executive Committee is responsible for oversight of the Strategic Vision, on behalf of the Governing Board, and leads activities associated with the NAEP Assessment Schedule (SV 5).

During the March and May 2021 Board meetings, NCES provided funding flow projections to the Governing Board. As follow up, Executive Committee leadership sent a letter to Secretary Cardona, cc'ing Members of Congress, in support of administering the full assessment schedule which aligns with the Board's strategic vision goal of utility by advocating that the assessment schedule, as adopted, is crucial to understanding what America's students know and can do in the various subjects. In addition, this effort supported the Board's strategic priority of frequency by advocating that assessments should not be cut from the schedule and should be administered as frequently as the budget allows.

More recently, Board staff held meetings with U.S. Department of Education staff in the Secretary's office and Office of Planning, Evaluation, and Policy Development, to express support for an increase to the NAEP budget to maintain the assessment schedule. Ultimately, President Biden's FY 2022 Budget

¹ Initially, staff expected to provide committee-level reports in March, May, and August. Upon further consideration, however, separate reports do not reflect the cross-cutting nature of the strategic priorities.

² To avoid the perception that the priorities are rank ordered, they are not numbered in Strategic Vision 2025. However, for the purposes of working documents, numbers are used for ease and clarity.

Request for the U.S. Department of Education included a \$15 million increase to the NAEP program that would cover most costs associated with the projected budget deficit. In addition, the House Labor-HHS-Education 2022 appropriations bill included a \$40 million increase which is \$25 million more than President Biden’s budget request. The additional \$25 million would be reserved to conduct a state-level Civics assessment in 2024.

Assessment Development Committee (ADC)

INNOVATE: Optimize the utility, relevance, and timing of NAEP subject-area frameworks and assessment updates to measure expectations valued by the public. (SV 4)

ADC is charged with leading the priority focused on NAEP subject-area frameworks and assessments (SV 4). Chief among ADC’s responsibilities since May has been to shepherd the 2026 NAEP Reading Framework toward full Board action in August 2021. Alongside that effort and due to how the Reading Framework development process has played out over the last 18 months, the ADC has also initiated plans for reviewing and revising the framework development policy and procedures.

The 2026 NAEP Reading Framework activities include:

- Development of a Chair’s Draft, led by a Working Group composed of eight Board members including the Chair and Vice Chair;
- Multiple reviews of drafts by ADC;
- Stakeholder outreach on the Chair’s Draft, including a call for written feedback and briefings with key stakeholders; and
- Ongoing communication with the Visioning and Development Panels charged with developing the Reading Framework recommendations to the Board.

While in the nascent stage, ADC has begun to explore improvements that can be made to the framework update process. The Board commissioned two white papers to inform the design of future framework processes. ADC and COSDAM will be meeting in September to discuss lessons learned in the two most recent framework updates. Over the coming months, ADC will flesh out recommendations that will be shared with the full Board for their input and feedback. With a potential update to the Science Framework on the horizon, the process improvement conversations are time sensitive and critical.

Committee on Standards, Design, and Methodology (COSDAM)

INFORM: Link NAEP resources with external data sources and disseminate what is learned from the sources so that NAEP can inform policy and practice in understandable and actionable ways. (SV 3)

INNOVATE: 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. (SV 6)

COSDAM leads two priorities. The first focuses on linking NAEP to external data sources (SV 3) and the other on developing a body of evidence to improve interpretation and communication of NAEP achievement levels (SV 6).

The Board is currently recruiting for an Assistant Director of Psychometrics; Sharyn Rosenberg has transitioned to a new role as Assistant Director for Assessment Development, working with ADC. When this role is filled, the staff will set up a cross-committee Working Group of members from COSDAM and R&D to identify policy-relevant findings from existing linking studies and discuss how this work can be highlighted in ways that are actionable to policymakers.

In September 2020, the Board awarded a contract to Pearson to review and revise the NAEP Reading and Mathematics achievement level descriptions. This project is intended to provide validity evidence to address the most important recommendation from the recent evaluation of NAEP achievement levels. Recent activities for this project include:

- In-person panel meetings for a pilot study and operational meeting are being planned in Atlanta, Georgia, for October 25-28, 2021, and February 22-25, 2022, respectively
- Recruitment for teachers and non-teacher educators to participate in these meetings is currently underway
- Materials and presentations for the panel meetings are in the process of being developed and reviewed by the Technical Advisory Committee

A procurement is planned to conduct additional activities to address the remaining items in the Board's Achievement Levels Work Plan.

Reporting and Dissemination Committee (R&D)

<i>INFORM: 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. (SV 1)</i>
<i>INFORM: 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. (SV 2)</i>
<i>ENGAGE: Develop, sustain, and deepen strategic partnerships to ensure that NAEP remains a trusted, relevant, and useful resource. (SV 7)</i>
<i>ENGAGE: Help stakeholders understand how the Governing Board and NAEP can illuminate important skills for postsecondary education pathways. (SV 8)</i>

In May, R&D prioritized its strategic vision activities for the coming months. Since that time, a number of activities have taken place, which include:

- In May, the Governing Board hosted the release of the 2019 NAEP Science results. Nearly 600 attendees joined to hear Acting Commissioner Peggy Carr’s presentation of the findings and a policy-focused conversation with Board member Christine Cunningham and Board alumnus, Cary Sneider. The release event featured stakeholders in the science education community, building a network of NAEP-savvy experts within policy and advocacy groups, such as the National Science Teachers Association (NSTA), National Association of Elementary School Principals (NAESP), and the National Association for Research in Science Teaching (NARST).
- In June, the Governing Board partnered with the questioners from the National Science Teachers Association featured at the May release event and Stephen Pruitt of the Southern Regional Education Board (SREB) for a popular Twitter chat. Activities like these solidify strong working partnerships with stakeholders in NAEP Science.
- To accompany the release event and the Twitter chat, the Board produced videos about the subscales measured by the NAEP science assessment and graphics highlighting results. These are circulating on our social media channels.
- Michael Solem of the American Association of Geographers (AAG) tapped the robust collaborative relationship staff developed with him two years ago during conversations about assessment schedule changes. AAG is hosting a symposium on how to analyze NAEP Civics, NAEP U.S. History, and NAEP Geography data. The sessions will also spotlight solid research with these data as exemplars for new researchers to follow. Board staff and NCES staff will present at the symposium and have assisted in its coordination.
- The R&D Committee is reviewing the draft release plans for the Long-Term Trend results and the High School Transcript Study, both of which will be released this autumn.
- At the May meeting of the R&D Committee, members discussed approaches to improve the measure of socioeconomic status in NAEP. This conversation will continue at the August meeting to determine next steps.