

National Assessment Governing Board

Meeting of March 3 - 4, 2022

Convene DC
600 14th Street, NW
Washington, DC 20005
&
Virtual

OFFICIAL SUMMARY OF GOVERNING BOARD PROCEEDINGS

Complete Transcript Available

National Assessment Governing Board Members Present

Beverly Perdue, Chair
Alice Peisch, Vice Chair
Haley Barbour
Dana Boyd
Alberto Carvalho
Tyler Cramer
Christine Cunningham
Viola García
Paul Gasparini
Eric Hanushek
Gary Herbert
Patrick Kelly
Suzanne Lane
Scott Marion
Tonya Matthews
Reginald McGregor
Mark Miller
Julia Rafal-Baer
Ron Reynolds
Nardi Routten
Martin West
Grover Whitehurst
Carey Wright
Mark Schneider (ex-officio)

National Assessment Governing Board Members Absent

Frank Edelblut

Mark White

National Assessment Governing Board Staff

Lesley Muldoon, Executive Director

Lisa Stooksberry, Deputy Executive Director

Rebecca Dvorak

Stephaan Harris

Donnetta Kennedy (virtual)

Laura LoGerfo

Munira Mwalimu

Tessa Regis (virtual)

Sharyn Rosenberg

Angela Scott

Matthew Stern

Anthony White

National Center for Education Statistics (NCES)

Peggy Carr, Commissioner

Tammie Adams

Gina Broxterman

Samantha Burg

Jing Chen

Carrie Clarady

Brian Cramer

Enis Dogan

Pat Etienne

Eunice Greer

Shawn Kline

Tina Love

Daniel McGrath

Nadia McLaughlin

Holly Spurlock

William Tirre

Ebony Walton

Grady Wilburn

American Institutes for Research (AIR)

Brittany Boyd
Markus Broer
Kim Gattis
Cadelle Hemphill
Martin Hooper
Young Kim
Sami Kitmitto
Jizhi Zhang

Council of the Great City Schools

Ray Hart
Akisha Osei Sarfo

CRP, Inc.

Shamai Carter
Anthony Velez

U.S. Department of Education

James Forester (OCLA)

Educational Testing Service (ETS)

Marc Berger
Jay Campbell
Peter Ciemins
Gloria Dion
Patricia Donahue
Amy Dresher
Kadriye Ercikan
Robert Finnegan
Madeline Goodman
Helena Yue Jia
Patience Luxenberg
Daniel McCaffrey

Rupal Patel
Hilary Persky
Shannon Richards
Sarah Rodgers
Lisa Ward
Karen Wixson

Hager Sharp

James Elias
David Hoff
Joanne Lim
Kathleen Manzo
Debra Silimeo

The Hatcher Group

Jenny Beard
Emma Edick
Sami Ghani
Sophia Handel
Robert Johnston
David Loewenberg
Melissa Mellor
Nandini Singh
Jenna Tomasello

Management Strategies

Brandon Dart
Harrison Moore

Manhattan Strategy Group (MSG)

Tara Donahue
Lori Meyer

Optimal Solutions Group

Daniel Loew

Pearson

Scott Becker
Joy Heitland
Eric Moyer
Llana Williams

Westat

Greg Binzer
Lauren Byrne
Marcie Hickman
Zully Hilton
Kavemuii Murangi
Rick Rogers
Desrene Sesay
Leslie Wallace

WestEd

Mark Loveland
Sarah Warner

Other Attendees

Kim Ackermann, Texas Education Agency
Vickie Baker, West Virginia Department of Education
Angela Battaglia, Utah State Board of Education
Myra Best, digiLEARN
Tamika Brinson, Florida Department of Education
Allegra Chilstrom, Neal Gross
Lisa Ehrlich, Cognia
Jeremy Ellis, Missouri Department of Education
Laura Goadrich, Arkansas Department of Education
Shawn Healy, CivXNow Coalition
Andrew Kolstad, P20 Strategies LLC
Beth LaDuca, Oregon Department of Education
Regina Lewis, Maine Department of Education
Tamara Lewis, Maryland State Department of Education

Brian Lloyd, Michigan Department of Education
Rebecca Logan, Oklahoma Department of Education
Hillary Michaels, HumRRO
Naaz Modan, K-12 Dive
Tami Pyfer, UNITE, education advisor to former Governor Herbert
Renee Savoie, Connecticut State Department of Education
Michael Slattery, NAEP WTDOM
Christy Talbot, American Educational Research Association (AERA)
Arthur Thacker, HumRRO
Julie Williams, California Department of Education

Welcome

Alice Peisch, Vice Chair, called the session to order at 11:47 a.m. and welcomed the attendees to the March 3–4, 2022, National Assessment Governing Board (Board or Governing Board) quarterly meeting.

Approval of March 2022 Agenda

Peisch requested a motion for approval of the March 2022 agenda. Scott Marion moved to accept the agenda. Martin West seconded the motion, which passed unanimously.

Approval of November 2021 Minutes

Peisch requested a motion for approval of the November 2021 meeting minutes. Haley Barbour moved to approve the minutes. Dana Boyd seconded the motion, which passed unanimously.

Tyler Cramer suggested that the minutes identify members who abstain from voting to protect individuals from any future conflict of interest claims.

Opening Remarks from the Chair

Beverly Perdue, Chair, thanked Peisch for her leadership and explained that Board members with potential conflicts of interest typically recuse themselves prior to the vote so recusals are captured in the record rather than in abstentions.

Perdue then turned to her remarks on the challenges the National Assessment of Educational Progress (NAEP) faces, such as sending assessment administrators into the field and troubleshooting problems with devices. She is excited about the Innovation Think Tank, an informal cross-committee group of members offering preliminary ideas to address these issues. Perdue told Board members that they would learn more about the think tank throughout the Board meeting and on March 4, 2022, they would have an opportunity to reflect and offer guidance on the Board's work around innovation.

Perdue noted the importance of learning from the private sector to improve the outcomes of all students, including lower-performing students. She emphasized that technology has changed how citizens conduct both their private and business lives, and now the Board must bring innovation to education through NAEP. The changes the Board makes now will impact students for the next 50 years as the innovations will evolve as technology changes. Perdue applauded Peggy Carr, Commissioner of the National Center for Education Statistics (NCES), and Lesley Muldoon, Executive Director of the Governing Board, for their leadership on NAEP innovation.

Next, Perdue acknowledged the challenges to the Board from the COVID-19 pandemic. Perdue is thrilled to adapt to normal and to push to keep schools open as all citizens resume pre-pandemic activities.

Perdue thanked the Governing Board members for continuing their collaborative work virtually and expressing ideas in a collegial way. She recognized that Board members have other professional and personal responsibilities and thanked them for sharing their diverse perspectives while reaching consensus on Board actions.

Perdue concluded by reiterating that the work around innovation may change the Nation's Report Card and is time sensitive and important to the country. She then invited Peisch to offer any opening remarks.

Peisch endorsed Perdue's comments. Peisch also commended the Board members for their continued work throughout the COVID-19 pandemic. She pointed out that this is the third in-person Board meeting in a row and meeting in person improves how people work together.

Peisch reminded the Board members that the purpose of the Governing Board is to ensure that all children across the United States, regardless of their circumstances, receive a high-quality education. The Governing Board can make progress towards this goal by collectively committing to innovation.

Perdue thanked Peisch and praised the leadership of Muldoon and the Governing Board staff for communicating effectively with Board members and working so productively despite myriad pandemic-related challenges.

Muldoon thanked Perdue and said that the Governing Board staff appreciates each Board member's commitment.

Recess

The March 3, 2022, Governing Board meeting recessed at 12:00 p.m. and reconvened at 12:15 p.m.

Executive Director Update

Perdue opened the working lunch session. Because Perdue was participating via Zoom, she asked Peisch to facilitate the question-and-answer sessions for the rest of the afternoon.

Muldoon echoed Perdue's earlier comments about the challenges facing the United States and the global community but expressed hope for the future, because the Governing Board will ensure that NAEP, as a tool and resource, can support student achievement and growth over time.

Muldoon began her presentation, first informing attendees that the NAEP 2022 administration has been underway for several weeks. She congratulated NCEES and its contractors for the smooth administration thus far, especially after postponing the administration for a year due to COVID-19. She also thanked staff and students in participating schools and districts for making the administration possible. Muldoon credited NCEES staff for making it as easy as possible for schools to participate. She reiterated how important this administration is, because the education

sector needs valid data for this historic moment in time. NAEP 2022 is the first national snapshot of learning since COVID-19. NAEP 2022 affords the nation the first opportunity for state-by-state and large urban district comparisons.

After establishing the importance of NAEP 2022, Muldoon shared several updates with the Board. First, the Board should anticipate taking action at the May 2022 quarterly Board meeting on a charge to update the NAEP Science Assessment Framework. Muldoon noted that plenary sessions on March 4th will center on policy considerations for potentially updating the NAEP Science Framework.

Second, the Board has set two procurements in motion. A Request for Proposals was released on February 28, 2022, for a contract to support the content development of the NAEP Science Framework update. The winning contractor will support expert panels and submit content to develop recommendations for the Board's consideration.

A second procurement will secure the services of communications experts who specialize in science education and assessment policy to help craft and implement an engagement strategy for the NAEP Science Assessment Framework update process. The awardee will develop activities and messages to generate interest and elicit feedback from stakeholders in science education and the broader field of science.

Muldoon also mentioned a new study of NAEP achievement level descriptors. This study addresses the primary recommendations from the National Academies of Sciences, Engineering, and Medicine's (NASEM) most recent evaluation of the NAEP achievement levels. The Committee on Standards, Design and Methodology (COSDAM) will discuss the study's findings at an upcoming meeting. Muldoon reported that teachers in grades 4, 8, and 12 and several Board staff members spent a week in February on Zoom reviewing NAEP achievement level descriptors for reading and mathematics.

Muldoon also shared that the 2019 High School Transcript Study will be released in mid-March. She thanked Paul Gasparini for his participation in the upcoming release event. Muldoon encouraged all Board members to attend virtually.

Muldoon reminded Board members that Mark Schneider, Director of the Institute of Education Sciences (IES), commissioned three reports from NASEM to celebrate IES's 20th anniversary. The three reports focus on NAEP, NCES, and the National Center for Education Research (NCER). The NAEP report will be released to the public on March 24, 2022. The Governing Board staff, Chair, and Vice Chair will receive an embargoed copy of the report on March 14, 2022. Matt Stern of the Governing Board staff is working with NASEM to plan an embargoed briefing for the full Board ahead of the March 24, 2022 release. Muldoon added that the next Board meeting will include a session about the NASEM report.

The last two updates focused on engagement between the Board and NAEP stakeholders. Muldoon reminded the attendees that the Board has task forces with the Council of Chief State

School Officers (CCSSO) and the Council of the Great City Schools which provide opportunities for Board staff to engage with an array of leaders from state education agencies and the Trial Urban District Assessment (TUDA) districts. Since COVID, the task forces have met via Zoom, but the Board staff will meet in-person with TUDA task force members on March 18, 2022 and discuss the NAEP 2022 administration, preparations for releasing the results, and potential updates to the science framework. A similar agenda is planned for the State Policy Task Force which will convene on March 30 in Washington, DC.

Muldoon reminded Board members that at the November 2021 quarterly Board meeting, they discussed the importance of engaging with stakeholders ahead of the 2022 NAEP results release to address anticipated challenges in interpreting the important results, e.g., changes in school populations and COVID-19 administration changes. According to Muldoon, the Board staff is starting to organize meetings with key stakeholder groups, such as the National Governors Association, CCSSO, the Education Commission of the States, Southern Regional Education Board, and the National Conference of State Legislatures. These meetings allow staff to connect, share timelines, and share NAEP results from the last decade, specifically the divergent trend lines pattern. Board members participate in these conversations as well, such as the meeting with the National Governors Association which included Perdue and Gary Herbert who know the leadership of these organizations directly. Muldoon thanked the members who have committed to participate in these conversations.

Muldoon next reminded attendees of the six priorities that emerged from discussions at the November 2021 Board meeting to guide staff work. First, Muldoon discussed the modernization of the NAEP digital assessment, which NCES leads. Muldoon referred to the November 2021 quarterly Board meeting discussion that questioned whether this modernization effort to an online, device-agnostic, reduced-contact NAEP is sufficient innovation for the NAEP program. In at least one small group discussion, Board members pushed the Board to consider the question of innovation more deeply. Innovative new methods of reporting should offer opportunities to address the growing divide between the highest- and lowest-performing students. How can reporting provide actionable information about student progress to support policymakers and decision makers?

Muldoon emphasized that NAEP's reputation as the gold standard in assessment—its technical rigor and quality—must persist. NAEP also should remain the North Star for districts and states, which Muldoon defined as aspirational goals based on high expectations for students.

Future of NAEP 2022

Muldoon pivoted to the next presentation, in which she and Carr presented ideas generated through recent conversations. Muldoon began the session by introducing six proposed principles constituting the Future of NAEP Reimagined framework: quality, utility, relevance, adaptability, equity, and efficiency. Muldoon explained that this framework builds on the Future of NAEP

effort led by NCES more than a decade ago. She asked the Board members to consider the following questions:

- Are these the best principles for guiding NAEP innovation?
- How can we fully describe the challenges and opportunities?
- What are the most important near-term, midterm, and long-term goals?
- How do we begin to operationalize such a portfolio of innovation?

Muldoon explained why quality should remain at the core of the framework. The quality of NAEP lies in its scientific integrity and rigor. She emphasized that these proposed principles do not reflect innovation. Rather, they are lenses through which the Board and NCES should consider potential innovations. For example, equity is an important goal, and innovation may help achieve the goal.

Next, Muldoon explained utility—how states use NAEP results. Certain states, such as Mississippi and Massachusetts, have leaders who use NAEP to drive dramatic improvements for students. Muldoon asked how this leadership and vision could be more common.

Regarding relevance, Muldoon said that Carr has started conversations with districts and states about this issue. As NCES shifts to a model that relies more on local infrastructure and local personnel to administer NAEP, the program needs to determine how NAEP results can be more relevant to the experiences of students and leaders in those schools.

Muldoon spoke about the principle of adaptability next. NAEP exemplifies technical rigor and scientific integrity, which derive from its careful implementation. How can NAEP become more adaptable to ensure ongoing relevance?

Regarding equity, Muldoon said that new empirically-based methods for advancing equity can be adopted in both the short- and the long-term. Some equity reporting measures could be implemented this year, while other elements may require more discussion and more time.

Muldoon concluded by defining efficiency as reducing cost and burden while streamlining NAEP administration—a crucial lens to consider for innovation.

Muldoon then turned the presentation over to Carr to share feedback she has received from the field, her thoughts on the importance of innovation, and preliminary ideas the Governing Board staff and NCES have discussed.

Carr thanked Muldoon and agreed that it was fruitful to have these informal discussions about reimagining the future of NAEP and what the principles may look like if they are operationalized. Carr referenced an activity that NCES conducted in 2011 where they worked with states, districts, and community stakeholders to determine what NAEP would look like five to ten years in the future. She said that those recommendations still hold today, one of which included transitioning NAEP into a digitally-based assessment.

Carr said the Governing Board and NCEC staffs brainstormed the principles independently before discussing jointly, but both teams developed remarkably similar principles. Carr provided additional background on the challenges NAEP faced over the past two years. Like all large-scale assessments, including the Programme for International Student Assessment (PISA), the Trends in International Mathematics and Science Study (TIMSS), and the Programme for the International Assessment of Adult Competencies (PIAAC), NAEP was postponed. Although each assessment had planned to transition to an online platform within the next few years, COVID-19 forced them to realize that they needed to make that transition more quickly.

Several other lessons have been learned over the past few months regarding challenges and opportunities caused by pandemic disruptions. First, although there is not as much remote learning occurring as there was at the beginning of the pandemic, there have been changes to the instructional modes. Carr shared data that show a 3% decrease in the enrollment of students in public schools. The decrease has been more prevalent in elementary schools than in high schools. Although data are still being collected on where these students have gone, preliminary data show that more students are turning to remote learning, virtual academies, and part-time brick-and-mortar schools than prior to COVID-19. Former public school students also are enrolling in private schools or attending home schools. Some of these students, especially those in home school and virtual academies, also may participate in some classes at brick-and-mortar schools. These students are in NCEC's population of inference, but they may not be physically in the school. This could impact the representativeness of the NAEP sample.

Carr next shared what she had heard from superintendents in large cities. The education chief at Boston Public Schools asked why NAEP was not more responsive to what districts really needed. The chief asked why results could not be more relevant to what the district had accomplished during the pandemic to measure what students really know and can do. The chief suggested linking NAEP to the state assessments. The chief also raised the issue of 900 staff vacancies within the district and wanted an explanation as to how NCEC planned to validate the interpretation of the results.

Carr then spoke about her conversation with the chief at Fresno Unified School District. Fresno Unified will no longer participate in NAEP for a host of reasons, but the district chief also asked Carr why NAEP was not linked to the state assessments or to any formative assessments. In summary, Carr heard these district leaders saying that they want to see more utility from NAEP. They support NAEP administration but argue that NAEP could do more to support district-level efforts. Two major challenges are around messaging and making activities more relevant and useful for stakeholders with boots on the ground.

Additionally, Carr has participated in two expert roundtables on issues surrounding equity. A key takeaway from those discussions has been that the gaps that were visible prior to COVID-19 are likely going to become more pronounced. The experts indicated a need for more diagnostic reporting around equity issues.

Carr asked the Governing Board for help in identifying ways to develop a more holistic and broader scope for NAEP innovation moving forward.

Next, Carr discussed the principles that Muldoon had introduced earlier. Carr began with efficiency and said that it is an absolute given, whether discussing it in terms of cost or design. She also explained that she chose to place utility and relevance in one category rather than separate them because they overlap in multiple ways. Carr highlighted that both she and Muldoon place quality as the core principle because technical rigor needs to be the foundation of all the other principles.

Carr asked the Board members to reflect on whether these are the right principles for guiding NAEP innovation over the next 5 to 10 years. She also asked Board members how they would describe the challenges and opportunities associated with these principles. Carr emphasized that the Governing Board's input is critical because there are multiple ways to conceptually define these principles.

Carr added that when NCES and the Governing Board staff started to operationalize the principles, they realized that some were easier and more immediate than others. NCES does not endorse these ideas necessarily, but the suggested ideas best represent NCES and Governing Board staff's thinking to date on how to conceptualize and operationalize the principles.

Carr's slideshow presentation explained each principle. She reiterated that "quality" was in the center, defined as "maintenance of technical integrity." Carr next discussed the principles and opportunities for efficiency, adaptability, utility/relevance, and equity.

The first principle centers on **Efficiency**, such as an Innovations Lab, reduced contact and device agnostic assessment administration, two-subject design assessments, automated scoring. When discussing efficiency, Carr clarified that NCES has a NAEP Innovations Lab called the Survey Assessment Innovations Lab (SAIL). In fact, SAIL developed from recommendations in the 2011 Future of NAEP report. Currently, it is focused on research and development (R&D) activities for real-time innovation for item development. Carr suggested that NCES review the current SAIL work and determine what can or should be redefined for the future.

Muldoon added that this had been discussed in the closed Executive Committee meeting, so she could not share specific details, but she emphasized that R&D funding would be necessary to allow an Innovations Lab to flourish. Carr agreed that using R&D funds would lessen the burden to compete with operational funds.

The second principle focuses on **Adaptability**, such as NAEP Pulse Survey, a Market Basket approach for NAEP, NAEP for Schools, and a re-engineered framework development process. Carr explained that although NAEP administration stopped when COVID-19 started, data collection continued, e.g., questionnaires administered to teachers and school administrators in January 2021. NCES also established a portal called My Schools that served as a direct line to

approximately 7,000 schools that were identified for NAEP sampling in 2021. NCES collected data about the mode of instruction used by those schools.

In January 2022, NCES released results from the NAEP Pulse survey, which were previously shared with the Governing Board. NCES also collected data from districts and schools on mask wearing, social distancing, and other logistical information so the NAEP field staff members were prepared when they entered schools.

Carr then explained Market Basket NAEP. According to Carr, this concept initially was discussed 15 years ago. She compared it to how the Consumer Price Index represents our economy. Currently, NAEP takes 2 to 3 hours to complete because of the number of items. With a Market Basket concept, not all the items are necessary, only a representation of them. NCES already has proven psychometrically that it can produce a Market Basket NAEP through the reading and math assessments, where they collected empirical data. Carr suggested using the Market Basket concept for the students in a homeschooling or virtual learning situation. This could address the challenge NCES faces with inferences about who is in the NAEP sample when some students learn elsewhere and are not present in the building.

Carr then turned to NAEP for Schools, an approach similar to what the PISA and TIMSS programs do. PISA for Schools includes PISA-like items psychometrically linked to PISA, but schools volunteer to complete it even if they are not in the PISA assessment. Carr noted that the schools love it and would demonstrate that NCES and the Governing Board can be adaptable.

Carr asked Muldoon to discuss the re-engineered framework development concept. Muldoon said that this idea first was raised as part of the 2011 Future of NAEP effort by former Board member Andrew Ho, who proposed exploring how to implement a more dynamic framework update process that was different from the 10-plus-year review. Muldoon acknowledged that the work is not easy, but the Governing Board needs to consider what they can do to make the framework update process speedier. Can the frameworks be updated more incrementally? This would reduce the seismic change when frameworks are updated only every 15 to 20 years. Muldoon concluded that the Governing Board would need to bring in experts from the field to determine whether and how this idea could be operationalized.

Carr resumed the discussion about the principles by outlining the **Utility/Relevance** principles, which cover ideas such as NAEP linkages, a new vision for stakeholder engagement, advanced analytics, non-traditional NAEP assessments, and real person reports.

Carr explained how NAEP has been linked to TIMSS, the Progress in International Reading Literacy Study (PIRLS) and other longitudinal assessments, such as Early Childhood Longitudinal Studies Program-Kindergarten. NCES also conducted a NAEP Mapping Report where the NAEP spine scores were linked to state assessments and their standards. However, NAEP does not link to state assessments. However, states could embed a common block of questions in their state assessments to forge a better link between NAEP and the states. Carr also

suggested that the Governing Board consider linking NAEP to a formative assessment, which is something the districts recommended. In sum, more could be done with NAEP's linking capability.

Carr raised the idea of non-traditional NAEP, which would assess topics not well-represented in the typical NAEP assessments like reading, math, and science. NCES has tried to eke more from extant constructs than such measures can provide. Carr used preparedness as an example—a construct that does not emerge from any current assessment. However, a non-traditional NAEP could look at preparedness; career, technical, or vocational education; and other constructs not represented on the traditional NAEP assessment.

Examples of other non-traditional assessments include the PISA-D for developing countries, which includes items and produces scores at the very lowest end of the scale for countries that cannot administer the regular PISA. ePIRLS measures students' reading within the Internet digital environment, and PIAAC (which assesses adult literacy) includes an on-demand tool. Carr concluded by stating that these are examples of out-of-the-box thinking that NAEP could explore.

Muldoon added that she also is thinking about how making NAEP results more accessible to parents, not just parents who work in education or education policy. Building on ways to share results, Muldoon asked Board members to consider how they could distill federal education statistics that NCES reports to communicate them to other audiences. She suggested they consider a NAEP report that could be targeted at state legislators or governors' offices with actual tools to support them. Another approach could be to create more analytic tools that allow stakeholders to synthesize data in ways to create meaning. Muldoon referenced the divergent trend lines presentation from last August as a compelling way to showcase the data.

Carr added that snapshot reports already exist for TUDAs and states, but the reports could prove more useful by providing context for all educational activities, policies, and data. This would include data such as dropout rates, graduation rates, and other data being collected about the jurisdiction. Carr said that this type of report would respond to the utility and relevance principles, and NAEP state coordinators could help produce them. International assessments already produce similar reports that NAEP could use as a model.

Muldoon reiterated the importance of engaging with stakeholders. She shared that by happenstance, members of the CCSSO and the Council of the Great City Schools attended the August 2019 Board meeting and participated in sessions that reviewed the embargoed NAEP reading and math results. Because they were present at that meeting, they did more preparing to support their members in understanding and using the NAEP results. Although engaging stakeholders earlier in the process may not be an innovation per se, Muldoon explained that small changes such as these could change the way the Governing Board works with stakeholders to make NAEP more accessible and useful to them.

Carr transitioned to the last principle on **equity** by clarifying that equity is not an innovation but something that should infuse everything the Governing Board and NCES does. Carr began by explaining how adaptive testing improves measurement across the entire distribution. Adaptive testing is a more fair, equitable way to administer an assessment as opposed to the linear way in which NAEP currently is structured.

Carr then explained that the governing federal statute requires that NAEP include a socioeconomic status (SES) indicator, but admitted that NAEP uses a poor proxy. She implored the Governing Board, NCES, and other researchers in the field to continue to improve the SES measure.

For diagnostic analysis and reporting, Carr again referred to recent conversations with equity experts who have suggested that NAEP should be more thoughtful in analyzing and reporting on equity. Recommendations focus on more than achievement gaps, e.g., resiliency of a participant could be reported. Carr explained how not everyone at the bottom of the distribution is a minority or poor student, so how can they focus on success stories within subgroups? She also suggested diagnostic rubric reporting where the choice that is not correct is placed there specifically to give some information about what the student likely does not know. Carr noted that TIMSS has successfully implemented such a reporting tool with their science assessment.

NAEP produced something similar with Puerto Rico. The education chief in Puerto Rico asked NCES to generate more diagnostic reporting, so NCES staff reviewed the students' incorrect answers and produced a report about the incorrect answers and the students' probable misconceptions.

Carr also suggested new differential item functioning (DIF) analyses beyond the DIF analyses currently completed for race, ethnicity, gender, and region. NAEP could include scenario-based tasks or tasks that require immersive access for the student in these DIF analyses, which could show if there are subgroup differences with these types of tasks.

Carr shared that a staff member recently asked why NCES could not release a competition to conduct an equity analysis of NAEP data. Carr then noted that NCES could ask for a competitive call for researchers and experts to review NAEP data and suggest ways to analyze it and report on data equity or inequity.

Muldoon underscored that the presentation was based on ideas that she and Carr wanted to share with the Governing Board members from staff brainstorming sessions, Board member comments, and the Market Basket conversations from over 10 years ago. They seek Board member feedback on the principles and hope all can discuss challenges and opportunities and propose additional ideas.

Carr agreed that these are examples of how NCES and the Governing Board staff had conceptualized and operationalized these principles, but they are not necessarily what the Governing Board and NCES will do. She then opened the session for questions.

Marion thanked Muldoon and Carr for the presentation and for their leadership. He endorsed the principles as a good starting point and agreed that he saw utility and relevance overlapping. The challenge is to prioritize the areas. Should the Governing Board focus on one principle at a time or multiple principles? He believes that many of the principles will interact. Marion suggested that NAEP become a leader in moving to an anti-racist assessment because state assessment capacity to do this work is limited.

Marion shared that he has seen innovative assessment programs reduce the equity gaps by two-tenths to a quarter of a standard deviation, but he understands that closing the equity gap by that much will continue to take work. Marion added that what is missing for him with the equity piece is defining what counts as knowledge. Knowledge is constructive and dependent on who is in the room to define what counts as knowing and doing. This is part of the framework development, so defining knowledge needs to start with the framework.

Eric Hanushek requested that the Governing Board staff package the presentation and provide it to Board members so they can respond with specific comments about individual principles.

Hanushek also suggested that NCES and the Governing Board decide how much of the work their staffs should do and how much they could make available to other people. For example, could researchers reproduce the Puerto Rico reports for other jurisdictions? By providing separation, NCES and the Governing Board avoid controversy as they separate the analytics from the policy.

Cramer recommended that NCES and the Governing Board ask the State Policy Task Force and TUDA task force members exactly what they want from NAEP. Specifically, when Boston and Fresno asked NAEP to link with a formative assessment, what do they expect to get from that? What would be most helpful to them? This would help the Governing Board better understand what they need.

Cramer added that making NAEP a more equity-driven instrument will make it more valid and reliable. He also stated that NAEP could have a secondary purpose to identify where both inequities and equities exist in the education system, which would have utility for both state organizations and local school agencies.

Julia Rafal-Baer said the Governing Board should figure out what problem it is solving, and she reiterated that she believes many of the principles will interact with one another. She noted that efficiency and adaptability may be costly, while relevance relates to factors such as SES, data, linkages, and a better understanding of outcome components. Rafal-Baer commented that the Governing Board should think about its role in continuing to connect to families. She concluded by stating that equity should undergird everything the Governing Board does and that it should not be a bucket within a framework but instead it should be the entire purpose and goal.

Suzanne Lane reiterated that she also sees overlap among the principles, but she sees the value in identifying and targeting each area. She recommended that a quality assurance process be

implemented to monitor the quality of the entire process from defining the construct, finalizing the assessment, and developing the frameworks until the end product.

Tonya Matthews suggested that the framework be shared in a Google Drive so all Board members could add comments to the document. She commented that linking NAEP to other assessments could allow NAEP to emerge as an epicenter, where it can serve as a national model for other assessments.

She acknowledged that the Pulse Report was helpful; she liked that the survey asked only a few questions, which allowed the results to be posted quickly. A quicker turnaround also may allow stakeholders to do more steering and level setting, which supports stakeholder engagement on a more regular basis.

Matthews emphasized that equity is central to the work of the Governing Board. She said equity is about a disparity of resources and opportunity, not a disparity in performance. Linking allows a look at disparities, opportunities, and resources. Matthews believes that to make NAEP relevant to the equity conversation, linkages will be critical. To demonstrate what students could do if the playing field were level, NAEP would need to follow a model like the Technology and Engineering Literacy (TEL) assessment, which is expensive. She summed up by recommending that the Governing Board think deliberately about new frameworks and assessment styles and consider how to give students opportunities to demonstrate what they know.

Carey Wright suggested making the framework a standing agenda item on the subcommittees and to consider conducting focus groups with stakeholders beyond Board members to gather their perspectives. Prior to conducting focus groups, though, the Board would need to define equity and inequity because the Board needs to agree on the definition before they can have conversations with other people. Focus groups will be more effective if the questions asked are relevant for each stakeholder group. Parents, for example, should be asked questions that are relevant to their perceptions. She also agreed with Hanushek's earlier comment about involving outside experts because the more feedback the Board can receive from experts, the better informed they will become to make good decisions.

Reginald McGregor spoke about how he was introduced to NAEP when he was invited to speak as a guest panelist with a group of industry professionals to address the questions of what NAEP could do to help industry and workforce development several years ago. The panelists asked if NAEP could assess student skills for certain career fields and how the industry could be more involved in providing input to develop assessments like NAEP. According to McGregor, a positive result from the pandemic is that many companies have been encouraged to be more courageous and bolder, and they realized that they need to stay relevant to the customer base. From these lessons, McGregor encouraged the Board members to implement the ideas that were discussed over a decade ago because the Board cannot miss this opportunity to allow NAEP to remain relevant while maintaining its gold-standard status.

Patrick Kelly reiterated Cramer’s earlier point about determining the purpose of NAEP. The Governing Board knows that it is required to administer NAEP, but Board members need to understand NAEP’s actual purpose. Kelly said that the purpose must be to improve what students know and can do; the purpose is not solely to discuss fascinating data.

Of all the principles discussed, Kelly said the linkages principle is what caught his attention. Kelly noted that if NAEP, as the gold standard, cannot be linked to other assessments and student data points, there is no purpose. Kelly shared that when he met with the Senate majority leader in his state, the leader did not understand why his students took the NAEP or what it meant because as a parent, he did not receive any scores. He wanted to know what his child could do. NAEP could be a tool that can tell stories through contextual data that are not available through state assessments. Kelly asserted that if NAEP cannot be linked to other measures of student performance, then we miss the purpose of being able to improve upon what students know and can do.

Ron Reynolds understood why quality was in the center of the diagram, but he also thought that utility could be in the central box. He said that unless NAEP results are utilized, they become artifice. He recommended creating a visual where utility is central, but the underlying message remains that the maintenance of gold-standard quality is a functional prerequisite.

Barbour asked who the audience is. He listed governors, legislatures, school systems, and parents as primary audiences and emphasized the role that parents play. How can the Governing Board help them understand the importance of this assessment? Barbour also agreed with the comments about employers made by McGregor and Kelly. As governor, Barbour shared that his experience was that the business community ignored NAEP results, because they were much lower than state assessment results.

Peisch ended the comment period and asked Muldoon and Carr to make closing remarks.

Muldoon agreed with Barbour that a fundamental question revolves around how to make NAEP more accessible to parents and employers. These are the groups whom state policymakers heed, so NAEP must be accessible beyond researchers and technical experts.

Muldoon next shared the proposed timeline to complete the agenda for the Future of NAEP Reimagined by November 2022. She recommended next steps:

- Innovations “Think Tank”
- NCES and Governing Board collaboration
- Thorough vetting of NASEM’s report
- Secure R&D funding set-aside for NAEP Innovations Lab
- Series of expert panels on specific prospective innovations

She reminded the Board members that this discussion was the first step in generating ideas. By November 2022, she would like to have formal thinking about these ideas completed so NAEP

can set an agenda for its innovation work. She explained that the staff chose November because they will know about appropriations for both the current year and fiscal year 2023 by then, including whether there will be funding in the next NAEP budget for innovation R&D.

Muldoon invited any Board member who is interested to participate in the Innovations Think Tank. Agendas and topics for those meetings will be organized around ideas and themes from this session. Muldoon anticipates collaboration between the NCES and Governing Board staffs to develop ideas and conceptualize principles prior to sharing with the Board so they can be clear on the problem they are trying to solve.

Muldoon also reminded the Governing Board members about the release of the NASEM report on NAEP, which will provide recommendations on NAEP's efficiency and on leveraging technology to innovate within NAEP.

Muldoon explained that the Board has discussed the importance of including a separate R&D funding line item for NAEP, which will be crucial for moving the innovations work forward. She also addressed the recommendation not only to host expert panels on specific prospective innovations but also to conduct focus groups and commission papers. The goal is to develop specific mechanisms by which to gather recommendations and ideas from people outside of NAEP and to provide opportunities for Board members to engage with these individuals.

Muldoon concluded by restating that the goal for today was to test these ideas with the Governing Board members. The Governing Board staff will develop concrete work plans, deadlines, and deliverables. She ended by stating that thinking about how to adapt for the future is crucial for any enterprise.

Carr added that NAEP is a well-oiled machine, but she asked what good is an irrelevant well-oiled machine? She said that NAEP has reached a crossroads where it can continue on the well-traveled path because they know how to do the work well, or they can take the road less traveled to remain relevant. She believes that the best ideas to date were shared, and over time they will continue to be honed.

Perdue acknowledged that she had been pushing the Governing Board to think about innovation, but she also wanted to remind everyone of the statutory mandates they must follow. The Governing Board is the analytical body that administers the reading and math assessments. The other assessments are peripheral but not part of the Governing Board's mission. The Governing Board cannot do everything, so it must decide how they want to spend valuable time and resources in supporting NAEP.

NAEP 2022 Administration Update

Carr then turned to providing an update on the NAEP 2022 administration, currently underway across the nation. She showed a video created by a panel of elementary, middle, and high school principals who represent the public, private, and charter sectors. The panel began as an advisory

group for NAEP, but now they advise on all aspects of various data collections by NCES, although the panel's primary focus remains on NAEP.

After the video ended, Carr shared information about the NAEP administration. Burbio.com worked with NCES, the U.S. Department of Education, the Centers for Disease Control and Prevention, and the U.S. Department of Health and Human Services to track what was happening in schools. The data show that the 2022 administration does not differ substantially from the 2019 administration, with the percent of students assessed in 2022 only about 3 percentage points behind 2019. Carr also noted that students not in the physical school building comprised about 1% of those projected to take the assessment and that the percentage of school refusals increased by only one percentage point. She concluded by stating that the numbers are on track with the projections and seem aligned with those numbers from 2019.

Participation by Catholic schools is higher than non-Catholic private schools. For Catholic schools, NAEP requires a 70% participation rate, but as of this moment, just 65% to 75% of Catholic schools are participating in grade 4 reading and math. This is much lower than usual, which means results for Catholic schools may not be reportable. Additionally, Carr cautioned that the low participation rates for other private schools may pose a problem for trends in long-term trend, in civics, and in U.S. history, meaning their scores also may not be reportable. Thus, NCES plans to review those numbers prior to reporting.

Recess

The March 3, 2022, Governing Board meeting recessed at 2:14 p.m. and reconvened at 2:29 p.m.

Committee Updates

Peisch began the committee updates by summarizing the Executive Committee's work. The Executive Committee continues to advocate for the Board's priority of maintaining the assessment schedule with the Secretary of Education and his team. The administration's budget included a \$15 million increase for the NAEP program, which the House Appropriations committee retained, plus an additional \$25 million for the civics assessment in 2024. However, the Senate Appropriations Committee only included \$15 million total. No action has been taken yet. The Executive Committee will monitor progress on the FY2022 budget over the next several weeks.

Peisch also mentioned that the Executive Committee is eager to review the NASEM report. During the Executive Committee's closed session, the committee members learned that a district's departure from the TUDA program means other districts may be eligible for an invitation to participate.

Next, Dana Boyd presented the update for the Assessment Development Committee (ADC), which she chairs. ADC led the revision of the Board's assessment framework development policy, which describes the procedures for updating NAEP frameworks. At the November 2021

quarterly Board meeting, the Board members discussed proposed changes to the policy. On February 28, ADC voted to move the revised policy forward for full Board action. In accordance with the revised policy, ADC has worked to increase stakeholder engagement and full Board input in early stages of updating the NAEP Science Framework.

Other highlights from the ADC update included collaborating with the Reporting and Dissemination (R&D) Committee to review existing contextual variables for the NAEP Mathematics and Reading assessments; they plan to review new contextual variables the week of March 7 with R&D. ADC also discussed the alignment of item difficulty and student performance on several NAEP assessments and any ensuing implications for future framework and item development.

Suzanne Lane, chair of the Committee for Standards, Design and Methodology, provided the COSDAM update. COSDAM's next meeting is scheduled for March 15, 2022. The committee provided oversight and input for the study of achievement-level descriptors conducted by Pearson. The study will provide validity evidence for the math and reading achievement levels, offer evidence about which items most appropriately assess students at each achievement level, and produce reporting achievement-level descriptors in accordance with updated Board policy. As part of this effort, Pearson convened more than 40 mathematics and reading teachers in grades 4, 8, and 12 the week of February 21. A summary of that meeting will be provided to COSDAM in April when the committee will consider findings and next steps.

COSDAM is considering policy implications of various innovations for design and analysis, including adaptive testing and two-subject design (in which one student is tested in both reading and math). A working group with COSDAM and R&D members will meet to discuss how NAEP data can be leveraged through existing and future linking studies

R&D Chair Tonya Matthews reported the R&D Committee update. Matthews reminded Board members that they had released the results from the 2020 Long-Term Trend Assessment in October 2021. For the first time, this release was a video, which focused on sharing results and helping stakeholders interpret them. The video featured Carr and Hanushek and received over 600 views. The NAEP High School Transcript Study will be released the week of March 14, 2022. Gasparini and Carr will star in that event, which will be moderated by Alia Wong, a USA Today reporter.

The R&D Committee continues to consider how R&D can support the Governing Board and NAEP in fostering accurate interpretations of results. The committee is debating how to engage various stakeholders and how to add context to improve the utility of the findings. Matthews also mentioned how the R&D Committee has collaborated with ADC to review contextual variables for the 2026 NAEP. The next step is to receive feedback from students, teachers, and school administrators on the contextual variables through pilot testing.

ACTION: Governing Board Policy on Assessment Framework Development

Perdue introduced ADC Vice Chair Mark Miller and Kelly for the next presentation and told the Board that this session will be the last session where they can ask questions or engage in discussion before action is taken on the Assessment Framework Development policy.

Miller reviewed the history of the framework development process. Prior to undertaking the recent updates to the NAEP Mathematics and Reading Assessment Frameworks, the Board updated its policy on framework development, which was adopted in March 2018. The previous policy focused only on developing new subject area frameworks, not on updating existing ones. Another goal of that update was to focus on high-level guidance on implementation with the creation of a framework procedures manual. The procedures manual has not been created yet. When the revised policy was adopted, the Board recognized that the policy would need to be reexamined after applying it to the updates of the math and reading frameworks.

Kelly discussed how education has changed since the Board last developed an updated framework. He explained that there is greater alignment in state standards in some content areas, transitions to digital assessments have occurred, and there are new opportunities to engage with stakeholders through virtual meetings and digital media that did not exist when these frameworks were last updated. These are factors that need to be taken into consideration with the next framework update.

Additionally, the Board knows now that there needs to be more upfront guidance to framework development. A lesson learned from the math and reading updates is that additional input and policy guidance from the Board is necessary throughout the process to guide the work of the Development Panel. A framework development procedures manual must help guide and steer the work of the panels who develop the frameworks. The Achievement Levels Procedures Manual is an exemplar that will be helpful as the draft framework development procedures manual is produced.

Miller summarized the work the ADC has completed over the past few months on improving the Board's framework development policy and procedures. At the November 2021 quarterly Board meeting, the members had a productive discussion of proposed changes to the policy statement, which led to a substantive change in the policy related to the representation of educators on the Development Panel. ADC will review a draft of the framework development procedures manual later this spring, with the goal of finalizing it before the Steering Panel convenes in the fall to begin the science framework update.

Kelly shared three areas of substantive change from the current policy and noted that the Board members had received a track-change version of the framework development policy that explained the rationales for any substantive changes to the documents. He highlighted some of the changes:

1. Changes to framework panels

- Replace “Visioning Panel” with “Steering Panel” — this better articulates the purpose of the panel.
 - Increase Development Panelists from 15 to 20 to ensure adequate representation of multiple perspectives among the group that is writing the draft framework.
 - Add an Educator Advisory Committee. This committee will serve as a companion group to the Technical Advisory Committee and allows education voices to be heard in a way that is cognizant and reflective of the time constraints of a typical classroom teacher.
2. Changes to the framework development processes
- Reorganize Principle 2 to more comprehensively describe the steps and sequence in the process of developing or updating a framework.
 - Institute a nominations process for panelists to enable all interested stakeholders to recommend potential framework panelists who represent diverse demographic characteristics, stakeholder groups, and perspectives on the key issues identified in the Board charge to panels.
 - Eliminate the requirement for a separate contextual variables document. The last several frameworks adopted by the Board have included recommendations for contextual variables in a chapter about NAEP reporting, so a separate document with this information is unnecessary.
 - Acknowledge the potential need for external review following the public comment period to add transparency about general steps that the Board may take to seek further stakeholder input, especially if the framework has been significantly revised following an earlier public comment period.
3. Changes to the Board’s role in the process
- Increase specificity and policy guidance provided in the Board charge to framework panels to provide more direction to the panels upfront.
 - ADC will review and the Executive Committee will approve framework panelists to provide more Board input on the selection of who is on the Steering Panel and the Development Panel.
 - Provide policy guidance at key junctures throughout the process so the full Board will receive periodic updates about how the Board charge is being implemented, as well as any additional policy considerations that arise during the work of the Development Panel.
 - Be explicit that the Board makes the final decisions on the framework documents. This makes explicit that the Board has final authority over the content of the framework documents, not the Development Panel.

Miller explained that these changes do not preclude the Board from making additional changes to the policy in the future; additional changes are expected based on lessons learned from trying out the new process with the science framework and from implementing other Board priorities. The session was opened to questions from the Board members.

Russ Whitehurst commented that he is very pleased with the changes that have been made to the policy and that they represent an important contribution to the Board's work; he believes that these changes will help to reduce the likelihood of future problems. He reiterated comments made earlier about the importance of providing feedback to parents, the business community, and industry. Through these changes, he thinks this issue can be addressed by staff encouraging nominations. Whitehurst also argued that the panels should include more people than science educators. Scientists, for example, may bring a different and important perspective for the Board to consider.

Whitehurst raised a concern that increasing the size of the panels from 15 to 20 will not necessarily allow for broader points of view. He stated that the 15 members of the Reading Development Panel had similar opinions and perspectives. He would like to identify divergent viewpoints early in the process.

Miller responded that the goal is to increase diversity with the nominations process. He credited Stephaan Harris with increasing different demographic groups through the Nominations Committee this past cycle and expects the Board will apply the same process to recruiting Steering Panel nominations. Additionally, the ADC and Executive Committees will be reviewing and approving the final nominations and looking closely at the nominations to ensure there is diversity across several dimensions.

Hanushek admitted he does not understand to whom the Board refers under the title 'stakeholder.' Because tests are given in schools, the assumption is that the relevant stakeholders are people in schools. It is important that contextual factors outside of school are taken into account. He argued that stakeholders should capture a wide net of people.

Cramer agreed with the comments made by Whitehurst and Hanushek.

Matthews applauded the work and commented that the clarity for the Steering Panel will be helpful moving forward. She also added that the Governing Board nominates people each year from diverse backgrounds with diverse opinions. The Nominations Committee recruits diverse perspectives for the type of work the Governing Board does. An individual who does not believe in assessment should not be part of the work the Governing Board conducts. With active vetting, Matthews believes the Governing Board will find scientists and STEM professionals who can contribute to the conversation in meaningful ways.

Kelly confirmed the policy's definition of a stakeholder and read the definition to the Board members. "Stakeholders shall include teachers, curriculum specialists, content experts, assessment specialists, state administrators, local school administrators, policymakers, business reps, parents, users of assessment data, researchers and technical experts, and members of the public."

Reynolds stated that he did not know what the term “consensus” means. He suggested that they specify the term, because he does not believe that it means unanimity. Because divisive issues may be considered, more specificity around what “consensus” means may be valuable.

Kelly agreed and said that is something that should be in the framework development procedures manual.

Marion echoed Matthews’s comments about the nominations process and encouraged Board members to identify people they know who may be interested and qualified for nomination.

Marion also pointed out that framework documents address both domain definitions and assessment frameworks. He suggested that the procedures manual be clear on the domain definition and assessment specifications parts. The document should acknowledge the link and why it is important for these frameworks.

West asked Miller and Kelly if they had thought about how to move to a process where there could be more regular and incremental modifications to frameworks to avoid seismic shifts.

Kelly said that today’s action will crystallize the policy for the immediate needs of the science framework revision, but the ADC plans to update this over the course of the next year to tap into the more aspirational aspects of framework revisions. He does not think the Board is ready to update the frameworks every 2 or 3 years yet, but he confirmed that the adoption of the policy changes is essentially phase one of a larger process. The next phase will come once the science framework is underway.

Rafal-Baer added to Marion’s comment about recruitment. Based on her experience, encouraging people to generate a list of potential experts can generate great responses. She added targeted outreach through social media, such as LinkedIn, also can be conducted to recruit people.

Peisch called for the Board to take action on this policy statement. She asked for a motion to approve the updated Board policy statement on assessment framework development for NAEP. Boyd made the motion, and Matthews seconded. The motion passed unanimously.

Recess

The March 3, 2022, Governing Board meeting recessed at 3:15 p.m. and reconvened at 3:25 p.m.

Discussion on 2022 Slate of Governing Board Nominees (CLOSED)

Under the provisions of exemptions 2 and 6 of § 552b (c) of Title 5 U.S.C., the National Assessment Governing Board met in closed session on Thursday, March 3, 2022, from 3:25 p.m. to 4:00 p.m. ET to receive a briefing from the Chair of the Nominations Committee, Paul Gasparini, on the final slate of candidates for Governing Board vacancies for terms that begin October 1, 2022.

Gasparini provided an overview of the nominations process, which is guided by the National Assessment of Educational Progress (NAEP) legislation, the Board by-laws, and a 1995 delegation memo from then-Secretary of Education Richard Riley, who defined the Board's role in identifying finalists.

Gasparini reviewed the timeline and reminded members of the categories for 2022 appointments:

- General Public Representative – Parent Leader
- Grade 4 Teacher
- Grade 8 Teacher
- Secondary School Principal

Finally, Gasparini highlighted the background and experiences of finalists in each category. After which, the Board took separate actions on finalists in each category. Incumbents (Nardi Routten, Mark Miller, and Paul Gasparini) recused themselves when their respective categories were called.

The Board shifted to open session to take actions on the slates of nominees.

ACTION: 2022 Slate of Governing Board Nominees

The session resumed at 4:01 p.m.

Peisch opened the session to take action on the slate of Governing Board nominees. She requested a motion to accept the proposed General Public Representative.

Gasparini made the motion, and; McGregor seconded. There was no discussion, and the motion passed unanimously with Whitehurst abstaining.

Peisch requested a motion to accept the proposed finalists in the Grade Four Teacher category. Gasparini made the motion, and Wright seconded the motion. There was no discussion, and the motion passed unanimously with Nardi Routten recusing herself.

Peisch requested a motion to accept the proposed finalists in the Grade Eight Teacher category. Gasparini made the motion, and Boyd seconded the motion. There was no discussion, and the motion passed unanimously with Miller recusing himself.

Peisch requested a motion to accept the proposed finalists in the Secondary School Principal category. Boyd made the motion, and Miller seconded the motion. There was no discussion, and the motion passed unanimously with Gasparini recusing himself.

Gasparini thanked staff members Lisa Stooksberry, Munira Mwalimu, Donnetta Kennedy, and Stephaan Harris for their work in the nominations process and recognized their contributions to the Nominations Committee.

Alberto Carvalho congratulated the individuals who had been renominated to the Board. He expressed an ongoing concern about the diversity of the Board. He said the Board is reasonably diverse, but not sufficiently diverse, particularly when compared to the composition of students in America. He requested that this be considered as the Board moves forward.

Gasparini said it was a point well taken, and an issue that the Nominations Committee had talked about deeply and broadly. He appreciated the issue being discussed publicly.

Perdue thanked Peisch for her leadership and Muldoon and Carr for their presentations.

Next, Muldoon invited Board members to participate in demonstrations of the NAEP assessment in mathematics, reading, or science after the meeting. Because Board members could not observe NAEP administration as they have in the past due to COVID-19 restrictions, NCES brought NAEP to them.

Peisch requested a motion to adjourn; Matthews moved to adjourn. Christine Cunningham seconded the motion. The meeting adjourned at 4:10 p.m. for the day.

NAEP Budget and Assessment Schedule (CLOSED)

Under the provisions of exemption 9(B) of §552b(c) of Title 5 U.S.C., the National Assessment Governing Board (Governing Board) met in closed session on Friday, March 4, 2022 from 9:30 to 11:00 a.m. to receive a briefing from Lesley Muldoon, Executive Director, Governing Board and Dr. Peggy Carr, Commissioner, National Center for Education Statistics (NCES), on the National Assessment of Educational Progress (NAEP) Budget and Assessment Schedule.

Governor Beverly Perdue, Chair, announced that the session was closed to the public due to the confidential nature of the discussions—only Board members, Governing Board and NCES staff, and approved attendees could participate in the closed session; matters discussed must be kept confidential.

Perdue noted that the Executive Committee met on Thursday, March 3 to discuss the budget and assessment schedule.

Lesley Muldoon provided a brief background and context for the discussion and noted that Carr would provide a briefing on the budget status and innovations timeline to modernize NAEP administration. Commissioner Carr then briefed the members on the NAEP budget and its impact on the assessment schedule from a cost perspective. In addition, Carr provided an update on the reporting timeline of 2022 results. Her presentation covered three areas: a review of the current NAEP assessment schedule; NAEP administration underway for 2022 assessments; and cash flow projections for NAEP Fiscal Year (FY)22–FY24 budget.

NAEP Science Assessment Framework: Possibilities and Priorities

Chair Perdue called the session back to order at 11:16 a.m. The next session focused on the NAEP Science Assessment Framework. She introduced Christine Cunningham, a science curriculum specialist, to begin the session.

Cunningham explained that she was joined by five science experts in science education and assessment. Each panelist wrote a short reaction paper included in the Board's advance materials. Cunningham asked each panelist to introduce him/herself.

Aneesha Badrinarayan is a senior advisor for Whole Child Education at the Learning Policy Institute, where she oversees the assessment portfolio. Prior to this, Badrinarayan oversaw the portfolio assessment at Achieve, where she supported the adoption of implementation efforts around Next Generation Science Standards (NGSS) for instructional materials, professional development, and assessment work.

Michael Heinz serves as the president of the Council of State Science Supervisors, which comprises individuals who work in state education agencies. They are responsible for academic standards, statewide assessments, and other things related to science education. Heinz also is the science coordinator for the New Jersey Department of Education, was part of the NGSS writing team, and has co-authored several documents that have been intended to support educators in implementing science standards.

Eileen Parsons is a professor emerita at the University of North Carolina at Chapel Hill. She also is the immediate past president of National Association for Research in Science Teaching, a global organization that improves science education through research, and she currently serves as the chair of NASEM's Equity in PreK–12 STEM Education Consensus Study Committee. Her research has focused on racial equity and cultural inclusiveness and science education from middle school to STEM professionals.

James Pellegrino is a professor of cognitive psychology and learning sciences at the University of Illinois-Chicago. Pellegrino has served as a member of the National Research Council's (NRC) committee that authored the framework for K–12 science education in 2012, and he served as the co-chair of the NRC's committee that authored the 2014 report on developing assessments for the NGSS. He currently serves on the Technical Advisory Committee for several states' assessments programs, including their science assessments, and he is a member of the NAEP Validity Studies Panel, where he authored a white paper on the revision of the NAEP Science Framework and assessment.

Eric Pyle serves as the president of the National Science Teaching Association (NSTA) and is a professor of geology and environmental science at James Madison University, where he serves as an education specialist in a content department. He also is involved in work related to teacher professional learning and science teacher preparation. In the past, he has been an earth science reviewer for the NAEP Science Framework, served on the Earth and Space Science Design team

that contributed to the framework for K–12 science education, and was a principal reviewer for Achieve of NGSS.

Badrinarayan and Heinz provided background information about science education and assessment. Heinz discussed how the NRC’s consensus study report, *A Framework for K–12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*, had a profound effect on science education. The framework was based on some of the same publications that had influenced NAEP in the first edition of the National Science Education Standards, but it also developed as a result of some of the new understandings that are now known about conditions for learning. There are three interrelated dimensions to science education: (1) science and engineering practices; (2) disciplinary core ideas; and (3) crosscutting concepts, which are concepts that students use to tie ideas together.

According to Heinz, there are approximately 44 states plus the District of Columbia as well as the U.S. Department of Defense’s education activity (about 71% of the K–12 students in the country) that have science standards that are based on the NRC framework. Today’s science standards represent two major shifts in thinking: (1) current science standards establish sophisticated expectations of understanding and practice; and (2) current science standards intentionally organize the content of the standards in different ways. Heinz explained the impact of this shift as the idea that students now are systematically engaged in applying science ideas and crosscutting concepts. Students use science and engineering practices to come up with explanatory accounts for how and why things happen or to design a solution to the problem.

Badrinarayan explained that the first shift establishes an expectation that there is both knowledge and application associated with the proficiency of the content goals. Students are now asked if they not only understand the science facts, but also if they can demonstrate how well they know them through their use of them. Additionally, when students are asked to conduct an investigation, they should be able to understand how and why investigations are conducted and when to use different approaches to move science forward.

The learning goal is that students apply their understanding of science ideas and crosscutting concepts by using the practices to make sense of something meaningful in the world. This has profound implications for both how students learn and what we expect them to demonstrate at the end of grade bands and their K–12 science experience.

Badrinarayan’s next point was that science standards are intentionally organized in different ways that matter when thinking about monitoring student progress in science. The NRC framework specifies eight practices that go into depth over what we expect students to demonstrate and develop compared to the four practices that currently are part of the NAEP Science Framework.

The NRC framework also focuses on grade leveling and grade banding of standards. These framework-based standards set a wider range of science content to be learned by all students,

especially in high school, which means the learning targets differ substantially in content, scope, learning approach, and expectations for how to engage with ideas.

Cunningham asked the panelists to reflect on where they see the current state of science education standards, instruction, or assessment heading as well as the implications this has for the degree of change necessary for the 2008 NAEP Science Framework.

Pyle said that it was important for his organization to include the voices of the teachers who were carrying out these activities, so he organized teachers from elementary, middle, and high school grade committees as well as the research committee to provide public comment.

Pyle noted that the NRC framework for K–12 science education is having an influence on curricula in explicit and implicit ways. Elementary teachers are having to learn how to engage in more student-centered instruction. Assessment also plays an important role, but assessment does not always keep pace with new pedagogical strategies. Teachers are concerned about implementing new instruction when it may not be recognized on assessments.

Pyle is concerned with the declining teacher licensure rates in science since 2013. In addition to a general decline in expertise, particularly with new or younger teachers, teachers are not staying in the field as long. Pyle explained that teacher preparation programs tend to implement aspects of the framework by allowing teacher candidates to unpack performance expectations in their instructional planning and then implement those plans in their field practicum. Professional learning for teachers also tends to follow the framework. From NSTA’s perspective, there has been a large emphasis on NGSS-based materials. Because of the pandemic and the need to increase online professional learning, they have developed online professional learning needs into a discrete professional learning unit built around sense-making. Pyle ended by commenting that equity can be expressed by allowing all students to engage with science phenomena and that if the framework is going to define national educational progress, it should be mapped to the conditions under which instruction occurs.

Pellegrino summarized that science education has changed over the past 10 years, spurred by the vision and details that are contained in the 2012 *A Framework for K–12 Science Education*. Changes have penetrated to all levels of educational policy and practice, ranging from the classroom to assessments. Because of these changes, Pellegrino argued that it is questionable if the NAEP science assessment can validly track the impact of those changes on science achievement for the remainder of this decade unless the NAEP Science Framework and assessment are significantly updated and substantially revised. There are substantial content and performance expectation differences between the current NAEP Science Framework and the contemporary science education standards and assessments that over 40 states have adopted and have been implementing since 2013. He is concerned about the capacity of the NAEP science assessment to fulfill its mandate to provide valid and reliable information about the status of science achievement in the United States in 2028 and beyond.

Parsons addressed how research provides an evidentiary base upon which decisions can be made in terms of how teachers should be prepared, what should be included in the curriculum, as well as information for policymakers. The NRC framework has been normalized within the science education research community, and the research that is generated is used to inform the actions that are taken at the different levels in the system.

Parsons believes that a major driver has been states developing assessment systems that track students from pre-K to postsecondary. She predicts that the framework will become more institutionalized across the education system because the framework was based on research on learning and applying what has been learned in one context to another context. Parsons agreed with the other panelists that if the purpose for NAEP is for researchers, policymakers, and curriculum developers to use that data to inform what decisions they make, then a reconceptualization of the 2028 NAEP Science Framework is necessary.

Cunningham explained that the Board balances priorities related to maintaining trend with the need to change or update the assessments and asked the panelists two questions: (1) What do you think would be lost if comparisons cannot be made to results from previous science assessments? (2) What do you think would be lost if potential changes to the framework are limited by the need to maintain trend?

Pellegrino responded that NAEP's hallmarks are its focus on monitoring progress over time as well as the analysis and reporting of trends in performance. If the current science assessment will be administered as planned in 2024, the Board will have 15 years of trend data for science. If science instruction and assessment change as envisioned by the NRC framework, then the NAEP science assessment may show no growth or even a decline, which may underestimate what students know and can do in science at each grade level. In conclusion, Pellegrino argued that the validity and utility of NAEP may be seriously compromised if the Board simply adheres to trend while maintaining the current framework. He recommended that the Board prioritize ensuring the validity of the revised science framework and assessment for 2028 and beyond rather than maintaining trend.

Badrinarayan agreed with Pellegrino's statements and emphasized the potential harm that could result from assessment scores that are not a valid representation of student progress yet used to justify changes in instructional intervention, professional development, or other assessment processes.

Cunningham asked the panelists to discuss what implications might result from an increased emphasis on equity for the NAEP Science Framework. She also asked the panelists to provide examples of equity-driven changes or features that might be operationalized within the assessment.

Parsons responded that research shows that learning and performance are impacted by contextual factors outside the classroom and the individual. Parsons defined equity as the access of unfair

differences in group outcomes, which aligns with the World Health Organization's definition of equity. Examining factors that impact achievement and performance beyond a student's control will help stakeholders begin to understand what types of data can be collected that may help individuals who use the NAEP results to further contextualize them. A specific example is to analyze the access students have to Advanced Placement, International Baccalaureate, and dual enrollment programs to determine what kinds of educational opportunities are available within the neighborhoods and the communities in which those students are learning. In sum, Parsons thinks NAEP data should include or link to data that contextualizes results by providing structural and institutional information regarding the different barriers and constraints, as well as affordances that impact science achievement and science performance.

Cunningham opened the session to questions from Board members.

Lane asked the panelists to discuss how the NAEP Science Framework could be developed in such a way to allow the Board to assess the cross cutting ideas and to use different formats to assess the standards. From her experience, states face many testing constraints, so how can NAEP overcome some of the constraints states already face?

Pellegrino answered by stating that states are constrained by coverage, representativeness, comparability, and timing, which make it difficult for assessments to include depth of reasoning and sense-making. Because NAEP uses a matrix sampling approach, Pellegrino argued that NAEP could lead the way in demonstrating how science assessments can build a set of tasks that cover the depth and breadth of the standards.

Marion agreed that state assessments have more constraints than NAEP. He asked the panelists what kind of research and development may be necessary to aid NAEP in becoming a three-dimensional assessment.

Badrinarayan agreed that states do not do multidimensional testing well. States, however, developed their assessments prior to researchers understanding how to assess three-dimensional standards. She also has concerns about productive uncertainty in the design of items. This is something that has been missed in framework development, but NAEP may have the capacity to be a leader in creating a multidimensional assessment.

Regarding research and development, Badrinarayan argued that the goal should be to assess student thinking. This is something the assessment industry has not done well, but there is opportunity to continue to develop these priorities.

Cramer commented that the purpose of science and technology education is to increase economic productivity for the country. He asked the panelists to comment on the extent the NGSS or the 2028 framework predict success in postsecondary and post-collegiate science and technology employment and how they would measure it. Cramer also asked to what extent were employers involved in the development of the current NAEP Science Framework and the NGSS standards and to what extent should they be involved in the 2028 framework.

Pyle referenced a 2021 NASEM report called *A Call to Action for Science Education*, which discussed documenting progress toward more equitable science education, including how to use data at the state and federal levels to document STEM opportunities. This may show where both opportunities and disparities exist to increase STEM employability. Pyle addressed Cramer's second question by stating that in his framework development experience, a variety of diverse backgrounds were represented, including informal science education experts, teacher preparation experts, and content experts.

Heinz explained that the frameworks were not designed to provide information about postsecondary or post-collegiate life. The role of the frameworks and the three-dimensional standards is to prepare all students to have a choice for what careers they would like to pursue after they graduate. Frameworks should create situations where students believe they are capable learners.

Hanushek expressed concerns that the NAEP design does not collect information about the contextual factors impacting students' lives, like Parsons suggested using to determine other factors that may influence students' learning and achievement. He learned from Pellegrino that NAEP will not assess what students know based on the new standards. If the old standards are not relevant to measuring performance, Hanushek suggested dropping the NAEP science assessment until the new framework and assessments exist. He asked the panelists why the NAEP science assessment should continue until there is a new framework and test.

Pellegrino raised this issue in his paper by asking whether the 2024 NAEP science assessment based on the current framework will be informative. How can that data be interpreted and reported when there are significant content differences between the NRC framework, the NGSS standards, and the NAEP framework and standards at grades 4, 8, and 12?

Parsons returned to the question about equity and contextual factors. She said PISA had begun to create a framework to develop this kind of work, and research exists that identifies the most important variables that impact learning and learning transfer. She believes this is an opportunity for NAEP to contextualize the results so municipalities can realize that the number of students receiving high-quality science education is decreasing drastically while the demand for skills are increasing. Ultimately, this will impact local economies. NAEP has an opportunity in 2028 to share data that will help stakeholders identify levers that will improve science education for all students.

Whitehurst thanked the panelists for the clarity of their presentations but said he was disappointed that all panelists were associated with the NGSS and held similar viewpoints. He would have preferred to hear from people with different perspectives on the standards and on what should be used to measure their effectiveness. He argued that in all likelihood, actual teacher instruction may be further removed from the new standards than the advocates for the adoption of those standards may like. He also suggested delaying the assessment to ensure that students are assessed on content that aligns with instruction and curriculum materials.

Rafal-Baer said she heard the panelists argue for research and development across the United States. She asked if the Board should pause to think about how to use resources to strengthen research and development as NAEP approaches the 2030s to assess fully what students have been learning and their current achievement. She also noted that she is hearing from states that the NGSS standards are losing relevance as factors such as artificial intelligence move forward, and much of the NGSS cannot be assessed anyway.

Pellegrino recommended using results from the National Survey of Science and Mathematics Education, which should have a new administration soon, to show changes in classroom practices. For research and development, he suggested the Board think about making changes to the 2024 assessment to address some of these issues that were discussed. He summarized that the Board has a choice. It can continue with the current framework and assessment in 2024 to collect trend data. He cautioned that federal government agencies typically do not fund research and development on large-scale assessments.

Reynolds asked the panelists to comment on the non-uniformity of instruction. NAEP is charged with assessing what students know and can do. However, approximately thirty percent of students receive instruction that does not align with the framework, so how does the Board address this challenge?

Heinz clarified that the intent was not to focus on pedagogy; there will never be full agreement throughout the country. Because NAEP includes a sample of students, focusing on the NRC framework will provide a better look at what all students can do.

Pellegrino added that empirical studies have shown that states that did not adopt the NGSS or similar science standards had even less similarity between their state standards and the current NAEP Science Framework than the NGSS-aligned states and NAEP.

Cunningham concluded the session by thanking the panelists for helping the Board think through these issues.

Perdue thanked the panelists for their papers and presentation. She noted that the next activity was for Board members to break into small groups to share their thoughts and perspectives.

Sharyn Rosenberg provided instructions for the small groups. She explained what topics the small groups should discuss:

- Provide input on policy priorities for a Board charge to the science framework panels, including:
 - Importance of comparison to previous results (maintaining trend).
 - Reflecting current and future trends in science education, standards, instruction, and assessment.
 - Incorporating equity.
- Discuss future Board directions for addressing equity.

She asked the Board to discuss additional questions:

- How should the Board balance the importance of maintaining trend with other potential goals for updating the framework?
- How should the Board reflect current and future trends in science education, standards, instruction, and assessment?
- Are there any other priorities that should be addressed in the NAEP Science Framework?
- How should the Board consider defining the role of equity in the Science Framework, or in NAEP assessment frameworks generally?
- Beyond the framework, where would you like the Board to go next regarding equity discussions and decisions?

Recess

The March 4, 2022, Governing Board meeting recessed at 12:40 p.m. The small group discussions reconvened at 12:56 p.m. The full group session reconvened at 2:18 p.m.

Debrief Small Group Discussions on Science Framework Priorities

Perdue opened the session by reminding the members that they are not making decisions today. The ADC will meet in April to discuss the small group input and make recommendations on a draft charge for the Board to consider at the May meeting.

Routten summarized her group's discussion. Trend, she said, is important and should be maintained, if possible, but it should not constrain other potential priorities if it could undermine the validity of the results. Furthermore, the Governing Board should have its own definition of what students need to know in science, even in states that did not adopt the NGSS.

Routten's group referred to the five principles from Muldoon and Carr's presentation from the previous day. NAEP should lead the way for its usefulness, relevancy, and feasibility. Grade 4 students should continue to be assessed in science.

Regarding equity, Routten's group proposed that how equity is defined in the NAEP Reading Framework is a good starting point. The science assessment should avoid a heavy reading load. Routten's small group also suggested asking researchers which contextual questions they should add to surveys to learn more about equity from NAEP.

Kelly's group agreed that NAEP becoming a leader in science assessment is a higher priority than maintenance of trend, especially since states are not all using the same framework. The NGSS framework is almost ten years old and there is no guarantee that it will continue into the future. However, trend should be a goal if possible but should not serve as a constraint.

Other ideas included blending TEL into the science framework and continuing to ensure that the assessment is dynamic and engaging for students. It should be multidimensional with content blending with practice. Content should go beyond the NGSS framework, and the Steering Panel

should be encouraged to consider shortcomings of the NGSS when discussing implications for the NAEP framework.

The group's discussion of equity resulted in a suggestion to invite an expert panel to guide the Board's work in updating frameworks and for NAEP generally. NAEP is not student-centered, so what does that mean for equity considerations when the assessment does not provide student-level data?

McGregor shared that his group discussed the balance between maintaining trend with other potential goals for updating the framework. Trend is important because it provides valuable information and allows for critical comparisons. Adding TEL constructs to Science may break trend, but TEL captures important skills, valuable to workforce needs. Thus, TEL should not be shelved, but its costs considered and innovative ways explored to keep measuring TEL constructs. McGregor also commented that there is a need to understand better the knowledge and skills of students who fall below *NAEP Basic* and how to report subgroups better.

For equity, this group agreed that what is used for other frameworks should apply to the NAEP Science Framework. NAEP is good at identifying inequities, but the conversation needs to shift from talking about gaps.

McGregor concluded by recommending that the Board continue to offer small group discussions at the Board meetings. He also thanked Laura LoGerfo and Stooksberry for their support.

Perdue expanded the thanks to the entire Governing Board staff.

Peisch opened the discussion to questions from the Board members.

West commented that he thinks about the definition of equity in the assessment itself as a tool to measure knowledge and skills. Examining equity through the reporting of results and analyzing contextual data is a second way of defining equity. He suggested the Board be clear about which aspect of the NAEP program they are discussing when they use the word "equity." How equity is defined in the NAEP Reading Framework is a good starting place for discussing the assessment itself.

Lane reiterated the importance of inviting an expert panel to discuss equity with the Board members. She suggested members who have a strong understanding of NAEP as well as others who will push the Board members' thinking on the topic.

Matthews said that Charleston, South Carolina, is a potential meeting site for the Board's August 2022 quarterly meeting, and it may be useful to include site visits to exemplar schools and to have discussions with exemplar teachers and communities.

Viola García said she thinks about equity before, during, and after the framework and assessment development process. In the before phase, the Board members have a responsibility to ensure that the assessment is equitable in the sense that all students have an opportunity to do their best.

During the assessment, Garcia would want to ensure that all students have equitable access and opportunity to be successful (e.g., Wi-Fi availability). Equity after the process means that data would be easily available for stakeholders to use in decision-making.

Marion noted the importance of instructional sensitivity and that there are many contextual factors which the Governing Board cannot control, but the Board can control the frameworks. If the frameworks are representative of the students, the students will have more equal footing. West agreed that instructional sensitivity is important, but he wants the Board also to think about how to validate the work by other external criteria, such as postsecondary education and workforce information.

Marion responded that the frameworks can be designed to define the knowledge and skills needed to be successful moving forward.

Matthews reiterated the tight timeline for beginning the science framework process but noted that it is an iterative process. Board members will have an opportunity to hear updates from the panels and to discuss progress and change direction, if needed.

Marion commented that he enjoyed the small group discussions and hoped they recur at future Board meetings. Matthews agreed that the power of the small groups lies in eliciting different viewpoints and themes to surface.

Perdue responded that the small groups are effective for discussing substantive issues. She also noted that it is important for Board members to talk among themselves about personal goals and aspirations for NAEP. Perdue also commented on Matthews' suggestion to visit schools. She would like the researchers and measurement experts to visit schools more often to realize that a one-size-fits-all instrument does not effectively measure what all students know.

Perdue thanked Peisch, Muldoon, and the Governing Board staff for their leadership in putting the materials together.

Member Discussion

Peisch invited Board members to use this time to discuss any topic, ask questions, or make suggestions.

Whitehurst said he does not understand why the Board meetings are in-person, but committee meetings remain virtual. He recommended the committee meetings resume in-person by adding time to the quarterly Board meeting agenda.

Miller thanked the Board staff for allowing him the opportunity to experience NAEP the previous afternoon. He also expressed enthusiasm for in-person meetings. Miller referenced a comment made by Carr about providing state reports. He suggested that each school receive a state information profile so that principals and teachers could be more aware of NAEP and learn

how their school is doing compared to other schools. The report could be emailed to the schools quickly.

Routten agreed with Miller about the NAEP experience. She also volunteered her school in New Bern, North Carolina, as a place for a potential site visit by Board members.

Cramer first thanked the staff for finding this meeting facility. He noted that a linking studies meeting was coming up in April 2022, which is important for utilizing contextual variables. He then asked what would happen if NAEP were designed from scratch. He has heard directly from stakeholders who do not find NAEP useful or informative to their practice. Kelly built on this idea to question NAEP's purpose. He thought the NAEP Reimagined agenda was exactly what the Board needs to be doing, but he is concerned about the budget. As a Board, the members need to prioritize what to do.

Peisch summarized that she heard it is important to meet in-person, but the livestream part of the meeting is helpful for members of the general public to participate.

She also suggested that the NAEP 2022 administration results be released prior to the current December/January timeline shared because these results will be so important this year.

Marion added that there is a need to communicate the implications of the results. This may mean bringing in other people who can deeply think about what the results mean for policymakers.

Reynolds asked Muldoon about how the Board can communicate with one another outside of the meetings because of legal constraints related to records management. Muldoon clarified that Board members are not restricted from communicating with one another. If the communication is by email, members are requested to forward that message to an address that was provided previously. This practice will adhere to federal records management requirements. Muldoon added that staff are exploring how to build an app for Board members to use that will enhance communication.

Perdue thanked Peisch again for leading the meeting and asked that the Board members take 30 seconds of silence to think about the citizens in Ukraine.

A moment of silence followed.

Peisch requested a motion to adjourn. West moved to adjourn. Gasparini seconded. The motion passed unanimously. The meeting adjourned at 3:05 p.m.

I certify the accuracy of these minutes.

Beverly E. Perdue

Beverly Perdue, Chair

National Assessment Governing Board

04/12/2022

Date

National Assessment Governing Board

Executive Committee Meeting

Report of March 3, 2022

OPEN SESSION

Executive Committee Members: Beverly Perdue (Chair), Alice Peisch (Vice Chair), Haley Barbour, Dana Boyd, Paul Gasparini, Suzanne Lane, Mark Miller, Martin West, Carey Wright.

Executive Committee Members Absent: Tonya Mathews.

National Assessment Governing Board Members: Beverly Perdue (Chair), Alice Peisch (Vice Chair), Haley Barbour, Dana Boyd, Alberto Carvalho, Tyler Cramer, Christine Cunningham, Viola García, Paul Gasparini, Eric Hanushek, Gary Herbert, Patrick Kelly, Suzanne Lane, Scott Marion, Reginald McGregor, Mark Miller, Ron Reynolds, Nardi Routten, Martin West, Grover Whitehurst, Carey Wright.

National Assessment Governing Board Staff: Lesley Muldoon (Executive Director), Lisa Stooksberry (Deputy Executive Director), Rebecca Dvorak, Stephaan Harris, Donnetta Kennedy, Laura LoGerfo, Munira Mwalimu, Tessa Regis, Sharyn Rosenberg, Angela Scott, Matthew Stern, Anthony White.

National Center for Education Statistics (NCES): Peggy Carr (Commissioner), Tammie Adams, Gina Broxterman, Samantha Burg, Jing Chen, Brian Cramer, Alison Deigan, Enis Dogan, Patricia Etienne, Eunice Greer, Shawn Kline, Daniel McGrath, Nadia McLaughlin, Emmanuel Sikali, Holly Spurlock, William Tirre, Ebony Walton, Angela Woodard.

U.S. Department of Education Staff: Jacob Acosta, Thomas Smith.

Other attendees: Vickie Baker, Jenny Beard, Marc Berger, Myra Best, Greg Binzer, Brittany Boyd, Jay Campbell, Shamai Carter, Amy Drescher, Emma Edick, James Elias, Kadriye Ercikan, Kim Gattis, Sophia Handel, Joy Heitland, Cadelle Hemphill, David Hoff, Young Kim, Andrew Kolstad, Regina Lewis, Tamara Lewis, Joanne Lim, Kathleen Manzo, Harrison Moore, Tami Pyfer, Lisa Rodriguez, Rick Rogers, Debra Silimeo, Peter Simmons, Jenna Tomasello, Anthony Velez, Llana Williams, Karen Wixson.

The Executive Committee met in open session from 10:00 a.m. to 10:30 a.m. The session was called to order by Governor Beverly Perdue, Chair, at 10:00 a.m.

Board members were reminded that the meeting is being conducted in a hybrid environment and of the procedures for including virtual participants in the discussion.

Perdue provided welcoming remarks and reviewed the agenda for the Executive Committee meeting and stated that the committee would be in open session for the first thirty minutes to hear from Matthew Stern, Assistant Director for Policy and Intergovernmental Affairs and Lesley Muldoon, Executive Director, to provide a policy update and Trial Urban District Assessment (TUDA) update, respectively. Afterwards, the committee would be in closed session for one hour, where only Board members, Board staff, and NCES staff could be present, to hear from Peggy Carr, Commissioner of the National Center for Education Statistics (NCES), on the budget and any potential impacts to the assessment schedule.

Stern provided a policy update that included information on the current funding situation for Fiscal Year (FY) 2022, the budget process for FY 2023, and congressional reauthorization efforts for the Education Sciences Reform Act. On FY 2022 funding, Stern remarked that the NAEP program is currently operating with temporary funding provided through a continuing resolution expiring on March 11. Stern informed members that congressional negotiations are underway to provide full funding for the remainder of FY 2022 through an omnibus bill. On the budget process for FY 2023, Stern shared that the Office of Management and Budget at the White House has not yet announced a final President's Budget release date. Stern expressed concern that the Governing Board was not involved in the budget submission, passback, or appeal processes and that it is imperative that the Governing Board be engaged and informed throughout the budget process. Stern suggested the Governing Board consider reaching out to the Secretary, the leadership in the Office of Planning, Evaluation, and Policy Development and Budget Service to request more input on the budget.

Carey Wright recommended that members take that suggestion and reach out to the Secretary. Perdue expressed that Board members should also reach out to Members of Congress and the Secretary to request more input by the Board on NAEP's budget. Carr reiterated the concerns about the budget process that were raised by Stern and indicated that NCES and the Institute of Education Sciences (IES) were also not involved in the budget process. Alice Peisch requested information that can be shared with Members of Congress on the budget issue and, in response to that request, Perdue asked Stern to develop talking points so that messaging can be consistent and uniform across Board members.

Perdue then asked Muldoon to provide an update on the TUDA program. Muldoon opened with an overview of the history of TUDA, which has expanded from six participating districts in 2002 to 27 districts in 2017 and 2019. Muldoon also shared that Fresno Unified School District (Fresno) will no longer participate and that the Governing Board, in collaboration with NCES, will begin to determine eligible school districts and start the process for selecting a replacement district. Muldoon presented the timeline of next steps between March and the November 2022 Board meeting to vote on a replacement TUDA district for the 2024 NAEP administration.

Carr indicated she will be conducting an exit interview with Fresno to understand why they no longer wish to participate in the TUDA program, in addition to discussing their suggestions for how to improve NAEP. Perdue then requested Muldoon share the TUDA policy and eligibility criteria with Board members. Suzanne Lane also requested that Board members receive follow -

up information on the representation and demographics of the city districts already participating in the TUDA program.

At 10:30 a.m. Chair Perdue ended the open session.

CLOSED SESSION

Executive Committee Members: Beverly Perdue (Chair), Alice Peisch (Vice Chair), Haley Barbour, Dana Boyd, Paul Gasparini, Suzanne Lane, Tonya Matthews, Mark Miller, Martin West, Carey Wright.

Executive Committee Members Absent: None.

National Assessment Governing Board Members: Beverly Perdue (Chair), Alice Peisch (Vice Chair), Haley Barbour, Dana Boyd, Alberto Carvalho, Tyler Cramer, Christine Cunningham, Viola García, Paul Gasparini, Eric Hanushek, Gary Herbert, Patrick Kelly, Suzanne Lane, Scott Marion, Tonya Matthews, Reginald McGregor, Mark Miller, Ron Reynolds, Nardi Routten, Martin West, Grover Whitehurst, Carey Wright.

National Assessment Governing Board Staff: Lesley Muldoon (Executive Director), Lisa Stooksberry (Deputy Executive Director), Rebecca Dvorak, Stephaan Harris, Laura LoGerfo, Munira Mwalimu, Tessa Regis, Sharyn Rosenberg, Angela Scott, Matthew Stern, Anthony White.

National Center for Education Statistics (NCES): Peggy Carr (Commissioner), Tammie Adams, Gina Broxterman, Samantha Burg, Jing Chen, Brian Cramer, Alison Deigan, Enis Dogan, Patricia Etienne, Shawn Kline, Tina Love, Daniel McGrath, Nadia McLaughlin, Emmanuel Sikali, Holly Spurlock, William Tirre, Ebony Walton.

Department of Education: Jacob Acosta, Thomas Smith.

Educational Testing Service (ETS): Karen Wixson.

The Hatcher Group: Jenny Beard, Emma Edick, Sophia Handel, Jenna Tomasello.

Other Attendees: Myra Best, Tami Pyfer.

The Executive Committee met in closed session from 10:30 a.m. to 11:30 a.m. to discuss the NAEP budget and assessment schedule, in addition to other Governing Board priorities.

These discussions were conducted in closed session because the disclosure of cost data would significantly impede implementation of contract awards. Therefore, this discussion is protected by exemption 9(B) of section 552b(C) of Title 5 U.S.C.

Perdue reminded members of the confidential nature of the discussions and then turned to Carr who led a presentation on the NAEP Budget and potential impacts to the assessment schedule. Carr provided information about projected costs for the program, the projected budget implications for the assessment schedule, an update on the congressional appropriations process, and projected costs for research and development.

At 11:30 a.m. Chair Perdue adjourned the meeting.

I certify the accuracy of these minutes.

Beverly E. Perdue
Beverly Perdue, Chair
National Assessment Governing Board

04/14/2022
Date

National Assessment Governing Board

Assessment Development Committee

Report of February 28, 2022

Closed Session 2:30 – 3:50 p.m. ET

ADC Members: Dana Boyd (Chair), Mark Miller (Vice Chair), Christine Cunningham, Frank Edelblut, Viola Garcia, Patrick Kelly, Reginald McGregor and Nardi Routten.

Governing Board Staff: Executive Director Lesley Muldoon, Deputy Executive Director Lisa Stooksberry, Rebecca Dvorak, Stephaan Harris, Laura LoGerfo, Munira Mwalimu, Sharyn Rosenberg and Angela Scott.

NCES Staff: Tammie Adams, Gina Broxterman, Samantha Burg, Jing Chen, Brian Cramer, Jamie Deaton, Alison Deigan, Enis Dogan, Eunice Greer, Nadia McLaughlin, Dan McGrath, Holly Spurlock, Bill Tirre and Ebony Walton.

Other Attendees: American Institutes for Research: Alka Arora, Brittany Boyd, Markus Broer, Kim Gattis, Cadelle Hemphill, Martin Hooper, Sami Kitmitto and Young Yee Kim. CRP: Shamai Carter. Educational Testing Service: Marc Berger, Jay Campbell, Gloria Dion, Amy Dresher, Helena Jia, Ranu Palta-Upreti, Hilary Persky, Luis Saldivia and Karen Wixson. Hager Sharp: David Hoff, Joanne Lim, Kathleen Manzo and Elisa Ogot. The Hatcher Group: Jenny Beard, Sophia Handel and Jenna Tomasello. Institute of Education Sciences: Veda Edwards and Tina Love. Management Strategies: Brandon Dart and Harrison Moore. Optimal Solutions Group: Imer Arnautoric, Sadaf Asrar and Daniel Loew. Westat: Greg Binzer.

Item Difficulty in NAEP: Considerations for Assessment Development (CLOSED)

Chair Dana Boyd called the meeting to order at 2:30 p.m. ET, welcomed all ADC members, and noted that the first two agenda items would take place in closed session.

Boyd explained that the first agenda item was closed because it contains secure NAEP items and data. She noted that there has been a trend towards decreasing performance at the lower end of the distribution, but that in many cases the NAEP assessments do not have a lot of items measuring in this region. She introduced Enis Dogan and Nadia McLaughlin of NCES.

Dogan presented information about item difficulty and student performance (i.e., item/person maps) for the NAEP Mathematics, Reading, and Science assessments at grades 4 and 8. He noted that in general there is a need for more items targeting the lower end of the performance distribution. McLaughlin described the process of operationalizing changes to NAEP frameworks: comparing the existing and updated frameworks, analyzing the existing item pools to determine alignment with the updated framework, identifying new measurement targets, and creating new items to address gaps in the existing item pools. She explained that in addition to the goal of variability in item difficulty, item development must consider framework requirements for content objectives, response types, and other subject-specific targets (e.g., mathematical practices).

McLaughlin described several strategies for developing additional items targeting the lower end of the student performance distribution. For mathematics, these include anchor sets and lower bound content clarifications. The process of using anchor sets involves analyzing features of items at a particular difficulty level and using that information to construct additional items of similar or lower difficulty. The process of creating lower bound content clarifications involves putting additional constraints on some of the framework content objectives in ways that increase the likelihood of students being able to correctly respond to the items. Lower bound content clarifications were used previously in the 2011 NAEP mathematics assessment for Puerto Rico as part of the Knowledge and Skills Appropriate (KaSA) study.

For reading, current strategies to develop additional items targeting the lower end of the student performance distribution are focused on selecting shorter and more straightforward passages and increasing the use of features that are associated with lower difficulty items; additional areas of research are also underway.

Finally, McLaughlin highlighted some considerations related to difficulty for the NAEP Science Framework. Factors contributing to the difficulty of the current science framework include: ambitious content expectations, breadth of content expectations, knowledge of scientific inquiry, and two-dimensional performance expectations.

In response to a question about why it is important to have sufficient items targeting the lower end of the scale, NCES staff responded that: 1) the inclusion of such items provides information about what students can do rather than knowing only what they cannot do; 2) the student experience is diminished when students are only presented with items that they cannot answer; and 3) having a range of item difficulty that is close to the distribution of student performance leads to greater measurement precision.

There was some discussion about whether the effort to include items of lower difficulty should mean content from earlier grades, such as using some of the grade 4 items on a grade 8 assessment. Holly Spurlock clarified that clear articulation of the progression of skills within a grade level assessment aids NCES in developing items that target lower levels of skills that are still expected for a given grade level. Mark Miller pointed out that as a practitioner, it is not helpful to him to know about the extent to which students are meeting expectations associated with lower grade levels since teachers are focused on content standards of the current grade level.

In response to a question about how the presentation should inform the planned update of the NAEP Science Framework, Spurlock and McLaughlin focused on the need for detailed information about how the expected skills and behaviors differ across grades. The current NAEP Science Framework largely addresses this for the content objectives, but in some cases the guidance is too vague for the practices. In addition, providing a range of percentages for each practice (as was done in the 2026 NAEP Mathematics Framework) gives NCES some needed flexibility to ensure a wider range of item difficulty.

In response to a question about whether reading ability could be impeding performance on the mathematics and science assessments, McLaughlin noted that NCES has a goal of language simplification across item development. In addition, text to speech is provided as a universal design element in the NAEP digital assessments (with the exception of the reading assessment).

Miller thanked Dogan and McLaughlin and noted that this would be an ongoing topic of conversation as ADC weighs in on framework and item development.

Item Review: Additional Mathematics Concept Sketches (CLOSED)

Miller noted that in January the ADC reviewed proposed concept sketches for mathematics scenario-based tasks to be developed for the 2026 mathematics assessment. In response to one of the concept sketches that ADC raised concerns about, NCES recently provided two alternatives. The purpose of this short discussion was to seek ADC feedback on the two proposed alternatives.

ADC members engaged in brief discussion and expressed a clear preference for one of the proposed alternative concept sketches.

Open session: 4:05 – 4:30 p.m. ET

ADC Members: Mark Miller (Vice Chair), Christine Cunningham, Frank Edelblut, Viola Garcia, Patrick Kelly, Reginald McGregor and Nardi Routten.

Governing Board Staff: Executive Director Lesley Muldoon, Deputy Executive Director Lisa Stooksberry, Rebecca Dvorak, Stephaan Harris, Munira Mwalimu and Sharyn Rosenberg.

NCES Staff: Gina Broxterman, Samantha Burg, Jing Chen, Brian Cramer, Jamie Deaton, Eunice Greer, Nadia McLaughlin, Holly Spurlock, Bill Tirre and Ebony Walton.

Other Attendees: American Institutes for Research: Brittany Boyd, Cadelle Hemphill, Martin Hooper, Sami Kitmitto and Young Yee Kim. CRP: Subin Hona and Anthony Velez. Educational Testing Service: Gloria Dion, Hilary Persky and Karen Wixson. Hager Sharp: David Hoff. The Hatcher Group: Jenny Beard, Sophia Handel and Jenna Tomasello. Manhattan Strategies Group: Tara Donahue. Optimal Solutions Group: Imer Arnautoric, Sadaf Asrar, Daniel Loew and Peter Simmons. Pearson: Joy Heitland. Other: Vickie Baker (West Virginia Department of Education), Lisa Ehrlich (Cognia), Laura Goadrich (Arkansas Department of

Education), Beth LaDuca (Oregon Department of Education), Tamara Lewis (Maryland Department of Education) and Sandra Olivarez-Durden (Edmentum).

ACTION: Board Policy on Assessment Framework Development

Miller stated that there was one agenda item for the open session that he and Patrick Kelly would co-lead: discussion and action on the updated Board policy on assessment framework development for NAEP. He noted that the Board had several previous conversations related to this topic. Last September, ADC and COSDAM had a joint working meeting to discuss recommendations for improving framework processes; ADC members then worked with staff to incorporate specific suggestions into revisions to the policy statement. During the November Board meeting, the full Board had a very positive and productive discussion on the proposed changes to the policy statement. Board staff are working on a procedures manual that will be shared with ADC for review later this spring.

Kelly and Miller highlighted three categories of changes from the current policy. The first is changes to framework panels, including changing the name of the “Visioning Panel” to “Steering Panel”, increasing the number of members on the Development Panel from 15 to 20, and adding an Educator Advisory Committee. Kelly noted that the November version of the policy statement would have increased the percentage of teachers on the Development Panel from 15 to 30 percent; in response to feedback from the full Board, the final version of the policy statement reverts to having three teachers on the Development Panel, one at each grade level. The Educator Advisory Committee is intended to increase the number of practitioner voices in the process in a way that is not as burdensome as serving on the panels.

The second major change is a reorganization and revision of Principle 2 to add clarity to the steps of the framework development process. Changes to the process include: 1) framework panelists will be sought using a nominations process; 2) the requirement to produce a separate document of contextual variables has been eliminated because this is already part of the recommendations for reporting; and 3) there is an acknowledgment of a potential (but hopefully rare) need for external review following a public comment period.

The third major category of changes is related to the Board’s role in the process. This includes increasing specificity and policy guidance provided in the Board charge to the panels; involving ADC and the Executive Committee in the process of reviewing and approving framework panelists; providing policy guidance at key junctures throughout the process; and being explicit that the Board makes the final decisions on the framework documents.

Finally, Miller noted that the version of the policy statement included in the Board materials was nearly identical to what the Board discussed and expressed support for in November. Miller also explained that it is important to get the revised policy in place to guide the update of the 2028 NAEP Science Framework, and that adopting this policy does not preclude making additional changes in the future based on lessons learned from implementing the policy and from other Board priorities.

Nardi Routten expressed support for the smaller percentage of teachers given the role of the Educator Advisory Committee. Reginald McGregor acknowledged the large amount of discussion on this topic and stated that he believes the Board landed in a good place with the revised policy statement. The following motion was made by Reginald McGregor and seconded by Frank Edelblut:

ADC recommends to the full Board that the revised policy on Assessment Framework Development that appears in the Board materials be adopted.

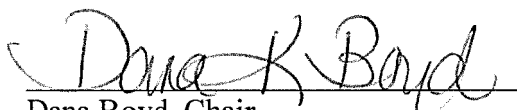
The motion was unanimously approved.

Item Review Schedule

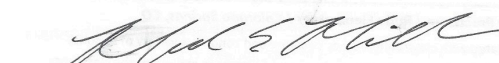
Miller closed the meeting by calling attention to the Information Item included in the ADC materials. He reminded Committee members that there was a joint meeting on Tuesday, March 8th with the Reporting and Dissemination Committee to discuss the review of contextual variables for math and reading. No other item review activities are anticipated during the next six months.

Miller adjourned the meeting at 4:20 p.m. ET.

I certify the accuracy of these minutes.


Dana Boyd, Chair

April 6, 2022
Date


Mark Miller, Vice Chair

April 6, 2022
Date

National Assessment Governing Board

Committee on Standards, Design, and Methodology

Report of March 15, 2022

2:00 – 4:00pm

Closed Session

COSDAM Members: Suzanne Lane (Chair), Carey Wright (Vice Chair), Eric Hanushek, Scott Marion, Alice Peisch, Julia Rafal-Baer, Russ Whitehurst.

Governing Board Staff: Executive Director Lesley Muldoon, Deputy Executive Director Lisa Stooksberry, Rebecca Dvorak, Stephaan Harris, Sharyn Rosenberg.

NCES/IES Staff: Gina Broxterman, Jing Chen, Brian Cramer, Jamie Deaton, Enis Dogan, Veda Edwards, Eunice Greer, Tina Love, Daniel McGrath, Nadia McLaughlin, Holly Spurlock, William Ward, John Whitmer.

Other Attendees: Sadaf Asrar, Jenny Beard, Greg Binzer, Brittany Boyd, Markus Broer, Lauren Byrne, Shamai Carter, Brandon Dart, Gloria Dion, Hugo Dos Santos, Amy Dresher, Kadriye Ercikan, Robert Finnegan, Kim Gattis, Sophia Handel, Cadelle Hemphill, Marcie Hickman, David Hoff, Yue Jia, Young Kim, Patience Luxemburg, Harrison Moore, Lisa Rodriguez, Rick Rogers, Keith Rust, Adrienne Sgammato, Leslie Wallace, Karen Wixson.

Update: 2022 NAEP Administration (Closed)

Under the provisions of exemption 9(B) of 552b of Title 5 U.S.C., COSDAM met in closed session for this session because presentations involved NAEP results not yet publicized.

Chair Suzanne Lane called the COSDAM meeting to order at 2:03 pm. Lane welcomed everyone and introduced the topic of the closed session.

Bill Ward began with a presentation of the NAEP 2022 administration. He reminded attendees the 2022 administration began during the end of a COVID-19 surge. Main NAEP for mathematics and reading and Age 9 Long Term Trend NAEP were administered, with Main NAEP ongoing through the end of March due to an extension to permit flexibility related to the pandemic. NCES and its contractors had multiple mitigation measures in place to ensure the safety of NAEP administration staff, school staff and students - including those implemented across all administrations and location specific measures adhering to individual school requirements. Ward noted various challenges that arose due to COVID-19 and how NCES responded.

Ward presented preliminary data describing prevalence of remote learning across states. Ward next presented student completion statistics so far in 2022 and compared these to 2019. He described participation rates for private schools and progress of assessing Department of Defense schools.

Next, Enis Dogan began his presentation highlighting the data available for 2021 – 2022, and then moved into planned analyses. He noted data had been collected through school, teacher, and student questionnaires with questions included to address COVID-19 impacts. Analyses are planned to examine validity and to contextualize results.

Scott Marion and Eric Hanushek presented questions regarding student enrollment differences in 2022 compared to 2019, and inquired further about whether planned analyses would address these. Dogan reported analyses were developed to address these concerns, and welcomed additional considerations from COSDAM members. He added the analyses should provide information on what data interpretations are appropriate. Russ Whitehurst inquired about how these results would be reported. Dogan responded analyses would be reported at the level of rigor typical of the Report Card, and contextual data may be used descriptively only on the Report Card to aid in interpretation.

Lane thanked NCES for the presentation and noted COSDAM members should follow up with Rebecca Dvorak or herself after the meeting if they would like to meet with Dogan to ask further questions on analysis.

The closed session concluded at 2:41pm and participants moved to the open virtual meeting link.

Attendance:

COSDAM Members: Suzanne Lane (Chair), Carey Wright (Vice Chair), Eric Hanushek, Scott Marion, Alice Peisch, Julia Rafal-Baer, Russ Whitehurst

Governing Board Staff: Executive Director Lesley Muldoon, Deputy Executive Director Lisa Stooksberry, Rebecca Dvorak, Stephaan Harris, Laura LoGerfo, Sharyn Rosenberg

NCES/IES Staff: Tammie Adams, Gina Broxterman, Jing Chen, Brian Cramer, Enis Dogan, Veda Edwards, Eunice Greer, Daniel McGrath, Nadia McLaughlin, Holly Spurlock, William Tirre, John Whitmer

Other Attendees: Sadaf Asrar, Vickie Baker, Scott Becker, Marc Berger, Greg Binzer, Brittany Boyd, Markus Broer, Lauren Byrne, Jay Campbell, Shamai Carter, Gloria Dion, Amy Dresher, Lisa Ehrlich, Jeremy Ellis, Kadriye Ercikan, Robert Finnegan, Kim Gattis, Laura Goadrich, Joy Heitland, Cadelle Hemphill, Marcie Hickman, Andrew Ho, David Hoff, Yue Jia, Young Kim, Andrew Kolstad, Beth LaDuca, Regina Lewis, Daniel McCaffrey, Harrison Moore, Eric Moyer, Ranu Palta-Upreti, Hilary Persky, Emilie Pooler, Lisa Rodriguez, Rick Rogers, Keith Rust, Adrienne Sgammato, Anthony Velez, Leslie Wallace, Karen Wixson, Ying Zhang

Introduction

Lane began the open session at 2:45 p.m. with an introduction to the two presentations. The first session presented three technological changes planned for NAEP presented by Dogan and Eunice Greer of NCES. These advances include adaptive testing, two-subject design, and automated scoring. COSDAM members learned about adaptive testing and two-subject design in November; the purpose of this session was to provide additional details and an opportunity for COSDAM members to ask questions and provide feedback. The automated scoring presentation is to provide information on a recent automated scoring contest held by the Institute of Education Sciences (IES) and its winners. The final session was for COSDAM to consider potential benefits and costs of including a Below *NAEP Basic* achievement level.

Briefing and Discussion: NAEP Innovations

Dogan began his presentation describing two potential design changes for NAEP – adaptive testing and two-subject design. The goal is to implement adaptive testing coupled with a two-subject design in 2028 for reading and mathematics, following studies in 2026. Bridge studies in 2028 are included with this plan.

Dogan provided justifications for adaptive testing, such as (a) more psychometric information is collected when items are a better fit for the tested students; (b) it is expected to increase precision at the lower end of the score distribution; and (c) it may improve student motivation because students would be matched with items better fit to their ability. NCES is exploring multi-stage testing (MST) specifically because NAEP does not assess individual students, and it is well-suited to meet NAEP’s requirements to cover various framework targets. In addition, NCES has examined MST in prior studies and found it promising for increasing precision. An ongoing NCES working group is considering how MST should be built for NAEP. The group is currently recommending two stages for reading, and potentially three or more stages for mathematics. The working group is considering how to split time between the stages – for example, should the router and additional stages be the same length, or different? If different, how much time should be devoted to each?

Hanushek inquired about why the change to adaptive testing would not occur operationally until 2028. Dogan noted there are multiple changes upcoming – including updated frameworks, a move towards assessing on Chromebooks instead of Surface Pros, and a change in platform from eNAEP to Next-Gen eNAEP. In addition, adaptive testing is being explored along with a two-subject design. It is important to keep the number of major changes manageable for understanding impacts of each. As a follow-up, Whitehurst inquired as to whether the studies need to take place within the regular NAEP administration, or if NCES might consider outside studies in order to move at a quicker pace. Dogan explained the need to study within existing administrations is in part due to funding, and also because it is important to include a nationally representative sample for changes this large.

Hanushek asked a follow-up question inquiring about NCES’ plans to increase items at the low-end of the scale if adaptive testing does not work. Dogan assured him that easier items are being developed regardless. An increase in easy items is expected to appear in operational assessments in 2026. They will be administered through linear testing operationally until 2028.

Lane asked about the motivation to include an MST router focused on fundamental skills rather than focusing on the full framework. Dogan noted that reading is passage-based, which adds restrictions to the number of items in each block. Part of the reason for including a shorter, fundamental block for a two-level test would be to quickly identify students struggling with fundamental skills to inform the longer second stage block. However, this is only one option being considered. Lane asked if NCES is exploring a router block with more of a range, along with a few items testing fundamental skills. Dogan agreed this is a possibility, and some options will be tested in 2026.

Marion was not concerned with the length of the blocks and believed a shorter router or second block can be successful. Student engagement is one advantage of adaptive testing, and another advantage is increased precision. However, in NAEP, precision is most important at the aggregate level, not the individual student level, because NAEP does not report individual student level scores. Therefore, it would be beneficial to understand the difference in precision between linear and adaptive testing at the aggregate levels reported by NAEP (e.g., trial urban district assessment (TUDA) level). Marion believed this examination would be beneficial for understanding the return on investment. Dogan noted he could work on these analyses and report back. NAEP also reports out at various percentiles, so it is additionally important to have precision at each percentile reported.

Hanushek asked why it is important to note that NAEP does not report out individual scores in these discussions. Marion responded that many analyses of validity and precision were developed around individual student scores.

There is often the assumption of greater accuracy at the aggregate level, though some research suggests this is not always true.

Moving on, Dogan described a two-subject design being explored. NCES is considering moving towards having students assessed in two subjects - reading and mathematics - in one administration. Having students take two subjects instead of one could reduce the total student sample required, leading to cost savings, and allow direct comparisons on NAEP reading and mathematics performance. NCES working groups are considering the implications of such a change – including the total testing time, whether to assess both subjects for an equal amount of time, and the placement of student questionnaires. They are also considering whether a break is necessary with a longer assessment time and, if so, when and how to provide it. NCES believes this is a worthwhile endeavor; however, it is unclear at this point whether the risks are worth the benefits.

Lane noted a major concern of this approach is the differential effect taking one subject before the other will have on the impact of analysis. Dogan agreed and noted this change will be carefully considered before a decision is made. With no further discussion, Lane introduced Greer to present on automated scoring.

After acknowledging the assistance of John Witmer, an Institute of Education Statistics (IES) Senior Fellow, and contractors AIR and Hagar Sharp in preparing the presentation, Greer provided an overview of automated scoring and noted its potential to increase efficiency and reduce costs. NAEP's goal for automated scoring is to match and replicate human scoring. Some have criticized automated scoring primarily on theoretical grounds, and NAEP will need to be prepared to respond to these criticisms. Greer next presented the purposes and time frame of the recent IES automated scoring challenge. Current NCES contractors were not eligible for participation. Greer presented the tasks required of the competition and shared the list of participants who came from a variety of geographical locations.

Greer named winners of the contest and shared accuracy and differential item functioning (DIF) statistics. All winners had very high accuracy with human scoring, well within the acceptable standards of the field, and low change in overall DIF across race subgroups. However, there was some variability at the item level, with models performing better for some items than others, and NCES plans to investigate the characteristics of items for which the models were not as effective. NCES will keep COSDAM updated on future efforts. NCES found the results provided confidence that automated scoring could be used in NAEP reading and has potential for other content areas. One area with room for improvement discussed was reducing bias. NCES anticipates that NAEP can be a leader in this area. Greer then opened the topic for discussion.

Whitehurst inquired about the lessons learned from this competition regarding costs, referencing one group that claimed it would cost them only \$5,000 to do this for all of NAEP. Greer clarified this cost estimate was from two recent graduates who claimed only to need more powerful laptops to provide automated scoring for NAEP. Greer recognized initial comparative studies and building of models is not cheap; however, she expects NAEP should begin to see cost savings in 2024. NCES hopes to use the same model year to year to maintain trend, which would keep costs down. Many questions remain that will impact the exact cost savings including the feasibility of automated scoring in mathematics; however, NCES' initial estimates put cost savings eventually at 50%.

Hanushek asked about NAEP's requirement for teams to divulge intellectual property. Greer clarified NAEP is not looking to collect all intellectual property; however, they do require high-level information (e.g., using BERT network, supplementing existing models, etc). This requirement caused one company to back out of the contest, and another to question it. NCES asked the company questioning the requirement to provide the same level of transparency their company offered to states – they agreed and proceeded. Whitmer clarified the contest revealed the NAEP data requires some customization and cannot rely solely on pre-existing networks, competition participants were not required to provide the exact details of how modifications were made.

Noting her appreciation for the work, Julia Rafal-Baer inquired about how to go about making sure that bias is not a problem based on the findings of existing DIF across races. Greer expressed there is a need to ensure bias is not an issue and further work is needed. She presented an example of training a machine on only upper-class white students, noting this would impact the accuracy for all students. This example highlights the need to ensure the sample used to train the scoring models is fair and reflects the testing population. Bias also needs to be approached for human scoring because the automated scores are compared back to human scores to determine accuracy.

Lane reiterated the importance to consider bias in automated scoring. She recommended training scoring models on specific subgroups and seeing how they differ in outcomes on scoring, and that the group look to a new book coming out by the National Council of Educational Measurement (NCME) on different measures for considering fairness in automated scoring. Lane moved the group on to the final topic.

Discussion: Potential Next Steps for Exploring a *NAEP Below Basic* Achievement Level

Lane introduced the final topic – potential next steps for exploring a *NAEP Below Basic* achievement level. Some COSDAM members have expressed interest in holding discussions to reconsider the Governing Board’s current policy on the intentional exclusion of an official achievement level below *NAEP Basic*. The purpose of this discussion was to reflect on various perspectives and discuss what COSDAM’s next steps should be to address the low-end of the achievement scale.

Lane provided background information before opening for discussion. First, she presented the current Governing Board Policy and then presented arguments for and against adding an official *NAEP Below Basic* level. She highlighted prior efforts, panel recommendations, and discussions on the topic.

Next, Lane presented a recent report commissioned by the Governing Board that examined the prevalence of low-end achievement levels in state assessments. Most states include a low-end achievement level; however, the descriptions are often vague and focus on what students cannot do or may do. Few states generated achievement level descriptions in terms of what students can do, and those that did tended to be theoretically based, not on empirical evidence.

Lane then described the approach by two major international assessments – Trends in International Mathematics and Science Study (TIMSS) and Program for International Student Assessment (PISA). Both include one or more low-end achievement level; however, there are limitations with the level of detail offered at the lowest end, the number of items, and in the number of students at the low end captured by the achievement levels.

Lane presented three questions to guide the COSDAM discussion:

- What would it mean for NAEP to include a *Below Basic* achievement level?
- How does adding a *NAEP Below Basic* achievement level fit with other COSDAM priorities (e.g., those presented in the Achievement Levels Work Plan)
- Would other efforts meet our needs?

Hanushek noted he felt it was more important to measure students at the bottom end of the scale than to add an achievement level specifically. He expressed this as an equity issue – when a high percentage of Black students, for example, fall below *NAEP Basic*, it is important to describe these students in terms of what they can do. He understood there would be a need to exclude students falling at the very lowest end of the achievement scale; similar to TIMSS which does not define the lowest 8 to 15% of students. However, NAEP could work towards describing a larger number of students than what it currently does.

Whitehurst also expressed concern with the lack of items students at the low-end could respond to correctly – noting it was bad for student motivation and for assessment validity. His concern was not about achievement levels specifically, but rather that the distribution of items should be aligned with the student population. He was also concerned with referring to NAEP achievement levels as aspirational – in reading the NAEP law he thought this was different from the intent that NAEP address grade level content. He further pointed out in some cases the *NAEP Proficient* levels have been shown to be two years above where students fall. In his opinion, the NAEP assessment should be a better reflection of where students fall – and this includes providing more items at the low-end.

On the topic of increasing items, Marion pointed out if NAEP were to take a principled assessment approach it would require at least the development of draft achievement level descriptions to drive item development at the low-end. If NAEP could find a way to develop more meaningful descriptions in terms of what these students can do, it could potentially be a model for states. The idea of generating descriptions prior to assessment development resonated with Carey Wright, because she felt descriptions should drive the assessment development process. This is how her state, Mississippi, generated their current state assessment.

Alice Peisch noted the importance of understanding how useful information on low-end performers would be to the stakeholders who use NAEP data. This information could drive how to prioritize efforts given limited Board resources. Specifically, it would be useful to understand how people in positions like Wright would use the information. Wright agreed and felt this point was important. COSDAM might consider posing questions to state chiefs to understand if and how they would use information obtained from a new *NAEP Below Basic* achievement level. She added it is particularly important that what is produced be actionable – meaning the information would change behaviors in schools and states.

Not all agreed with this proposed next step of reaching out to stakeholders. Whitehurst felt that obtaining stakeholder feedback would result in an unnecessary delay in a process that has already been extended. Rather, COSDAM should move forward without this step and if what is developed is good, people will use it. To understand how stakeholders might use new information for below *NAEP Basic*, he asked Wright whether State Chiefs found utility in current achievement levels. Wright noted for statewide assessments, teachers and principals use the percentages to inform the growth component of their accountability model, so they are used often. Mississippi uses the *NAEP Proficient* level to compare how close the state assessments mirror them. She explained Mississippi's prior assessment systems were not telling the truth, i.e., the cut for Proficient was at *NAEP Basic*. When Mississippi redid the assessment, they used NAEP achievement level information to be more honest and rigorous, to increase confidence in the results. Wright noted when her state sees a disconnect, it informs next steps. She added COSDAM should think about what we would want a state superintendent to do with the percentage of students scoring below *NAEP Basic*.

Wright reminded COSDAM members to consider cost. Though many good ideas had been presented, it would be unfortunate to begin an effort only to learn there was not sufficient funding. In addition to budget, she added COSDAM should consider prioritization, including whether other activities would need to be given up in order to pursue an effort.

In response to concerns raised about the mismatch between the proportion of items and students at the low-end of the scale, Lane reminded COSDAM members of current efforts by NCES to develop more items at the lower end of the scale. NCES expects to have additional items at the low-end of the scale for the 2026 operational assessment. Regarding concerns about NAEP's inability to describe students at the low-end, she reminded them that NAEP provides item maps that present example items for those falling at all achievement levels and those falling below *NAEP Basic*. Though at this point, the available items falling below *NAEP Basic* fall just below the

NAEP Basic cut. COSDAM could recommend the item maps be used more prominently in reporting to help describe what the students at the higher end of the below *NAEP Basic* range can do in reporting.

Lane recognized a consensus among COSDAM members that there is a desire to be able to say more about what students at the low-end of the achievement scale can do. If it could be done well, NAEP would clearly be ahead of state assessments on this. Lane noted an important consideration for COSDAM members is to determine whether to wait to see if the additional low-end items in development by NCES result in resolving COSDAM's concerns, or if there are actions COSDAM should take prior. In the short-term, Lane noted, COSDAM could recommend including item maps in reporting for students falling below *NAEP Basic* to provide some information on what they can do. Stakeholder focus groups could be convened to better understand the utility of a Below *NAEP Basic* achievement level, or hold discussions with item developers to understand if having the achievement level descriptions would help them. She recognized Hanushek's concern that the Board is not in full agreement regarding who is a stakeholder; however, did not believe this issue should not prevent COSDAM from moving forward.

Lane concluded the meeting noting she would work with Governing Board staff to identify next steps.

The meeting was adjourned at 4:06pm.

I certify the accuracy of these minutes.



Suzanne Lane, Chair
Committee on Standards, Design and Methodology

April 15, 2022
Date

National Assessment Governing Board

Reporting and Dissemination Committee

February 23, 2022

1:00 - 2:30 pm

Reporting and Dissemination Committee Members: Vice Chair Marty West, Tyler Cramer, Paul Gasparini, Ron Reynolds, Mark White.

Governing Board Members: Christine Cunningham

Governing Board Staff: Laura LoGerfo, Rebecca Dvorak, Stephaan Harris, Lesley Muldoon, Munira Mwalimu, Sharyn Rosenberg, Angela Scott, Lisa Stooksberry.

National Center for Education Statistics Staff: Gina Broxterman, Jing Chen, Brian Cramer, James Deaton, Veda Edwards, Patricia Etienne, Linda Hamilton, Shawn Kline, Daniel McGrath, Nadia McLaughlin, Holly Spurlock, Ebony Walton, Grady Wilburn, Angela Woodard.

U.S. Department of Education: Tammie Adams

Contractors: AIR: Brittany Boyd, Kim Gattis, Cadelle Hemphill, Young Kim, Connor Pennell, Yan Wang; CRP: Shamai Carter, Subin Hona, Anthony Velez, Edward Wofford; ETS: Jonas Bertling, Jay Campbell, Amy Drescher, Kadriye Ercikan, Robert Finnegan, Lisa Ward, Ryan Whorton; Hager Sharp: David Hoff, Joanne Lim, Kathleen Manzo; The Hatcher Group: Robert Johnston, Zoey Lichtenheld, David Loewenberg, Melissa Mellor, Devin Simpson, Jenna Tomasello; Management Strategies: Brandon Dart, Harrison Moore; Manhattan Strategy Group: Tara Donahue, Ying Zhang; Optimal Solutions: Imer Arnautovic, Sadaf Asrar, Peter Simmons; Pearson: Joy Heitland; Silimeo Group: Debra Silimeo; Westat: Greg Binzer, Lauren Byrne, Rick Rogers; WestEd: Sonya Powers.

Other: Vickie Baker (West Virginia Department of Education), Andrea Faulkner (North Carolina Department of Public Instruction), Beth LaDuca (Oregon Department of Education), Regina Lewis (Maine Department of Education), Tami Pyfer (representative for Governor Gary Herbert), Renee Savoie (Connecticut Department of Education), Mark Stephenson (Kansas Department of Education).

Vice Chair Marty West called the meeting to order at 1:02 pm and welcomed Reporting and Dissemination (R&D) committee members and attendees. He opened by reviewing the agenda for the meeting, which comprised two topics: (1) anticipating how to communicate results from NAEP 2022, a follow-up from the November R&D committee meeting and (2) discussing the framework that informs the development of the contextual questionnaires for the National Assessment of Educational Progress (NAEP). He also previewed upcoming events, including the release of findings from the 2019 High School Transcript Study and the quarterly Board meeting.

Anticipating NAEP 2022

With the preliminaries complete, West turned to the first item on the agenda, recapping that although NAEP 2022 results remain unknown at this point, Betebenner's presentation to the committee in November teased what the Board may expect. To increase the likelihood that the 2022 results, which will garner widespread attention, are interpreted and used responsibly, the Board should prepare now. The Board must work with key partners first so that they understand the divergent trend lines manifest in NAEP data from 2009 through 2019 and second so that they understand and use NAEP 2022 results in constructive ways later this year.

Stephaan Harris, the Board's assistant director for communications, summarized plans for outreach in these two areas of need. Harris reported that Chair Bev Perdue prioritized sounding the alarm on the divergent trend lines and urged the Board to disseminate this story broadly. Harris announced that the Board is close to finalizing a divergent trend lines messaging document, which contains important data points from both main NAEP and Long-Term Trend on this worrisome pattern of results.

Harris explained that the Board will address Perdue's emphasis on communicating urgency through stakeholder engagement activities with both Governing Board staff and Governing Board members. Another means of engagement will tap print and broadcast media to encourage coverage and use of NAEP data, which should foment concern about these troubling trends. Harris offered to help Board members write op-eds for placement in leading media outlets. He emphasized flexibility in providing communication options with stakeholders, based on their needs and preferences.

Harris also reassured the R&D committee members that such actions represent first steps on a longer journey, which will extend past the release of the 2022 NAEP results. Harris then invited questions. West responded first with praise for the flexible approach, using whatever methods and developing whatever assets that work most effectively for specific audiences.

West then shifted to asking about the timeline to release the NAEP data, currently in the field. LoGerfo explained the plan—as of that moment—will occur in two parts. First, in late fall, about

the time of a typical NAEP Day (end of October), NCES will release contextual information about students' technology access and instructional mode, to build a frame for the eventual release of the NAEP 2022 results in December or January. The delay from the traditional October timeline reflects additional analytic work and additional quality control given complexities in administering NAEP during the waning days of the pandemic.

Dan McGrath, acting associate commissioner for NCES' assessment division which includes NAEP, added that NCES plans to release topline results from Long-Term Trend (9-year-olds) in August. This expedited release reflects the assessment's importance in providing national data and with the shortest temporal boundaries to the pandemic (winter 2020 to winter 2022). Cautions about interpretation as well as distinctions between Long-Term Trend and main NAEP will accompany this press release, e.g., Long-Term Trend does not yield state-specific data; Long-Term Trend evaluates relatively basic knowledge and skills that may produce results which differ from main NAEP.

Committee member Tyler Cramer asked how the Board and NCES can promote accurate interpretations of the results while preventing infeasible comparisons about NAEP scores pre- and post-COVID. McGrath agreed that there is no clear comparison and elaborated NCES understands the need to report results within the contexts of teachers' and students' experiences over the last two years. The questionnaires include new COVID-related items, though Long-Term Trend does not include teacher questionnaires. All efforts will focus on reporting the results responsibly.

R&D member Ron Reynolds asked Harris about any outreach or briefings planned for the new Congress in January. Harris affirmed that Congress must be part of outreach activities and prioritized introducing NAEP to Congressional staffers and members of Congress, who may not be familiar with the program. Governing Board Executive Director Lesley Muldoon assured R&D committee members that the Board's standard operating procedure for any release involves embargoed briefings to Congress' education committees. Matt Stern serves as the Board's official liaison to the Hill, and he stays abreast of personnel changes on the Hill and advises how to sustain communication despite such changes

West concurred with Reynolds that Congress represents an important stakeholder in NAEP, both in their power to respond to NAEP data and in their funding support of NAEP operations and the assessment schedule. LoGerfo presented a slide depicting an approach to communicating and messaging 2022 NAEP results. Each row reflected a stakeholder group, such as districts and policymakers, and columns included medium, message, and frequency of contact. This approach proved useful for the nominations committee and easily adapts to this effort, reflecting the nimble approach of different strategies with different audiences. West interpreted Reynolds comment as requiring a new row for Congress as a stakeholder, which LoGerfo added.

West asked Harris a question about the challenge of simultaneously communicating the longer-term story of divergent trend lines and the shorter-term story of changes over the course of the pandemic. Does this present too much to accomplish in a relatively swift timeline? Does this overwhelm stakeholders who may not readily reconcile the two separate narratives? Most do not yet understand the divergent trend lines phenomenon, so disseminating just that message alone poses a challenge.

LoGerfo sketched a timeline for how findings can emerge on a steady cadence. Board contractors are examining the divergent trend line data now and will produce a report in May. Summer will see the release of the Long-Term Trend data. October will feature the contextual data mentioned earlier. Then December or January for the release of the NAEP 2022 results. This timeline will roll out alongside ongoing conversations with stakeholders—an introductory conversation followed by a preview of what to expect (no results, but scope and extent of data). This pace and approach may prevent confusion and help stakeholders better use the results.

McGrath underscored the differences in the messaging between the divergent trend lines and what will emerge from the NAEP 2022 data. Divergent trend lines cut across all subgroups, races/ethnicities, socioeconomic classes, disability status, etc. This manifests as a very different narrative from typical results. The main NAEP results may follow the more usual narrative, with differences by geography, race/ethnicity, socioeconomic disadvantage, etc.

Cramer urged the Board to produce an artifact that can convey fundamental principles of assessment literacy, such as that NAEP cannot be used to draw causal inferences, to prepare stakeholders effectively. LoGerfo responded affirmatively and noted that any artifacts should center on what assessment means for the consumer from the consumer's perspective. Familiar analogies that show how NAEP fits with state and local assessments can make this information comprehensible by all.

Reynolds perceived an opportunity in connecting these ideas. The public understands more about statistics and data now than they did prior to COVID. For example, the Board could channel new knowledge about how pre-existing health conditions intersect with COVID risk and conjure an analogy to NAEP, with the divergent trend lines as a 'pre-existing condition' when examining COVID's impact on learning outcomes.

West then turned to the reading materials for the meeting, which recapped recommendations on how to improve reporting from Board members and from outside experts. LoGerfo confessed that she is considering how to incorporate those recommendations without overloading the NAEP report card site and the resources of NCES. West supported the suggestion within those

materials to disaggregate socioeconomic status within race/ethnicity categories and pointed to other Board members who join him in backing that option.

Framework for Contextual Variables: Redux

Christine Cunningham, a member of the Assessment Development Committee (ADC), sparked this session on what policies and resources guide the development of the NAEP contextual questionnaires. At the last joint meeting of ADC and R&D, Cunningham asked if the Board members engaged in the questionnaire review all apply the same criteria to considering the quality and value of items.

This question piqued West's curiosity and led to this session, which intended first to describe the guidance which drives the content of NAEP questionnaires given to students, teachers, and school administrators and second, based on that understanding, to determine if the Board requires an official review of that guidance. If R&D concludes that such a review is required, R&D must set a plan and priorities for the review.

Indeed, guidance for contextual information exists but does not attract as much attention as similar guidance for assessments (assessment frameworks). For NAEP's non-cognitive items—everything other than evaluating knowledge and skills in subject areas—three resources drive their development and outline the Governing Board's role within that development process.

The first resource is the most essential: the NAEP law. The law sets general parameters for the contextual information NAEP collects and mandates specific variables, such as race/ethnicity and socioeconomic status, to enable required subgroup analyses. Generally, the contextual variables must relate directly to academic achievement and must not tap personal beliefs and attitudes. In addition to the NAEP law, the Governing Board Policy Statement on Background Questionnaires, adopted in 2012, sets priorities for collecting and reporting contextual data. A contextual information framework, first developed in 2003 and last revised in 2013, accompanied the policy statement. The third and final resource guiding the contextual questionnaires comes from NCES—an internal white paper on the core contextual items. The Core White Paper outlines overall categories of items for the student, teacher, and school administrator questionnaires but does not include specifications for writing contextual items.

After this overview, West invited reactions and questions and reiterated the critical question driving the entire conversation: Should the committee revisit the policy statement and framework?

Tyler Cramer started the discussion by expressing appreciation for the opportunity to read through these resources and better understand the contextual questionnaires. He raised a question about the omission of any variables which could, if included, improve the reliability and validity

of NAEP reporting. In addition, Cramer wondered how the NAEP Data Explorer can contain hundreds more variables than what R&D typically reviews.

Christine Cunningham expanded the committee's focus back to the overarching guidance and a more holistic examination of the contextual data. Do any of these documents from NCES or the Governing Board explain how the contextual questions fit together or complement each other? Cunningham urged the Board to ask survey researchers about additional items NAEP needs so that the questionnaires can align with latest developments from the field. West emphasized the importance of soliciting researcher feedback through the Questionnaire Standing Committee, which comprises about a dozen survey experts who advise NAEP and inform the content of the Core White Paper. Cunningham suggested inviting these experts to point out any glaring omissions from the questionnaires. She also asked whether these experts had discussed changing who takes what parts of the questionnaires, i.e., matrix sampling, which is used to test item quality in NAEP pilot testing. Holly Spurlock of NCES affirmed that the Questionnaire Standing Committee members had discussed this possibility and its implications for subgroup reporting.

Reynolds asked how the proscription against collecting data about personal beliefs reconciles with the items on the teacher questionnaire about self-efficacy, which is a personal belief. This led Reynolds to inquire about what entity defines the boundaries of allowable questions. Can the Board exercise latitude in expanding the range of what is permissible? LoGerfo replied that the Office of Management and Budget sets these boundaries, and as of yet, they do not believe that self-efficacy crosses the threshold of forbidden questions. Cunningham asked Reynolds if he wishes certain items existed but currently do not. Reynolds offered an example, such as a student item that taps their perceived opportunities to grow and learn at their school.

West observed that the Core White Paper appears less constrained by the Board's framework and more forward-looking. Spurlock clarified that the Core White Paper is basically a literature review, delving into the research base for the constructs identified in the framework, showing how each relates to student achievement. This information helps NCES prioritize what should be included on the questionnaires, which is not necessarily forward-looking as much as essential to understanding achievement. Jamie Deaton of NCES cautioned that the Core White Paper focuses on this achievement research and does not account for areas of sensitivity discerned by the federal government, states, and districts and for concerns among students and their families. But, in sum, this paper does chart a through-line between the framework and the actual items under review.

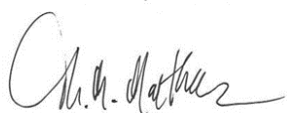
Dan McGrath of NCES admitted that the NAEP program could use a more specific blueprint from the Board to consult for guidance on the contextual questionnaires. However, if the blueprint faces revision only once a decade, the framework may become outdated and too rigid in its prescriptive influence for the questionnaires.

Tyler Cramer asked whether the Board can lengthen the time allotted for the questionnaires, but West replied that the same question elicited a discouraging response in a previous meeting. If the questionnaire duration increases, the effort can prove too burdensome and thus prompt states to opt out of administering the questionnaires. To keep the timing as is, NAEP would need to remove cognitive items from the assessments, which NAEP developers and psychometricians are loath to consider. West suggested that any request for additional survey time should be tied to specific measures which are omitted now but provide such undeniably unique value that they must be incorporated. Cramer concluded by urging a full review of the contextual items framework.

West thanked everyone for their participation and underlined that the committee made progress at least in understanding what guidance exists. He distilled the committee's feedback into an overall perception of some enthusiasm and no objections to moving forward with a contextual items framework review. If the Board wants to structure this process in ways consistent with how ADC updates frameworks for the cognitive components of NAEP, then perhaps R&D should undertake this effort.

West concluded the meeting at 2:31 pm.

I accept the accuracy of these minutes.



Tonya Matthews
Chair, Reporting and Dissemination Committee

4/18/2022
Date

National Assessment Governing Board

Joint Meeting

Assessment Development Committee and Reporting and Dissemination Committee

March 8, 2022

2:30 - 4:30 pm

Assessment Development Committee Members: Vice Chair Mark Miller, Frank Edelblut, Viola Garcia, Nardi Routten.

Reporting and Dissemination Committee Members: Chair Tonya Matthews, Vice Chair Marty West, Tyler Cramer, Paul Gasparini, Tami Pyfer (Governor Gary Herbert designee), Ron Reynolds.

Governing Board Members: Julia Rafal-Baer

Governing Board Staff: Rebecca Dvorak, Stephaan Harris, Laura LoGerfo, Sharyn Rosenberg, Angela Scott, Lisa Stooksberry.

National Center for Education Statistics Staff: Gina Broxterman, Jing Chen, Brian Cramer, Jamie Deaton, Patricia Etienne, Eunice Greer, Daniel McGrath, Nadia McLaughlin, Emmanuel Sikali, Holly Spurlock, William Tirre, Ebony Walton.

U.S. Department of Education: Veda Edwards, Angela Woodard.

Contractors: AIR: Brittany Boyd, Markus Broer, Kim Gattis, Cadelle Hemphill, Young Kim, Connor Pennell, Yan Wang, Jizhi Zhang; CRP: Subin Hona, Anthony Velez; ETS: Jonas Bertling, Jay Campbell, Christine Cheuk, Gloria Dion, Hugo Dos Santos, Amy Dresher, Kadriye Ercikan, Robert Finnegan, Marcel Ionescu, Lisa Ward, Ryan Whorton, Karen Wixson; Hager Sharp: David Hoff, Joanne Lim; The Hatcher Group: Jenny Beard, Sophia Handel; Jenna Tomasello; Manhattan Strategy Group: Tara Donahue, Ying Zhang; Management Strategies: Brandon Dart. Optimal Solutions: Sadaf Asrar, Imer Arnautovic; P20 Strategies: Andrew Kolstad; Pearson: Joy Heitland; Silimeo Group: Debra Silimeo; Westat: Greg Binzer, Lauren Byrne, Marcie Hickman, Lisa Rodriguez, Karen Wixson.

Other: Vickie Baker (West Virginia Department of Education), Jeremy Ellis (Missouri Department of Education), Beth LaDuca (Oregon Department of Education).

Vice Chair Mark Miller called the joint meeting of the Assessment Development Committee (ADC) and Reporting and Dissemination (R&D) Committee to order at 2:30 pm on Tuesday, March 8, 2022. Miller welcomed everyone and explained the agenda and the goals for the meeting.

The agenda comprised a single task: to review proposed items for the contextual questionnaires which students, teachers, and school administrators voluntarily complete as part of a NAEP administration. Both core contextual and subject-specific contextual questionnaires will be administered to students, teachers, and school administrators as part of the NAEP 2026 operational assessment. The Reporting and Dissemination Committee reviews and approves the core contextual variables, which are given to all participants, regardless of which subject assessment is fielded. The Assessment Development Committee reviews and approves the subject-specific variables taken by students, teachers, and school administrators about a specific subject assessed by NAEP, such as reading or mathematics.

Reporting and Dissemination Committee Chair Tonya Matthews offered her welcome and appreciation to the assembled and stressed the central importance of contextual data to understanding NAEP results. She then introduced Jamie Deaton of the National Center for Education Statistics (NCES) who leads the questionnaire work for NAEP. Deaton explained that this review of proposed items affords the best opportunity for amending, adding, and deleting questions. Vetted items from this review enter cognitive labs, through which NAEP survey developers administer these questions to small samples of students, teachers, and school administrator and ascertain these participants' reactions to the items. Items which successfully clear this hurdle then make it to a pilot administration, which essentially serves as practice for NAEP operational administration.

With preambles complete, the committee members dived into discussing both the core and subject-specific contextual variables in the review package. Their feedback proved insightful and useful. Miller and Matthews shared the moderating role, with Matthews facilitating the conversation about the core contextual variables as R&D Chair and Miller leading the discussion of the subject-specific variables in his role as ADC Vice Chair.

Both Miller and Matthews expressed appreciation for the diligent efforts of all committee members in reviewing the items. They also thanked the NCES team for providing an overview, facilitating the discussion by displaying and scrolling through items, and addressing questions. The meeting adjourned at 4:30 pm.

This feedback was transmitted to NCES, who in turn returned to the Governing Board official responses to the suggestions on March 23, 2022.

I accept the accuracy of these minutes.



Tonya Matthews, Chair, Reporting and Dissemination Committee

April 18, 2022
Date

National Assessment Governing Board

Nominations Committee

Closed Session

February 28, 2022

Nominations Committee Members: Paul Gasparini (Chair), Dana Boyd, Tyler Cramer, Suzanne Lane, Tonya Matthews, Reginald McGregor, Alice Peisch, and Mark Miller.

Board Staff: Stephaan Harris, Munira Mwalimu and Lisa Stooksberry.

Under the provisions of exemptions 2 and 6 of § 552b (c) of Title 5 U.S.C., the Nominations Committee met in closed session on Monday, February 28, 2022, from 5:30 p.m. to 6:30 p.m. ET.

Chair Paul Gasparini called the meeting to order at 5:30 p.m. ET. Gasparini previewed the agenda and noted that most of the discussion would focus on the slate of recommended finalists to be presented to the Governing Board on Thursday, March 3, 2022.


Gasparini reviewed the 2022 nominations process and timeline and highlighted the slate of finalists in four categories for terms beginning October 1, 2022:

- General Public Representative – Parent Leader
- Grade 4 Teacher
- Grade 8 Teacher
- Secondary School Principal

The committee discussed plans for their next meeting, a working session to be scheduled in April 2022. At that time, members will receive a briefing from Governing Board staff on the outreach campaign for the 2023 nominations cycle. The Chair thanked members for their work and commended Tonya Matthews for her long-time service and leadership as a member of the Nominations Committee. Matthew's tenure on the Board comes to an end on September 30, 2022.

The meeting adjourned at 6:30 p.m.

I certify the accuracy of these minutes.


Paul Gasparini

April 12, 2022
Date