

# Reporting and Dissemination Committee

July 22, 2021  
3:00 – 5:00 pm  
[Zoom](#)



## AGENDA

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<b>3:00 – 3:30 pm</b>	<b>Release Plans for Long-Term Trend and the NAEP High School Transcript Study: ACTION</b> <i>Tonya Matthews, Chair</i>	<i>Attachment A</i>
<b>3:30 – 4:00 pm</b>	<b>Review of Core Contextual Variables</b> <i>Jonas Bertling, ETS</i> <i>Holly Spurlock, National Center for Education Statistics</i>	<i>Sent under separate cover</i>
<b>4:00 – 4:45 pm</b>	<b>State Mapping Study</b> <i>Taslina Rahman, National Center for Education Statistics</i>	<i>Attachment B</i>
<b>4:45 – 5:00 pm</b>	<b>General Updates and Next Steps on SES</b> <i>Marty West, Vice Chair</i>	<i>See Executive Committee tab for SV update</i>

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**NATIONAL ASSESSMENT GOVERNING BOARD  
RELEASE PLAN FOR THE  
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)**

***NAEP High School Transcript Study***

Findings and data collected from the 2019 National Assessment of Educational Progress (NAEP) High School Transcript Study will be released to the public in October 2021.

**BACKGROUND**

In 2019, a nationally representative sample of grade 12 students took the NAEP Reading and Mathematics assessments in a nationally representative sample of America's high schools. In that year, the NAEP team requested that the sampled high schools provide transcripts for sampled students with complete transcripts, i.e., high school graduates.

The High School Transcript Study collects and reports data on the high school graduates' course-taking patterns and rigor, credit accumulation, and grade point averages. The 2019 data can be compared to results from 1990, 1994, 1998, 2000, 2005, and 2009 transcript studies. The transcript data include demographic information on sampled graduates and can be linked to NAEP scores from 2019.

The High School Transcript Study (HSTS) bears little resemblance in scope, nature, and type of data to the reporting typical of the biennial Nation's Report Card. The transcript site follows a different layout and structure from traditional NAEP report cards. Unlike the Nation's Report Cards in which users may tailor tables, delve into the data easily through the NAEP Data Explorer, and interpret a vast array of findings readily, the complicated transcript data require more finesse. Simple questions often require complex analyses and may lead to confusion, e.g., discerning the rigor of courses from course titles, parsing standard courses from those more specialized, etc. A priority for the release of the HSTS data will be facilitating accurate and valid interpretations of the findings.

## **RELEASE PLAN**

The release will focus on sharing results, stimulating conversation around high school coursework, and expanding the audience for these data.

This release will occur at approximately the same time when the Nation's Report Card is released biennially to cement the idea of NAEP Day in the last week of October. The release would combine a town hall approach with the feel of a moderated news talk show, e.g., C-SPAN, with an in-person component for speakers and a livestream for virtual attendees. The Board would tap its social media channels to crowdsource questions NAEP stakeholders want to know about high school graduates' schoolwork. Questions may cover high school course-taking trends, equitable access to rigorous courses, and concerns about academic preparations for postsecondary life.

The questions would be posed in a one-hour facilitated conversation that would 1) summarize HSTS results generally and 2) respond to specific questions from the field. Conversation must be emphasized; the approach should be interactive and not static. A dynamic facilitator will foster a robust conversation based on the selected questions and provide an opportunity for the National Center for Education Statistics' (NCES) Acting Commissioner Peggy Carr to share highlights from the data. Shining a spotlight on a few themes emerging from the complex data may help the audience grasp findings more easily.

A Governing Board member or two will introduce the event; secondary school principal representative Paul Gasparini has graciously agreed to participate in the release. The Board may consider inviting a few questioners to submit their queries via video.

In support of the release, the Board will produce and promote a video involving clips from interviews of high school seniors about their course-taking choices, to build interest in HSTS findings and connect the data to real life, not causally, but topically.

## **CENTRAL MESSAGES**

Activities for the release will promote three primary messages. First, NAEP collects rich and valuable data beyond the familiar score and trend data reported in traditional report cards. Second, the HSTS is a useful resource for researchers, scholars, policy advocates, and educational administrators who seek deeper and broader context about high school graduates' experiences. Third, those who wish to understand changes in NAEP scores over time may find helpful insights from the contextual information provided by HSTS.

## **ACTIVITIES AFTER THE RELEASE**

The Governing Board's communications contractor will work with Board staff to coordinate additional post-release communications efforts to target communities and audiences. To expose the results to a broader audience, the Governing Board will develop graphics featuring selected data and help either produce or promote a video (or graphic) about how to use and interpret the HSTS data.



**NATIONAL ASSESSMENT GOVERNING BOARD  
RELEASE PLAN FOR THE  
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)**

***2020 Long-Term Trend***

The national results of the 2020 National Assessment of Educational Progress (NAEP) Long-Term Trend (LTT) assessment for 9-year-olds and 13-year-olds will be released to the public in September 2021. Typically, this assessment includes data for 17-year-olds, however, public health restrictions due to COVID-19 prevented the administration of the assessment to that age cohort.

**BACKGROUND**

Beginning in the 1970s, the NAEP program has monitored student performance in mathematics and reading through the long-term trend (LTT) assessments. This assessment program within NAEP represents the nation's only continuous source of data on student achievement through a half-century. Nationally representative age-based cohorts of students participate in this assessment, which is administered through pencil and paper. The last LTT assessment was fielded in 2012 and reported in 2013.

The LTT assessment for which data will be reported this September occurred in 2020 and marked the last national assessment before schools were closed due to the COVID-19 crisis. Originally, the Governing Board expected that NCES would administer the LTT to 17-year-olds in spring 2022, to resume assessing the 17-year-old cohort who could not participate when assessment operations prematurely ceased in response to the pandemic.

However, at the August 2021 quarterly meeting of the National Assessment Governing Board, the Board will amend the current assessment schedule to administer the 9-year-old LTT assessment in the 2021-2022 school year instead. By assessing 9-year-olds immediately prior to school closures in 2020 and again this upcoming school year when the vast majority of schools will reopen with traditional full-time schedules, NAEP will capture student performance at two timepoints at the narrowest temporal boundaries of the COVID-19 potential impacts. Comparing

and contrasting scores in the 2019-2020 school year with 2022, given caveats about lack of causal inference, vastly changed circumstances in school experience, different sets of students due to changes in school enrollment, etc. may lend useful glimpses into how COVID-19 shaped student learning for the youngest participants in the LTT assessment.

## **RELEASE PLAN**

Under the amended assessment schedule, the results from the LTT administration in the 2021-2022 school year may elicit much attention. The 2020 data to be released this September represents only 2/3 of the assessment. As such, the Governing Board will not host a virtual or in-person event to herald the release.

Instead, the Board will introduce the LTT report and propose creating and promoting one or two videos sharing and explaining the data. The video(s) could use graphics and possibly simple animation to help introduce and explain the data. Excerpts from interviews with Lesley Muldoon and Dr. Peggy Carr could provide context and highlight key findings.

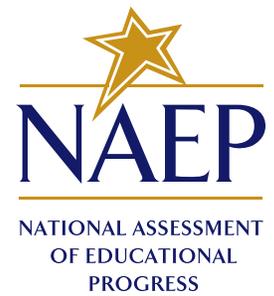
The findings and the explanatory video(s) will be promoted through a press release, email announcement, social media promotion, and the monthly newsletter.

## **CENTRAL MESSAGES**

Activities for the release will promote several messages. First, collecting and reporting data to chart a fifty-year trend line provides a helpful map to understanding general patterns in student achievement. Second, immense changes have occurred within the last fifty years, but the NAEP Long-Term Trend assessment is unique in not changing. NCEES will trans-adapt this assessment to a digital platform in the coming years but strive to retain its scope and content to maintain the trend line. Third, the Board nimbly responded to the COVID-19 crisis by changing the LTT assessment schedule to produce what the Board expects will be useful insights into recent, unprecedented educational experiences.

## **ACTIVITIES AFTER THE RELEASE**

The Governing Board's communications contractor will work with Board staff to coordinate additional post-release communications efforts to target communities and audiences through social media. The goal of these activities is to extend the life of the results and provide value and relevance to stakeholders.



# Mapping State Proficiency Standards Onto the NAEP Scales

Since 2003, the National Center for Education Statistics (NCES) has compared each state's standard for proficient performance in grades 4 and 8 reading and mathematics by placing the state standards onto common scales from the National Assessment of Educational Progress (NAEP). The [report](#) released in 2021—the eighth in the series—highlights the mapping results from the 2018–2019 school year.

Since the reauthorization of the 1965 Elementary and Secondary Education Act in 2002, states have been required to define and report the percentage of students in grades 3 to 8 who meet the state performance standards in reading and mathematics. However, since each state independently develops or chooses assessments to measure its students' knowledge and skills, and sets standards for determining its students' performance, it is not possible to compare state standards unless they are placed on a common metric. Given that all states participate in NAEP for these grades and subjects, NAEP can be used as the common metric to compare the relative rigor of states' proficiency standards.

The NCES process of "state mapping," a form of equipercentile equating, shows where each state's standards fall on the NAEP scales and in relation to the NAEP achievement levels: *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*. The mapping analyses allow each state to compare the stringency of its standard of proficient performance with that of other states. Overall, in 2019, most state standards for proficient performance for both grades and both subjects mapped at the *NAEP Basic* achievement level. For both grades, more state standards mapped at the *NAEP Proficient* level in mathematics than in reading.

This study contributes to the conversation on national education policy by informing each state where its standards for proficient performance fall on the NAEP scales and allowing each state to compare its proficiency standards with those of other states. NCES mapping study results, however, are not indicative of the quality of state achievement standards; state and NAEP assessments are developed for different but related purposes and can vary in format and administration. The results of this study do not suggest that NAEP achievement levels are more valid or that states should emulate NAEP standards.