

# Executive Committee

May 12, 2022

8:30 am – 9:00 am ET

Location: Crystal V (The Westin, Crystal City)



## AGENDA

- |                       |                                                                                                                                                                                                 |              |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <b>8:30 – 8:35 am</b> | <b>Agenda Overview and Opening Remarks</b><br><i>Beverly Perdue, Chair</i>                                                                                                                      |              |
| <b>8:35 – 8:40 am</b> | <b>Policy and FY 23 Budget Update</b><br><i>Matthew Stern, Assistant Director for Policy and Intergovernmental Affairs</i>                                                                      | Attachment A |
| <b>8:40 – 8:45 am</b> | <b>Trial Urban District Assessment (TUDA) Participation Update</b><br><i>Matthew Stern</i>                                                                                                      | Attachment B |
| <b>8:45 – 9:00 am</b> | <b>Stakeholder Engagement and Outreach Update</b><br><i>Lesley Muldoon, Executive Director</i><br><i>Beverly Perdue</i><br><i>Alice Peisch, Vice Chair</i><br><i>Carey Wright, Board Member</i> |              |
| <b>9:00 am</b>        | <b>Adjourn</b>                                                                                                                                                                                  |              |

TO: Members of the Executive Committee

RE: Background for May 12, 2022, Executive Committee Meeting

DATE: April 28, 2022

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The Executive Committee's May 12<sup>th</sup> meeting will kick off the May quarterly Board meeting and will be held from 8:30 am to 9:00 am.

The Committee will convene in open session and Chair Beverly Perdue will provide opening remarks. Matthew Stern will provide a policy update that will include an appropriations and budget outlook for the NAEP program. Lesley Muldoon will then provide an update on the Trial Urban District Assessment (TUDA) program and participation during the 2024 administration. Muldoon will then provide an overview of the stakeholder outreach between the March and May meetings and ask Chair Perdue, Vice Chair Alice Peisch and Executive Committee Member Carey Wright to briefly share the discussions they joined with the National Governors Association, Education Commission of the States and the Southern Regional Education Board, respectively.

This memo provides background information to support the Executive Committee's discussion on these topics.

### **Update on the Program's Budget**

In March, NCES shared with the Board that the 2022 NAEP administration is projected to cost more than previous estimates, due to increased COVID mitigation efforts as a result of the surge in the Omicron variant and the effects of inflation. 2022 administration is now complete and NCES will provide updated projections on the costs for this year's assessment at the May meeting.

In May, NCES will conduct a Budget Workshop to provide Board members with insight into the program's spending and its implications for other activities and full administration of the Assessment Schedule.

President Biden signed a FY 2022 "omnibus" appropriations bill that included \$180 million for NAEP, \$15 million more than the FY 2021 level and the same as the President's FY 2022 budget request. The bill also level-funded the Governing Board at \$7.7 million (the requested amount).

### **Update on the Assessment Schedule**

At the August 2021 Board meeting, the Board amended the assessment schedule to replace the age-17 Long-term Trend (LTT) with age-9 LTT assessment in 2022.

At the November 2021 Board meeting, the Board once again amended the assessment schedule by removing the 2024 Technology and Engineering Literacy (TEL) assessment, due to several technical issues that would have prevented the reporting of full results and trends. Instead, the Board added a fall 2022 administration of the LTT assessments for 13-year-olds, providing vital

information on how student learning changed before and after COVID-related disruptions to instruction for this age group.

The Board has not made any changes to the Assessment Schedule since November 2021.

**Current Status of Appropriations for FY 2023:**

**President Biden’s FY 2023 Budget Request** for the U.S. Department of Education included a \$20.1 million increase to the NAEP program. When the President’s budget was finalized, the Administration included a FY 2022 figure based on the third Continuing Resolution and did not include the \$15 million increase that NAEP finally received in the FY 2022 omnibus appropriations bill. Factoring in the \$15 million increase the program already has received, the FY 2023 request calls for an additional increase of \$5 million over the actual FY 2022 funding. If approved, the NAEP budget would increase to a total of \$192.8 million. The budget justification for the increase was provided to: first, support preparation for and implementation of the 2024 assessments; second, allow for further analysis and reporting of 2022 assessments, and third, conduct research and development activities to improve assessment quality while reducing future program costs. The request also includes a slight nominal increase for the Governing Board (which is aligned to the staff-submitted request).

***U.S. Department of Education Fiscal Year 2023 Budget Summary:***

<u>ASSESSMENT</u>	2023		
	<u>2021</u>	<u>2022</u>	<u>Request</u>
BA in millions	\$172.7	\$172.7	\$192.8

The Request includes a \$20.1 million increase to the established assessment schedule under the ongoing National Assessment of Educational Progress (NAEP) and to support research and development activities to maintain assessment quality while reducing future program costs. NAEP measures and reports on the status of and trends in student learning over time on a subject-by-subject basis and makes objective information on student performance available to policymakers, educators, parents, and the public. As the largest nationally representative and continuing assessment of what American students know and can do, NAEP has become a key measure of our Nation’s educational performance. The proposed increase would support preparation for and implementation of the 2024 assessments; further analysis and reporting of 2022 assessments in reading, mathematics, civics, and U.S history; and research and development needed to maintain NAEP quality and reduce future program costs.

3. Assessment (NAEPAA):							
(a)	National assessment (section 303)	D	165,000	165,000	185,000	20,000	12.12%
(b)	National Assessment Governing Board (section 302)	D	7,745	7,745	7,799	54	0.70%

**Next Step:** Senate and House budget and appropriations committees consider the President’s budget request and begin to negotiate an appropriations bill for FY 2023 funding.

## **TUDA Policy Update**

There are 13 eligible school districts that meet the eligibility criteria laid out in the Board’s TUDA policy (see Attachment A). In April 2022, Board staff and the Council of Great City Schools staff conducted initial outreach to eligible districts to gauge their interest in voluntarily participating in the 2024 TUDA NAEP administration.

### ***List of Eligible School Districts:***

<b>STATE</b>	<b>LEA_NAME</b>	<b>Percent of All Students Eligible for Free and Reduced Lunch</b>	<b>Percent of Minority Students</b>	<b>Number of 4th Graders</b>	<b>Number of 8th Graders</b>
AZ	MESA UNIFIED DISTRICT (4235)	55.29	57.67	4,836	4,929
CA	LONG BEACH UNIFIED	68.43	87.59	5,347	5,497
FL	ORANGE	52.09	74.74	15,757	15,553
FL	OSCEOLA	44.40	77.36	5,131	5,348
NC	WAKE COUNTY SCHOOLS	32.82	54.23	12,637	12,270
TN	DAVIDSON COUNTY	69.90	71.91	6,636	6,005
TX	ALDINE ISD	87.19	97.65	5,379	4,690
TX	CYPRESS-FAIRBANKS ISD	54.44	75.81	8,913	8,880
TX	FORT BEND ISD	43.21	83.85	5,713	6,006
TX	FRISCO ISD	12.53	58.31	4,656	4,859
TX	NORTH EAST ISD	48.40	74.76	4,775	4,954
TX	NORTHSIDE ISD	49.27	81.07	8,050	7,954
VA	VA BEACH CITY PBLC SCHS	39.27	51.79	5,220	5,320

### ***Eligibility Criteria:***

1. Only cities having 250,000 or more population shall be represented in TUDA.
2. Districts participating in TUDA shall have a student enrollment large enough to support NAEP assessments in three subjects in each grade assessed. The enrollment requirement is a minimum of approximately 1,500 students per subject per grade level assessed.
3. Districts participating in TUDA shall have an enrollment district-wide or in the grade levels assessed that meets at least one of the following criteria:
  - a. 50% or more are minority students (i.e., African American, American Indian/Alaskan Native, Asian, Hispanic, Native Hawaiian/Other Pacific Islander, and/or multi-racial).
  - b. 50% or more are eligible for participation in the free and reduced-price lunch program (or other appropriate indicator of poverty status).

Districts that are very near to meeting a particular eligibility requirement may be considered eligible if they request to participate in the program and if funds are sufficient to permit participation. Eligibility data shall be updated and verified periodically.

***Timeline of Next Steps:***

<p><b>Spring 2022:</b> Letters from the Governing Board to potential districts asking if they would be interested in TUDA.</p>
<p><b>August 2022 Board Meeting:</b> Discussion of eligible replacement districts for 2024 TUDA participation including recommendations from Governing Board staff and the Council of Great City Schools staff, as appropriate.</p>
<p><b>November 2022:</b> If necessary, vote on replacement TUDA district for 2024 NAEP assessments.</p>

**Stakeholder Engagement and Outreach Update**

Board staff are engaged in efforts to increase stakeholder engagement, and NCES staff are developing enhanced reporting materials (more comprehensive, “plain speech” data products for states and districts) to support 2022 results.

***Recent Meetings with Stakeholder Organizations:***

- 3/18 – NAGB + Council of Great City Schools
- 3/22 – NAGB + Education Commission of the States
- 3/30 – NAGB + Council of Chief State School Officers
- 4/12 – NAGB + Southern Regional Education Board
- 4/18 – NAGB + National Governors Association

Various Board members and staff participated in these meetings to convey the widening divide between the nation’s highest- and lowest-performing students in multiple subjects and grades as seen on NAEP pre-pandemic, and to discuss how best to share this information with their members and colleagues. These discussions are initial steps towards building lasting partnerships that will result in greater awareness of NAEP trends among key stakeholders, prepare them to best understand and communicate the NAEP 2022 findings, and ultimately inform policies and practices that improve student outcomes.

Attendees were largely unaware of the widening gaps and the diversity of the population of the lowest performers, speaking to the urgency of building public awareness of these trends to get a complete picture of student achievement.

The leaders of these groups all saw great potential in using this data to spark conversations among their members about the state of education in their communities and nationally, though

they added many state leaders would need further guidance on how these data can and should inform policy, particularly in light of forthcoming 2022 state test and NAEP results.

Board staff are working with these groups on specific activities to cultivate and share NAEP data with their members. NCES is developing materials that show regional- and state-level trends on NAEP pre-pandemic to help ground the discussions. Board staff and NCES staff will work jointly to support policymakers and other state-level stakeholders during summer/fall 2022, leading up to the release of main NAEP results in October/November 2022.



Adopted: March 3, 2007  
Revised: August 4, 2012

## **National Assessment Governing Board**

### **Eligibility Criteria and Procedures for Selecting Districts for Participation in the National Assessment of Educational Progress**

#### **Trial Urban District Assessment**

#### **Policy Statement**

#### **Purpose**

To define the eligibility criteria and selection procedures for participation of urban school districts in the National Assessment of Educational Progress (NAEP) Trial Urban District Assessment (TUDA).

#### **Guiding Principles**

##### **Principle 1**

Participation in TUDA shall be voluntary.

##### **Principle 2**

A primary goal of TUDA is to support the improvement of student achievement in the nation's large urban school districts and to focus attention on the specific challenges and accomplishments associated with urban education.

##### **Principle 3**

Districts participating in TUDA shall have the characteristics of large urban areas.

##### **Principle 4**

All districts that have participated in TUDA without interruption once included shall be deemed eligible and permitted to continue to participate.

### **Principle 5**

The eligibility criteria for participation in TUDA shall promote (1) inter-district comparability, so that participating districts are reasonably similar with respect to key demographics and (2) efficiency in resources required of the NAEP program.

### **Principle 6**

Increasing the total number of districts participating in TUDA shall be contingent on additional funding from Congress.

### **Principle 7**

The Governing Board implements the selection procedures used to consider districts for participation in TUDA.

### **Principle 8**

Districts applying for participation in TUDA should be committed to long-term participation.

## **Eligibility Criteria**

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3. Districts participating in TUDA shall have an enrollment district-wide or in the grade levels assessed that meets at least one of the following criteria:
  - a. 50% or more are minority students (i.e., African American, American Indian/Alaskan Native, Asian, Hispanic, Native Hawaiian/Other Pacific Islander, and/or multi-racial).
  - b. 50% or more are eligible for participation in the free and reduced-price lunch program (or other appropriate indicator of poverty status).

Districts that are very near to meeting a particular eligibility requirement may be considered eligible if they request to participate in the program and if funds are sufficient to permit participation. Eligibility data shall be updated and verified periodically.



## **Application and Selection Process/Procedures**

To provide time for consultation, notification, and operational planning for the conduct of the Trial Urban District Assessments, the steps described below should be sequenced to conclude approximately 14 months prior to the start of testing.

1. Prior to the assessment year in which TUDA is to be conducted, the Governing Board Executive Director, in consultation with the National Center for Education Statistics (NCES), prepares a list of eligible districts and posts that list on the Governing Board website.
2. Prior to the assessment year in which TUDA is to be conducted, the Governing Board Executive Director sends a letter to each district that participated in the immediately preceding administration of TUDA to determine the district's interest in continuing as a participant in the upcoming administration of TUDA.
3. Based on funding from Congress and the decision of any previous TUDA participant not to continue, the Governing Board determines whether new districts can be considered for participation in the upcoming TUDA administration.
4. If the Governing Board determines that new districts can be considered for participation in the upcoming TUDA administration, the Governing Board Executive Director sends a letter notifying eligible districts of the opportunity to submit an application and the instructions for applying.
5. Eligible districts seeking to participate in TUDA submit an application to the Executive Director of the Governing Board. The application should be signed by the district superintendent or designee, include the most recent information documenting the district's enrollment and eligibility, and contain a commitment for long-term participation in TUDA if selected.
6. The Executive Director of the Governing Board and appropriate staff of the Governing Board shall review applications in consultation with the Chairman of the Governing Board, the Chairman of the Board's Committee on Standards, Design and Methodology, staff of the National Center for Education Statistics, and the Executive Director of the Council of the Great City Schools.
7. The Executive Director of the Governing Board shall recommend new districts for participation in TUDA to the Governing Board for final action.
8. The Executive Director of the Governing Board shall send notification of the Board's decision regarding district participation in TUDA to the district and to the Commissioner of Education Statistics.

## **Potential Pool of Eligible Districts**

The list of eligible districts shall be posted on the website of the National Assessment Governing Board ([www.nagb.org](http://www.nagb.org)) and made publicly available through other appropriate means. The list of districts will change from time to time due to changes in the population of the district and the district setting.