

# Reporting and Dissemination Committee

Friday, August 5, 2022  
8:30 – 10:30 am  
Carolina/Palmetto Room



## AGENDA

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<b>8:30 – 8:35 am</b>	<b>Welcome and Updates</b> <i>Tonya Matthews, Chair</i>	
<b>8:35 – 9:15 am</b>	<b>Release Plans: 2022 Long-Term Trend &amp; NAEP 2022 Discussion and ACTIONS</b> <i>Laura LoGerfo, Assistant Director for Reporting and Analysis</i>	<i>Attachment A</i>
<b>9:15 – 10:00 am</b>	<b>Outreach Activities</b> <i>Stephaan Harris, Assistant Director for Communications</i> <i>Lesley Muldoon, Executive Director</i>	
<b>10:00 – 10:15 am</b>	<b>Future Committee Meeting Topics</b> <i>Tonya Matthews</i> <i>Marty West, Vice Chair</i>	
<b>10:15 – 10:30 am</b>	<b>Farewell Address</b> <i>Tonya Matthews</i>	

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

### ***2022 Long-Term Trend***

The national results of the 2022 National Assessment of Educational Progress (NAEP) Long-Term Trend (LTT) assessment for 9-year-olds will be released to the public in early September 2022.

#### **BACKGROUND**

Beginning in the 1970s, the NAEP program has monitored student performance in mathematics and reading through the Long-Term Trend (LTT) assessments. This assessment program within NAEP represents the nation's only continuous source of data on student achievement through a half-century. Nationally representative age-based cohorts of students participate in this assessment, which is administered through pencil and paper. The last LTT assessment was fielded to 13-year-olds in the fall of 2019 and to 9-year-olds from January through March 2020.

Originally, the Governing Board expected that NCES would administer the LTT to 17-year-olds in spring 2022, to resume assessing the 17-year-old cohort who could not participate when assessment operations prematurely ceased in response to the pandemic in March 2020. However, at the August 2021 quarterly meeting of the National Assessment Governing Board, the Board amended the assessment schedule to administer the 9-year-old LTT assessment in the 2021-2022 school year instead. By assessing 9-year-olds immediately prior to school closures in 2020 and again in 2021-22 when nearly all schools reopened with traditional full-time schedules, NAEP captured student performance at two timepoints at the narrowest temporal interval of COVID-19 potential impacts.

This LTT administration is unique in that typically the sample of schools for NAEP are independent across administrations. However, for the age 9 LTT assessment, in order to facilitate the comparison of student group performance between 2020 and 2022, schools selected for 2022 mostly overlapped with the 2020 school sample. About 92% of the schools sampled for 2022 LTT had also been sampled for 2020 LTT.

Comparing and contrasting scores in the 2019-2020 school year with 2022, given caveats about lack of causal inference, etc., will lend invaluable insights into how COVID-19 shaped student learning for the youngest participants in the LTT assessment.

### **RELEASE PLAN**

Similar to prior releases, the 2022 LTT release will offer only national data, from a reading test and a mathematics test of essentially basic skills, on trend lines that stretch for more than four decades, with limited contextual data. These contextual data include information gleaned from questionnaires about students' educational experiences during COVID and about schools' means of educating students in the COVID era.

This release will provide the first nationally-representative results about COVID-era learning, yet must be accompanied by caveats in interpretation. The Board expects results from the LTT administration in the 2021-2022 school year to garner much attention. As such, stakeholders may unintentionally overinterpret the data to draw unwarranted conclusions about student learning in this time period.

Thus, the release will reflect the expectation of great interest and incorporate guidance in understanding the results. The setting and approach will resemble that taken to release the findings from the 2019 High School Transcript Study—a thoughtful and engaging conversation between Peggy Carr and Marty West focused on interpreting the results.

Peggy Carr, Commissioner of the National Center for Education Statistics, will summarize the data and highlight findings of particular relevance. Marty West, Vice Chair of the Reporting and Dissemination Committee, will discuss how to understand the results, both LTT itself and LTT within the context of forthcoming main NAEP 2022 data, which will be released later this fall. Both Carr and West will field questions submitted in advance via social media as well as live-Tweeted during the event. Modeling how to interpret the findings within context and given caveats may help the audience grasp important lessons from the data more readily and accurately.

To accompany the release and depict real-world experiences, the Board will present a video with clips from interviews of 9-year-olds about their learning during COVID, how the pandemic affected their lives at home and at school, and their thoughts on returning to the classroom.

### **CENTRAL MESSAGES**

Activities for the release will promote two primary messages, both capturing NAEP's relevance and powerful value. First, the Governing Board and NCES nimbly pivoted the assessment schedule and administration, respectively, to capitalize on an opportunity to collect and release important achievement data in a timely fashion. The data are unique in being nationally

representative and within the narrowest timeframe bookending COVID-related disruptions to schooling. The results will invaluablely contribute to the conversation on the impact of COVID. Second, the discussion will center on how to interpret the LTT results accurately and how to prepare for the release of the 2022 main NAEP results.

**ACTIVITIES FOR THE RELEASE**

The findings and the video will be promoted through a press release, email announcements, social media channels, and the monthly newsletter.



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

***The Nation’s Report Card: 2022 Reading and Mathematics***

The national, state, and urban district results of the 2022 National Assessment of Educational Progress (NAEP) Reading and Mathematics Report Card will be released to the public in Fall 2022 through a release event in Washington, DC.

The “NAEP Day” event, which will be live-streamed webcast, will feature a data presentation by the Commissioner of the National Center for Education Statistics (NCES); comments by at least one Governing Board member; and a panel of leaders from states and districts implementing effective strategies to improve student achievement. This program, which will last approximately 90 minutes, will include questions from both in-person and online attendees. The results and statistics presentation will feature its own question-and-answer session, as will the panel discussion.

**DATE AND LOCATION**

The release event will occur in Fall 2022. The release date will be determined by the Chair of the Reporting and Dissemination Committee, in accordance with Governing Board policy, following acceptance of the final report card website.

**ACTIVITIES BEFORE THE RELEASE**

Since Spring 2022, Governing Board staff have met with organizations invested in the forthcoming NAEP results, including groups which represent state interests such as the National Governors Association and the Education Commission of the States; those which support districts participating in NAEP, such as the Council of the Great City Schools; and those that represent other key stakeholders such as the National PTA. These meetings commenced well in advance of the intended release date to ensure that audiences understand the complete picture of NAEP results from the last decade before COVID, so they can accurately interpret NAEP 2022 results. The Board is also creating a web page to host highlights of this pre-pandemic data for wide dissemination via social media.

The Hatcher Group, the Board’s communications contractor, will launch a social media campaign to build and sustain interest in the release, and the Board is hiring special consultants to advise on the most effective strategies to release the NAEP 2022 results responsibly, thoughtfully, and helpfully, so that the potential for data misinterpretations is minimized.

In the days immediately preceding the release, NCES will convene a conference call for media. Throughout October 2022, the Board and NCES will host embargoed briefings for various stakeholders, e.g., Congress, state, and district personnel, along with an embargoed website with the results held confidential. This will offer a comprehensive overview of findings to help ensure accurate reporting to the public and deeper understanding of results.

### **RELEASE**

An event to herald the release of the 2022 main NAEP results will take place at a venue such as the National Press Club and focus primarily on announcing the NAEP results—national, state-level, and district-level for those districts which voluntarily participate in the Trial Urban District Assessment program. The NCES commissioner will share the results in a PowerPoint presentation which will be simultaneously live-streamed to registered online attendees. A panel discussion will follow, which will center on understanding the results within context and their potential impact on the education sector.

The Commissioner of the National Center for Education Statistics will release the report card at the NAEP website—<http://nationsreportcard.gov>—at 12:01am the day of the release event. The Governing Board press release, the full and abridged versions of the 2022 Reading and Mathematics Frameworks, and related materials will be posted on the Board’s web site. The site will feature links to social networking sites and multimedia material related to the event.

### **CENTRAL MESSAGES**

Activities for the release will promote three primary messages, which may be shifted or supplemented once the Committee learns the results during its review. However, three overall messages may remain the same. First, NAEP provides uniquely authoritative and objective data for the nation, for states, and for districts to measure the full scope of learning in the COVID era. Second, focusing on returning assessment performance to pre-COVID scores will prove insufficient to ensure students are making robust and equitable progress in education. Third, NAEP data offer numerous insights into students’ learning experiences during the pandemic—the contextual information gleaned from student, teacher, and school administrator questionnaires.

### **ACTIVITIES AFTER THE RELEASE**

The Governing Board’s communications contractors will work with Board staff to coordinate additional post-release communications efforts that target communities and audiences with an

interest in reading and mathematics and assessment in general. Video clips of the event will be promoted on social media. The goal of these activities is to highlight the value, utility, and relevance of NAEP to myriad stakeholders.